HOW SECONDARY OKLAHOMA AGRICULTURAL EDUCATION TEACHERS MOTIVATE THEIR STUDENTS TO PARTICIPATE IN CAREER DEVELOPMENT EVENTS

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Bachelor of Science in Agricultural Education

The Ohio State University

Columbus, Ohio

2007

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 2009

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ACKNOWLEDGMENTS

Throughout the journey of furthering my knowledge about agricultural education and completing my thesis I have had the support and guidance of faculty at Oklahoma State University, my family and friends.

Thank you to my advisor, Dr. Shane Robinson, and the rest of my graduate committee, Dr. Kathleen Kelsey and Dr. Tom Royer, for encouraging me to go the extra mile to conduct a research project I am proud of.

Thank you to my friends I have made in Oklahoma and to my friends back home in Ohio for listening to me and cheering me on at times when this education journey was not a whole lot of fun.

Finally, thank you to my number one fans, my parents Dave and Joyce and my brother Travis. I know the three of you are always there and support me in whatever challenge I take on.

At the conclusion of this educational journey I think this quote sums up the experience I have had while at Oklahoma State University. *Successful people are not gifted; they just work hard and then succeed on purpose.—G. K. Nielson*

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CHAPTER I

Background and Setting

Children in the United States of America spend more than half their time engaging in leisure activities (Larson & Verma, 1999). This leisure time includes watching television or spending time with peers in an unstructured environment (Eccles, Barber, Hunt, & Stone, 2003). It has been suggested by supporters for youth development, including developmental scientists and youth policy advocates, that students should spend their leisure time in structured activities (Eccles et al., 2003). This would allow for students to participate in activities that foster positive outcomes in youth development and assist students into the transition of adulthood (Eccles et al., 2003). According to Eccles et al. (2003)

> Developmentalists and youth advocates argue that constructive, organized activities are a good use of the adolescents' time because such activities provide opportunities (a) to acquire and practice specific social, physical, and intellectual skills that may be useful in a wide variety of settings including school; (b) to contribute to the well-being of one's community and to develop a sense of agency as a member of one's community; (c) to belong to a socially recognized and valued group; (d) to establish supportive social networks or peers and adults that can help in both the present and the future; and (e) to experience and deal with challenges (p. 866).

Participating in school sponsored activities is beneficial to students in increasing both school and educational achievement (Eccles et al., 2003). However, when schools need to reduce their budgets, extracurricular activities are the first to experience the reduction in monetary funds (McNeal, Jr., 2001). Nevertheless, the numerous benefits students receive as a product of participating in extracurricular activities is extraordinary. Such benefits include academic excellence (Mahoney & Cairns, 1997), an increase in self-concept (Eccles & Barber, 1999, Eccles et al. 2003), decreasing rates of early school dropout (Mahoney & Cairns, 1997), lower involvement in risky behaviors (Eccles & Barber, 1999) and an increased grade point average (Eccles & Barber, 1999). Ultimately, the school's culture and community are also developed by students participating in extracurricular activities (McNeal, Jr., 2001, Eccles & Barber, 1999). The school's culture structures around the status of the students' participation (McNeal, Jr., 2001).

Vocational Education

Historically, vocational education dates back to the early part of the twentieth century (Gordon, 2003). Vocational programs were developed to provide students the practical and technical skills needed to enter the workforce (Gordon, 2003). Vocational programs would match students with positions in industry once their courses were completed (Gordon, 2003).

Vocational agriculture courses began in 1917 through the implementation of the Smith–Hughes National Vocational Education Act (Key Historical Moments, 2008). Eleven years later (1928), the Future Farmers of America (FFA) was founded. According to the National FFA Organization's website, the mission of agricultural education is to

"prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems" (Key Historical Moments, 2008, paragraph 4).

Agricultural Education

An agricultural education program is comprised of three integral components: classroom and laboratory instruction, supervised agricultural experience, and FFA student activities (How to Join FFA, 2008). Therefore, an agricultural education teacher is also a supervisor of student projects, and an advisor of the FFA Chapter. The mission of the National FFA Organization is achieved through these three integral components of an agricultural education program.

Agricultural education advances students in numerous agriculturally related and non-related occupations such as production agriculture, agribusiness, research, engineering, food science, banking, education, landscape architecture, and numerous other career areas (National Research Council Board on Agriculture, 1988). Education philosopher, John Dewey (1938) believed

> The main purpose or objective [of education] is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill, which comprehend the material of instruction (p. 3).

One means for preparing students for success in life is through active participation in the secondary agricultural education program. While numerous opportunities for employability exist in agriculture (Garton & Robinson, 2006), Americans, typically, do not have a concept for the vast number of careers related to the agricultural industry

(National Research Council Board on Agriculture, 1988). National Research Council Board on Agriculture (1988) concluded “Nearly 20% of the labor force works for the agricultural industry in some capacity” (p. 23).

Career Development Events

In an effort to bring literacy and awareness to secondary agricultural education students pertaining to the wide array of careers in agriculture, the National FFA Organization developed a series of contests know as Career Development Events (CDEs) (The National FFA Organization, 2006). According to the Career Development handbook (2006), “the role of career development events is to motivate students and encourage leadership, personal growth, citizenship and career development” (p. 5).

There are numerous CDEs offered by the National FFA Organization in which members can participate. These events include agricultural communications, agricultural issues, agricultural mechanics, agricultural sales, agronomy, floriculture, public speaking, and livestock evaluation, to name a few (The National FFA Organization, 2006). Student participation occurs on the local, state and national levels. Some CDEs require a team format whereas others are individual competitions in which students participate (The National FFA Organization, 2006).

Participation in CDEs provides students the opportunity to learn while they are experiencing a lifelike situation. Experiential learning combines experience, perception, cognition, and behavior all into one theory (Kolb, 1984). Education philosophers David Kolb and John Dewey believed individuals could learn from their experience (Dewey, 1938, Kolb, 1984). Experiential learning is the link between the classroom and “real

world" (Kolb, 1984). Each experience is influential on later experiences, and it is the role of the educator to assist with the direction of the experiences (Dewy, 1938).

Agricultural education students who choose to participate in CDEs are offered the opportunity to learn outside the classroom (The National FFA Organization, 2006) by gaining technical content and non-technical skills. CDEs prepare students for their future careers by instilling the key skills employers seek (Phipps, Osborne, Dyer, & Ball, 2008). These skills are referred to as transferable or employability skills (Raybould & Sheedy, 2005). They are defined as "certain personal abilities of an individual, which can be taken from one job role to another, used within any profession and at any stage of their career" (Raybould & Sheedy, 2005, p. 259). According to Lloyd and Kennedy (1997), employers seek adaptability in employees, competence in reading and writing, computational, communication, computer, group interactional and interpersonal skills, and lifelong learning skills. According to Field (1994) other research suggests that the types of skills that are most sought after by industry fall into the following ten areas: self-management, conceptual skills, creative problem solving, holistic thinking, self-directed learning skills, literacy skills, teamwork and group learning, communication skills, and fault diagnosis and rectification. Moreover, Raybould and Sheedy (2005) state that employers are looking for the "ability to cope with uncertainty, ability to work under pressure, action-planning skills, communication skills, IT skills, proficiency in networking and team working, readiness to explore and create opportunities, self-confidence, self-management skills, and willingness to learn" (p. 259). Further, "In organizations with more than 100 employees, more than 80% use some form of teams"

(Kayes, Kayes & Kolb, 2005, p. 331). Therefore, interpersonal skills are important for employability purposes.

Lack of Participation

Talbert and Balschweid (2006) opined involvement in CDEs offers benefits for all involved by fostering citizenship, moral development, academic involvement, and community involvement. As such, students should be involved in intra-curricular activities to equal the playing field and break down barriers between groups of students (Talbert & Balschweid, 2006). However, "Due to a lack of participation among FFA members they are not reaping the benefits offered by the National FFA Organization or experiencing the FFA Mission" (Talbert & Balschweid, 2006, p. 74). Nevertheless, Reis and Kahler (1997) found, of those students who were involved in agricultural education, they were most satisfied with their experiences related to FFA and CDEs.

Roberts and Dyer (2005) concluded that a characteristic of an effective agriculture teacher included the ability to motivate and prepare students for CDEs. A recent study found a lack of FFA membership for students enrolled in agricultural education classes (Talbert & Balschweid, 2004). "Of an estimated 800,000 agricultural education students, only about 450,000 receive educational benefits as FFA members" (Talbert & Balschweid, 2004, p. 29). Further, the authors noted "Two-fifths [of FFA members] had never participated in a CDE" (p. 29). Is there a lack of motivation for preparing students for CDEs among today's agricultural education teachers?

Statement of the Problem

Very little research has been conducted on CDEs as it relates to levels of interest or motivations for students in agricultural classes (Talbert & Balschweid, 2004). As

such, a key question arises. How do secondary agricultural education teachers motivate their students to participate in CDEs? The findings of this study will shed light on how agricultural education teachers can increase participation of their students as it relates to CDEs by using motivational techniques other teachers have found to be effective.

A lack of participation exists among students enrolled in agricultural education programs as it relates to CDEs offered by the National FFA Organization (Talbert & Balschweid, 2004).

Purpose of the Study

The purpose of this study was to determine how Oklahoma agricultural education teachers motivated their students to participate in CDEs.

Research Question

1. Qualitatively describe how secondary agricultural education teachers motivate their students to participate in CDEs.

Definition of Terms

Career Development Events (CDEs) – "Since 1928, FFA has worked to create CDEs that demonstrate the meaningful connections between classroom instruction and real-life scenarios CDEs build on what is learned in agricultural classes and the FFA" (Career, Development Events, 2009).

> "The events are designed to help prepare students for careers in agriculture. Classroom instruction comes alive as students demonstrate their skills in a competitive setting. CDEs test the abilities of individuals and teams in 23 major areas of agricultural instruction" (Career Development Events, 2009).

Motivation – “Inner strivings of individuals that direct behavior. Unsatisfied desires create the motivation to act with purposeful behavior to achieve gratification” (Motivation, 2008).

Basic Assumptions of the Study

The main assumption for this study is that all agricultural education teachers participating in the study have trained numerous students in various CDEs over a long period of time.

The researcher also assumes that teachers have had to use motivational techniques in order to motivate students to participate in these events.

FFA is unique and that it is not considered an extracurricular activity but an intra-curricular activity that completes the three part model of the National FFA Organization (National FFA Organization Key Messages, n.d.). However, for this study, literature on extracurricular activities is cited because it closely represents FFA.

Significance of the Study

All students enrolled in Agricultural Education are required to be members of the National FFA Organization. However, statistics have shown this requirement is not being met. Of those students who are members of the National FFA Organization, there is a lack of involvement in various CDEs in the state of Oklahoma. These events serve as educational tools by providing technical content and non-technical skills acquisition for students who are motivated to participate.

The literature is sparse as it relates to CDEs (Talbert & Balschweid, 2004). Therefore, further research should be conducted to identify levels of interest or motivations for students in agricultural education classes (Talbert & Balschweid, 2004).

As such, this study will focus on CDE involvement and examine how secondary agricultural education teachers motivate students to participate in CDEs.

The findings of this study will increase the body of literature available to the agricultural education profession on motivation and CDEs. The study will assist agricultural education teachers in motivating their students to participate in CDEs, which in turn will hopefully better equip students with technical and non-technical skills needed for employment. Additionally, through participation in CDEs, students will better understand possible career options related to the agricultural industry.

CHAPTER II

REVIEW OF LITERATURE

History of Agricultural Education and FFA

The Smith-Hughes Vocational Education Act was passed in 1917. The act created vocational agriculture classes in public schools. In 1926, a Virginia agricultural education teacher organized the Future Farmers of Virginia. This group was designed for males enrolled in Virginia agriculture classes. Following the structure of this organization, others groups began to develop around the country soon thereafter (Key, 2008).

There were 33 young farmboys present for the chartering of The Future Farmers of America in 1928 (History, 2008). The goal these 33 young men envisioned was to unite individuals to support agricultural education (History, 2008). The 33 farmboys were in Kansas City participating in the National Livestock Judging Contest held at the American Royal Livestock Show (Key, 2008). By 1934, all states except Rhode Island and Alaska had chartered associations. In 1950, Rhode Island chartered its association, and Alaska followed in 1976. Also, in 1950, the U.S. Congress passed Public Law81-740 which granted the FFA a Federal Charter and the U.S. Department of Education would dedicate one staff member to serve as the national FFA advisor (Key, 2008). African-Americans formed the New Farmers of America for those with an interest in agriculture in 1935. This group grew to include 13 states. African-Americans became members of the Future Farmers of America (FFA) in 1965 by adding 50,000 members to

the organization. Finally, in 1969, women were included as members of the FFA. Female members officially became national members and were allowed to hold office and participate in competitive events sponsored by the FFA (Key, 2008). In 1988, The Future Farmers of America changed their name to the National FFA Organization in order to encompass more of the agricultural industry within the organization's name. Currently, the National FFA Organization has 490,017 members from 7,210 chapters (History, 2008).

Agricultural Education

An agricultural education program is made up of three integral components: classroom instruction, supervised agricultural experience, and life skills, or youth organization (FFA) (How, 2008). According to the National FFA Organization's website the mission of agricultural education is to "prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems" (History, 2008). The National FFA Organization's mission is achieved through these three integral components of an agricultural education program (History, 2008).

When students participate in the FFA, they gain numerous skills and advance their education (Talbert & Balschweid, 2004). Students who are involved in FFA also excel in academics (Talbert & Balschweid, 2004). "Membership in the National FFA Organization provides young people the opportunity to do something worthwhile to excel in what they do, to receive appreciation for what they do, to be given responsibility, and to learn to be self – sufficient" (Talbert & Balschweid, 2006, p. 67). Additionally, "participation in FFA is the most appropriate location for agricultural students to learn values and attitudes within the program" (Talbert & Balschweid, 2004, p. 30).

However, research has shown there are barriers which prevent youth from joining the National FFA Organization (Talbert & Balschweid, 2004). “Of an estimated 800,000 agricultural education students, only about 450,000 receive educational benefits as members of the FFA” (Talbert & Balschweid, 2004, p. 29). Students have a tendency not to join due to a lack of interest in agriculture (Talbert & Balschweid, 2004). Students feel they will not benefit by joining the National FFA Organization if they do not choose a career in the agriculture industry (Talbert & Balschweid, 2004). “The formation of educational and occupational aspirations is integral to education, enabling students to better understand who they are and how they can function effectively for their own well being and for the better of society” (Bajema, Miller, & Williams, 2002, p. 62). Also, students develop their leadership skills by participating in agricultural education (Bajema et al. 2002).

This relates to the study because it portrays the lack of participation by agricultural education students enrolled in FFA (Talbert & Balschweid, 2004). In order for students to obtain the benefits offered by the FFA the level of participation among agricultural education students needs to increase.

Example of Agricultural Education Impact

In a study conducted by Brannon, Holley and Key (1989), agricultural education was found to have a significant impact on several community leaders serving on the local, state, and national levels in the United States of America. Government personnel including former President Jimmy Carter, state senators, state representatives, state governors, media personal including broadcasters, editors, along with astronauts, education leaders, and numerous other community and agricultural leaders have all

gained benefits by participating in the FFA (Brannon et al. 1989). Of the leaders surveyed, approximately half were past participants in the program and had participated in judging contests and parliamentary procedure (Brannon et al. 1989). These former agricultural education members believed their leadership skills were enhanced by participating in various leadership activities.

The development of leadership skills has contributed to community leaders' success regardless of their occupation. The 20% of community leaders that participated in the survey who were not enrolled in agricultural education as youth felt they have benefited by their adult involvement with the program. It was also statistically concluded that previous agricultural education students tend to be more involved with their community activities than non-members. The involvement activities include community, school, religious, agricultural, and educational groups (Brannon et al. 1989).

The study conducted by Brannon et al. (1989) relates to the research study because it identifies what the outcomes of participating in FFA activities can do for its members. These community leaders took advantage of the opportunities offered through the FFA and have been successful in their later years of life.

Agricultural Educator

Effective teachers motivate, communicate positively, and encourage their students by building the self confidence of students in order to obtain a high standard for academic achievement (Campbell, 1983). Also, teachers support their students through positive encouragement to assist with increasing achievement. Campbell (1983) stated "motivation and positive reinforcement of students by their teachers clearly go hand-in-hand" (p. 8). There are factors which can affect student motivation. The information a

teacher chooses to present to the students will affect whether or not a students is interested. The information needs to be up-to-date and relevant. The method of delivery the teacher utilizes can affect a student's interest level (Campbell, 1983).

An agricultural education instructor has a unique occupation in the education field compared to other types of educators (Talbert & Camp, n.d.). There are several unique characteristics to the occupation. Agricultural education instructors devote numerous hours advising the youth organization known as the FFA (Talbert & Camp, n.d.). Agricultural teachers spend countless hours outside of the classroom after or before school and on the weekends coaching, transporting, and advising students on activities (Talbert & Camp, n.d.). Teachers spend numerous weekends away from home with students at a variety of leadership activities. Out–of–class interaction with the students is not an opportunity in most other subject matters (Talbert & Camp, n.d., p. 33).

Roberts and Dyer (2004) found forty characteristics of effective agriculture teachers. These characteristics are broken up into ten categories. Moreover, "effectively motivates students" (p. 91) is a characteristic listed under the category instruction. Miller, Kahler, and Rheault (1989, p. 37) found several key characteristics of an effective agriculture teacher pertaining to the FFA program and CDE is one who

> develops course activities which reflect `lifelike` situations, utilizes learning activities which are designed to achieve predetermined objectives, motivates students by providing successful learning activities at each student's ability level, yet challenges students to higher scholastic expectations, seeks ways to involve parents into program related activities, and spends approximately 22% of total work load on FFA related activities.

Rosenshine and Furst (1971) found eleven characteristics of effective teachers. These traits included clarity, variability, enthusiasm, task-oriented, student opportunity to learn material, use of student ideas, criticism, use of structuring comments, probing, and level of difficulty.

Not only is the role of the agricultural education teacher to educate students but also to publicize the program. Educators should promote the benefits of agricultural education to everyone, not just those involved in the agricultural industry (Brannon et al., 1989). Agricultural education can benefit everyone especially in developing leaders within the community (Brannon et al., 1989).

This relates to the research study because Talbert and Camp (n.d.) found the uniqueness of an agricultural educator is advising the FFA compared to others in the education field. Further, an effective agricultural teacher is one who motivates students (Roberts & Dyer, 2004).

Career Development Events

Students, who participate in the integral component of FFA and participate in CDEs, acquire life skills (Talbert & Balschweid, 2004). According to the Career Development handbook (2006), "the role of career development events is to motivate students and encourage leadership, personal growth, citizenship and career development" (p. 5). Table one illustrates the 23 different CDEs offered by the National FFA Organization in which members can participate (The National FFA Organization, 2006).

CDEs are a major motivational factor and component for students enrolled in agricultural education (Connors & Mundt, 2001). They provide a connection for students between what is learned in the classroom, laboratory, and through their supervised

agricultural experience (SAE). Students are able to participate in competition and be recognized for their efforts through the FFA, which can lead to career success immediately following high school. Participation in CDEs serves as a link between what students learn in the classroom and career success. These leadership activities provide students with the opportunity to engage in teamwork, speak publicly, debate, write, and prepare for future career aspirations (Dailey, Conroy, & Shelley–Tolbert, 2001). Beekley and Moody (1980) found students who participate in CDEs surround themselves with involvement in their communities and career related industries.

Table 1

Career Development Events offered by the National FFA Organization (Career Development Events, 2009)

CDE	Team or Individual Event
Agricultural Communications	Team
Agricultural Issues	Team
Agricultural Mechanics	Team
Agricultural Sales	Team
Agronomy	Team
Creed Speaking	Individual
Dairy Cattle Evaluation	Team
Dairy Foods	Team
Dairy Handlers Activity	Individual
Environmental and Natural Resources	Team
Extemporaneous Public Speaking	Individual
Farm Business Management	Team
Floriculture	Team
Food Science and Technology	Team
Forestry	Team
Horse Evaluation	Team
Job Interview	Individual
Livestock Evaluation	Team
Marketing Plan	Team
Meats Evaluation and Technology	Team
Nursery/Landscape	Team
Parliamentary Procedure	Team
Poultry Evaluation	Team
Prepared Public Speaking	Individual

However, not all FFA students are currently participating in CDEs. In fact, in a study conducted by Talbert and Balschweid (2004), “two-fifths of FFA members have never participated in a CDE” (p. 29). In a second study conducted by Talbert and Balschweid (2006) “almost 1/3 of respondents had never participated in a CDE and more than 40% reported they had never participated in a leadership CDE” (p.74). Examples, of leadership CDEs include parliamentary procedure and public speaking (CDE, 2008).

Due to a lack of participation, FFA members are not reaping the benefits offered by the National FFA Organization or experiencing the FFA Mission (Talbert & Balschweid, 2006). Talbert and Balschweid (2006) recommended further studies explore why members are not participating because, in part, the purpose of the National FFA Organization is to “develop CDEs, and other programs to prepare young people in jobs requiring a knowledge of the food, fiber, and natural resources systems that will employ them in professions in the life sciences” (p. 78). In essence, CDEs should enhance valuable skill sets students need for success in their careers.

In conclusion, CDEs are a major motivational factor for students enrolled in agricultural education (Connors & Mundt, 2001). Students are able to participate in 23 different competitive CDE areas where they can apply the knowledge they gained in the classroom. However, Talbert and Balschweid (2004), “two-fifths of FFA members have never participated in a CDE” (p. 29). Further, Talbert and Balschweid (2006) found “almost 1/3 of respondents had never participated in a CDE and more than 40% reported they had never participated in a leadership CDE” (p.74)

Skills Demanded in Industry

Employers have been dissatisfied with younger generation employees in the skill sets they possess. Employers feel there is a shortage of technical and employability skills among workers (Connors & Mundt, 2001). Technical skills are job specific while employability skills include the following list (Robinson, 2006):

- problem solving
- decision making
- organization and time management
- risk taking, oral communication
- written communication
- listening, interpersonal relations
- managing conflict
- leadership and influence
- coordinating
- creativity
- innovation, and change
- visioning
- ability to conceptualize
- lifelong learning
- motivation-personal strengths

Myers and Dyer (2006) found that "employees in today's job market need to know how to learn, reason, think creatively, make decisions, and solve problems" (p. 52). Furthermore, "agriscience education can contribute in an essential way to develop these skills" (Myers & Dyer, 2006, p. 52). Students who lack employment skills can obtain them by participating in CDEs through the FFA (Connors & Mundt, 2001). Students' participation and involvement in a CDE can lead to more career preparation and a more informed selection of occupation (Talbert & Balschweid, 2006).

Not only are students successful and rewarded for their efforts in CDEs, they are also learning (Beekley & Moody, 1980). Learning and retention are reinforced by hands-

on-experiences which occur during preparing and participating in CDEs (Wilson & Anderson, 1986). Beekley and Moody (1980) opined that participation in CDEs result in authentic learning because "meaning is created or refined from the experience" (p.16). CDEs serve an avenue where the agricultural educator can engage students with community involvement activities. In order for authentic learning to be effective, the community must be actively involved with the curriculum or the students actively involved with the community (Beekley & Moody, 1980).

Agricultural education complements other subject areas in the classroom. For example, agricultural education teaches nutrition which goes along with health education and students are able to make personal choices about their diet (National Research Council, 1988). Agricultural education also integrates science into the curriculum by students learning about agriculture with science concepts applied (Thompson & Balschweid, 2000). Further, some agricultural education courses offer science credit to their students (Thompson & Balschweid, 2000). Moreover, Thompson and Balschwied (2000) found that "teachers felt that agriculture is changing and people pursuing careers in agriculture must have a better understanding of biological and physical sciences in the next decade" (p. 78). Agricultural education educators also integrate reading and mathematics into their classroom to enhance the agricultural curriculum (Park & Osborne, 2006, Parr, Edwards & Liesing, 2006).

In conclusion, employers are dissatisfied with the skills new employees' posses (Connors & Mundt, 2001). However, students can gain these skills that are lacking by participating in CDEs. Students who participate in CDEs are more knowledgeable when selecting a career and have more career preparation (Talbert & Balschweid, 2006).

Preparing Students for Participating in CDEs

Edwards and Booth (2001) provided several recommendations to teachers in order to successfully prepare a CDE team. Teachers need to "probe for interest" (p. 24) from the students. Once the teacher knows what students are interested in, it becomes easier to compile a group of students to participate in the CDE. The teacher needs to "meet and discuss" (p. 24) with students about the CDE. The teacher can utilize this time to establish goals with students, schedule practice times, and decide which upcoming events to attend. The teacher and students need to "stick to it" (p. 24). All participants need to abide by the agreed upon rules and continue practicing in order to prepare properly for the CDE. The teacher needs to "break-it-down" (p. 24) utilizing the given time appropriately. Students need to be taught, study, and practice the essential items necessary for the CDE. Educators need to "tie it [curriculum] to the event" (p. 24). It is imperative that relevant curriculum is taught in the classroom for the CDE. "Finally, [both teachers and students] need to model ethical behavior at all times, and be modest in winning and generous in defeat" (p. 25).

There are additional ways for agricultural educators to prepare their students to participate in CDEs. Educators can organize and write curriculum based on relevant information for the CDE and work with students after or before school or even on the weekends (Beekley & Moody, 1980).

In conclusion, teachers can utilize the suggestions stated by Edwards and Booth (2001) in order to prepare students for CDEs. Teachers can take advantage of these

techniques before or after school and on weekends in order to prepare students for CDEs (Beekley & Moody, 1980).

Extracurricular Activities

Students' participation in the National FFA Organization occurs outside of the classroom (Beekley & Moody, 1980). Dewey, an education philosopher had a pragmatic view for education, believed all students should have the opportunity to partake in experiential learning opportunities and reflect and interact in a variety of environments (Beekley & Moody, 1980, Dewey, 1938).

Astin's involvement theory states that "involvement in activities, especially those closely associated with academic outcomes, enhances achievement (Talbert & Balschweid, 2006, p. 68)." Participation in extracurricular activities like the FFA can reinforce connections among different learning environments (Talbert & Balschweid, 2006). Extracurricular activity involvement can be most advantageous for students who are disconnected in a regular classroom setting (Talbert & Balschweid, 2006).

By students participating in extracurricular activities sponsored by the school, including FFA, students gain leadership enhancing opportunities, build character, and develop socialization skills. Gaining these valuable traits is an important aspect of the framework of education provided in schools (Bajema, Miller, & Williams, 2002). Feelings of self-worth, achievement, importance, and relevance to the community can be sparked through the involvement of extracurricular activities. Media coverage of the events is also a key factor. Coverage can occur from the local television station, newspaper, or the radio station in the area (Bajema et al. 2002). Extracurricular

involvement in schools also allows for guided exploration of careers and can have a positive impact on students' career exploration process (Talbert & Balschweid, 2006).

In conclusion, there are benefits for youth who participate in extracurricular activities (Talbert & Balschweid, 2006). Students gain valuable traits which they can utilize later in life (Bajema, Miller, & Williams, 2002). Further, it can impact a student's career choice (Talbert & Balschweid, 2006).

Motivation

There have been numerous studies conducted by researchers in agricultural education which examine factors related to student motivating. Dormody and Seevers (1994) explored leadership life skills. Hoover, and Scanlon (1991) examined factors with recruitment in FFA. Marshal, Herring, and Briers (1992) looked at enrollment factors. Roberts and Dyer (2004) concluded an effective agricultural education teacher should be able to effectively motivate students. Turner and Herren (1997) found if educators can determine what motivates students, then teachers will be able to predict students' behaviors. They also found female and male students are motivated differently. They recognized the need for additional research to be conducted to explore the motivational needs of students because once teachers identify these motives, they will better understand why students enroll in agriculture classes and participate in the FFA.

Croom and Flowers (2001) opinioned that "if student's are motivated by self-esteem, a sense of belonging, a desire for status, and a need to feel important, then Maslow's Hierarchy may explain why students tend to join and participate in the FFA organization" (p.74).

In addition to Maslow's Hierarchy, the Expectancy-Value Theory may also explain why students become active members of the FFA organization (Croom & Flowers, 2001). The FFA organization is a place where students who are motivated by achievement or a desire to avoid failure can be successful. There are demanding but achievable activities in which students can participate along with other less challenging activities so students will not become discouraged (Croom & Flowers, 2001).

Achievement Motivation

"Achievement Motivation Theory postulates that people can learn to establish and acquire goals" (Bajema, Miller, & Williams, 2002, p. 62). An individual's achievement motivation can be affected by several factors, such as teachers, peers, parents and other acquaintances the individual may have in their life (Bajema et al. 2002).

Students need to be motivated in order for student achievement to occur. Elliot and Knight (2005) suggested that, in order for teachers to motivate their students, principles three through six of the Principles of Teaching and Learning should be followed. Principle three states, "students must be motivated to learn. Learning activities should be provided that reflect the wants, needs, interests, and aspirations of students" (Newcomb, McCracken, Warmbrod, & Whittington, 2004, chap. 2). Principle four states, "students are motivated through their involvement in setting goals and planning learning activities" (Newcomb et al. 2004, chap. 2). Principle five states, "success is a strong motivating force" (Newcomb et al. 2004, chap. 2). Finally, principle six states, "students are motivated when they attempt tasks that fall in a range of challenge such that success is perceived to be possible but not certain" (Newcomb et al. 2004, chap. 2). Elliot and Knight (2005) stated, "motivated students can work through and overcome instructional

shortcomings in other areas, but if their motivation is lacking, then even exceptional work of the teacher with the other [teaching and learning] principles rarely compensate for that shortfall" (p. 8).

Intrinsic and Extrinsic Motivation

Research has shown that behavioral approaches to motivating students may not be the best strategy for teachers to utilize (Elliot & Knight, 2005). There are several research studies that examine the functionality of intrinsic verses extrinsic motivation.

> External rewards, while still popular, generally have only a short-term positive effect and possible long–term negative effect on learning. When students have a sense of control and choice, on the other hand, and are challenged just above their level of competence, they have increased intrinsic motivation, persistence, and belief that they can be successful. (Elliot & Knight, 2005, p. 8)

Teachers can be very successful at motivating students if they utilize a combination of extrinsic and intrinsic motivation (Elliont & Knight, 2005). Beekley and Moody (1980,) stated that students' participation in a CDE is a form of extrinsic motivation.

> Teachers can utilize intrinsic motivation for students by developing meaningful tasks in which students can participate, converse the thought that skill is not concrete, use a variety of methods to deliver instruction and test for students understanding, and provide students with a sense they are learning and understanding along the learning process (p. 9).

Finally, if students can make a connection between their personal life and the material needed to be learned, they will be more determined and motivated (Elliot & Knight, 2005).

Dollisso and Martin (1999) posited humans can be motivated to participate in an activity they would rather not take part in by knowing they will be receiving an award. However, individuals are intrinsically motivated to attain goals. Individuals have a tendency to perform behaviors that are reinforced as well as those they are rewarded for. An individual's behavior can be motivated by how they perceive learning to affect one's behavior. However, there is not one aspect but several that affects human motivation. Dollisso and Martin (1999) stated

> Burgess' survey results revealed seven motivational desires: to know, to reach a personal goal. To reach a social goal, to reach a religious goal, to escape, to take part in a social activity, and to comply with a formal requirement (p. 39).

Brundage and Mackeracher (1980) recommended four steps for educators to use to maintain a high level of learner motivation: 1) discovering, through consultation, what the prime motives and specific learning needs of each individual learner are; 2) assisting the learner to establish specific objectives which can be translated into specific behaviors and hence into specific feedback; 3) providing feedback on the basis of these decisions; and 4) allowing the feeling of success and satisfaction from these processes to be the major reinforcements of learning. In addition, motivation can influence students in two ways. It can influence how students learn and also how they will perform (Shih & Gammon, 2001). Shih and Gamon (2001) recommended that students watch their level of motivation toward learning in order to become more involved with their learning.

Educators have their own unique way of motivating students. The teachers' own enthusiasm, personality, and motivation can determine the method educators utilize to motivate students in the classroom (Wilson & Anderson, 1986). Motivating students can

be achieved by following basic principles stated by Wilson and Anderson (1986, p. 26): 1) practical demonstrations involving student participation; 2) emphasizing understanding rather than memorization; 3) being positive; 4) innovation and use of unusual techniques; and 5) life or career related topics. Educators can also use praise as a means for increasing student motivation (Wilson & Anderson, 1986). Finally, the teacher should be innovative and create a relationship between the material and the students (Wilson & Anderson, 1986).

Woolfolk (2004) defined motivation "as an internal state that arouses, directs, and maintains behavior" (p. 350). Motivation can be dichotomized into two categories - intrinsic and extrinsic. Intrinsic motivation is when the student is motivated because the activity itself is motivating. Students do not need any incentives for participating in an activity if they are motivated intrinsically (Woolfolk, 2004). Intrinsic motivation is "fully self-determined" (p. 351). Extrinsic motivation is when the students are motivated due to external factors. The student does not have a real interest in the activity but rather is motivated to participate based on the outcomes (Woolfolk, 2004). Extrinsic motivation is "fully determined by others" (Woolfolk, 2004, p. 351). The locus of causality is the main difference between intrinsic and extrinsic motivation. The locus of control is the student's reason for acting a certain way rather it be internal or external of the student. Students are not fully motivated by either extrinsic or intrinsic motivation. The form of motivation can differ on occasions depending on the students' needs (Woolfolk, 2004).

Behavioral Approach

The behavioral approach to motivation concentrates on rewards and incentives in close proximity to students. According to Woolfolk (2004) "a reward is an attractive

object or event supplied as a consequence of a particular behavior" (p. 352). "An incentive is an object or event that encourages or discourages behavior" (Woolfolk, 2004, p. 353). Over time, when certain behaviors are reinforced, students will tend to act in a certain way based on rewards and incentives they have received.

Humanistic Approach

The humanistic perspective refers to motivation based on student's inner self. This refers to "their [students] sense of competence, self-esteem, autonomy, and self-actualization" (Woolfolk, 2004, p. 353). Maslow's Hierarchy of Needs is a humanistic approach to motivation (Woolfolk, 2004), which addresses the biological and social needs of individuals. These needs must be met in order for students to be motivated to participate in activities (Croom & Flowers, 2001). The hierarchy has needs ranging from lower lever to higher level needs. An example of the lower level needs would be survival and safety whereas the higher level needs refer to intellectual achievement and self-actualization (Woolfolk, 2004). Individuals must first meet the lower level needs before the higher level needs can be met.

Deficiency needs are survival and then safety. A student's motivation for meeting these needs will then decrease once they are met. Students will then proceed to the next need. Maslow's three higher levels of needs include intellectual achievement, aesthetic appreciation, and then self-actualization. These higher level needs are referred to as the being needs. Once a student meets a need in the higher level they do not became unmotivated. Rather students seek further achievement (Woolfolk, 2004).

Cognitive Approach

Cognitive theories center around intrinsic motivation. Cognitive motivation focus on how the students think. Bernard Weiner's attribution theory is an example of the cognitive approach to motivation. "Attribution theory of motivation describes how the individual's explanations, justifications, and excuses about self or others influence motivation" (Woolfolk, 2004, p. 354). Weiner has categorized failures and successes in education into three categories. The first category is locus, the second stability, and the third controllability (Woolfolk, 2004). Locus relates to self-esteem, stability refers to future expectations, and controllability refers to emotions. "The greatest motivational problems arise when students attribute failures to stable, uncontrollable causes" (Woolfolk, 2004, p. 355).

Sociocultural Approach

"The sociocultural views of motivation emphasize participation in communities of practice" (Woolfolk, 2004, p. 356). Students engage in specific activities "to maintain their identities and their interpersonal relationships" (Woolfolk, 2004, p. 356). Students learn by the people they are surrounded by. This allows students to identify with a group who shares similar characteristics like themselves.

In conclusion, achievement motivation, intrinsic motivation, extrinsic motivation, behavioral approach, humanistic approach, cognitive approach and sociocultural approach are all motivation techniques teachers can utilize in order to motivate students to participate in CDEs. Students must be motivated for achievement to occur. However, students need to value their participation and see the awards or incentives for

participation. Further, students can identify with the group in which they are participating with.

Competition and Motivation

Competition present in youth organizations can offer numerous benefits to both youth and families of youth who are participating (Talbert & Balschweid, 2004). However, competition can be a negative experience for youth. In an article published by Croom and Flowers (2001), it was noted that teachers use competitive events the National FFA Organization offers to recruit students into the organization. However, the structure of these competitive events can be discouraging for youth and may prevent them from joining the organization if they do not excel.

Self-efficacy

Self-efficacy is defined by Bandura as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Bandura also identified four sources of self-efficacy for students. These sources included mastery experiences, physiological and emotional arousal, vicarious experiences, and social persuasion. Mastery experiences are experiences that we direct ourselves. This is the most dominant source of efficacy. Success students experience raises efficacy beliefs, while failures lower efficacy (Bandura, 1997; Pintrich & Schunk, 2002). "In vicarious experiences someone models accomplishments" (Woolfolk, 2004, p. 369). If a student can relate closely with a model, then the amount of efficacy will be increased. Social persuasion may be in the form of a "pep talk" or some other type of communication to the student. This is not a great source of efficacy, but it can give the student the motivation to attempt a task. If a student has a high sense of self-efficacy in a

certain area, they will set higher goals for themselves or if there is a low sense of self-efficacy, the activity will be avoided (Bandura, 1997).

In today's society, it is important for youth to learn competitive and cooperative skills (Edwards & Booth, 2001). In the competitive events the National FFA Organization offers, students are awarded honors based on their participation, which is a form of extrinsic motivation. By participating in these events, students gain a greater wealth of knowledge about agriculture (Beekley & Moody, 2002).

In a competitive event, a good teacher will provide students with useful information and instill in the students a desire to win (Wilson & Anderson, 1986). It is important that both the students and educator realize winning is not everything but having the opportunity to participate and gain from the experience is what is important (Bendson, 1989).

Competition in a youth organization involves numerous members of the community including educators, volunteers, parents, administrators, and youth (Radhakrishna, 2006). Competition is referring to a situation in which one person wins and others lose or where individuals are comparing their skills (Radhakrishna, 2006). It is something which occurs daily in America and is a significant part of American's lives. Competition is a way of the American lifestyle. There are numerous situations where individuals gain material rewards for competing in a situation. Competition can be used to encourage learning or to develop a specific skill (Radhakrishna, 2006).

According to Radhakrishna (2006), there are three main models of competition. These models include the military, reward, and partnership. In the military model, the competitors view the opposing team as "the enemy". When team members are competing

for an award or winning, it is considered the reward system. Finally, in the partnership model, opposing teams do not view one another as "the enemy". "Proponents claim that competitions contribute to 1) learning democratic value 2) combating juvenile delinquency 3) fostering responsible social behaviors 4) helping achieve greater academic success 5) appreciating personal health 6) stimulating creativity 7) motivating members to set goals 8) completing tasks and 9) developing life skills" (p. 71).

In conclusion, competition is beneficial to youth and their families who take part in competitive events (Talbert & Balschweid, 2004). However, others have found that competition can be a negative experience for youth (Croom & Flowers, 2001). Competition refers to an event students participate in where they are comparing their skills to others and receive recognition for their efforts (Radhakrishna, 2006).

Theoretical Framework

Expectancy-Value Theory

The idea of expectancy and task value is the basis for several motivational theories but is specifically represented in the expectancy-value theory which served as the theoretical framework for this study (Schunk, Pintrich, & Meece, 2008). According to Schunk et al. (2008), "expectancies are people's beliefs and judgments about their capabilities to perform a task" (p. 44). "Values refer to the beliefs students have about the reasons why they might engage in a task" (Schunk et al. 2008, p. 44). Students will not participate in an activity if they expect to fail. However, if students value a task, they may try the activity and if they fail, they will not longer participate in the activity (Schunk, Pintrich, & Meece, 2008). The same is true for student's value in an activity. If students value an activity, they will participate. However, if students are successful at an activity

but do not value it they will not participate (Schunk et al. 2008). By teachers utilizing expectancy-value theories of motivation, they can predict a student's future behavior based on both the student's expectancies and values (Schunk et al. 2008). The student's future behavior, engagement, persistence, and achievement can be predicted by the teacher (Schunk et al. 2008).

Two models including Lewin's level of aspiration and Atkinson's achievement motivation model have had great influence on expectancy-value theories of motivation (Schunk et al., 2008). Level of aspiration refers to "the goal or standard that individuals set for themselves in a task, based on past experience and familiarity with the task" (Schunk et al. 2008). Schunk et al. (2008) found several implications with this model. These implications include "participants felt more successful from meeting the goals they set for themselves than from attaining an objective goal" (p. 45). Secondly, prior experiences played a role in the level of aspiration. Finally, individuals are affected by groups and adjust their goals to the groups' level. Atkinson's achievement motivation believed behavior was composed of three components including motives, probability for success, and incentive value (Schunk et al. 2008). Motives included seeking success and fearing failure.

The current expectancy-value model "proposed that education, vocational, and other achievement related choices are more directly related to two sets of beliefs: the individual's expectations for success, and the importance or value the individual attaches to the various options perceived by the individual as available" (Eccles, 2007, p. 105). Expectancies are influenced by an individual's experiences over time (Eccles, 2007). The

value an individual places on the task is based on attainment value, intrinsic and interest value, utility value, and cost (Eccles, 2007).

Attainment value is defined as "personal importance attached to doing well on, or participating in, a given task" (Eccles, 2007, p. 109). Individuals will participate in an activity when they see it represents them. Individuals can express themselves or conform within a group with their participation. It allows individuals to show their mastery or competence of a given task (Eccles, 2007). Eccles et al. (2003) found the attainment value allowed individuals to fill needs of individual identity.

> These images are made up of many component parts, including (1) our conceptions of our own personality and capabilities; (2) our long-range goals and plans; (3) our schema regarding the proper roles of people 'like us' as well as our more general social scripts regarding proper behavior in a variety of situations; (4) our instrumental and terminal values; (5) our motivational sets or goal orientations; (6) our images of our ideal or hoped-for selves (Eccles, 2007, p. 110).

Social and personal identities have the most influential value for an individual on the value and individual places on a specific task.

Intrinsic and interest value refers to the pleasure one gains from a specific task or the expected pleasure (Eccles, 2007). Utility value is the usefulness of a task (Eccles, 2007). An individual is looking at the usefulness of the task as it relates to their future plans and personal goals. At times, utility value can be viewed as similar to extrinsic motivation (Eccles, 2007).

Cost is “what the individuals has to give up to do a task” (Eccles, 2007, p, 113). It is referring to the time and energy lost by participating in the task (Eccles, 2007). Individuals have limited time, and once that time is spent, it cannot be replenished.

Figure one can be divided into environmental and personal factors. Further, figure one visualizes how individuals perceive environmental and personal factors to develop expectancies and values.

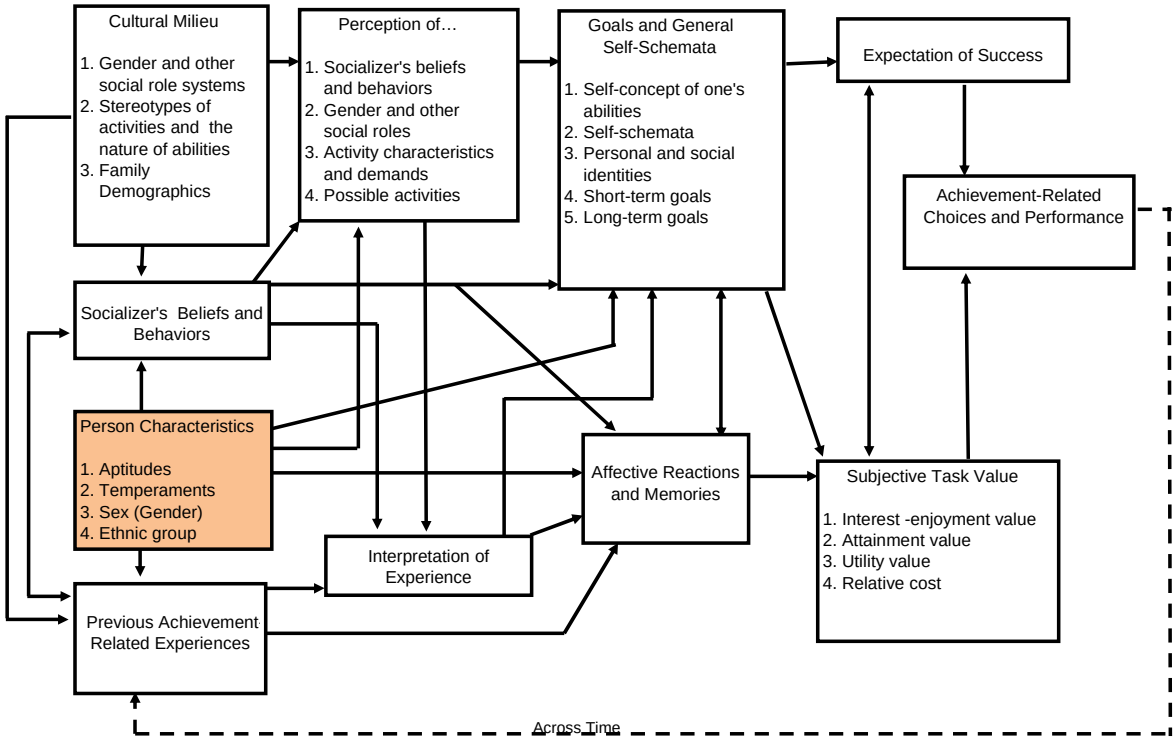

Figure 1. Eccles Expectancy-Value Model of Achievement (Copyright permission granted from author on March 27, 2009, Appendix B)

Wlodkowski’s Theory of Motivation

Wlodkowski believes student motivation is due to four key components. These components include self, subject matter, attitudes toward, and teacher (Phipps et al, 2008).

> The higher the expectancy of success and the more positive student's attitudes toward their agriscience teacher, their agriculture courses and learning situations, and themselves, the higher their motivation to learn. The reverse also holds true-strong dislike for a teacher or a subject leads to low motivation and weak effort and engagement (Phipps, et al., p. 187, 2008).

Based on these four component including self, subject matter, attitudes toward, and teacher Wlodkowski has several motivation strategies for teachers (Phipps et al., p. 190, 2008).

Students do not get enthusiastic about a task if they have previously had a negative experience with it. Students feel if they try again and are not successful it will just cause them greater discomfort (Wilodrowski, 1984). In this situation, there is a lack of motivation. However, if students are engaged in a task where they expect to be successful motivation is not a problem and will be present (Wilodrowski, 1984).

Summary of Literature Review

Agricultural education is composed of three integral components including: classroom instruction, Supervised Agricultural Experience, and FFA (How, 2008). There is a lack of motivation present among agricultural education students. "Of an estimated 800,000 agricultural education students, only about 450,000 receive educational benefits as members of the FFA" (Talbert & Balschweid, 2004, p. 29). However, an effective agricultural educator motivates students (Campbell, 1983, Roberts & Dyer, 2004).

The National FFA Organization offers 23 competitive CDEs for students to participate in. According to the Career Development handbook (2006), "the role of

career development events is to motivate students and encourage leadership, personal growth, citizenship and career development" (p. 5). Connors and Mundt (2001) stated that CDEs serve as a motivational factor for students to enroll in agricultural education. It has been found that by participating in CDEs, students gain life skills employers seek when hiring new employees (Myers & Dyer, 2006, Connors & Mundt, 2001). Further, students gain several benefits by participating in competitive events (Talbert & Balschweid, 2004). Competition encourages learning and develops specific skills (Radhakrishna, 2006). However, not all FFA students are currently participating in CDEs. In fact, in a study conducted by Talbert and Balschweid (2004), "two-fifths of FFA members have never participated in a CDE" (p. 29). Further, Talbert and Balschweid (2006) found "almost 1/3 of respondents had never participated in a CDE and more than 40% reported they had never participated in a leadership CDE" (p.74)

The expectancy-value model explains why students chose to participate in a given CDE. Expectancy refers to how capable students feel they are and value refers to why they are doing something. If students have a high expectancy and a high value for an activity they will be more motivated to participate in it (Schunk, Pintrich, & Meece, 2008).

CHAPTER III

METHODOLOGY

Design

This study follows the qualitative case study design advocated by Merriam (1998). Merriam (1998) stated "qualitative researchers are interested in understanding the meaning people have constructed, that is how they make sense of their world and the experiences they have in the world" (p. 6). The study focused on gaining an in-depth understanding of a phenomenon based on the perceptive of the participants, known as emic or insider's perspective (Merriam, 1998).

Qualitative research has several characteristics that set it apart from quantitative research. The first unique trait of qualitative research is the researcher is the primary means or instrument used in the processes of data collection and analysis (Guba & Lincoln, 1989). Secondly, qualitative research involves fieldwork (Merriam, 1998). The researcher interacts with the study participants in person. Finally, "this type [qualitative] of research builds abstractions, concepts, hypotheses, or theories rather than tests existing theory" (Merriam, 1998, p. 7). Furthermore, "the findings of qualitative research are in the form of themes, categories, typologies, concepts, tentative hypotheses, even theory, which have been inductively derived from the data" (Merriam, 1998, p. 8). The data that evolves through qualitative research is abundantly vivid.

When conducting a qualitative study, there are several characteristics the researcher must possess including a tolerance of ambiguity, sensitivity, and strong communication skills (Merriam, 1998). There is a great lack of structure in qualitative research. The researcher must decide on the design for the study, proper way to collect the data, and determine a way to analyze the data. The researcher must be sensitive throughout all parts of the study and resist bias, yet remain reflexive in her work. Finally, "a good communicator empathizes with respondents, established rapport, asks good questions, and listens intently" (Merriam, 1998, p. 23).

According to Dooley (2007) there are five commonly found types of qualitative studies in the education field. These include basic or generic, ethnography, phenomenology, grounded theory and case study. Basic or generic are the most commonly found type of study in agricultural education research. This research study will be a basic or generic qualitative study because at the conclusion of the study the researcher will have a description, interpretation, and an understanding of reoccurring patterns from the participants (Merriam, 1998). Further, the researcher will understand a phenomenon of how Oklahoma secondary agricultural education teachers motivate their students to participate in CDEs. When conducting a basic qualitative study the researcher utilizes concrete ideals including concepts, models, and theories from varies educational fields. These fields include educational psychology, developmental psychology, cognitive psychology, and sociology (Merriam, 1998).

Constructs

The guiding constructs for this study were teacher use of students' motivation to participate in Career Development Events or CDEs.

Population

The population for this study was all Oklahoma secondary agricultural education teachers who trained winning career development event teams over from 2003 to 2008 at the State Interscholastics.

Sampling Procedure

The sample for the study were purposively selected from the population based on Oklahoma agricultural education teachers who had trained the majority of the winning CDE Teams throughout the state (n=8). According to Ary, Jacobs, and Razavieh, (1972) "purposive sampling is a nonprobability sampling technique in which subjects are judged to have the sought after characteristic are included in the sample" (p. 180-181).

The data to determine which educators to select was received from the Oklahoma CDE chairperson, who provided the researcher with a list of sweepstakes participants ordered by their placing within the state of Oklahoma for the years of 2008, 2007, 2005, 2004, and 2003. The data for 2006 could not be located. The researcher selected the teachers who had the highest averages for top rankings within those specified years.

Instructional Review Board

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The office of University Research and the Institutional Review Board at Oklahoma State University conducted the afore mentioned review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with this policy, this study received the proper surveillance and was granted

permission to be executed. The institutional review board code was AG0844 and a copy of the approval for it is presented in Appendix C.

Development Procedures of Instrument

Qualitative research is unique because the researcher serves as the instrument throughout the study. The researcher conducted personal interviews with the participants. The interviews were conducted using a highly structured interview protocol (Appendix D) (Dooley, 2007). However, the researcher diverged from the interview protocol in order to probe the participant to gain an in-depth understanding of the participant's responses (Dooley, 2007).

The interview protocol was developed by the researcher, guided by the research question and theoretical framework for the study. The instrument was pilot tested on four individuals who previously taught secondary agricultural education for a minimum of five years each.

Validity and Reliability

Guba and Lincoln (1989) proposed four criteria to determine the trustworthiness of qualitative research, including credibility, transferability, dependability, and confirmability.

According to Guba and Lincoln (1989) "The credibility criterion is parallel to internal validity in that the idea of isomorphism between findings and an objective reality is replaced by isomorphism between constructed realities of respondents and the reconstruction attributed to them" (p. 237). Credibility was established in this study by member checks, which is the single most important technique a researcher can use to establish credibility (Guba & Lincoln, 1989). The researcher used member checks

throughout the interview and after the interview in order to have accurately represent the respondents voices. Throughout the interview, the interviewer summarized the statements made by the respondents to confirm the interviewer was interpreting the statements of the participant correctly. At the conclusion of transcribing the interview, the researcher sent the participant a copy of the transcription by e-mail to ensure the interview was transcribed properly.

Dependability refers to how reliable the data is over a period of time (Guba & Lincoln, 1989). Dependability was established in this study by the researcher following rigorous guidelines for conducting the study during each interview. Confirmability refers to the amount of researcher bias present in the study (Guba & Lincoln, 1989). Confirmability was established by the researcher checking the data throughout the entirety of the study. Further, the researcher conducted a data audit (Trochim, 2006).

Data Collection Procedures

The data collected for this study consisted of field observations and interviews. The participants received a phone invitation (Appendix E) from the researcher asking them to participate in the study. Once participation was confirmed, a date was selected. The researcher met the participant and observed each teacher in their classroom setting. At the conclusion of the observation, each teacher was interviewed for approximately one hour.

The researcher visited each of the participants' schools to conduct the interview and make field observations. Through field observations, the researcher observed each of the participants' classrooms. The interviews were each conducted face-to-face and lasted approximately one hour. Following Instructional Review Board Policy prior to the start

of the interview, the participant was provided a consent form (Appendix F) to sign. The interviews were conducted with a highly structured, predetermined interview protocol. The interview protocol was designed around the research question and theoretical framework for the study. However, the interviewer probed the teachers throughout the interview in order to gain a further understanding of the interviewee's responses. Member checks also occurred throughout the interview. This assisted in clarifying responses received. At the conclusion of the interview, the researcher transcribed the interview word for word and the participant was e-mailed a copy of the transcription and provided the opportunity to change any of his or her responses.

Data Analyses Procedures

This study used line-by-line coding in order to analyze the data collected in this study. Through the process of coding, the researcher sorted out repetitive themes that occurred throughout the data (Patton, 2002). "More generally, however, line-by-line coding is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p. 453). Further, the researcher sorted out similar words, sentences, phrases and paragraphs into categories, known as themes (Dooley, 2007). At the conclusion of the coding process, the researcher used memoing, in which the researcher captured memoes on a separate sheet of paper in order to start summarizing the data from each interview. The researcher then interpreted the data, making six claims. After the claims were stated, the researcher wrote up findings and drew conclusions based on the findings.

CHAPTER IV

FINDINGS

Introduction

I'm sitting in a cold, plastic arena seat in Conseco Field house waiting for the ninth session of the National FFA Convention to start. The arena lights are on and thousands of individuals walk in to find their seat. A sea of blue and gold surrounds me. Under the official FFA jacket is a teenager who has in some way competed his or her way to this event. There are to best of the best that America has to offer, the national CDE winners. As the lights dim the master of ceremonies welcomes members, friends, parents, teachers and guests to the National FFA Convention. We are all here for one reason: to witness the national champions of the FFA CDEs. I wondered exactly what motivated these students to participate in CDEs within their state? Why would a teenager put on a 1950's era corduroy jacket, black pants, white shirt, train for hundreds of hours, travel thousands of miles just to look at the back end of four steers tied to a pole? This thought was the impetus and focus of this study. This chapter reports the results of that question posed to eight of Oklahoma's most successful agricultural education teachers in training youth to compete in CDE events.

Overview

The purpose of the study was to determine how Oklahoma agricultural education teachers motivated their students to participate in CDEs. Data was collected by field

observations and a face-to-face interview with each of the participants. After analyzing the data, the researcher identified six distinct themes. They are: 1) tradition and success of the chapter, 2) opportunities for competition, 3) gaining life skills, 4) enabling students to have fun, 5) recruiting members, and 6) CDEs are an integral part of the curriculum.

The following section will describe each theme in greater detail and give direct quotes from the data to support the claims. In general, the FFA chapters who are successful have a long tradition of participation in CDEs. Further, these chapters have won numerous awards throughout the years and have the support of community members and parents. Moreover, the students who participate in CDEs for these chapters practice several hours each week, set goals for their teams and learn valuable life skills that can be used after graduating high school. Students also have fun when participating in CDEs and very little money is required from the students. Finally, participating in CDEs can be a reflection on the instructor.

The participants in this study included five males and three females. However, to keep all respondents confidential, pseudonyms have been used to describe the findings. The researcher will report the data using rich thick descriptions. The direct quotes from the interview include the pseudonym along with a line number from the transcription to serve as an audit trail.

Theme: Tradition and Success of the Chapter

Secondary Oklahoma agricultural education instructors reported that students need to experience some kind of success in order to continue their participation in CDEs.

Being successful was discussed by all eight participants during the interviews. Sarah stated “students have to have success to be motivated. If they are not having a little bit of success, they are not going to go [to practice or the contests]” (Sarah, 111). If students do not experience success, they will move on to another task either within or outside of the FFA Chapter. Monica added “everybody wants to be part of something that is successful. So if you are successful, kids will want to be a part of it. If you are not successful, they are not as likely to be a part of it” (Monica, 98). Individuals want to be part of something that is successful, and if their involvement within CDEs is not successful, they will look for another avenue where they can be involved in an activity that is successful. Joyce commented, “Once they [the students] get there [to the competition] the first time they tried it and did well or okay, they will want to do it again” (Joyce, 98). It was found that if students experience success, they will continue with the activity in order to experience more success.

According to the expectancy-value theory, if students expect to fail they will not participate in an activity. Therefore, they must experience success in order to participate (Schunk et al. 2008). Newcomb et al. (2004) found success to be a strong motivating factor for students.

Further, the schools that had success with CDEs, had a long tradition of participation in CDEs within their school. Joyce, stated “It is a tradition [at our school to participate in CDEs]” (95). Jaime added, “We have done this [participated in CDEs] for so long that they [the students] have an idea of what they want to do” (47). Students want to carry on this tradition of success within the chapter. Students may have had family members who were part of a successful CDE team and want to continue on that tradition.

Observation Notes: When entering each of these eight interviewees' classrooms, the researcher noticed that students had collected numerous awards which were displayed both in the classroom and throughout the school building, further verifying a rich and long tradition of success. Numerous schools displayed all of the previous awards won by former students at both national and state level contests to serve as motivating factors for students. Beaming with pride, Joyce stated, "If you look at the wall in there, all of those trophies are state champions" (91).

The display of awards provides students a clear image of how successful they can be if they are willing to put in the time, dedication and hard work needed in order to be successful. Not only were awards displayed throughout the school but students were also given individual awards and rewards at practices, contests, or at their chapter banquet. The rewards consisted of food, beverages, and trophies. The teachers motivated the students by the rewards students could earn as a result of their success. Reilly gazed at the students who were walking into the classroom and stated "People want to be a part of something bigger than themselves and want to succeed at something, so if they have a class that already is offering that material and that information, why not compete in a contest so they can receive recognition for it" (117)? The excitement was heard in Cori's voice as she added, "We give rewards at our banquet to those teams and individuals that succeed at higher. We give special awards to the ones that compete, are doing extra, and giving extra [by competing in CDEs]" (190). Kali smiled and commented, "Sometimes, I bring them food when it is getting old to them [practicing]. I will bring in cookies or I will bring in drinks" (179).

Students are encouraged when they see they can win scholarship money, pins to sport on their FFA jackets, special treats or trophies and plaques to be displayed in the classroom for all to see. According to the teachers, these things give students a sense of pride and motivates them to do well.

> Beekley and Moody (2001) stated that students are being awarded for their success in CDEs. Students are more likely to participate in an activity if they know they are going to be rewarded for their efforts (Dollisso & Martin, 1999). The behavioral approach to motivation rewards students based on a specific behavior (Woolfolk, 2004).

In order for students to be reap the benefits of being successful the majority of respondents had community members including former students, parents, and industry experts assist with preparing the teams. Sarah posited “I definitely always have a mom or two or dad who comes. Sometimes I will have some older kids who have been through the program come in and listen to reasons” (349). Monica smirked and added “We have to use people that have expertise in those areas that we don’t in order to be competitive on a year-to-year basis” (122). Jaime commented, “We have a lot of former students come back and help [prepare teams that they were a part of]” (146).

While preparing for CDEs several schools have community members come into the classroom and assist with preparing the teams. Reilly stated, a key is to “find someone that is successful in that CDE area [where you are lacking] and get help” (313). By and large, each community wants to continue the tradition of CDEs within the school and assist with the success of the current CDE teams.

In summary, students are motivated by experiencing success and recognition by the teacher and community for their involvement in CDEs. Students need to experience some type of achievement in order to continue with an activity. If students are not experiencing success, they will find another activity they can participate and be successful in, either within or outside of the FFA Chapter in order to be a part of something that is successful.

Theme: Opportunities for Competition

Teachers reported that today's students are very competitive, which serves as a driving factor for their desire to participate in CDEs. The students are also goal or task oriented.

Agricultural educators (Sarah, Monica, Cori, Joyce, Reilly, Kali) stated students enjoy competition. Cori smiled and added, "The competing I think they [the students] enjoy" (100). Additionally, not only do students compete against one another at interscholastics offered throughout the state, they also compete with one another in their high school. For example, Joyce stated,

> Here we have a very active ag mechanics class and part of that education, in training of the requirements for the class, I try to stimulate and motivate those kids to use those skills that they are learning in a competitive way. What they learn in class is what I try to highlight and enhance to use in competition (52).

These competitive events serve as a factor in selecting which students will represent their chapter on the state level. Further, competition within the chapter prepares students for the actual event by creating a comparable situation.

Edwards and Booth (2001) stated it is imperative that students learn competitive skills. Talbert and Balschweid (2004) stated competition can have benefits for students who participate. Wilson and Anderson (1986) found that a good teacher will provide students with the information they need to be competitive and instill in their students a winning attitude.

All respondents reported students spend time practicing for the contests before school, during school, after school, on weekends, and at home on their own time. Commenting about practice, Kali stated, "Any CDEs are competitive so they need to learn that they can't just show up, they have to do preparation, they have to get ready, they have to practice, they have to get ready on their own, so they have to learn that stuff" (113). Further, Kali added, "They learn more preparation equals more success and some kids are pushed harder by competition and if it's not competitive, they are not going to work as hard and it is not as fun. The more competitiveness there is, the harder they work and the more they get out of it in the end" (238). At the start of each competition season, the teams set goals for themselves. Jennifer said "We set goals in steps all the way up [to the contest]" (175). Jaime affirmed,

> If we are just starting with a brand new bunch and it is a team that neither of us are real familiar with, we just may set a goal to try and be maybe improve scores from the first contest to the last time. We may just try to improve scores 100 points a team or something to that nature again depending on what it is and how it is structured. Now with that same token, we have some kids that we knew were pretty good in some areas so we have a little higher expectations for them. Maybe

> top two in the state or something along that. It just depends were we are at with that particular set of students (134).

Sarah stated, “We are trying to win the state” (260). “It is always dealing around those two days of state interscholastics with our teams” (270). Cori responded “to win state championship. That would be our main goal and I would say on every team and some of them may have higher goals than that but that would certainly be the goal every year” (160).

The goals are both long term and short term. The overall long term goal for the majority of CDE teams in Oklahoma is to win the state contest. Monica commented, “We always start with the goal to win and be state champions” (189) so that the team can represent Oklahoma in Indianapolis at the National FFA Convention on the national level.

Additionally, throughout preparing for the contests, students and teachers set goals at the beginning of each practice, and those goals need to be met prior to the conclusion of practice. Some students post their goals for the duration of practice to serve as a reminder and to keep them motivated while preparing for the contest. Kali stated,

> A lot of times we will write their goals down. Some teams will make a big poster and they may write the team down that they want to beat. A lot of times we just have them write down their goals as I want to place this or this, or I want to win. They either write it down and keep it or some teams will stick it up on the wall during practice so they can see it. Or we will have a picture of something to remind them of their goal (169).

If there is ever a lack of motivation when preparing for a contest, reminding the students about the goals they set can serve as a tool in order to regain their motivation. Joyce added "They want to do well and compete well because that's self-instilled by the goals that were made." (232). Principle four of the Principles of Teaching and Learning states "that students are motivated through their involvement of setting goals" (Newcomb et al. 2004, chap. 2).

Theme: Life Skills

All teachers reported students are more prepared for their futures by gaining life skills as a result of participation in CDEs.

All eight agricultural educators discussed the numerous benefits their students gain as a result of competition. Students learn life skills that they can use outside of the agriculture classroom and after high school and college. Competition prepares students for life after high school. Sarah stated "[They] obviously will leave with some of the skills that they will carry right on into their colleges and careers" (153). Discussing the life skills students will gain, Monica commented "Responsibility, time management, communication, work ethic, and all of the hard work is by products of those skills that are learned that we use" (134). Jaime added "They become more confident in public speaking and visiting with people at interviews" (98). Further, Joyce stated, "They gain a sense of pride in themselves, sense of accomplishment that they can do it, sense of teamwork that they can share work with another person and both be successful and then they accomplish abilities to succeed in life after school" (254). Additionally, Reilly stated "To gain those life skills, be able to gain leadership and teamwork skills, and be able to speak in front of the public, they [CDEs] help people prepare for their future by giving

them skills that will be useful in their careers" (247). Cori added, "Life skills, team working, how to get along with the members of your team. Leadership, there is a certain amount of that, that goes on with a team. The cohesiveness of the team. It brings a lot of that out that you don't realize it but it does" (121). Finally, Kali concluded, "I feel like just a positive dedication that they have learned, the work ethic they have learned and their contribution. Just the main thing they have learned how to work for something and not just to have it handed to them" (244).

These life skills students gain include a greater wealth of knowledge about agriculture, better communication skills both written and verbal, interviewing skills, responsibility, dedication, and a work ethic. Further, by participating in CDEs, students have items they can list on their resume to showcase their involvement within an organization. Placing in competitive events is two-fold for the individual. Students can be on a successful team or students may place where they would have hoped to have done a little better. This lower placement can serve as a motivating factor because students want to be part of success and will work harder to place in a higher spot at the next competitive event.

Talbert and Blaschweid (2004) found that students who participate in CDEs acquire life skills. Students who participate in CDEs are awarded for their efforts and can lead to career success (Connors & Mundt, 2001). Further, Daily et al. (2001) found participation allows students to engaged in teamwork, speak publicly, debate, write and prepare for future careers.

Theme: Enabling Students to Have Fun

Students must enjoy the activity and have fun with it or they will not continue to devote their extra time to CDEs.

Interviewees (Sarah, Monica, Jaime, Cori, Kali, Jennifer) commented that participating in CDEs must be fun for the students. Teachers feel it is their responsibility to make the students' experiences enjoyable. Jaime looked pleased and said, "The only way you can involve kids is to make it fun" (236). Joyce added "I try to make it fun" (269). Cori smiled and commented "I think it is fun for them" (99). Kali expressed friendliness and added "Let them have fun and they will spread the word to other kids" (270). Jennifer said "A lot of my kids do it just because it is fun" (93). If the event that students will be participating in is far enough away from the school, teachers will plan an overnight trip. Sarah stated, "They [the students] like going out and meeting other students and becoming involved that way. They do meet a lot of friends and maintain those friendships through the competitive season" (143).

Further, students are able to visit places they would not have ever gone had it not been for their involvement in CDEs. As a result of students' participation in CDEs, teachers will reward the students. Monica commented,

> If you only have one kid that shows up to go [to the contest], take them. Feed them a big steak, go ride go-karts and when they come back and talk about those things, next time there will be three or four [students] who want to go. Just have fun when they go and let the other things [awards] take care of themselves (322).

At the conclusion of the state CDE contest teachers will reward all students who participated in CDEs with some type of award. This could be recognition at the annual FFA banquet, food, or a trip to somewhere for enjoyment.

Theme: Recruitment of Members

Several Oklahoma secondary agricultural education teachers recruit students to be in their program. More specifically, teachers are recruiting students who they think can excel in a specific CDE area.

The livestock industry is a big part of the livelihood of Oklahoma youth, because beef production is the number 1 cash crop in OK (USDA, 2007). Therefore, teachers (Sarah, Monica, Jaime, Joyce, Reilly, Cori) will recruit younger members who they know have an active role in the Oklahoma livestock industry to participate in the livestock judging CDE. This is an advantage for the FFA chapter because for example, the member has previous experience with livestock and will give them a hand up [or advantage] in judging contests. Sarah stated, "The younger kids that are coming up in the 4-H program will run with us. So a lot of times, I will identify those students and kind of get them judged a bit [so they have experience judging] before they become freshmen" (53). Teachers will recruit younger members to be on a team that has more experienced members in order to continuously be competitive when the older members graduate. Joyce commented "I try to use juniors so that if their skills are there, and in the hopeful event that we win the state contest, they will come back next year as seniors to go to the interscholastics at Indianapolis at the National FFA Convention" (75). Therefore, when those members graduate high school, the younger members will understand what is expected in order for them to be successful as a team.

Students are also recruited based on their interests. Jennifer stated “My philosophy is simply whatever the kids are interested in, we are going to try it” (38). Monica added

> We may encourage them strongly that this is where we need you, this is where you can help us the best, the quickest and if they still decide to do this that is fine, and if they still want to go to a different area that’s fine too. (77).

Further, Reilly added

> We just try to find a place that fits those students and their interests because we find that they are going to have the most success because they are going to be more interested than learning the material and a lot of times those students come to the classes that they may be interested in like my agricultural communications class. That is their interest so we tend to participate in the CDEs toward the classes (38).

For example, if a student is in a floriculture class and the instructor notices they have a real interest in floriculture, they may recruit that student for the floriculture CDE.

The pleasure students gain as a result of their participation is the utility value portion of the Expectancy-Value Theory (Schunk, Pintrich, & Meece, 2008). Therefore, students are having fun or gaining pleasure and have a high utility value for the task. Bajema et al. (2002) found participation in the FFA develops students’ socialization skills.

Theme: An Integral Part of the Curriculum

The teacher present information on CDEs to students within the first year of enrolling in an agricultural education class.

All eight participants build CDE lessons into the curriculum so all students are aware of the possibilities in which they can participate. Jennifer stated, “In November, regardless of age, we go over the types of CDEs. Even if they have heard it before, they hear it again” (33). For example, Monica added “I may teach a soil and water lesson to a class that has three of those members in it that everybody gets exposed to it just so I am a little farther ahead and they’re a little father ahead for after-school practices” (142). Sarah stated, “I know some people say you shouldn’t teach CDEs and I say well, they call it career development events and if these students are learning skills for careers, that probably beats teaching them something they will never use” (219). Further, participation in CDEs is an extension of classroom learning for the students. It is an opportunity for students to take what they have learned in the classroom and apply it to a competitive event. Joyce stated, “What we learn is what we do for competitions” (153). However, not all preparation for CDEs is done in the classroom. The teachers reported students spend a great deal of time preparing for CDEs before school, after school, during study halls, and on their own time at home.

Additionally, because CDEs are integral to the curriculum Oklahoma, secondary agricultural education instructors feel students’ participation in CDEs as well as their placement is a reflection on them as teacher. Kali stated,

> I think so because if most kids I don’t think can just go out and be successful on their own. I think they need some help, some motivation, and they need people to push them, and I feel that if they succeed they think ‘wow’ how did you do that? to me, even though it was them that worked hard. Not all kids are physically able to be successful. I mean not every kid is going to be successful and that is not

> necessarily our fault but our job is to push them to reach that and so I feel that somehow it reflects on us as teachers to getting them to that point and pushing them, motivating them that far (254).

Joyce added "I only look good as a teacher if my kids look good first. So if we as teachers take care of our jobs, teach well and motivate well and inspire well and the kids come through and they do well, yes, the teacher looks good but only if kids look good first" (345). Additionally Jennifer stated "I mean if they don't do good, then I am thinking we should have been up here studying more or I should have gone and got more resources" (267). Teachers feel that if their students are not as successful as they hoped for, then they as a teacher should have spent more time preparing the students for the event.

CDEs serve as a connection between what students learn in the classroom and career success (Connors & Mundt, 2001). Beekley and Moody (1980) stated teachers can organize the curriculum based on CDEs and work with students after or before school and on weekends to prepare them for contests. Edwards and Booth (2001) stated teachers need to "tie it [curriculum] to the event" (p. 24).

Summary of Findings

As the ninth session begins at the National FFA Convention and the master of ceremonies calls out the four names of individuals from Oklahoma who have earned top honor in one of the National FFA CDE contests, you now know how that teacher motivated those students from Oklahoma to participate in CDEs. Secondary Oklahoma agricultural education instructors reported that students need to experience early and continued success in order to continue their participation in CDEs. Teachers feel today's

students are very competitive in nature, which serves as a driving force for their desire to participate in CDEs. Students must enjoy the activity and have fun with it or they will not continue to devote their extra time to CDEs. Student gain life skills by participating in CDEs. Several Oklahoma secondary agricultural education teachers recruit specific students to be in their program. More specifically, teachers are recruiting students who they think can excel in a specific CDE area. Lastly, all students are presented information on CDEs within their first year of enrolling in an agricultural education class.

The following table lists variables found in the qualitative data, links them to the literature, so that future research can empirically test these variables for construct validity. The variables reflect two construct domains, the teacher and the students. Teacher driven variables exemplify the teachers' need to win at CDE competitions and believe that students need these events to occur to continue participating in CDE. Thus, they are inextricable entwined, yet separate variables.

Table 2

Variables Found in Study

This study found:	Literature	Notes
Loyalty and tradition		This study found that loyalty and tradition were key variables in motivating students to participate in extracurricular activities, which are underreported in the literature.
Immediate rewards and praise such as food and encouragement.	Campbell (1983) Roberts & Dyer (2004) Beekley & Moody (1980)	This study confirmed that rewards and praise motivate to students.
Visible signs of success.	Newcomb et al. (2004)	This study confirmed that visible signs of success such success, such as trophies and plaques motivate students.
Teachers seek outside support. Community member support add validity to the event, gives a sense of importance to the activity.		This study found that when teachers seek outside support and community members assist with preparing students for CDEs it is motivating
Need for competition and task oriented or goal directed.	Connors & Mundt (2001)	This study confirmed that students need competition and are goal directed for motivation.
Competition develops life skills.	Talbert & Balschweid (2004, 2006) Brannon et al. (1989) Myers & Dyer (2006) Connors & Mundt (2001)	This study confirmed that participating in competition develops students' life skills which enhances students' motivation.
Joining a team is fun, social rewards.	Eccles et al.(2003)	This study confirmed that joining a team can be socially rewarding and motivating for students.
Teachers actively seek skilled students to continue with the success.	Edwards & Booth (2001) Beekley & Moody (1980)	This study confirmed that teachers select students to continue success of CDEs uses recruitment as a

		motivation technique.
Early exposure to CDE, pride in winning, willing to work hard to win.	Wilson & Anderson (1986)	This study confirmed that teachers look for students who have been exposed to the CDE content and are hard workers to be on specific teams. If the events pertains to a students interest than students are motivated.

CHAPTER V

CONCLUSION

Overview

This chapter uses the findings to draw conclusions, discuss implications, recommend practices to current agricultural education teachers in the field, and finally recommends further research opportunities.

Conclusion

Students are motivated by the tradition and success of the FFA chapter. All of the teachers who participated in the study were experienced, had rapport with both the community and students, and have had students compete and succeed on the state and national level. Tradition and success of the chapter relates to the attainment value portion of the Expectancy-Value Theory (Schunk et al., 2008). Participating in CDEs is important to the individual because they want to keep the rich tradition and success present within the community. Moreover, students expect to be successful when they participate and have a high expectancy for the task.

Croom and Flowers (2001) found that participation in the FFA is a place where students can find success. Additionally, Bandura (1997) found that success increases a student's efficacy, whereas failure will lower their efficacy or their belief in their ability.

and they expected to do well. Therefore, students had a high utility value for the task as well as a high expectancy (Schunk, Pintrich, & Meece, 2008).

Talbert and Balschwied (2004) posited that competition in youth activities has numerous benefits to the youth involved. On the other hand, Croom and Flowers (2001) found that competition can be discouraging to some youth enrolled in the FFA. However,

Teachers stated students were motivated to participate in CDEs because they were provided the opportunity to participate in competition. Students found the task to be usefulEdwards and Booth (2001) identified the importance for students to learn competitive skills.

Students are motivated to participate in CDEs based on the fun teachers enable them to take part in. In order for students to compete, they must have fun while practicing and participating. The pleasure students gain as a result of their participation is the utility value portion of the Expectancy-Value Theory (Schunk et al., 2008). Therefore, students who have fun or gain pleasure have a high utility value for the task. Bajema et al. (2002) found participation in the FFA develops students' socialization skills.

Students participate in CDEs based on the rewards they will receive at the conclusion of their participation. Rewards are classified as personal importance to an individual, accounting for one characteristic of the attainment value (Schunk et al., 2008). The more important the reward is to the student, the higher attainment value that participant will seek.

The finding further supports research by Beekley and Moody (1980) who found students' participation in CDEs was a form of extrinsic motivation. However, Elliott and Knight (2005) revealed teachers are more successful at motivating students if they utilize both extrinsic and intrinsic motivation techniques. Moreover, Dolisso and Martin (1999) stated an individual is more motivated to participate in an activity if they know they will receive a reward for their participation.

Agricultural educators recruit specific members to participate on specific CDE teams within the chapter. The recruitment process can be based on students' interests or

strengths. If the recruitment is based on the individual's interests then the individual would have a high utility value because the task would be more useful for them. Edwards and Booth (2001) stated teachers need to "probe for interest" from the students in order to determine their interests, when recruiting students for a specific CDE (p. 24).

Career Development Events are an integral part of the curriculum and serve as a tool for students to showcase what they have learned in the classroom. Further, CDEs are an extension to what students learn daily. Therefore, the task of participating in CDEs is very useful to students. Additionally, they will have a high utility value for participating in CDEs, if it is an area that was included in their classroom curriculum (Schunk, Pintrich, & Meece, 2008).

Edwards and Booth (2001) postulated teachers need to "tie it [the curriculum] to the events" (p. 24). Further, Beekley and Moody (1980) found educators can organize and write curriculum based on relevant information for the CDE. Moreover, involvement in CDEs relates to Astin's involvement theory which states that "involvement in activities, especially those closely associated with academic outcomes, enhances achievement" (Talbert & Balschweid, 2006, p. 68). Connors and Mundt (2001) posited CDEs are a link to what students learn inside the agricultural education classroom. Talbert and Blaschweid (2004) found that students participating in CDEs obtain life skills and prepares them for after high school.

Implications

Finding one found, that students must experience success to participate in CDEs. This study only looked at experienced teachers who has won national level competitions, which begs the question, what can early career teachers learn from this study to build

rapport with students and community members to build a tradition of success within the chapter and how so teachers motivate students to participate in CDEs?

Finding two, found students like competition. The teachers felt students like competition. However, only teachers who were relatively successful were part of the study. Therefore, what would the responses be from teachers whose students are not as successful when competing in CDEs and do not place in the top at state interscholastics?

Finding four found, students must have fun while participating in CDEs. While it has been established students must have fun participating in CDEs. What do students define as fun? Could it be that part of having fun consists of competing on teams with friends?

Finding two, found students like competition. Further, students are rewarded for their efforts. While rewards are an extrinsic form of motivation for students, what are intrinsic motivating factors for students?

Finding five, found teachers recruit members to participate in CDEs. Suppose, by teachers recruiting members for specific CDE teams an individual gets left out who really wanted to compete. How will that student regain motivation?

Finding six, found CDEs are in integral part of the curriculum. Perhaps teachers only teach for CDEs and prepare students during class time. Is this what the agricultural education program model (ie: classroom/laboratory, Supervised Agricultural Experiences, and FFA) symbolizes?

Recommended Practices to Current Agricultural Education Teachers

It is recommended that all teachers build rapport with community members and students along with a tradition of success within the chapter. This will serve as a motivating factor for students to participate in CDEs.

It is recommended that teachers hold competitive CDE contests on the local level within the chapter to instill a competitive attitude within their students. This will serve as a motivating factor for students to participate in CDEs.

A third recommendation for teachers would be to create an atmosphere that students find to be fun when preparing for and competing at CDEs.

Students like to be rewarded for participating. It is recommended that teachers provide their students with rewards at practice, the contest, the banquet, or at the conclusion of the CDE season.

It is recommended that all secondary agricultural education teachers have students fill out an interest survey each year they are enrolled in agricultural education. This will eliminate students getting left out who really wanted to compete on a specific CDE.

It is recommended that CDEs are an extension of the agricultural education curriculum. It serves as a tool for transfer of learning. Teachers should not devote all class time to teaching and preparing for CDEs.

Recommendations for Further Research

Talbert and Balschweid (2004) stated further research should be conducted to identify levels of interest or motivations for students in agricultural classes. This study found, tradition and success of the chapter, opportunities for competition, gaining life skills, enabling students to have fun, recruiting members, and CDEs are an integral part

of the curriculum teachers to be how teachers motivate their students. Further research should empirically test the variable using a student population

Talbert and Balschweid (2006) recommended further research be conducted to see why students are not participating in CDEs. This study found what teachers are doing to motivate students. Further research should look closely at non-participating students within successful programs to see what barriers keep those students from participating.

The literature is sparse at it relates to CDEs (Talbert & Balschweid, 2004). This study found that students having fun is one way teachers motivate students to have fun. It is recommended that further researchers look at how students who participate in CDEs define fun and success.

Elliot and Knight (2005) stated that behavioral approaches such as awards to motivating students may not be the best strategies for teachers to utilize. This study found teachers were using awards to motivate students. Further research should examine what are the intrinsic motivating factors for students competing in CDEs.

Edwards and Booth (2001) stated teachers should identify students interest and then it is easier to compile a group of students together to form a CDE teams. This study found teacher were recruiting students based on students' interest. Further research should examine if students who are recruited to be on a CDE team have a higher motivation level than those students who are not recruited but on the same team.

Edwards and Booth (2001) stated agricultural educators need to connect CDEs to the classroom. This study found that CDEs are an integral part of the agricultural education curriculum. Further research should examine how much classroom instruction

teachers and students devote to preparing for CDEs per in the curriculum delivered inside the classroom.

Limitations of the Study

Limitations of this study included interviewing only secondary agricultural education teachers in Oklahoma, excluding other agricultural teachers in other states. Secondly, only agricultural education teachers who had a record of a high level of participation at the state interscholastic events, according to state CDE sweepstakes participation records, were included. This study cannot be generalized to instructors who were not part of the study. Only teachers were interviewed, thus assumptions about what motivates students came from the teacher, leading to teacher driven variables.

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APPENDICES

APPENDIX A

SWEEPSTAKES SELECTION POINTS

Points for the all-around championship trophies are to be computed according to the following scale:

Number of Individuals in Event	Number of Award Points Placing 1st	2nd	3rd	4th	5th	Teams in Event	Award Points Placing 1st	2nd	3rd	4th	5th
3-40	3	2	1	0	0	1-10	6	4	2	0	0
41-80	4	3	2	1	0	11-20	8	6	4	2	0
81 or more	5	4	3	2	1	21 or more	10	8	6	4	2
						Parliamentary Procedure	10	8	6	4	2

Speech Event Points:

	1st	*2nd*	*3rd*	*4th*	*5th*
Agribusiness	5	4	3	2	1
Agriculture Policy	5	4	3	2	1
Agriscience	5	4	3	2	1
Animal Science	5	4	3	2	1
Extemporaneous	5	4	3	2	1
FFA Creed	5	4	3	2	1
Natural Resources	5	4	3	2	1
Plant Science	5	4	3	2	1
8th Grade Agriculture Exploration	5	4	3	2	1
9th Grade FFA Opportunities	5	4	3	2	1
8-9-10th Grade General Agriculture	5	4	3	2	1

APPENDIX B

COPYRIGHT PERMISSION FOR EXPECTANCY-VALUE MODEL

RE: Expectancy Value Model Copyright Information

Jacque Eccles [jeccles@umich.edu]

Sent: Friday, March 27, 2009 10:25 AM

To: Russell, Carmen

Cc: dmigut@umich.edu; lrudy@umich.edu

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you have my permission to copy my model in your thesis

Deanna or Lori please send Carmen a good electronic copy of our expectancy value model

---

From: Russell, Carmen [mailto:carmen.russell@okstate.edu]
Sent: Thu 26/03/2009 21:09
To: Jacque Eccles
Subject: Expectancy Value Model Copyright Information

Dear Dr. Eccles,

I am a graduate student at Oklahoma State University in Agricultural Education. Currently, I am working on my thesis and am using the Expectancy-Value Model as my theoretical framework. My research is titled "How Oklahoma Secondary Agricultural Education Teachers Motivate Their Students to Participate in CDEs". I am answering my research question by doing a qualitative study and have conducted eight interviews throughout the state of Oklahoma.

I was wanting to put a diagram of the Expectancy-Value Model in my thesis but wanted to be sure I had your permission. Secondly, I was wondering if you had a clear copy I would be able to insert. If not I was going to scan the image in from the Handbook of Competence and Motivation by Elliot and Dweck.

Thank you for you time and I look forward to hearing from you soon.

Sincerely,
Carmen Russell

APPENDIX C

IRB APPROVAL

Oklahoma State University Institutional Review Board

Date:	Friday, November 21, 2008
IRB Application No	AG0844
Proposal Title:	How Secondary Agricultural Education Teachers Motivate their Students to Participate in Career Development Events
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 11/20/2009

Principal Investigator(s):

Carmen Russell
132 NRC
Stillwater, OK 74078

Jeremy Shane Robinson
440 Ag Hall
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia Kennison, Chair
Institutional Review Board

APPENDIX D

INSTRUMENT

11-20-08 Version

How Secondary Agricultural Education Teachers Motivate Their Students to Participate in Career Development Events

Date:

_____

Turn on tape recorder.

Purpose:

The purpose of this study is to determine how Oklahoma agricultural education teachers motivate their students to participate in CDEs.

Research Question:

1. Identify how secondary agricultural education teachers motivate their students to participate in CDEs.

Consent Process:

All participants in the study will be kept confidential.

Consent Signature:

(Have interviewee sign form)

How long have you been teaching agricultural education?

Please describe where you have taught (location, ages, courses).

On average how many CDE teams do you train per year?

Typically what CDE events do your students participate in? Have participant mark the teams on the provided sheet.

Tell me a little about your philosophy of selecting CDE teams.

How do you introduce CDEs to your students?
(attitude toward events)

How do you prioritize which events students participate in?
(interest, value, needs)

What process do you follow in selecting teams?
(interest, value, needs)

Why do you feel students join CDE teams?
(expectancy, outcomes)

What are the expectations you have for your students to gain as a result of their participation?
(specific skills gained)

On average per week how much time do you spend training for CDEs before school, during school, or after school? Have respondent fill in chart with corresponding times.

If a student is not fulfilling their responsibility, how do you deal with that situation?

Do you set goals for the CDE teams throughout their preparation for the contest? Please describe the goal setting process.

How do you get students to maintain a positive attitude about learning the content related to various CDEs?

Do you value your students' participation in CDEs?

How do you fulfill students needs (instructional material, motivational, etc.) when they are preparing for a contest?

Is there ever a lack of motivation among students when preparing for CDEs? If so, how do you work with students to regain motivation?

With all the events to choose from that the FFA offers why do you have students participate in CDEs over some other activity?

What is the greatest benefit you feel students receive by participating in CDEs?

If you were asked to give advice to another teacher about motivating students to participate in CDEs, what would you say to them?

The next steps will include:
Will be transcribing
Sending draft by e-mail please make any corrections and then send it back to me.
Participants e-mail: _____
Please contact me if you have any questions or concerns
Thank the interviewee!

CDE Events offered by National FFA
http://www.ffa.org/index.cfm?method=c_programs.CDE

Ag Communications

Ag Issues

Ag Mechanics

Ag Sales

Agronomy

Creed Speaking

Dairy Cattle

Dairy Handlers Activity

Dairy Foods

Environmental & Natural Resources

Extemporaneous Public Speaking

Farm Business Mgmt

Floriculture

Food Science & Technology

Forestry

Job Interview

Livestock Evaluation

Marketing Plan

Meats Evaluation & Tech

Nursery & Landscape

Parliamentary Procedure

Poultry Evaluation

Prepared Public Speaking

Time Spent Training Teams

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							

APPENDIX E

PHONE SCRIPT

Phone Script

My name is Carmen Russell and I am a graduate student at Oklahoma State University pursuing a master's degree in Agricultural Education with a focus on teaching. My faculty advisor is Dr. Shane Robinson. My thesis work is focusing on How Secondary Agricultural Education Teachers Motivate Their Students to Participate in Career Development Events.

I am requesting your participation in my study to serve as an expert. Based on the number of Career Development Events your students have participated in over recent years in Oklahoma you are extremely qualified to serve as an expert in this study.

In accordance with the Institutional Review Board at Oklahoma State University your participation is strictly voluntarily and your identity will remain confidential. All data collected from the study will be summated and will not be reported individually.

Your involvement would include me driving to your school for an afternoon. Ideally I would arrive at lunchtime and we could become familiar with one another over lunch. Then I would observe your classroom for the remainder of the day and then you would take part in approximately a one hour interview at the conclusion of the school day.

Would you be willing to serve an expert for this study?

When would be a good time for to come and spend an afternoon at your school?

I appreciate your willingness to serve as an expert. Thank you!

APPENDIX F

CONSENT FORM

Informed Consent Form

Project Title:

How Secondary Agricultural Education Teachers Motivate Their Students to Participate in Career Development Events

Investigators:

Carmen R. Russell

Purpose:

The purpose of this study is to determine how Oklahoma agricultural education teachers motivate their students to participate in CDEs.

Procedures:

As a participant you will be observed in your classroom for one afternoon and then participate in an interview. Throughout the classroom observation the researcher will be taking written data about the classroom. They will be looking for any evidence of CDE participation in the classroom.
The interview will be approximately one hour in length and will be audio recorded. The interview will cover the topic of how you as an agricultural teacher motivate your students to participate in CDEs.
At the completion of the interview process the researcher will then leave and transcribe the data collected during the interview. The researcher will e-mail you to verify that what they transcribed is correct. If any changes are needed you as the participant are free to do so.

Risks of Participation:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

Benefits:

The results from this study will be added to the literature related to agricultural education, student motivation, and Career Development Events.

Confidentiality:

Each interviewee will be referred to by a number. The data recorded throughout the interview will be erased at the conclusion of the transcription process by the researcher. There will be no names mentioned in the interviews or school where teacher is employed at. The transcription of the interviews will be available to the

researcher's graduate committee. The transcriptions will be stored in Noble Research Room 132 and will be kept until May 2009.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.

Compensation:

There will be no compensation offered for participating in this study.

Contacts:

If you have any questions regarding this research project please feel free to contact the researcher or the researcher's advisor.

Carmen R. Russell, Researcher
Address
132 Noble Research Center
Stillwater, OK 74078
Telephone Number
405.747.7293
E-mail
carmen.russell@okstate.edu

Dr. Shane Robinson, Advisor
Address
440 Agricultural Hall
Stillwater, OK 74078
Telephone Number
405.747.3094
E-mail
shane.robinson@okstate.edu

If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair.

Dr. Shelia Kennison, IRB Chair
Address
219 Cordell North
Stillwater, OK 74078
Telephone Number
405.744.1676
E-mail
irb@okstate.edu

Participant Rights:

Participation in this study is voluntarily and participants may withdrawal from the interview process at anytime without reprisal or penalty.

Signatures:

I have read and fully understand the consent form I sign it freely and voluntarily. A copy of this form has been given to me.

_____ _____

Signature of Participant Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____ _____

Signature of Researcher Date

VITA

Carmen Renee Russell

Candidate for the Degree of

Master of Science

Thesis: HOW SECONDARY OKLAHOMA AGRICULTURAL EDUCATION TEACHERS MOTIVATE THEIR STUDENTS TO PARTICIPATE IN CAREER DEVELOPMENT EVENTS

Major Field: Agricultural Education

Biographical:

Personal Data:

Born in Sidney, Ohio, on January 25, 1985, the daughter of Dave and Joyce Russell and the sister to Travis Russell.

Education:

Graduated from Botkins High School, Botkins, Ohio in Mary 2003; received Bachelor of Science Degree in Agricultural Education from The Ohio State University, Columbus, Ohio in June 2007. Completed the requirements for the Master of Science in Agricultural Education Oklahoma State University, Stillwater, Oklahoma in 2009.

Experience:

Employed by Oklahoma State University as a graduate research assistant in the Entomology and Plant Pathology Department. Completed student teaching experience at Wapakoneta High School in November 2006.

Professional Memberships:

Golden Key International Honorary, Gamma Sigma Delta, Phi Kappa Phi Honorary.

ADVISER'S APPROVAL: Dr. J. Shane Robinson

Name: Carmen R. Russell Date of Degree: May, 2009

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: HOW SECONDARY OKLAHOMA AGRICULTURAL EDUCATION TEACHERS MOTIVATE THEIR STUDENTS TO PARTICIPATE IN CAREER DEVELOPMENT EVENTS

Pages in Study: 95 Candidate for the Degree of Master of Science

Major Field: Agricultural Education

Scope and Method of Study:

Research conducted in agricultural education revealed a lack of participation among FFA members. However, of those FFA members who are participating in FFA events, students were most satisfied with their experiences in Career Development Events (CDEs). The purpose of this qualitative study was to determine how secondary Oklahoma agricultural education teachers motivated their students to participate in CDEs. To understand how teachers motivate students, this study used the expectancy-value theory of motivation.

Findings and Conclusions:

Findings from this study revealed six themes teachers use to motivate students. These findings included 1) tradition and success of the chapter, 2) opportunities for competition, 3) gaining life skills, 4) enabling students to have fun, 5) recruiting members, and 6) CDEs are an integral part of the curriculum.

ADVISER'S APPROVAL: Dr. J. Shane Robinson