PROGRAM PLANNING, INSTRUCTIONAL PROCEDURES AND PATTERNS OF SERVICE ACTIVITIES EMPLOYED IN OKLAHOMA YOUNG FARMER CHAPTERS

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CHAPTER I

INTRODUCTION

With the passing of the Smith-Hughes Act of 1917 and the formation of vocational agriculture programs for both the high school and post high school students, the young and adult farmer programs have theoretically been a part of the curriculum of all vocational agriculture departments. Not all states have organized young farmer associations and not all vocational agriculture programs in Oklahoma and other states have young or adult farmer educational programs and of those who do only a portion continue year after year as groups affiliated with a state organization.

As early as 1929, Ohio formed the first state association of young farmers. Oklahoma officially formed their state young farmer organization in 1969, although some dedicated, forward moving teachers had for years conducted young farmer programs of their own much to the benefit of their local FFA chapters and their communities. From the beginning it was alledged that the Oklahoma young farmer program was designed to meet the educational needs peculiar to an anticipated group of students although it soon became apparent that many participating in various programs across the state were also motivated to become involved because of the satisfaction of meeting other needs, rather than exclusively the need for education. It would seem that many feel the need for socialization and community service. Of the five outstanding young farmer chapters chosen by Oklahoma in 1976, all were highly motivated by active

participation in community services. Over 200 young farmer programs have been formed and affiliated with the state association in Oklahoma during the past seven years; yet, as of July 1, 1975, only 82 chapters had survived with continuous operation as an affiliated local unit for two or more years.

This high mortality rate of affiliated chapters poses a closely related problem which also underlies this study. It was felt that a definite need existed for investigation of those chapters which had survived for two or more years to determine what type of educational program and service activities exist in continuing chapters as well as determining factors which may have influenced these programs. Also an attempt was made to list and identify for such programs the nature and extent of social or service type activities devoted to the betterment of the community. If the profile of these programs could be identified, it should prove beneficial to teacher educators, state and area supervisors, and local young farmer advisers.

Statement of the Problem

With the organizational framework of the Oklahoma Young Farmer Association completed, it seemed reasonable to anticipate that there would be a continual expansion of chapters and numbers of young farmer members, who through participation would wish to take advantage of the opportunity to gain personal and group satisfaction through involvement in both educational and service activities. This has proved true in terms of the number of programs organized each year, but in terms of maintaining annual affiliation, the state association has experienced a drop out rate almost equal in number to newly affiliated chapters. For the most part, the

number of chapters enduring for two or more years has remained around 80. This investigation was planned to somewhat intensively study approximately one-half of the chapters having been in operation as an affiliated chapter for two years or more. Thus it was recognized that the need was established to determine the educational and service type programs and activities constituting a profile of the typical Oklahoma Young Farmer chapter. In this way, identity of vital aspects and patterns of chapter operation might be made.

Purpose

The salient purpose of the study was to identify organizational and operational characteristics common to ongoing young farmer chapters in Oklahoma and to thus determine a profile of the typical chapter. Through analysis of these data, secured from both adviser and member respondents, it was further proposed to draw conclusions and make recommendations for strengthening present chapters and developing guidelines pertinent to new chapter establishment.

Objectives of the Study

Instructional Programs

1. To collect information as to areas of instruction, length of instructional units, and patterns of local chapter operation.
2. To identify a pattern of individual and group involvement in planning the instruction.
3. To identify those individuals who may provide the major portion of instruction.

4. To determine methods or techniques more commonly used in the instruction.
5. To obtain judgments as to evaluation of local programs both from advisers and participating members.
6. To secure data on local programs both from participating members and local advisers and to analyze possible differences in data so secured.

Organizational and Service Activities

1. To collect information as to the type and duration of service or social activities conducted.
2. To identify those individuals or groups who were primarily responsible for such activities.
3. To identify non-member individuals and groups who were involved as cooperators in initiating and maintaining service projects.
4. To identify individuals and groups receiving sizable benefit from service programs.
5. To obtain judgments as to the effectiveness of service programs.

Total Program

1. To construct a profile depicting the operational pattern of the typical affiliated local young farmer chapter with two or more years of operation in Oklahoma.

Perhaps a problem somewhat peculiar to the study was the limited and somewhat varied information available concerning the present status of programs, both educational and service areas, of those young farmer programs which had enjoyed a life of two or more years. Due to limited

research and information pertaining directly to this problem, it seemed appropriate to gather such information, carefully analyze it, draw conclusions, and relate these to others who have a need for such findings.

Data Collection

From a list (furnished by the State Coordinator) of young farmer chapters in Oklahoma that had paid state young farmer dues for at least two years, 40 young farmer chapters were randomly selected. When broken down by district, the following distribution was found: northwest, 7; southwest, 9; southeast, 8; northeast, 7; and central, 9.

A questionnaire was developed to measure the aforementioned objectives. This questionnaire was mailed and duplicated along with a cover letter and self-addressed, stamped envelope to the advisers and the selected chapters. One copy was to be completed by the adviser and the remaining copy was to be completed by a young farmer of the adviser's choice.

Of the 80 questionnaires distributed, 57 were returned at the end of one month. A follow-up letter was mailed to all the original population thanking them for their cooperation and urging those who had not responded to please do so. Because of the design of the questionnaire, it was impossible to individually identify the respondents unless they chose to personally identify themselves. At the end of the two weeks, an additional eight questionnaires were returned for a total of 82.2 percent. Because of the time limitation, June 1 was the cut-off date.

Scope and Limitations of the Study

This study was limited to young farmer advisers and young farmers of the adviser's choice from young farmer chapters across Oklahoma that were at least two years old. Forty chapters were randomly selected from a list provided by the State Coordinator of Young Farmer Programs in Oklahoma.

Assumptions Basic to the Study

The following assumptions were accepted by the investigator;

1. That accomplishment of objectives would yield pertinent information for establishing characteristics common to ongoing affiliated young farmer chapters in Oklahoma.
2. That the young farmer adviser responses would be essential to the objectives set forth.
3. That the young farmer adviser responses were valid and reliable.
4. That the young farmer member responses were essential to the objectives set forth.
5. That the young farmer member responses can be accepted as valid and reliable.
6. That conclusions drawn from information obtained from advisers and members can be utilized by teacher educators, state supervisors, and young farmer advisers for maintaining existing programs and for developing future programs.

Definition of Terms

The young farmer programs across the State of Oklahoma are basically

all structured in a similar manner, following guidelines established by the State Department of Vocational and Technical Education; yet, each is somewhat unique in the design of its local program. While some programs are almost totally educational in nature, many chapters use their organization for the structure needed to perform a variety of service activities which may benefit both the local community and agricultural development.

Since selected aspects of young farmer programs were already established and commonly used terms widely accepted, the investigator was able to knowledgeably survey the individuals and groups involved. However, the following listing of selected terms that may possibly need defining for the convenience of some readers is given:

1. Young Farmer Chapter - a group of agriculturally oriented and/or involved persons organized on a more or less local basis, scheduling both instructional and service activities and, for purposes of this study, having affiliation with a state association of young farmers.
2. Chapter Adviser - the officially designated adviser of the local unit, the teacher of vocational agriculture, whose services in this capacity are mandatory through provisions of the State Plans for Vocational-Technical Education.
3. Young Farmer Member - an individual paying annual dues and participating in the programs and activities of a local chapter. No age limitations are enforced for local membership but on the state level, nominations for offices are restricted to individuals 40 years of age or under.
4. Non-Member - anyone who may be participating to some degree in

young farmer of some aspects helpful in his occupation. For purposes of this study programs are further divided into instructional areas and still further into instructional units.

8. Instructional Areas - refers to broad categories in agriculture in which several so called "subject matter areas" might be classified. As an example, the instructional area, Agricultural Economics, may include instructional units in Records, Income Tax Computations or Linear Programming.

9. Instructional Units - refers to a more specific aggregate of instruction within a broader instructional area. The number of meetings which may constitute a single unit may be one, two, three or more annually.

10. Organizational and Service Activities - any activity which is social or supportive of the community or groups and individuals in the community.

11. Vocational Agriculture Teachers - a certified teacher of vocational agriculture who serves as adviser to the local young farmer program.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present background information for this investigation. Involved were research studies, accounts of related developments pertinent to the study as well as judgments and opinions of authorities and practioners in the young farmer area. The major areas covered are the history and development of the young farmer organization, selected characteristics of vocational agriculture teachers as identified by previous studies concerning successful young farmer chapters, and characteristics contributing to the successful operation of a young farmer chapter.

Development of the Young Farmer Program Movement

The legislative action making young and adult farmer programs available to farmers and related agri-businessmen was the Smith-Hughes Act of 1917. Upon implementation of adult farmer education, it becomes apparent that most of the people attending the special programs were former vocational agriculture students and Future Farmer of America members. A need was established to develop an organizational structure which would facilitate continuing needed education and training beyond the Future Farmer experience. Thus, the young farmer movement developed as a vital functioning facet of adult education. That this concept of the need for

education was recognized early on a rather broad basis is evident from a statement made in a 1952 publication by Butterworth and Dawson (4):

> . . . preparation is a process which must continue for most youth beyond the period of secondary school years to the time when occupational establishment becomes a reality. For the school and the program of vocational agriculture this calls for a continuing educational service which merges preparation for the occupation into assistance in solving the problems of farming for youth and adults (p. 18).

Even more specifically, a statement of justification for continuing and adult education for those engaged in agricultural pursuits is offered by Phipps (12):

> Most of the problems in America are the problems of the world or are related to worldwide problems. If we are to survive, our citizens must learn about and understand these problems . . . .
>
> The same political and economic needs which justify public schools for children can be used to justify adult education. Adults are never too old to learn, and they are never too old to need to learn . . . .
>
> . . . . Also, we cannot depend on elementary and secondary education because new knowledge, skills, and understandings are developing so rapidly that the abilities of youth are often outdated soon after they graduate from school (p. 412).

Ekstrom and McClelland (6) reported that the first young farmer chapter organized was in Ohio in 1921 with others soon following in other states. It was their opinion that the first state to form a state association of young farmers was California in 1936.

By the late 1930's and early 1940's, several states had followed suit with state associations. According to Ekstrom and McClelland (6) by 1949, Utah, New Jersey, Arkansas, Pennsylvania, South Carolina, and Hawaii had organized.

Needs for and Purposes of Young Farmer Programs

As young farmer programs were initiated and continued to grow in the various states, concern also grew as to realistic needs and purposes which might best serve state and local groups as they were increasingly called upon to participate in the programming function. The Agricultural Education Section of the American Vocational Association became concerned and appointed committees to discuss the issue (3); on October 14, 1949, a group of 40 supervisors, teacher educators, and teachers met in Kansas City to discuss possible formation of a National Young Farmer Association. Although a National Association was never formed, a recommendation made by the group, that the situation be kept under advisement for further study and possible future consideration, did eventually result in the establishment of the National Young Farmer Institute, now meeting annually and providing means whereby the various state associations can exhibit and can share educational and chapter activities and accomplishments. Training institutes of national and regional scope were held for supervisors, teacher educators, and teachers. At one of these training institutes held in Virginia in 1968, the following conclusions were made as a portion of the final report (15):

1. The need for a program of continuing education for young farmers is greater than ever today.

2. Recruitment of young men leaving high school and/or entering agricultural occupations is essential to program growth and enhances the economic and social development of those being recruited.

3. A functioning organizational structure greatly enhances the value of educational programs for young farmers.

4. One of the greatest deterrents to program development in young farmer education is the shortage of well-prepared teaching personnel.

5. There is a need for more cooperation among states on the preparation of educational materials to minimize duplication of effort.

6. Program effectiveness can be greatly improved through cooperation with other agricultural and community agencies interested in young farmer education.

7. Additional research is needed to gain knowledge concerning critical factors involved in young farmer education.

8. Well-designed pilot programs are badly needed to test new 'systems' approaches and new technological devices employed in young farmer education.

9. Attention should be given to developing more realistic approaches to evaluating the effectiveness of young farmer educational programs (p. 86).

In a brochure printed to disseminate information about the developing young farmer program, the Oklahoma Young Farmers Association puts forth the following statements (10):

Purposes of the local and state young farmer association are:

1. Provide continuing education to meet new and changing need for progress in agriculture.

2. To provide leadership training and experiences needed in the development of rural leaders and good citizens.

3. To provide an organization which will fill the void in the lives of young agriculturalists between high school age and the time they normally actively participate in an adult farm organization.

4. To provide an awards and recognition program suitable for honoring individuals and chapters for outstanding achievements or public service.

5. To encourage the expansion of the farm business through the purchasing of land or leasing of additional land on a sound basis.

6. To cooperate with other organizations and agricultural agencies in programs benefiting agriculture.

7. To cooperate with various young organizations in their activities (p. 1).

A task force in 1974 in Kansas City (3) developed these concepts

for development and evaluation of young farmer programs. In the area of determining instructional needs, they made these recommendations:

1. Survey prospective students to determine needs; use advisory groups, use specialists representing agricultural policies and organizations; use successful farmers and businessmen, consider backgrounds of individuals involved; consider family, social and economic conditions of participants.

2. Make organization an integral part of the instructional program; use an advisory group for development; develop program based upon local needs; instructor serve as adviser and coordinator; provide educational program to supplement class instruction--with or without funding; provide leadership, social, recreational and community service activities; organize a public relations program; utilize tours, field days, workshops, and seminars; recognize outstanding achievement; encourage participation in state and national conferences.

3. Instruction should always be based on farming or agribusiness needs of students. Classroom, shop, and field trip resources are used. Information discussion, demonstration, and panel methods are used. Adequate use is made of resource personnel. Individual on-farm, or on-job instruction is provided (pp. 3-4).

Leadership and Involvement in Program Planning for Young Farmer Chapters

A number of studies have tended to verify the very essential role which the local teacher of vocational agriculture, as young farmer adviser fulfills in the tasks of program planning, staffing instructional units, initiating and stimulating action in community and service activities and in acting as a catalytic agent in promoting enthusiasm and challenge for officers and members of the local chapters.

Kiesling (8) attempted a study of the possible relationships between the vocational agriculture teacher's attitude toward coordinating, planning the local instructional program and advising the young farmer

organization and his concurrent attitude toward other selected duties. The population for the study consisted of 387 teachers serving in Oklahoma in 1970 from which 305, or 79 percent, usable returns were secured. A comparison of scores for each respondent on a list of selected duties showed the highest mean for "attitude held" to be given to advising the FFA, which was consequently rated as extremely favorable. Conversely, directing off-farm occupational experience programs was given the lowest score. The duty, "coordinating and advising the young farmer organization," was rated "moderately favorable" by a very high proportion of respondents in each of the five supervisory districts. However, in terms of self-evaluation of looking at potential for success in these respective duties, "directing off-farm occupational experience programs" and "coordinating and advising the young farmer organization," received lower scores. Teachers in one supervisory district rated themselves as moderately successful, while teachers in three other districts responded as slightly successful, while instructors in the remaining district responded to inquiry about "young farmer chapter advisement" as slightly unsuccessful.

Evidently as a group, teachers tend to have a somewhat positive attitude toward young farmer chapter advisement, but are somewhat cautious about their ability and potential for performance. Price (14) in a study concerning factors associated with the occurrence of young farmer instructional programs reached this conclusion:

> The implication is quite strong that, as far as the local teacher of vocational agriculture is concerned, the occurrence of young adult farmer programs is due to some motivating force that is much stronger and more deeply seated than the opinions held by the individual. Perhaps, since, as is revealed by this study, teachers of out-of-school farmer groups were found also to have exhibited more activity in extra-curricular and

> campus leadership events, the possession of a more extroverted personality, or initiative to engage in situations involving social interrelationships, may be indicative of a greater tendency to implement instructional programs with out-of-school young farmers (p. 248).

Instructional Programs, Sources of Instruction and Methods Used

When consideration is given to sources of instruction and instructional methods, whether applying such concepts to public school or adult education, it would seem that teacher-student relationships must be given primary importance. To illustrate this fundamental relationship, this quote from Evans (7) is chosen as pertinent:

> Education has at least two important facets, teaching and learning, and obviously at least two important kinds of people, the teacher and the student. Education, therefore, is defined as the process through which a student goes to improve himself, or the process through which a teacher goes to improve a student by increasing: (a) his awareness; (b) his range and level of knowledge; (c) his depth and comprehensiveness of understanding; (d) his objectivity of reasoning; (e) his intellectual or physical skills; and (f) his attitudes about those things of importance to him, things which affect his well being (p. 4).

Very few research studies have been directed toward determining sources of instruction currently used in young farmer programs. Persons and Leske (11) completed a rather extensive study of staffing patterns for programs in adult agricultural education in Minnesota in 1973. The study included teachers of adult classes in agriculture in the states of North and South Dakota as well as Minnesota. Usable responses totaling 199 were received and analyzed. A portion of their conclusions are quoted as follows:

> There is wide diversity in the amount of cooperation received from among the potential cooperating groups. The principal groups which might be expected to cooperate, based

on the results of this study are industry representatives, private businessmen, county agents and other agricultural teachers. The SCS agency, ASCS agency, and other county agricultural agencies were not large contributors to the adult programs in vocational agriculture departments.

In enterprise events, the same four agents or agencies as reported above predominate, but the university specialist becomes a fifth cooperator of prominence in these kinds of activities. The close association of specialists with the county agent plays a part in their use since the county agent is reported frequently to have a role in the planning, organizing, and coordinating of such events . . . .

The role of all other cooperators is overshadowed by the cooperating of the businessman or industry representative in the conduct of the agricultural mechanics events.

In farm management instruction, other vocational agricultural teachers, county agents, and private businessmen dominate the field of cooperators . . . (pp. 32-33).

Price (14) in a study previously cited includes the following implications:

It has been a rather general practice to secure the aid of specialists and highly trained technical personnel for adult and young farmer classes in many areas. While the outside speaker thus secured may sometimes spend a considerable portion of the evening in a lecture, there generally will be provision made for a questioning period before the meeting closes. At least to this extent the individual functions as a resource person. An attempt was made to determine the number of times such a procedure was used during the time each course was in operation. The range in percentage of meetings held at which an 'outside speaker' or resource person was used was from zero to 64 percent with an average, by schools using the procedure, of 32 percent of all meetings held. Another method or technique used by teachers was provision for attendance of class members at field days, tours, and field trips. While some such excursions were confined to the local community, others included trips to branch experiment stations, junior agricultural colleges, or commercial marketing and processing plants (pp. 106-107).

The Nature of Community and Service Activities of Young Farmer Chapters

Long before formal organization of young farmer chapters, recognition was given to the importance of what was termed "community work" or "community service." In a study of community activities of teachers of vocational agriculture in North Carolina in 1925, Wharton (18) discusses evening classwork as related to community work, giving actual cases to clarify the presentation. Fairs and exhibits, promotion of cooperative organizations, promotional activities, and miscellaneous activities such as civic, social, and recreational are cited. The following quote from the study conclusions would certainly seem applicable as related to the situation to be investigated over 50 years later:

> The factors observed in the development of successful community activities relate to guidance by an alert and capable teacher, to the simplicity of the organization, to the response to mutually economic problems, to arousal of a sense of responsibility, to the multiplicity of influences in stimulating community work, and to the qualities of teachers most promising of success (p. 42).

In a recent publication now becoming widely used as a text in preparatory courses in agricultural education, Bender et al. (2) makes the following strong point about the importance of the young farmer chapter working in a cooperative manner with other groups:

> The YFA can improve its program and make a greater contribution toward the improvement of farming and rural living by working with other local organizations such as the FFA, post-high school agricultural groups, Farm Bureau, Grange, Farmers Union, Agricultural Extension, and Soil Conservation. Undoubtedly there are many mutual objectives among these organizations that would be better accomplished through cooperation in community-wide programs. Through such cooperation, the YFA will gain further support and, at the same time, the membership will learn more specifically about the programs of the related

> organizations. The YFA should do what it can to promote membership (p. 181).

Evaluation of Young Farmer Instructional Programs and Community and Service Activities

While a number of research attempts to discover how adviser-instructors and officer-members might rate or evaluate the effectiveness of local young farmer programs can be reviewed, the in-depth study of Stockton (16) in which he attempted to identify factors associated with the longevity of Texas Young Farmer Chapters is perhaps the more pertinent to this study currently being attempted. The population for the Stockton study included 77 advisers and 231 young farmer members in Texas. These individuals were located in Texas chapters which had persisted continuously for a ten year period. Respondents were asked to rank a number of selected practices and procedures which they judged to be associated with the persistence and continuing success of the chapter. Quoting from the conclusions and recommendations, the following items were found to be most significant:

> 'Develop pride' (Item 1), 'Hold one or more meetings involving families' (Item 2), 'Establishing a challenging program of work' (Item 3), and 'Work closely with FFA-related activities' (Item 4) were assigned total ranks of one, two, three and four according to the average mean score responses reported by advisors and members. There was close agreement by both groups concerning these four items.
>
> Items 5 through 16 were not as closely ranked by advisors and members as the first four items. Item 5, 'Advisors are the key to chapter success,' was ranked 9.5 by advisors and four by members. Item 6, 'Always utilize state specialists when available,' was ranked 6.5 by advisors and ten by members. Item 7, 'Sponsor one or more community service activities,' was ranked 12.5 by advisors and six by members (p. 60).

The Kansas City Task Force (3) previously cited made the following

recommendations as to evaluation of programs:

> Determine extent objectives were related to students' interests, goals and competency needs; ascertain instructional emphasis on decision making; ascertain instructional emphasis on family goals and resource management; determine use made of human and other community resources; ascertain attention given to on-farm and on-job instruction; determine emphasis given leadership development; determine extent of participation of students in instructional process; ascertain extent a variety of instructional methods were used; determine short, intermediate and longterm goals attained by students; ascertain extent students developed workable plans for goals unattained; determine changes in production and marketing practices used as a result of instruction; determine extent sound business management programs are utilized by students; ascertain economic growth of individual students; determine competencies acquired and used by students; determine evidences of leadership development; explore occupational opportunities and make advancement in an agricultural occupation (pp. 5-6).

According to McCracken and Groves (9): "Success of the program should not be guessed at nor should change in programs be made without valid information " (p. 17).

As to evaluation instruments, McCracken and Groves (9) go on to say that evaluation instruments are not necessary. They continue with the thought that these things might be used for evaluation: class attendance, class participation, enrollment next year, and evaluation of resource personnel by students. "The need to examine the cooperative efforts that have taken place to determine their strengths and weaknesses has become apparent" were the findings of Person and Leske (11, p. 1).

Bender et al. (2) goes on to say that evaluation and appraisal of the adult program in agriculture takes place during every class meeting, in every conference, workshop, or field trip; at another point Bender implies that the more perceptive teachers and leaders of the adult education programs have made much use of informal evaluation such as the utilization of planning committees, having members assist in development

programs, and in informal discussion with community leaders.

Summary of Related Studies

From related studies and other literature reviewed which would appear somewhat pertinent to the problems to be researched, it would appear that the following statements are affirmed:

1. Ongoing young farmer chapters do serve to meet needs for farmers and agriculturalists.
   a. Secure increased technical information.
   b. Understand and implement more effective management practices.
   c. Participate in the sharing of both technical and management information and experiences.
   d. Participate in the implementation and maintenance of an organized effort in community and service activities.
2. While instruction is provided in a wide range of subject areas, it would appear that management of the farm business receives major attention, with disease and parasite control and nutrition of livestock also being areas which prove popular as adviser and member choices for areas of instruction.
3. While use of a variety of instructional methods are reported, it would appear that, in general, the source most commonly used is that of the "resource person." The lecture method is widely reported but provision is often made for a subsequent question and answer or discussion session. Cooperative Extension specialists and industry representatives tend to contribute often in providing instruction.
4. Leadership for program planning often involves officers and

member committee groups as well as the local adviser. The local adviser apparently does not credit himself with as much leadership as do the chapter members in the area. There seems to be some evidence that adviser attitude toward other responsibilities in vocational agriculture is closely associated with his attitude toward responsibility for maintaining young farmer programs.

5. In general, officer-members of young farmer chapters tend to give a relatively high evaluation of the effectiveness of their local programs. In some respects members tend to rate programs somewhat higher than do advisers, and particularly rate the adviser's performance as very effective. There appears to be some valid basis for the judgment that higher evaluations are associated with more extensive involvement.

These items shown in this summary of related studies would appear to be quite applicable to the study now undertaken. The divisions, (1) Development of Program, (2) Needs and Purposes of Young Farmer Organizations, (3) Leadership and Involvement in Program Planning, (4) Instructional Programs, Sources of Instruction and Methods, (5) The Nature of Community and Service Activities, and (6) Evaluation of Young Farmer Instructional and Community and Service Activities can be pointed out as largely constituting the areas to be investigated. Upon conclusion of the study, the degree of similarity of findings will be noted and referred to.

CHAPTER III

DESIGN AND METHODOLOGY

The primary purpose of this study was to collect, assemble, and analyze data and draw conclusions about identified existing young farmer educational and service programs commonly found in presently affiliated young farmer chapters across Oklahoma. To accomplish this purpose the following objectives were formulated.

Objectives

Instructional Programs

1. To collect information as to areas of instruction, length of instructional units, and patterns of local chapter operation.
2. To identify a pattern of individual and group involvement in planning the instruction.
3. To identify those individuals who may provide the major portion of instruction.
4. To determine methods or techniques more commonly used in the instruction.
5. To obtain judgments as to evaluation of local programs both from advisers and participating members.
6. To secure data on local programs both from participating members and local advisers and to analyze possible differences in data so secured.

Organizational and Service Activities

1. To collect information as to the type and duration of service or social activities conducted.
2. To identify those individuals or groups who were primarily responsible for such activities.
3. To identify non-member individuals and groups who were involved as cooperators in initiating and maintaining service projects.
4. To identify individuals and groups receiving sizable benefit from service programs.
5. To obtain judgments as to the effectiveness of service programs.

Total Program

1. To construct a profile depicting the operational patterns of the typical affiliated local young farmer chapter with two or more years of operation in Oklahoma.

The Study Population

The population for this study consisted of selected young farmer members and advisers in the State of Oklahoma. From a list obtained from the State Coordinator of Young Farmer Programs in Oklahoma, it was determined that 82 young farmer chapters in Oklahoma had endured for two or more years. Utilizing a table of random numbers, 40 chapters were selected for the survey. A questionnaire was mailed in duplicate to each adviser and he was asked to select a young farmer to respond from his chapter. A total of 80 questionnaires were dispatched.

The proportions of instruments returned for the study were 36 of the

40 dispatched to young farmer advisers, representing a 90 percent return, and 29 of the 40 requested from young farmers, yielding a 72.5 percent return. Two mailings were necessary to achieve these results.

Development of Instrument

Related literature and studies of other researchers were used extensively, particularily Persons and Leske (11). Personal suggestions from young farmers and advisers secured through informal consultation were given heavy consideration.

The instrument developed was divided into two parts--A and B. The A Section concerned itself with listing those instructional programs conducted during the past year, the date of the meetings, and length of meetings held. Section A continued with asking for identification of who had done the major portion of the program planning, also who provided the major portion of instruction, the instructional methods used, and a section for overall evaluation.

Part B contained a section for the respondent to record responses to four service or organizational areas; to indicate individuals and groups having major responsibility for accomplishment, and individuals and groups cooperating as well as individuals and groups benefited in a major way from the activity. Also this section of the schedule provided for the respondent to record an evaluation or judgment as to the effectiveness of the activity.

After formulation, the instrument was reviewed by the Agricultural Education Staff, Oklahoma State University, Stillwater, Oklahoma, and certain minor recommended modifications made. The instrument was then subjected to a pre-test using qualified young farmers and advisers present

at the 1976 Colorado Young Farmer State Convention. The instrument was also reviewed individually by Dr. Lloyd Phipps, University of Illinois. No major problem of interpretation was reported by those who responded and by those who reviewed the instrument, although a few minor modifications and adjustments were made in conformity to suggestions of advisers and other reviewers.

Collection of the Data

Instruments were mailed to the 40 advisers on April 9, 1976. By April 23, 1976, 32 young young farmer advisers and 26 young farmers had responded. A follow-up letter was mailed on May 1, 1976, to all 40 original chapters thanking them for their cooperation and urging them to please complete and return the questionnaire if they had not done so. By June 1, which was used as the cut-off date, seven additional questionnaires were returned for an overall total, inclusive of both adviser and member groups, of 65 or 81.2 percent.

Analysis of Data

After data had been secured and collated, item respondent counts were grouped and responses from each of the two groups of members and advisers compared. A χ^2 test was applied to determine possible significant differences in responses between the two groups. Use of χ^2 determination for these data were deemed both appropriate and adequate. Popham (13) has this to say about such use of this test:

> The Chi-Square Test. When the data from two independent samples are only nominal, then one may again use the χ^2 test to detect significant differences. For two samples the χ^2 analysis follows a pattern similar to the one-sample goodness of fit test. In the case of the two-sample application,

> however, the expected frequencies are not drawn from some hypothetical distribution, but directly from the actual or observed frequencies themselves.
>
> . . . . The value of χ^2 depends upon the disparity between the actual frequencies and the expected frequencies, with χ^2 becoming larger as the disparity increases. In other words, if the value of χ^2 is large enough to be statistically significant, there is a considerable difference between the category proportions of two independent variable groups with respect to the dependent variable (pp. 276-277).

In analyzing one portion of data secured by use of the survey schedule in which a Likert type scale was submitted to elicit judgmental responses, numerical values were assigned to the response categories in the following pattern:

Response Categories	Numerical Value	Range of Actual Limits for Categories
Excellent	4	3.50 - 4.00
Very Good	3	2.50 - 3.49
Good	2	1.50 - 2.49
Fair	1	0.50 - 1.49
Improvement Need	0	0.00 - 0.49

Through use of the scale described above, means were established for facilitating comparative evaluation of responses made by each group for each category. In addition, rankings were also established in certain categories deemed appropriate and proper.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present and analyze information gleaned from the responses received from those responding to the questionnaire. To accomplish this purpose, the following specific objectives were formulated.

Objectives of the Study

Instructional Programs

1. To collect information as to areas of instruction, length of instructional units, and patterns of local chapter operation.
2. To identify a pattern of individual and group involvement in planning the instruction.
3. To identify those individuals who may provide the major portion of instruction.
4. To determine methods or techniques more commonly used in the instruction.
5. To obtain judgments as to evaluation of local programs both from advisers and participating members.
6. To secure data on local programs both from participating members and local advisers and to analyze possible differences in data so secured.

Organizational and Service Activities

1. To collect information as to the type and duration of service or social activities conducted.
2. To identify those individuals or groups who were primarily responsible for such activities.
3. To identify non-member individuals and groups who were involved as cooperators in initiating and maintaining service projects.
4. To identify individuals and groups receiving sizable benefit from service programs.
5. To obtain judgments as to the effectiveness of service programs.

Total Program

1. To construct a profile depicting the operational pattern of the typical affiliated local young farmer chapter with two or more years of operation in Oklahoma.

Framework From Which Data Are Presented and Analyzed

As data presentation and analyses are reviewed, it should be kept in mind that, while identical response schedules were submitted to individuals making up the two groups of members and advisers, some sections of the questionnaire were of such nature that reliance upon adviser responses was considered to be somewhat more desirable. This was particularly true for those requested responses for which the adviser could readily refer to records in department files obviously since teachers are required by the state department to keep records, data concerning frequency of

meetings, relative emphasis upon program or instructional areas, and related demographic data should prove the more valid. It is assumed that members would be more likely to rely largely upon their memory. However, analytical use of member responses were felt as justified when recognition of such items as identity of instructional sources and evaluation of program effectiveness were concerned. Further, it is pointed out that due to the fact that current local chapter membership rolls for many chapters were not available in the State Department Office at the time the questionnaire was dispatched, it was felt desirable to leave the matter of selection of the member respondent up to the adviser. Admittedly, the adviser likely chose one of the more interested and enthusiastic members to make the response. Purposely, no attempt was made to identify individual respondents other than the division between members and advisers. The pledge made on the cover letter to keep identity of the respondent annoymous was considered inviolate. Consequently, no attempt was made to determine whether one or two questionnaires were returned from each individual chapter included in the survey. The use of the χ^2 treatment to determine significant differences between responses of the two separate groups was considered the best tool for approaching analysis of the actual differences to be observed.

Background Information Relative to the Study

Data presented in Table I reveal a final response return from 29 members and 36 advisers. Returned young farmer member responses thus constitute 36.3 percent of the total population sent to both groups while adviser responses make up 45.2 percent of the total sent both groups.

Since 40 responses were solicited from each group, the percentage responses by groups is determined as 72.5 percent for members, 90.0 percent for advisers, and 81.3 percent return rate overall. However, it should be pointed out that most all data treatments were on the basis of the two separate groups.

TABLE I

SOURCE AND QUANTITY OF RETURNS

Group	Number Sent	Number Returned	Percent	Percent of Return by Source
Young farmer advisers	40	36	90.0	45.00
Young farmer members	40	29	72.5	36.25
Not responding	___	15*	0.0	18.75
TOTAL	80	65	81.3**	100.00

*Number not responding

**Percent return, total including both groups

Data presented in Table II regarding selected characteristics of chapter membership were secured from adviser responses. Only two chapters were reported as having two teachers and/or advisers. The mean number of members was determined to be 35 with a range of from 20 to 52 members. It was revealing that when all chapters were considered, only an average of

of 16.9 percent of members were over 40 years of age. Perhaps chapter advisers reported only dues paying individuals. A chapter average of 11.5 percent of members were reported as not engaged in production agriculture. However, the range of responses was from 0.0 percent to a high of 25.2 percent.

TABLE II

SELECTED DEMOGRAPHIC DATA REGARDING CHAPTER MEMBERSHIP

Characteristics	Mean	Range
Class or Chapter Membership	35.0	20.0 - 52.0
Percent Under 30 Years	27.6	18.4 - 39.2
Percent Under 40 Years (30-39)	55.5	27.8 - 76.6
Percent Over 40 Years	16.9	6.0 - 32.2
Percent Not Engaged in Production Agriculture	11.5	0.0 - 25.2
Percent of Responding Chapters with Two Teachers (Two Chapters)	5.0	

Selected Characteristics of Instructional Units Common to Young Farmer Programs

Data presented in Table III reveal that other than summer months when no meetings were reported, the months of September, October, November and December were used only sparingly for conducting young farmer

TABLE III

COMPILATION OF TOTAL EDUCATIONAL UNITS BY INSTRUCTIONAL AREAS AND BY MONTHS AS REPORTED BY YOUNG FARMER CHAPTER ADVISERS

Area	Number of Meetings Held by Months									None Designated	Total	% of Total Instruction	Ave. Hr. Length
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May				
Ag Econ & Farm Mgt.	0	7	8	0	16	7	5	10	0	6	59	24.08	2.70
Nutrition & Livestock Feeding	1	8	11	5	0	0	0	0	0	6	31	12.65	3.12
Animal Disease & Parasite Control	0	0	0	0	0	14	10	5	0	6	35	14.28	2.60
Plant Disease & Insect Control	0	0	4	0	8	0	5	0	0	6	23	9.38	2.75
Crop & Soil Mgt.	0	5	0	8	10	3	7	0	0	6	39	15.91	2.66
Mechanized Agri.	0	0	0	0	13	0	9	7	0	6	35	14.28	4.02
Others	0	0	0	0	0	11	7	5	0	0	23	9.38	2.20
TOTAL	1	20	23	13	47	35	43	27	0	36	245		
% of Total	.40	8.16	9.38	5.30	19.18	14.28	17.55	11.04	0	14.69			

educational programs. It seems of consequence that of the total instructional units conducted during the year, only 23 percent were reported during these months. It might be considered important to note that of those responding, 14.69 percent failed to specify the dates meetings were held. Further, it should be understood that data regarding the frequency and time devoted to instructional areas was compiled only from adviser responses due to the fact that advisers would have access to records and reports not readily available to members. According to advisers, there was a total of 245 identifiable instructional units conducted in the various instructional areas during the year studied for an average of 6.8 units of instruction reported per chapter. Duration of these programs averaged 2 hours and 51 minutes, with the low reported being two hours compared to a high of eight hours. Units of instruction were conducted during all months from September through April, with most of the units (47) or 19.18 percent being held during the month of January, and the least (1) or 0.4 percent being conducted in the month of September. Of the areas surveyed agricultural economics and farm business management was the program area most often offered with 24.08 percent of the total instructional units occurring in this area. January was the month in which a majority of units in agricultural economics was conducted. This is understandable with January being the month most used to figure records and taxes. Duration of time was reported to average 2.7 hours.

Aspects of Program Planning as Reported by Members and Advisers

Data presented in Table IV reveal some interesting facts as to actual

TABLE IV

MEMBERS' AND ADVISERS' PERCEPTIONS AS TO MAJOR INVOLVEMENT OF SELECTED GROUPS AND INDIVIDUALS IN PROGRAM PLANNING

Area of Instruction	Re-sponding-Group	Distribution of Responses by Major Planning Groups: Vo-Ag Teacher N	Vo-Ag Teacher %	Planning Committee N	Planning Committee %	V.Pres; or Officer N	V.Pres; or Officer N	Non-Member N	Non-Member %	Non-Mbr; Others N	Non-Mbr; Others %	Total N	Total %
Ag Econ. & Farm Mgt	members	29	44.6	17	26.2	19	29.3	0	0.0	0	0.0	65	100.0
	advisers	15	35.7	27	64.3	0	0.0	0	0.0	0	0.0	42	100.0
Nutrition & Live-stock Feeding	members	14	40.0	21	60.0	0	0.0	0	0.0	0	0.0	35	100.0
	advisers	16	37.5	15	62.5	0	0.0	0	0.0	0	0.0	24	100.0
Animal Disease & Parasite Control	members	17	48.6	13	37.1	5	14.3	0	0.0	0	0.0	35	100.0
	advisers	5	11.1	22	48.8	10	22.2	0	0.0	8	17.7	45	100.0
Plant Disease & Insect Control	members	11	40.7	12	44.4	4	14.8	0	0.0	0	0.0	27	100.0
	advisers	7	16.2	31	72.0	5	11.6	0	0.0	0	0.0	43	100.0
Crops & Soil Mgt.	members	13	36.1	11	30.6	12	33.3	0	0.0	0	0.0	36	100.0
	advisers	6	17.1	10	28.5	19	54.2	0	0.0	0	0.0	35	100.0
Mechanized Agri.	members	16	59.3	9	33.3	2	7.4	0	0.0	0	0.0	27	100.0
	advisers	18	40.9	15	34.0	11	25.0	0	0.0	0	0.0	44	100.0
Others	members	13	22.4	17	29.3	25	43.1	0	0.0	0	0.0	58	100.0
	advisers	15	31.2	8	16.6	25	52.0	0	0.0	0	0.0	48	100.0
Sub Total Member Response		113		100*		67*				3		283	
Sub Total Adviser Response		75		128		70				8		281	
TOTAL RESPONSE & PERCENT		188	33.3	228	40.4	136	24.2	0	0.0	11	1.0	564	

*When subjected to ^{2} differences in the adviser & member responses proved significant at .05 level.

planning of instructional programs. It was the characteristic of young farmer member responses to indicate that the adviser was responsible for the larger share of program planning (39.92 percent) of time and effort as compared to the adviser's opinion that he was only so responsible 26.69 percent of the time. Again, comparing member responses to those of the adviser, there was apparently much closer agreement that the adviser was recognized with more of the major planning effort and responsibility for agricultural mechanics instructional units. According to the responses of members, after the adviser, the next group or individual most often assuming major responsibility for program planning was the planning committee (35.33 percent). Compared to adviser perceptions, it was their opinion that the planning committee was responsible 45.5 percent of the time. There was a close similarity in the degree of responsibilities (26.9 percent) advisers credited to themselves and that they credited to the vice president or other officer (24.9 percent). As might be expected the young farmer adviser credited to himself responsibility for planning programs in agricultural mechanics to be 40.9 percent of the time compared to a low of 11.1 percent of the time for programs in the area of animal disease and parasite control. It was the consensus of those advisers responding that the vice president or other officer planned the majority of programs in the area of crops and soil management. There was agreement in the instructional area category "Others" that the vice president or other officers were responsible for planning such programs 43.10 percent of the time as compared to the adviser assessment of 52.0 percent. This is significant in that the young farmer respondents and the advisers perceive this division of program planning responsibility in a similar manner. It was interesting to note that within this category

titled "Others" the vice president or other officer was credited both by members and by advisers as having been given and accepting major responsibility for planning in this program area. This would tend to indicate that quite often officers may well be exhibiting a certain degree of leadership in bringing of new patterns of programming to their local chapter.

When differences in responses concerning all instructional areas between members and advisers were subjected to a χ^2 test, the only statistically significant differences were found in responses concerning the planning committee and the vice-president and other officers. Further examination of these differences would lead to the possible conclusion that in the category of the planning committee, the true differences were largely in the instructional areas of agricultural economics and farm management, members (26.15 percent), advisers (64.28 percent); and plant disease and insect control, members (44.4 percent) and advisers (72.0 percent). Data examined relative to planning responsibilities of vice president and other officers showed major differences to be in the instructional areas of agricultural mechanics, members (7.4 percent) and advisers (25.0 percent); and in crops and soil management, members (33.3 percent) and advisers (54.2 percent).

Member and Adviser Responses With Regard to Provision for Major Portion of Instruction

Adviser responses as shown in Table V indicate that the major portion of instruction for young farmer classes comes from agri-business (50.5 percent), both local 21.2 percent and state and national 29.3 percent.

TABLE V

SOURCES OF MAJOR PORTION OF INSTRUCTION PROVIDED IN SELECTED AREAS AS REPORTED BY CHAPTER MEMBERS AND ADVISERS

Instructional Area	Responding Group	Vo-Ag Instruct. N	Vo-Ag Instruct. %	Cooperative Ext. County N	Cooperative Ext. County %	Cooperative Ext. State N	Cooperative Ext. State %	Finance PCA N	Finance PCA %	Finance Private N	Finance Private %	Land Grant Univ. N	Land Grant Univ. %	Other College Staff N	Other College Staff %	Veterinarian N	Veterinarian %	Ag Business Local N	Ag Business Local %	Ag Business Com/St/Ntl N	Ag Business Com/St/Ntl %	Others N	Others %	Total N	Total %
Ag. Econ. & Farm Mgt.	members	7	16.7	0	0.0	15	35.7	9	21.4	0	0.0	0	0.0	0	0.0	0	0.0	5	11.9	6	14.3	0	0.0	42	100.0
	advisers	8	14.8	0	0.0	18	33.0	6	13.0	0	0.0	0	0.0	8	14.8	0	0.0	6	11.0	7	13.0	0	0.0	54	100.0
Nutrition & Livestk. Feeding	members	0	0.0	0	0.0	7	19.4	0	0.0	0	0.0	0	0.0	0	0.0	6	16.7	19	52.7	4	11.1	0	0.0	36	100.0**
	advisers	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	13.1	20	52.6	13	34.2	0	0.0	38	100.0
Animal Disease & Parasite Control	members	0	0.0	0	0.0	15	3.0	0	0.0	1	2.0	11	22.0	0	0.0	6	12.0	9	18.0	8	16.0	0	0.0	50	100.0**
	advisers	5	19.2	4	15.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	34.6	8	30.7	0	0.0	26	100.0
Plant Disease & Insect Control	members	0	0.0	10	47.6	6	28.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	23.8	0	0.0	21	100.0**
	advisers	0	0.0	8	17.0	6	12.8	0	0.0	0	0.0	12	25.5	0	0.0	6	12.8	8	17.0	7	14.9	0	0.0	47	100.0
Crops & Soil Mgt.	members	0	0.0	6	24.0	19	76.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	25	100.0**
	advisers	0	0.0	7	16.3	23	53.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	11.6	8	18.6	0	0.0	43	100.0
Mechanized Agri.	members	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	46.2	7	53.8	0	0.0	13	100.0
	advisers	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	21.8	25	78.1	0	0.0	32	100.0
Others	members	0	0.0	4	30.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	69.2	13	100.0**
	advisers	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	6.9	11	37.9	16	55.2	29	100.0
TOTAL MEMBER		7	3.5[a]	16	8.0[a]	66	33.0[a]	9	4.5[a]	1	0.5[a]	11	5.0[a]	0	0.0	12	6.0[a]	39	19.5[a]	30	15.0[a]	9	4.5[a]	200	100.0[a]
TOTAL ADVISER		13	0.04[a]	19	7.0[a]	47	17.5[a]	7	0.02[a]	0	0.0[a]	12	0.04[a]	8	0.02[a]	11	0.04[a]	57	21.2[a]	79	29.3[a]	16	0.05[a]	269	
					24.5[a]														50.5[a]						

[a]Percent of all instructional units

**When subjected to χ^2 differences between members and advisers proved significant at 0.01 level of significance.

As could be expected, according to advisers, commercial agri-business provided over three-fourths or 78.12 percent of the instruction in the area of agricultural mechanics, with the remainder (21.87 percent) coming from local business personnel.

In contrast, member responses indicate that the largest amount of instruction coming from a single service comes from the State Cooperative Extension (33 percent) and when combined with the County Extension, (8.0 percent) provides a total of 41 percent of all educational programs, this according to perceptions of young farmer members. Although the advisers were looked to by members (Table IV) for planning the majority of agricultural mechanics programs, they saw themselves providing none of the instruction in this area.

According to responses of advisers, the second most utilized group for providing instruction is the Cooperative Extension Service (24.47 percent) with the State Extension personnel providing 17.47 percent instruction and the local county personnel contributing 7 percent. It is worth noting that 33 percent of all instruction in agricultural economics and farm management is provided by State Extension personnel. This same group provides 69.75 percent of the instruction in the area of crops and soil management. It might be significant to note that this group provided none of the instruction in animal disease and agricultural mechanics.

Further, according to responses of advisers, land grant universities provided the single major portion of instruction in animal disease (25.53 percent), while agri-business came in second providing a total of 31.9 percent of the instruction with 17.02 percent being contributed by the local business group and 14.89 percent coming from the state and national businesses. According to advisers, Cooperative Extension was third in

providing programs in this area with 17.02 coming from County Extension, and 12.76 percent coming from the state level of the Extension Service.

Animal disease and parasite control was the only area where the responding young farmers saw land grant universities (22 percent) as furnishing any portion of instruction. Young farmer members perceived the local vocational agriculture instructor (3.5 percent) as providing the minor portion of all instruction. The only area where the young farmer felt the local vocational agriculture instructor was providing any instruction was in the area of agricultural economics and farm business management (16.66 percent).

In Table V when data in total were subjected to the χ^2 statistical test, responses in all instructional areas, except agricultural economics and farm management and mechanized agriculture, were found to be significantly different. Considerable differences are to be noted in the amount of instruction attributed to Cooperative Extension and land grant universities. Evidently advisers as teachers were far more reluctant to attribute major instructional aid as coming from the Extension Service than were young farmer chapter members.

Perception of Major Methods or Techniques Frequently Used in Instruction for Selected Areas as Reported by Members and by Advisers

Information gathered and tabulated in Table VI indicated relative agreement between members and advisers in five out of the seven areas as to the method of instruction most commonly used by those providing instruction for young farmer chapters. The two areas where a significant

TABLE VI

MEMBERS AND ADVISERS PERCEPTIONS OF THE EXTENT OF USE OF MAJOR METHODS OR TECHNIQUES OF INSTRUCTION FOR YOUNG FARMER PROGRAMS

Area of Instruction	Total Units	Responding Group	Total Times Used	Extent Of Use By Method: Lecture N	Lecture %	Audio Visual N	Audio Visual %	Discussion N	Discussion %	Tours N	Tours %
Ag Econ. & Farm Mgt.	59	members	114	41	35.9	36	31.5	37	32.4	0	0
		advisers	129	54	41.8	43	33.0	32	24.8	0	0
Nutrition & Livestock Feeding	31	members	78	26	52.0	23	29.4	27	34.6	2	6.0
		advisers	44	7	15.9	19	43.1	18	40.9	0	0
Animal Disease & Parasite Control	35	members	88	31	35.2	24	27.2	33	37.5	0	0
		advisers	66	19	28.7	30	45.4	17	25.7	0	0
Plant Disease & Insect Control	23	members	60	20	33.3	19	31.6	21	35.0	0	0
		advisers	50*	22	44.0	18	36.0	6	12.0	4	8.0
Crops & Soil Mgt.	39	members	109	36	34.6	31	29.8	37	35.5	0	0
		advisers	39*	8	20.5	11	28.2	13	33.3	7	17.9
Mechanized Agri.	35	members	81	33	40.7	17	20.9	27	33.3	4	4.0
		advisers	31	12	38.7	5	16.1	11	35.4	3	9.6
Others	23	members	48	19	39.5	11	22.9	18	37.5	0	0
		advisers	43	20	46.5	11	55.0	12	27.9	0	0

*When subjected to a χ^2 test differences between members and advisers proved significant at 0.05 level of significance.

difference occurs in responses between member and adviser responses were the categories of (1) plant disease and insect control and (2) crops and soil management.

This difference may well be due to a slight difference in perceptions between respondents of the two groups. Members may not have been as precise in their category assignments; for example, some instructional units classified by advisers as plant disease and insect control may have also included some aspects of crop management. Therefore, the member tended to remember this phase of the unit more clearly and consequently categorized it as crop management. Also it may be surmised that an instructional unit taking place largely on an individual farm might be perceived by the member to be largely a lecture, while advisers might tend to classifiy it as a tour, or the perceptions might be reversed.

The lecture method was indicated as the major method for instruction in nutrition and livestock feeding (52 percent) by the young farmer members. In contrast, advisers tended to perceive that the lecture method was most often used in teaching the category entitled "Others" (46.5 percent). According to the members, considering the various areas of instruction, lecture was used the least in teaching plant disease and insect control (33.3 percent), while lecture was minimal in usage in instructional units in nutrition and livestock feeding (15.9 percent) according to advisers.

It would seem of importance to note that member and adviser perceptions were discovered to be very close as to the proportion of instructional time devoted to the lecture method, for when total instructional units are considered, the lecture method was the method of instruction most often categorized. Although responding members indicated that

audio-visuals were most often used in teaching plant disease and insect control (31.6 percent), the advisers perceived audio-visuals being used more often (55 percent) in the area marked "Others." According to those responses received from the members and advisers, audio-visuals were utilized the minimal amount of time in teaching the area of agricultural mechanics (20.9 percent and 16.1 percent, respectively).

According to those responses received from members, animal disease and parasite control was the area where discussion was most frequently used. In contrast, advisers saw nutrition and livestock feeding (40.9 percent) as the area most often utilizing the discussion method. Advisers as a group responded that it was their perception that discussion was used only slight (12 percent) in teaching plant disease and insect control. Members responding to the use of discussion were quite consistent in reporting perceptions as to the proportion of instructional time alloted to its use. For each of the areas of instruction, members gave responses within the range of 32.4 percent to 34.5 percent.

Tours, as a method of instruction, were slightly indicated by both groups, although the advisers responded at the 17.9 percent level for crops and soil management.

It might be well to note that the only statistically significant difference in responses between the advisers and members was in the areas of plant disease and insect control and crops and soil management. There were no other areas of instruction in which significant disagreement was found between the two groups surveyed. Reference to the questionnaire schedule will show some additional categories of method listed; field days, civic clubs, and farm organizations. No respondent in either group reported perceptions as to the use of any of these groups.

Evaluation of the Effectiveness of Instruction Provided in Selected Areas as Reported by Members and by Advisers

Data presented in Table VII depict member and adviser responses as to the effectiveness of the instruction provided in the selected instruction areas. Utilizing an assigned value scale, responses to a Likert type schedule were tabulated. Cumulative scores and mean scores were determined for each group for each instructional area. The groups were then combined to make the same determinations. Rankings for each instructional area were then calculated for each group responses and then for the total of both groups.

Inspection of data collated in Table VII reveal much agreement between the young farmer members and advisers even though the members consistently scored effectiveness of programs at a higher level than did the advisers. The member ratings on five programs was "excellent" with a mean rating of over 3.50. The remaining two areas, agricultural economics and farm management and crops and soil management, were rated as very good by those responding members. When ranked, member responses viewed animal disease and parasite control as ranking number one, followed in order by (2) plant disease and insect control, (3) nutrition and livestock feeding, (4) others, (5) mechanized agriculture, (6) crops and soil management, and (7) agricultural economics and farm management. Reference to data in Table VII further reveals that rankings by advisers differ somewhat with this group ranking (1) nutrition and livestock feeding followed by (2) others, (3) plant disease and insect control, (4) animal disease and parasite control, (5) mechanized agriculture, (6) crops and

TABLE VII

EVALUATION OF THE EFFECTIVENESS OF INSTRUCTION PROVIDED IN SELECTED AREAS AS REPORTED BY MEMBERS AND BY ADVISERS

Instructional Area	Responding Group	Total Responses	Number Responding By Degree of Effectiveness: Excellent	Very Good	Good	Fair	Need Impv.	Score	Rank	Mean*	Combined: Mean Rank	Combined: Ave. Mean
Ag Econ. & Farm Mgt.	members	39	15	13	9	2	0	119	7	3.05	7	2.81
	advisers	46	9	16	15	6	0	120	7	2.60		
Nutrition & Livestock Feeding	members	31	22	8	1	0	0	114	3	3.67	1	3.47
	advisers	30	13	12	5	0	0	98	1	3.26		
Animal Disease & Parasite Control	members	34	26	7	1	0	0	126	1	3.73	4	3.36
	advisers	35*	6	24	5	0	0	106	4	3.02		
Plant Disease & Insect Control	members	21	15	6	0	0	0	78	2	3.71	2(t)	3.43
	advisers	23	10	7	6	0	0	73	3	3.16		
Crops & Soil Mgt.	members	26	7	17	2	0	0	83	6	3.19	6	2.95
	advisers	38*	6	18	14	0	0	106	6	2.78		
Mechanized Agri.	members	27	19	5	3	0	0	97	5	3.59	5	3.21
	advisers	34	13	9	8	4	0	99	5	2.91		
Others	members	23	15	8	0	0	0	84	4	3.65	2(t)	3.43
	advisers	23*	9	10	4	0	0	74	2	3.21		

Mean score determined by assigning values: Excellent, 4; Very Good, 3; Good, 2; Fair, 1; Need Improvement, 0.

*When subjected to χ^2 test, differences between members and advisers proved significant at 0.01 level of significance.

soil management with agricultural economics and farm management ranking seventh and last.

Responding advisers rated all programs as very good with a range of mean scores of 2.50 - 3.50. When cumulative scores were calculated for combined respondents of both groups and mean scores and rankings determined, the highest mean score (3.47) was given for nutrition and livestock feeding followed closely by a tie score of 3.43 given for plant disease and insect control and the category "Others." Ranking fourth with a mean score of 3.36 was animal disease and parasite control with the remaining three areas shown in descending rank order as (5) mechanized agriculture (3.21), (6) crops and soil management (2.95), and (7) agricultural economics and farm management (2.81).

When subjected to a χ^2 test, differences between member responses and adviser responses were significant only in the areas of animal disease, crops and soil management, and "Others," with this due to a consistently higher evaluation being given by members. It would seem important to note that combined responses showed all areas of instruction evaluated as very good.

Sources of Major Support and Effort for Selected Types of Community and Service Activities as Reported by Young Farmer Members and by Advisers

As shown by information displayed in Table VIII, it was found that chapters of the respondents had engaged in a total of 111 organizational and service activities during the year studied. Of this total 53 were identified as stock shows and fairs, 32 were classified as FFA chapter

TABLE VIII

PROVISION OF MAJOR SUPPORT AND EFFORT FOR SELECTED TYPES OF COMMUNITY AND SERVICE ACTIVITIES AS REPORTED BY YOUNG FARMER MEMBERS AND BY ADVISERS

Activity	Activity Total	Responding Group	Total Instances Of Support	Distribution of Responses By Those Providing Major Support: Key Individuals N	%	Officers N	%	Entire Group N	%	Committees N	%	Vo-Ag Teacher N	%
Stock shows & fairs	53	members	113**	36	31.8	32	28.3	19	16.8	5	4.0	21	18.5
		advisers	69**	24	34.7	13	18.5	19	27.5	8	11.5	5	7.2
FFA chapter supportive activities	32	members	80	22	27.5	19	23.7	4	5.0	11	13.7	24	30.0
		advisers	32*	12	37.5	15	46.8	0	0.0	0	0.0	5	15.6
Civic & community	12	members	25	5	20.0	11	44.0	4	16.0	2	8.0	3	12.0
		advisers	26*	6	23.0	9	34.6	0	0.0	7	26.9	4	15.0
Chapter or class social	14	members	35	2	5.7	6	17.1	13	37.1	3	8.5	11	31.4
		advisers	25	5	20.0	3	12.0	6	24.0	5	20.0	6	24.0

*When subjected to χ^2 test, differences in responses between members and advisers proved significant at the 0.05 level of significance.

**When subjected to χ^2 test, differences in responses between members and advisers proved significant at the 0.01 level of significance.

supportive activities, 12 were revealed as civic and community service programs, while 14 were reported as chapter or class social events. While the schedule was constructed to determine if these activities and events were "one or two times a year" or "continuous," responses were made in such a manner that it was impossible to determine this.

Further data in Table VIII reveal that of the aforementioned events there was close agreement in two areas between the responding members and advisers as to what group had exerted major effort and work in carrying out the activity. In one area, chapter or class social, it was the consensus of both responding groups that this activity was due mainly to the efforts of the entire group. In the area of shows and fairs again both responding groups concurred that the major portion of effort had come from "key individuals." However, when responses as to the involvement of other individuals and groups was examined and responses of both groups in the area of shows and fairs were subjected to an χ^2 test, the difference proved significant at the 0.01 level. There was considerable difference in the assignment of responsibility to the vocational agricultural teachers, with members giving a much higher rating than did the adviser himself.

FFA chapter supportive activities was an area of diverse responses between members and advisers. Of total responses received from members, it was found that key individuals received 27.5 percent of the responses compared to 37.5 percent for advisers. Data further indicate that responding advisers tended to rate their involvement in these activities consistently lower than did members. Advisers saw themselves as providing less than one-fourth of the combined major support and effort in each of the areas surveyed. Adviser responses also showed that they

considered key individuals and officers and at times the entire group as the major supportive groups. Both groups surveyed felt the adviser had a moderate degree of involvement in the area of chapter or class social events.

Identification of Groups Cooperating With Selected Activities by Young Farmer Members and by Advisers

Information shown in Table IX divulges that according to responses secured in the matter of identifying other community groups and organizations cooperating with the young farmer chapter in selected community and service activities, there was rather close agreement between young farmer members and advisers, particularly in the area of shows and fairs. It was determined that both member responses (27.8 percent) and adviser responses (28.4 percent) indicated that respondents saw the FFA as the group that most often cooperated with the young farmers in sponsoring shows and fairs. In this area, data reveal that they are considered closer than are 4-H club and Chamber of Commerce groups who rated two and three, respectively, as cooperating organizations in the area of shows and fairs. It is interesting to note that while responding members perceived the Cooperative Extension as a cooperator with shows and fairs, advisers apparently refused to acknowledge them as cooperators to any degree (0.0). Responses secured from advisers indicate they felt civic clubs were moderately involved cooperators in fairs and shows. Member responses indicated agreement (12.9 percent), although they were apparently not as aware of the extent of cooperation as were advisers. In a like manner, according to the data received, both members (44 percent)

TABLE IX

IDENTIFICATION OF COOPERATING GROUPS WITH SELECTED ACTIVITIES BY YOUNG FARMER MEMBERS AND BY ADVISERS

Activity	Activity Total	Responding Group	Total	Responses: Civic Clubs N	Civic Clubs %	Farm Org. N	Farm Org. %	Coop. Ext. N	Coop. Ext. %	Chamber Commerce N	Chamber Commerce %	FFA N	FFA %	4-H N	4-H %
Stock shows & fairs	53	members	147	19	12.9	1	0	18	12.2	29	19.7	41	27.8	39	26.5
		advisers	88	19	21.5	7	7.9	0	0	19	21.5	25	28.4	18	20.4
FFA chapter supportive activities	32	members	36*	8	22.2	7	19.4	0	0	0	0	16	44.4	5	13.8
		advisers	25*	7	28.0	0	0	0	0	0	0	18	72.0	0	0
Civic & community activities	12	members	28	5	17.8	6	21.4	0	0	7	25.0	5	17.8	5	17.8
		advisers	25	5	20.0	5	20.0	0	0	7	28.0	8	32.0	0	0
Chapter or class social	14	members	5	0	0	0	0	0	0	0	0	4	80.0	1	20.0
		advisers	0**	0	0	0	0	0	0	0	0	0	0	0	0

* Subjected to χ^2 test, differences in responses between members and advisers proved significant at 0.05 level of significance.

** Subjected to χ^2 test, differences in responses between members and advisers proved significant at 0.01 level of significance.

and advisers (72 percent) saw the FFA as the group most often cooperating with the young farmers in the activity area of FFA chapter support. According to the responses received from advisers, the only group to cooperate in FFA chapter supportive activities was civic clubs (28 percent). In contrast, member responses indicated civic clubs (22.2 percent), farm organizations (19.4 percent), and 4-H clubs (13.8 percent) as groups cooperating with young farmers in supporting the FFA. When responses in this area were subjected to the χ^2 test, differences between advisers and members proved significant.

When consideration is given to responses of the two groups in the area of civic and community activities, both members (25 percent) and advisers (28 percent) saw the young farmer chapter engaging to a considerable degree with the Chamber of Commerce. This is understandable because, as is widely recognized, the Chamber of Commerce is a purposefully civic minded group. Advisers (32 percent) saw the young farmer chapter cooperating to the greatest extent with the FFA in conducting civic activities. When responses in this area were subjected to the χ^2 test, the results were found not significant.

As might be somewhat expected, the adviser group simply did not respond in the chapter or class social activities category. This might be interpreted as a perception in which they saw young farmers as not cooperating with any group in conducting social events. However, they also might have interpreted the questionnaire item as referring to young farmer social events, exclusively. Evidently viewing the question somewhat differently, members responded that the FFA (80 percent) and the 4-H club (20 percent) had cooperated with the young farmers in conducting social activities. When the responses of both members and advisers were

compared in this area of social activities by the χ^2 test, the differences proved significant at the 0.01 level.

Identification of Selected Major Beneficiary Groups for Selected Young Farmer Activities as Reported by Members and by Advisers

Upon reviewing data collated in Table X, it becomes apparent that responding young farmer members viewed the organizational and service activities as benefiting practically all the selected groups and organizations offered in the questionnaire schedule. Adviser responses, on the other hand, tended to be concentrated more specifically in the two areas of local FFA and local 4-H with a moderate recognition of the rural community as a beneficiary.

Member responses to shows and fairs indicated that rural community (20.4 percent) was the largest beneficiary to this activity, along with almost equal recognition of the youth groups, FFA (19.8 percent) and 4-H clubs (18.1 percent), while cities and towns (12.2 percent) were also viewed by members as benefiting from the shows and fairs activity. It is also interesting to note member responses included agricultural development (11.6 percent) and public schools (9.3 percent). Advisers perceived the two major beneficiaries of this activity to be FFA (37 percent) and 4-H (35 percent). Other selected groups were recognized as benefiting to a lesser extent. When the responses to this area, fairs and shows, were subjected to a χ^2 test, as might be expected, the differences were significant.

Data presented in Table X specifically points out that in the

TABLE X

IDENTIFICATION OF BENEFICIARY GROUPS FROM SELECTED YOUNG FARMER ACTIVITIES AS REPORTED BY MEMBERS AND BY ADVISERS

Activity	Activity Total	Responding Group	Responses: Total	Local FFA N	Local FFA %	Local 4-H N	Local 4-H %	Public School N	Public School %	City/ Town N	City/ Town %	Rural Comm. N	Rural Comm. %	Local Frm. Org N	Local Frm. Org %	Ag Develp. N	Ag Develp. %
Stock shows & fairs	53	members	171	34	19.8*	31	18.1	16	9.3	21	12.2	35	20.4	14	8.0	20	11.6
		advisers	143	53	37.0*	51	35.0	8	5.5	11	7.6	11	7.6	0	0	9	6.2
FFA supportive activities	32	members	61	31	50.8*	6	9.8	5	8.1	7	11.4	8	13.1	4	6.5	0	0
		advisers	52	32	61.5*	0	0	5	9.6	7	13.4	8	15.3	0	0	0	0
Civic & community act.	12	members	50	11	22.0*	10	20.0	7	14.0	9	18.0	10	20.0	2	4.0	1	2.0
		advisers	43	8	18.6*	8	18.6	7	16.2	9	20.9	9	20.9	2	4.6	0	0
Chapter or class social	14	members	31	5	16.1	0	0	4	12.9	5	16.5	6	19.3	1	3.2	10	3.2
		advisers	26	7	26.9	0	0	6	23.0	7	26.9	5	19.2	1	3.8	0	0

*When subjected to a χ^2 test, differences between members and advisers proved significant at 0.05 level of significance.

activity FFA support, the members saw this effort as also benefiting all other areas except farm organizations. As might be expected, members viewed the FFA (50.8 percent) as receiving the major benefits. The adviser responses to this questionnaire item revealed the FFA (61.5 percent) as receiving major benefit, with rural communities (15.3 percent) and cities and towns (13.4 percent) coming in for a much lesser share. When member and adviser responses were compared by applications of χ^2, the differences proved significant.

Member responses to the area of civic and community activity indicated major benefit to FFA (22 percent), 4-H (20 percent), rural communities (20 percent), and city and towns (18 percent); whereas, by comparison adviser responses indicated major benefit was received by city and towns (20.9 percent), rural communities (20.9 percent) with FFA and 4-H (18.6 percent) both receiving the same. When these responses were subjected to the χ^2 test, differences in responses were significant.

Chapter or class social was the only area where substantial agreement between respondents was evidenced. Both groups responding felt these activities were benefiting the FFA, public schools, city and towns, rural communities, and farm organizations. The lone exception was the member response to the category "agriculture development" only 3.2 percent. The χ^2 test applied to these responses revealed no significant differences.

Perceptions of the Relative Effectiveness of Selected Community and Service Activities as Reported by Members and Advisers

Inspection of data presented in Table XI reveal both young farmer members and young farmer advisers evaluation of the relative effectiveness

TABLE XI

PERCEPTIONS OF THE RELATIVE EFFECTIVENESS OF SELECTED COMMUNITY AND SERVICE ACTIVITIES AS REPORTED BY MEMBERS AND BY ADVISERS

Activity	Responding Group	Responses (1) Total	Excellent	Very Good	Good	Fair	Cum. Score	Rank	Mean	Combined Rank	Combined Mean Score
Stock shows & fairs	members	22**	14	8	0	0	80	1	3.63	2	3.24
	advisers	53**	10	31	7	5	152	3	2.86		
FFA chapter supportive activities	members	27	16	11	0	0	97	2	3.59	1	3.29
	advisers	32*	11	13	5	3	96	2	3.00		
Civic & community activities	members	29**	8	19	2	0	93	4	3.20	3	3.20
	advisers	12**	8	19	2	0	93	1	3.20		
Chapter or class social activities	members	12	8	3	1	0	43	3	3.58	4	3.18
	advisers	14	2	7	5	0	39	4	2.78		

(1) Mean determined by assigning: Excellent, 4; Very Good, 3; Good, 2; Fair, 1; Need Improvement, 0.

* When subjected to a χ^2 test, differences between members and advisers proved significant at the 0.05 level of significance.

** When subjected to a χ^2 test, differences between members and advisers proved significant at the 0.01 level of significance.

of selected organizational and service activities. Each response tabulated according to a pre-determined and established four point Likert scale. The Likert scale included numerical values of "Excellent," 4; "Very Good," 3; "Good," 2; "Fair," 1; and "Needs Improvement," 0. It is worth noting at this point that no responses by either group was indicated in the category "Needs Improvement." Consequently, this category was deleted from Table XI.

Data presented in Table XI reveal the total average mean score response for members and for advisers. Rank and average mean responses for both members and advisers are presented for comparative purposes, also a combined mean rank and average mean of both groups (total) is presented.

Although FFA chapter supportive activities was ranked second by members (3.59, excellent) and by advisers (3.00, very good), when the response scores for both groups were combined, the mean of 3.29 (very good) was sufficient to rank this item in first place. However, when responses of advisers and members were subjected to the χ^2 test, the difference in responses in all areas was discovered to be significant at the 0.05 level.

The area, stock shows and fairs, ranked according to the member responses as first, with a mean of 3.63 (excellent), while the advisers ranked this area as third with a mean of 2.86 (very good). The mean inclusive of both groups in this category was 3.24 (very good) and ranked second. Upon testing the responses of both groups with the χ^2, it was found that the differences in responses were significant at the 0.01 level.

The area of civic and community activities was ranked first by the adviser responses and fourth by members although this area achieved a mean of 3.20 (very good) from both groups. Combined data showed this

activity ranking third and thus rated very good.

Chapter and class social activities was ranked third by members with a mean of 3.58 (excellent), while advisers ranked this area fourth with a mean of 2.78 (very good), which incidently proved to be the lowest of all means calculated for this area of the investigation. When a combined average of response scores was calculated, this activity ranked fourth with an average mean determined as 3.18 (very good). A χ^2 test showed no significant difference between responses given in this area.

Summary of Significant Differences Determined Between Responses of Members and Advisers

The following were pulled from the data and are identified as the significant differences that were determined as occurring between the responses of members and of advisers.

A. Program Planning Area
   1. Responsibilities of Program Planning Committee
   2. Responsibilities of Vice President and Other Officers

B. Staffing and Sources of Instructional Areas
   1. Nutrition and Livestock Feeding
   2. Animal Disease and Parasite Control
   3. Plant Disease and Insect Control
   4. Crops and Soil Management
   5. Others

C. Instructional Techniques
   1. Plant Disease and Insect Control
   2. Crops and Soil Management

D. Evaluation of Instruction

   1. Animal Disease and Parasite Control

   2. Crops and Soil Management

   3. Others

E. Major Support and Effort for Community and Service Activities

   1. Stock Shows and Fairs

   2. FFA Supportive Activities

   3. Civic and Community Activities

F. Cooperating Groups in Young Farmer Activities

   1. FFA Supportive Activities

   2. Chapter or Class Social

G. Beneficiary Groups from Young Farmer Activities

   1. Stock Shows and Fairs

   2. FFA Supportive Activities

   3. Civic and Community Activities

H. Evaluation of Community and Service Activities

   1. Stock Shows and Fairs

   2. FFA Chapter Supportive Activities

   3. Civic and Community Activities

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present major and significant findings and to draw conclusions to identify implications as well as present recommendations. To facilitate achievement of these purposes, it was felt expedient to first present a synopsis of the problem, the design, and conduct of the investigation.

Summary of the Study

The salient purpose of the study was to identify organizational and operational characteristics common to ongoing young farmer chapters in Oklahoma and to thus determine a profile of the typical chapter. Through analysis of these data, secured from both adviser and member respondents, it was further proposed to draw conclusions and make recommendations for strengthening present chapters and developing guidelines pertinent to new chapter establishment. Consequently, the following objectives were developed.

Instructional Program Objectives

1. To collect information as to areas of instruction, length of instructional units, and patterns of local chapter operation.
2. To identify a pattern of individual and group involvement in planning the instruction.

3. To identify those individuals who may provide the major portion of instruction.
4. To determine methods or techniques more commonly used in the instruction.
5. To obtain judgments as to evaluation of local programs both from advisers and participating members.
6. To secure data on local programs both from participating members and local advisers and to analyze possible differences in data so secured.

Organizational and Service Activity Objectives

1. To collect information as to the type and duration of service or social activities conducted.
2. To identify those individuals or groups who were primarily responsible for such activities.
3. To identify non-member individuals and groups who were involved as cooperators in initiating and maintaining service projects.
4. To identify individuals and groups receiving sizable benefit from service programs.
5. To obtain judgments as to the effectiveness of service programs.

Total Program Objective

1. To construct a profile depicting the operational pattern of the typical affiliated local young farmer chapter with two or more years of operation in Oklahoma.

Rationale for the Study

With the organizational structure of the Oklahoma Young Farmer Association largely perfected by 1974, it would seem likely that there would be a continuous growth pattern; yet, the actual number of continuing chapters has essentially stabilized. New chapters are formed each year, but an equal amount of other chapters discontinue operation. At the present time, 1976, 82 young farmer chapters across Oklahoma are found to have been in existence for two or more years.

A need was thus established to determine the educational and service type programs that are being conducted by those chapters two or more years old. Determinations made as to profile of the typical young farmer chapter, as a result of this study, should offer possibilities for increasing the life span of new and existing chapters. Discovery of the perceptions of two key groups, members and advisers, should prove particularly helpful.

Design and Conduct of the Study

Following a review of research and literature related to the problem, the immediate tasks undertaken were (1) to determine the population of the study, (2) to develop an instrument for collection of information, (3) to collect data, and (4) to analyze the findings.

The population for the study was found in 40 young farmer chapters randomly selected from a list of 82 possible chapters. Each chapter selected to be surveyed had as respondents the adviser and one young farmer member. The returned responses for the study totaled 36 advisers and 29 young farmer members which represented 81.25 percent of the total

80 potential respondents chosen for the study. Two mailings were necessary to acquire the responses. Paramount tasks for the study concerned collection of data about and identification of patterns of operation of existing educational and service programs common to 40 young farmer chapters across Oklahoma. Seven specific objectives were set forth to serve as guidelines for the investigation. Specifically, objectives one and seven were obtained largely from information gathered from the responses of young farmer advisers, while other objectives were realized through comparative analysis of responses from both groups.

Findings of the Study

Selected Demographic and Statistical Data

Adviser responses from the 36 chapters identified a total membership of 1,260, for an average of 35 members per chapter. The range was from a high of 52 members to a low of 20 members. A breakdown of membership by age group gave this information: 27.66 percent of the membership was under the age of 30 years, while 55.5 percent were below 40 years of age. Of the total membership, 11.5 percent or 145 members were identified as not actually engaged in production agriculture. Two chapters or 5 percent were reported as having two teachers in the department.

From the information gathered, it was determined that in the chapters from which responses had been obtained, a total of 245 educational program units were held during the past year, this averaging 6.8 instructional units per chapter. All of these instructional units were conducted during the months of September through April.

Program Planning

Examination of data would seem to make quite clear that appointed or elected planning committees are viewed as assuming a major share of program planning responsibilities. Sharing this responsibility is the local adviser, while a third identification was the vice president and other officers. A pertinent finding was that the young farmer adviser tended to see the planning committee as being the one most often, and most thoroughly involved (45.5 percent) in program planning. Although the advisers perceived themselves involved quite extensively (40 percent) in planning programs in agricultural mechanics, they evidently felt that they were not nearly so involved in the planning of other program areas, crediting themselves with much less (26.9 percent) in all program planning.

Further review of member responses regarding responsibility in program planning reveals the adviser as having a much larger share (39.2 percent) of the responsibility. Again, it was discovered that members responding concurred with the advisers in that they both perceived the adviser as having the major portion of planning responsibility for agricultural mechanics. Both groups again concurred in their responses with regard to responsibilities of "Others," where both saw major responsibility (43.10 percent) residing in the vice president or other officer. The fact that members were inclined to give much more credit (39.9 percent) to advisers, while advisers tended to give more credit (70.0 percent) to members concurs with Stockton's study (16). It can well be pointed out at this point that while two items on the schedule--planning committee and vice president and other officers--were inclusive of members, only one item specified advisers.

Provisions for Staffing Instructional Programs

Responses from both groups would tend to establish the fact that agri-business firms, largely commercial, were providing a major portion of the staffing for instructional units. This is in agreement with the findings of several previous studies, particularily that of Price (14), who reported that much instruction was given through the use of "resource persons." Also the findings would seem substantially similar to those of Persons and Leske (11) in which they indicate considerable reliance upon "private businessmen and industry representatives."

Among the seven selected instructional units provided for responses, only two--agricultural economics and farm management and mechanized agriculture--did not show significant differences in responses. However, these significant differences can perhaps be explained somewhat by a difference in identification of Cooperative Extension versus land grant university, or even "other college staff" members obviously did not always make a distinction between and among these groups.

The most striking difference between responses of the two groups occurred in the allocation of instructional responsibilities to Cooperative Extension. For the total in all areas, members credited Cooperative Extension (largely at the state level) with a relatively high staffing percentage (41.0 percent) as compared to that given by advisers (24.5 percent). Evidently, advisers as teachers were far more reluctant to attribute major instructional aid as coming from the Extension Service than were young farmer chapter members.

Major Methods or Techniques Used in Instructional Programs

As noted above in the discussion of the staffing instructional programs, presentations by "outside speakers" or "resource persons" are a major phenomenon to be observed in young farmer instructional programs. In interpreting and analyzing data secured from responses of the two groups, it would seem plausible that while some respondents would interpret such presentation by a resource person as a method in itself, others would tend to stress more the things which this person did. Lecture, thus, might well be expected to rank rather high which, in fact, proved to be the major instructional method (52.0 percent) in the area of nutrition and livestock feeding and surprisingly rather high (40.7 percent) in mechanized agriculture. It was gratifying, however, to learn that both groups tended to recognize a rather extensive use of discussion in the instructional programs. In each of the seven selected instructional areas, members recognized use of discussion to approximate one-third of the total responses. Adviser responses were altogether in agreement and, in general, tended to recognize a somewhat less use of this method. In terms of the use of audio-visuals as a method, member and adviser were in fairly close agreement with advisers tending to recognize its use somewhat more than did members.

Evaluation of Instructional Programs

Analysis of findings in this area no doubt substantiate reports by teachers and supervisors that by and large instructional programs are presently well received by members of young farmer chapters in Oklahoma.

Responses of young farmer members were such as to rate instructional programs in five of the selected areas as "excellent" with the other two evaluated as very good. Comparatively, advisers rated instruction in each of the instructional areas as very good. Among the seven areas, agricultural economics and farm management ranked in seventh place or last. This can perhaps be explained, at least in part, by the fact that this is a much more difficult area to understand than may be true for the others.

Organizational and Service Activities of Young Farmers

Examination of collated data establishes widespread existence of involvement of members in a number of activities greatly benefiting the community and other kindred organizations. The 36 advisers related their chapters had held a total of 111 service and social activities during the past year, with the highest percentage (47.0) of these programs being fairs and shows. Thirty-two or 28.8 percent of the total were devoted to FFA supportive activities.

Collation and examination of responses from the two groups reveal that of the aforementioned events, there was close agreement in two areas between the responding members and advisers as to what group had exerted major effort and work in carrying out the activity. In one area, chapter or class social, it was the consensus of both responding groups that this activity was due mainly to the efforts of the entire group. In the area of shows and fairs again both responding groups concurred that the major portion of effort had come from key individuals.

FFA supportive activities was an area of diverse responses between

members and advisers. Of total response received from members, it was found that key individuals received 27.5 percent of the responses compared to 37.5 percent for advisers. Data further indicate that responding advisers tended to rate their involvement in these activities consistently lower than did members. Advisers saw themselves as providing less than one-fourth of the combined major support and effort in each of the areas surveyed. Both groups surveyed felt the adviser had a moderate degree of involvement in the area of chapter or class social events.

Groups Cooperating With Selected Chapter Activities

A pertinent finding from analysis of data was that in most community and service activities, a number of other organizations also provided considerable cooperative effort. This was most certainly in agreement with the previously cited 50 year old study by Wharton (18) in the response to mutually related economic problems, to arousal of a sense of responsibility and to the multiplicity of influences stimulating community work. In recognizing the agencies and organizations contributing through cooperative support and effort, there was rather close agreement between young farmer members and advisers, particularly in the area of shows and fairs. It was determined that both member responses (27.8 percent) and adviser responses (28.4 percent) indicated that respondents saw the FFA as the group that most often cooperated with the young farmers in sponsoring shows and fairs.

It is interesting to note that while responding members perceived the Cooperative Extension as a cooperator with shows and fairs, advisers apparently refused to acknowledge them as cooperators to any degree (0.0).

Responses secured from advisers indicate they felt civic clubs were moderately involved cooperators in fairs and shows. Member responses indicated agreement (12.9 percent), although they were apparently not as aware of the extent of cooperation as were advisers. Advisers (32 percent) saw the young farmer chapter cooperating the greatest extent with the FFA in conducting civic activities.

Major Beneficiary Groups From Young Farmer Activities

As data secured from the two responding groups are analyzed, it becomes apparent that responding young farmer members viewed the organizational and service activities as benefiting practically all the selected groups and organizations offered in the questionnaire schedule. Adviser responses, on the other hand, tended to be concentrated more specifically in the two areas of local FFA and local 4-H with a moderate recognition of the rural community as a beneficiary.

Findings specifically point out that in the activity FFA support the members saw this effort as also benefiting all other areas except farm organizations. As might be expected, members viewed the FFA as receiving the major benefits. Adviser responses revealed the FFA as receiving major benefit, with rural communities and cities and towns coming in for a much lesser share. Civic activities were most often held in cooperation with the FFA the majority of the time and to a lesser degree with the Chamber of Commerce organization. This type of activity most often benefited the FFA, 4-H club, city or town, or rural community.

Chapter or class social was the only area where substantial agreement between respondents was evidenced. Both groups responding felt these

activities were benefiting the FFA, public schools, city and towns, rural communities, and farm organizations.

Relative Effectiveness of Community and Service Activities

It was most gratifying to discover that, in particular, members tended to view community and service activities as largely being "excellent" in their effectiveness. Advisers also agreed but tended to rate their effectiveness somewhat lower when ratings were combined. All programs were rated very good. When ranked, FFA supportive activities was first; second place given to shows and fairs, civic and community affairs third, while relegated to fourth place in rank was chapter or class social.

Conclusions

The investigator drafted the following conclusions based upon investigation and interpretation and analyses of findings.

1. There exists many effective and highly valued local young farmer programs in Oklahoma.
2. In most all local chapters, major effort, support, and participation are directed toward both instructional and service areas.
3. Local chapter planning committees assume a major portion of the responsibility for planning instructional programs. This responsibility is shared by the local chapter adviser and at times by the chapter vice president and other officers. Chapter advisers tend to view themselves as being less involved in instructional unit program planning than do members. Conversely, it is

concluded that members tend to see themselves as slightly less involved in the planning function than does their chapter adviser.

4. It is concluded that a major portion of instruction is provided by two groups, businessmen in agricultural industry and Cooperative Extension personnel. Members tend to feel that a somewhat larger proportion of instruction is provided by Cooperative Extension personnel than do advisers. Findings from which this conclusion is drawn carry the implication that advisers carrying a somewhat traditional bias of a relatively low estimate of the value of Extension programs are apparently more reluctant to give credit to personnel for instructional services than are young farmer chapter members.
5. The use of "resource persons," accounting for such a large proportion of the instruction provided, may tend to be reflected in the responses which gave lecture first rank among methods suggested on the schedule form. However, the conclusion can also be drawn that in some areas, at least respondents tended to check both lecture and discussion as major methods in use in instructional meetings of young farmers. Respondents in both groups gave recognition to the widespread use of audio-visual aids to instruction. One concludes that the use of field days and tours as a method is not as prevalent as might be desired.
6. Data analyzed give little choice except to conclude that both young farmer members and advisers evaluate the effectiveness of instruction as being provided at a high level.
7. It can be concluded that many members are highly motivated by

participation in a number of community and service activities. The high number of member responses to this portion of the questionnaire would tend to substantiate this conclusion.

8. It is further concluded that in the area of community and service activities, members feel that the major effort is provided through a combination of key individuals and officers. It is also evident that stock shows and fairs constitute a large portion of such activities.
9. It can be concluded that young farmer chapters in conducting community and service activities, cooperate with the FFA and 4-H clubs the majority of the time.
10. It can be further concluded that the young farmer members feel that the FFA and 4-H clubs are the greatest beneficiaries from community and service activities.
11. The conclusion can readily be drawn that community and service activities are evaluated at a high level by both the members and advisers. It is further concluded that the sometimes alleged bias attributed to vocational agriculture teachers in Oklahoma against 4-H club members is without foundation. The fact that advisers showed a higher response rate to 4-H club members being beneficiaries of young farmer sponsored community and service activities leads to this conclusion.

Recommendations

1. In view of the fact that advisers tended to be somewhat more skeptical about their involvement in the planning function of the young farmer program than were members, views of the adviser

function makes rather clear the need for the recommendation that both pre-service and in-service teacher education be directed towards assisting present and prospective teachers to become more competent in their ability to direct and advise young farmer chapters. It is specifically recommended that it be made mandatory for cooperating centers to have a viable young farmer program to provide student teachers with experience in organization and maintenance of young farmer programs.

2. In view of the fact that such a discrepancy exists between the view points of advisers and members regarding the use of Cooperative Extension personnel in staffing the instructional program, it is highly recommended that the movement toward scheduling Extension specialists through a central office at the university be perfected.
3. In view of the fact that the study has brought to light a number of differences in the way in which certain facets of the program are perceived by young farmer members and advisers, it is recommended that a similar study be administered by vocational agriculture district supervisors to young farmer members and advisers in each district for evaluation of existing programs and that the study be repeated at least every four years.
4. In view of the fact that young farmer members are apparently quite enthusiastic about the community and service activity phase of the young farmer program, it is recommended that an audio-visual unit be developed showing the nature and extent of such activities as are carried on by successful chapters. This unit should be well prepared and then be made available to

chapters for use in promoting young farmer work among Chamber of Commerce groups and others in the various communities throughout the state.

5. For further study, it is recommended that an attempt be made to discover factors associated with the development and maintenance of extensive community and service activities in the various chapters as related to the nature and extent of instructional programs and that a study be conducted which would bring into focus the more specific benefits which young farmer members recognize as accruing to them from their participation in young farmer activities.

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APPENDIX

COVER LETTER, INSTRUMENT, AND FOLLOW-UP LETTER

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

April 8, 1976

Dear Sir:

As an advisor to a Young Farmer Chapter of at least two years' duration, you are in a position to be of considerable assistance in helping us determine where and from whom the instruction for Young Farmer programs should come in order to be most effective. Also you are able to pass judgment as to the relative value of those service activities which your chapter has rendered during the past 12 months.

I know this is, as is always, a very busy time for you, but would you take 15-20 minutes of your time to complete one of the two questionnaires enclosed. Also will you select a Young Farmer to complete the second questionnaire.

I would appreciate your response to this at your earliest convenience. You may or may not wish to indicate your name and chapter. This information will be used for developing new programs and for transferring concepts from successful chapters to other chapters. Your assistance in this study will be greatly appreciated.

Sincerely,

Jim Johndrow

Jim Johndrow
Principal Investigator

I approve of this study and ask your cooperation.

Robert Terry

Robert Terry
Professor and Head

Robert R. Price

Robert R. Price
Consultant

In the far left hand column--Events of Young Farmer and/or Adult Class in Vocational Agriculture--is a space for listing programs that have been conducted through your chapter. Please write in (in the blank spaces) specific events in addition to those listed and in which your chapter participated.or sponsored. Please include these same events on the questionnaire to be filled out by the Young Farmer of your choice.

_____ Young and/or Adult Farmer

_____ Advisor

SURVEY OF YOUNG AND ADULT FARMER EDUCATIONAL GROUPS

EVENTS OF YOUNG FARMER and/or ADULT CLASS IN VOCATIONAL AGRICULTURE	Date meeting held	Duration	Major Planning Provided by - (Check 1 or more)					Major Portion of Instruction Provided by - (Check only one or two)													Major Methods or Techniques Used (Check one or more)								Evaluation of Effectiveness (Check only one)					
			Vo-Ag. Teacher	Planning Committee	Vice Pres. Other Offr.	Non-membr.	other wrt.	Vo-Ag. Teacher	Coop Ext: County	Coop Ext: State	ACS	SCS	Finance PCA	Finance (Private)	Land Grant Univ. Staff	Other col. Staff	Veterinarian	Ag Bus.: Local	Ag Bus.: Comrcal. St./Ntl.	Other- write in	Other- write in	Lecture	Audio-Visuals	Discussion	Tours	Field day	Civic Club	Farm Organization	other wr. in	Excellent	Very good	Good	Fair	Improvement Needed	Somewhat a failure
A. Instructional programs																																		
Ac-Econ & Farm Mngmt.																																		
Nutrit. & Lvstk. Feed.																																		
Animl Dis & Paras.Cntrl																																		
Plant Dis & Insect Cntr																																		
Crops, Soil Mngmt.																																		
Mechanized Agr.																																		
Others-(write in)																																		

B. Organizational and Service Activities	1 or 2 tms. yr.	Continuous	Major work accmp. by					Nature of Assistance or Service: In Cooperation With								Direct Benefit To								Evaluation					
			Key individuals	Officers	Entire Group	Committees	Vo-Ag. Teacher	Civic Clubs	Farm Organiza.	Coop Exten.	Chamb. of Commerce	FFA	4-H	Other - wrt. in	Other - wt. in	Local FFA	Local 4-H	Public School	City or Town	Rural Commty.	Lcl. Frm. Organz.	Ag. Development.	Other - write in	Excellent	Very Good	Good	Fair	Needs Improvement	Somewhat a Failure
Stock Shows & Fairs																												
FFA Chap. Suprt. Act. (list)																												
Civic & Comm. Activit. (list)																												
Chapt. or Class Social Act. (list)																												

OTHER INFORMATION:

No. class membrs._____

Affiliated state organiza.
____ yes ____ no

Approx. Percentage of membership also belonging to major farm organization
_____

Approx. percentage of membership
_____ under 30 ____ under 40

Approx. percentage of membership not in Agri-production
_____

Number Vo. Ag. Teachers
1. _____
2. _____
3. _____

May 1, 1976

Dear Sir:

A few weeks ago, I mailed you a questionnaire concerning your young farmer program, one of 40 being surveyed across the state.

The response was exceptional, and if you have returned the questionnaire, accept my thanks. If you have not yet completed it, please do so at your earliest convenience.

Thank you again.

Sincerely,

Jim Johndrow

JJ/srg

VITA

James Dale Johndrow

Candidate for the Degree of

Doctor of Education

Thesis: PROGRAM PLANNING, INSTRUCTIONAL PROCEDURES AND PATTERNS OF SERVICE ACTIVITIES EMPLOYED IN OKLAHOMA YOUNG FARMER CHAPTERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born near Hunter, Oklahoma, June 3, 1938, the only son of Eldon and Margaret Johndrow.

Education: Attended Rural School Districts 20 and 21 and Hunter Grade Schools; graduated from Hunter High School, May, 1957; received the Bachelor of Science degree from Oklahoma State University with a major in Agricultural Education, August, 1964; received the Master of Science degree from Oklahoma State University, May, 1975, with major study in Agricultural Education; completed requirements for the Doctor of Education degree from Oklahoma State University in July, 1976.

Professional Experience: State Farmer, FFA 1957; self-employed agri-business, 1957 to present; vocational agriculture teacher, Capron, Oklahoma 1964-1965; EPDA 552 Fellowship Awardee from Oklahoma 1974-1975; Internship Colorado State Department of Community Colleges and Vocational Technical Services 1975; Agricultural Mechanics Instructor, Lincoln Land Community College, Springfield, Illinois, 1975-1976.

Professional Organizations: Oklahoma Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Oklahoma Young Farmers, Oklahoma FFA Alumni Association, National FFA Alumni Association, Oklahoma Cattelman's Association, Alpha Tau Alpha, Phi Delta Kappa.

Leadership Activities: President Aggie Club, Member Graduate Student Council, Secretary Oklahoma Young FArmers, Vice President and Vice Chairman of the Oklahoma FFA Alumni Council, FFA Honorary Chapter Farmer.