

A STUDY TO DETERMINE SELECTED FACTORS WHICH INFLUENCE
THE FFA MEMBERSHIP OF VOCATIONAL AGRICULTURE
STUDENTS

by

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B. S., Kansas State University, 1970

9984

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

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ACKNOWLEDGMENTS

The writer would like to thank everyone who helped him in preparing and writing this report. A special thanks goes to Dr. James Albracht for the support and encouragement he offered throughout the planning and completion of this study. The writer also would like to acknowledge the advice and help he received from Professor Howard Bradley and Mr. Larry Erpelding of the Agricultural Education Staff, and secretaries Bernice, Alice and Darlene in the Adult and Occupational Education Office at Kansas State University.

The valuable aid and understanding the writer received from his wife, Sheila, deserve a special recognition.

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CHAPTER I

THE PROBLEM

INTRODUCTION

In the past ten years society has been in perhaps the most rapid period of change in history. Since education is a vital part of society, it has by necessity had to change to continue to meet the needs of as many youth as possible. This change has not always been fast enough, and as is evidenced by such factors as the high dropout rate today, the educational system still has many innovations to be made.

The branch of education that is receiving the most emphasis today and reflects to the highest degree changes made, is vocational/occupational education. Being student-centered and promoting individualized instruction, this type of education is characterized by Jones (16) as having "a major responsibility for helping develop and protect the individuality of each student."

One of the best ways to help youth individually develop leadership and responsibility is through vocational youth organizations such as the Future Farmers of America (FFA). As stated in the 1972 Official Manual (25), "The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship." The Manual states other common aims and purposes as:

1. To develop competent, aggressive, rural, and agricultural leadership.

2. To create and nurture a love of country life.
3. To strengthen the confidence of students by vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

With such worthy objectives as the goals of the FFA, it would seem that membership decline would not be a problem. However, Welton (33) stated:

Within recent years FFA has been challenged to adjust to the contemporary needs of vocational agriculture students. Although modifications have been made, membership records indicate these changes are not reflected in membership enrollment.

Records from Kansas FFA chapters show that membership has decreased 4.1 percent from 1967 to 1971 (18). On national membership, the Official Manual (25) states:

The high mark in FFA membership was reached in 1969 when approximately 450,000 members belonged to the organization. This represented 83.3 percent of all students enrolled in vocational agriculture. In 1970 there were 550,600 students of vocational agriculture, with FFA

membership of only 430,000, which represents approximately 78 percent of those enrolled preparing for careers in agriculture.

STATEMENT OF THE PROBLEM

The purposes of this study were to determine the effect of selected factors on FFA membership and compare the relationship of the percentage of membership of Vocational Agriculture students.

Specific objectives of the study were to compare the effect of the type of program, percentage of FFA membership, boy-girl enrollment, town and farm enrollment, number of home visitations, FFA activities participated in, and biographical information of the instructor on the percentage FFA membership of the vocational agriculture enrollment.

LIMITATIONS

This study was limited to those factors which affected or influenced membership in the Future Farmers of America. The research was limited to the geographical boundary of the state of Kansas and included randomly selected vocational agriculture instructors within the state. The review of literature was limited to the period of 1962 to 1972, with most emphasis placed on studies conducted during the last five years of that period. This time period encompassed the decade in which the percentage of FFA membership began to decline, and when studies were completed to determine the reasons.

DEFINITION OF TERMS

Certain terms in this study have a special meaning that is not necessarily applicable in other situations.

Future Farmers of America

A national organization for students studying vocational agriculture, to include both production and agribusiness occupations. It has a basic purpose of developing aggressive and competent agricultural leadership. It is commonly called the FFA.

Vocational/Occupational Education

Education designed to help students learn vocations and develop salable skills for the world of work.

Vocational Youth Organizations

Youth organizations involved in vocational/occupational education. Consists of such clubs as FFA, FHA, DECA, VICA.

FHA. Future Homemakers of America. A national organization for students studying home economics.

DECA. Distributive Education Clubs of America. A national organization, the active members of which were secondary and post-secondary school students enrolled in part-time cooperative classes in vocational distributive education.

VICA. Vocational-Industrial Clubs of America. A national organization of students enrolled in secondary vocational industrial education including students in trade, industrial, or

technical courses. The organization stresses professional growth, community understanding, safety, teacher recruitment, cooperation, and good public relations.

Program of Activities

An outline of activities covering a definite period which includes specific goals, ways and means of reaching them, and adequate provisions for checking on the accomplishments.

Community Service

Programs such as Building Our American Communities (BOAC) in which chapters become involved in a meaningful community improvement project and report their progress. They are recognized at the local, state, and national levels.

Multiple FFA Chapters

One parent chapter with subsidiary chapters for students interested in various areas such as horticulture or animal science.

State and National Chapter Award Programs

Applications are submitted by the FFA chapters, summarizing their years' activities. The top 10 percent of the chapters in each state are selected for State Gold and the top two of this group are entered in national competition to be ranked national gold, silver, or bronze.

Proficiency Awards

Awards to FFA members who have shown proficiency in an area of specialization such as agribusiness.

Public Speaking

The public speaking contests are held first on the district level, from which winners progress on to state competition and the state winners on to regional competition. The speeches are six to eight minutes in length and of the informative or persuasive type.

Type I Program

The Traditional Program with classes in vocational agriculture which are grouped as follows: Freshmen - Vo-Ag I; Sophomores - Vo-Ag II; Juniors - Vo-Ag III; and Seniors - Vo-Ag IV.

Type II Program

The semester approach with classes in a specific area rather than a generalized area as occurs under the Traditional Program. Example: A course in Animal Science rather than a course called Vocational Agriculture II.

Reimbursed Teacher

Instructors whose salaries are partially reimbursed by State funds for Vocational Education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature was done at Farrell Library, Kansas State University, and in the Adult and Occupational Education Office at Kansas State University. The number of research studies that were directly involved with FFA membership was limited. However, many studies indicated that the percentage of FFA membership has declined, and suggestions were offered to remedy the problems of membership.

The Educational Resources Information Center (ERIC) of Farrell Library was the single most important source of research information. Several staff studies on FFA were found there, plus a number of dissertations and theses which dealt with Vocational Youth Organizations, leadership development, and other areas of the FFA. The Agricultural Education Magazine was a second valuable source of information. Other sources of information included the Official 1972 FFA Manual, unpublished Master's Reports, and various books.

The review of related literature covered several areas of FFA activities, and included the purposes and aims of FFA, program of activities, leadership development, Vocational Youth Organizations, and results from research studies. Since all these factors enter into FFA membership, the writer thought it necessary to include comments from all areas to obtain a total picture of the problem.

In his book on the FFA, Bender (8) stated:

The FFA is an integral part of the educational program in vocational agriculture. As an educational organization, the FFA's aims and purposes relate closely to those of vocational agriculture. Many of the objectives of vocational agriculture are achieved through the FFA.

With the same thought in mind, a few years later, Kanter (2) stated that the FFA has been one of the most significant developments in the history of vocational agriculture. More than anything else the FFA has enriched the program of instruction and developed interest and pride in agriculture on the part of the students.

Kanter and Bender (19) concluded, in another study, that the aims and purposes of FFA have been used without change since the inception of the FFA in 1928. Although they were appropriate at that time, some are restricting to the broadened program of vocational agriculture today. Kanter proposed that a new primary purpose should be for the FFA to vitalize and enrich the instructional program of vocational agriculture. Specific purposes would be to develop desirable interests, attitudes, and abilities in members to:

1. Choose and prepare for an agricultural occupation.
2. Develop agricultural leadership.
3. Foster common service, citizenship and patriotism.
4. Improve scholarship.
5. Make continuous personal and vocational growth.
6. Make effective use of leisure time.
7. Strengthen the confidence of members in themselves and their work.

8. Improve the home and environment.
9. Recognize the vital role of agriculture in society.
10. Conserve human and natural resources.
11. Develop cooperation, brotherhood and international goodwill.

The most important purpose of FFA, as determined by the study, was to strengthen the confidence of members in themselves and their work.

Luster (21), in a symposium on Vocational Youth Organizations, described nearly identical aims and purposes for all vocational youth organizations including FFA, FHA, DECA, and VICA. He continued by stating: "Youth organizations in vocational and technical education have an excellent opportunity to be of service to large numbers of young people and adults who have special needs." The Vocational Education Act of 1963 gave added responsibility to vocational education in connection with the serving of those who have an academic, socio-economic, or other handicap. Luster developed the following list of activities that could be used by youth organizations in the development of programs:

1. Admit all students who express an interest in and desire to belong.
2. Provide special assistance to members who need social or emotional advice.
3. Promote social and intellectual activities in which all students can participate regardless of financial resources.
4. Provide assistance to young people who are not members.

5. Add new items to the program of work under community services section.

Welton (34), in his comprehensive study of the subject, arrived at many of the same conclusions. Among his recommendations for developing an effective FFA program was to increase participation by lower socio-economic classes. To do this he suggested that projects and activity must (1) be of interest to students; (2) require minimum financial resources; and (3) help students develop self confidence and a feeling of achievement.

Welton (34) also recommended that training programs for agriculture instructors (also all vocational) should incorporate both in- and pre-service information on social, cultural, and economic characteristics of urban and rural lower socio-economic families. Commitment and concern for these students must be developed.

In the July 1971 issue of The Agricultural Education Magazine, Welton (33) stated that activities of a chapter should appeal to all students regardless of their background.

A key to increased student participation appears to be active student involvement in (1) the planning of chapter activities; (2) leadership positions, and (3) committee responsibility. We need to involve 100 percent of the membership in committee responsibility.

Welton (34) found that 31 percent of the chapters sampled had 50 percent of the members involved in planning activities. The same study showed that 62 percent of the chapters reported that from 20 to 50 percent of the members participated in leadership positions. There appeared to be no relationship between the percentage of members holding leadership positions and extent of participation in FFA activities.

Shero (30) found that increased student participation in public speaking contests was related to the member's participation in other FFA contests and leadership activities. Cullen (7) determined from national jury and a group of agri-businessmen that the FFA activity they thought was most important was "to develop personal and organizational leadership ability."

Johnson (15) suggested a few activities in which a chapter could engage to promote leadership and give more participation experiences to members: (1) promote a chapter forestry program; (2) organize and promote a chapter ham-egg show and sale; (3) promote a pig chain; (4) promote a dairy products club; (5) promote a safe driver contest; (6) select a member as "student of the month"; (7) sponsor a goodwill tour; and (8) sponsor banquets, picnics, and other activities.

Bundy (6) maintained that the key to a good leadership program was based on continued involvement by as many members as possible. Current programs must be continually evaluated and new programs must be created to meet the needs of a rapidly changing agricultural scene.

The involvement of all members should be one of the major objectives of FFA. Provisions for all members to participate in planning and conducting the activities of the organization are necessary. This type of training will be useful in community, state, and national organizations in the years ahead.

In promoting leadership, Harris (13) has determined some characteristics a good leader should have:

1. Flexibility - must be aware of different types of leadership.

2. Awareness of forces operating within himself and in other members.
3. Building up of trust relationships.
4. Planning both short- and long-term goals.
5. Involvement of all members in decision making.
6. Promote planned change.

Dunn (10) stated:

All members of an organization cannot be officers, but they can all be given positions of leadership and responsibility through the work of various committees. Thus they are motivated to participate in personal development experiences as well as to learn to work together cooperatively and democratically.

Regarding leadership experience, Bender (3) stated:

We all agree that one of the major purposes of the FFA is to give all of the members experience in leadership, cooperation and citizenship. We can give many members leadership experiences through effective committee work.

From the results of his study, Welton (34) recommended that chapters provide each member with opportunity to participate in committee responsibility. Each member should be assigned to a committee with the level of responsibility determined by student interest, experience, and ability. Every chapter has the capacity to provide committee experience and responsibility for all members. The information Welton received from his survey indicated that 72 percent of the members were not involved in officer activity and 39 percent did not participate in committee work.

From his study, Welton (34) also suggested the establishment of multiple FFA chapters. Subsidiary chapters allowed for (1) more extensive participation by a larger percentage; (2) additional leadership positions; and (3) needs of special interest

groups to be fulfilled. These chapters would supplement the program of the parent chapter. Welton supported his recommendation with conclusions drawn from his study that participation of members at the chapter level increased: (1) as there is a higher opportunity for participation; and (2) a greater opportunity for a high percentage of the members to become involved in leadership positions.

Bundy (6) agreed with this idea when he stated: "Chapters and advisors need to look for more ways to involvement based on individual skills. Too often the average or below average student seems to become lost in the myriad of activity."

Barton (2) stated that the FFA membership should select and plan the activities of the organization. The FFA must relate to the personal interests and needs of the students. Bundy (6) concluded that new programs needed to be developed which focused on the problems of interpersonal relationships, human relation skills, and communication skills. This involved programs which promoted agricultural development in rural poverty areas, leadership development labs, interaction-reaction sessions, and issue focus seminars.

In his study, Kanter (20) found there were many FFA activities in use throughout the nation besides those sponsored by the national organization. Some activities were successful in one state or region and unsuccessful in another. It would be wise for a chapter to analyze all possibilities, but in the end choose those activities which meet the specific needs and interests of the membership involved. The five activities that were

rated most important in a national survey by Kanter were:

(1) scholarship award; (2) proficiency award; (3) parliamentary procedure; (4) extemporaneous speaking; and (5) agricultural engineering contest.

Dunn (10) considered the awards program to be among the most important activities promoted by the FFA when he said: "It is through an awards program that an opportunity for competition and recognition is provided." The need for 'recognition' and the need to 'belong' are two basic human needs. The need to belong was satisfaction gained from being a member, and the need for recognition was fulfilled through being awarded or recognized for an achievement. Dunn goes on to say that our National Chapter Awards Program which had no award of any kind except a rating by the national organization of Gold, Silver, or Bronze, had done more to motivate chapters to excel than had any other single program.

From their extensive study, Kanter and Bender (19) determined that the challenge of proficiency awards generally stimulated members to greater achievement in areas of their interest. They also concluded that much of the value of FFA work seems to be a result of the challenge, motivation, and recognition received from competitive participation in proficiency awards.

In a speech delivered at the Vocational Youth Organization symposium, Barton (2) stated:

The heart of any organization is it's program of activities, and the manner in which it is implemented. The ability to guide properly a group to select appropriate activities will do much to determine the eventual effectiveness of the program.

The selected activities in youth organizations in vocational education should supplement and motivate the teaching.

In discussing the possibilities of using the FFA as a teaching tool, Bacharich (1) felt the vocational agriculture instructor should accept only quality workmanship and adapt to the local situation.

The program must be challenging and real, and develop pride in the organization and the individual. With pride comes confidence and from confidence comes ability, and from ability a willingness to explore and accept new problems and situations.

At the Vocational Youth Symposium, Barton (2) went on to say that selected activities in youth organizations in vocational education would contribute to teaching. Both short- and long-term goals in the course of study should be reflected in the organization's program of activities (not 'work') with an open-mindedness for change.

In The Agricultural Education Magazine, Gray (12) explained:

Agriculture will continue to change in the future as it has in the past and there is no doubt but what the instructional program in vocational agriculture will continue to be modified to fit the training needs of its students. Therefore the FFA program will need to change and continue to improve in quality.

In his study, Kanter (20) concluded that the broadened concept and program of vocational agriculture made it highly essential that the FFA be likewise broadened. Kanter continued by suggesting that the following changes be made:

1. The scope of FFA should be broadened by adding activities appropriate for students engaged in off-farm agricultural instruction.

2. Some of the proficiency awards should be administered at the local and state levels only.
3. Judging contests should be revised and many of them eliminated on a national basis.
4. Continued consideration should be given to changing the name to a more appropriate title.

From this study, Manley (22) found the purposes of FFA should be changed to nearly the same ones as Kanter has previously established. The scope of the FFA should be broadened by encouraging girls to become members and participate in all activities. Rudd (28) concluded: "Girls are becoming an integral part of the vocational agriculture program due to the increasing diversity of the agri-industry." From his study of California vocational agriculture departments, Rudd found that 5.4 percent of the instructors would not let girls into their vocational classes. However, some 50 percent of the instructors favored letting girls in the FFA. In Welton's (34) survey, he found that nationally 92 percent of the vocational agriculture students were male and in the central region, 98 percent were male. Rudd (28) concluded from his study that girls could strengthen the FFA in competition, participation, conduct, and scholastics.

The greatest problem facing FFA today, as indicated by Welton's (34) study, is improving the image. In a recent article, Sheppard (29) stated: "The emergence of programs for non-farm agricultural occupations has prompted the need for a new image for FFA. The FFA should be used for its strong points - motivation, rewards, and leadership." Sheppard's suggestions to improve the FFA include:

1. Use letters FFA but change name to Future Farmers and Agriculturalists.
2. Initiate awards to boys and girls in local chapters for non-farm occupational achievement.
3. Sponsor local contests not provided by the FFA Foundation.
4. Accept young women into membership.

Welton (34) agreed with Sheppard in saying "change the image from one for farm youth to one for anyone with career objectives of agriculture." In a survey taken for his Master's Thesis, Delauder (8) found that many members and non-members felt FFA had little to offer non-farm youths. Sheppard (29) concluded from his study that if nothing is done there is a two-fold danger: (1) agricultural occupations will be in jeopardy, and (2) a second youth program will emerge for students interested in non-farm occupations.

Kanter (20) cited an Iowa study whose respondents indicated that if the name were to be changed, they prefer "Future Farmers and Agriculturalists" (FFA). Two other names that have wide acceptance are "Future Agriculturalists of America" (FAA) and "Future Leaders of Agriculture" (FLA). Delauder (8) found, from his study, that a majority of vocational agriculture students did not feel a name change was necessary. In answer to the statement "Changes needed in FFA before I would consider or reconsider membership," Welton (34) found 'change the name' ninth out of ten possible choices.

In his survey, Welton (34) found that 'Meetings held when I can attend' and 'Change the image' as the two primary reasons for students not joining. He went on to say that all policies

which limit student participation must be examined. Welton also concluded that FFA chapters must exert more effort to encourage first-year students to join to maximize longevity.

Both Delauder (8) and Welton (34) found that the influence on deciding to join came from friends, FFA advisor, FFA members, and relatives in that order. Welton (34) found the factors which influenced students to join were: (1) to be able to take part in activities and special events such as fairs, trips, and tours; (2) their friends were members; and (3) an opportunity to work with others.

The literature reviewed covered many segments of FFA activities which were involved with membership. Of the many factors that influenced a student to become a member or remain a member, the most important seemed to be updating the image of FFA to include both girls and non-farm youth, and making FFA activities more relevant to the needs of youth today. As Spradlin (23) wrote - The FFA is an integral part of the vocational agriculture program that cannot be overlooked in the rush to adopt new programs of instruction.

The writer was interested in assessing the factors that are causing a decline in the percentage of FFA membership. Of the literature reviewed, two doctoral studies on the FFA by Welton and Kanter provided the most substantive information. Although no statistics of validity could be found by the writer, these two studies were accepted as being the most factual and valid by national authorities on the subject. All other articles reviewed were limited to people of professional stature, and were found in professional journals or theses written by researchers.

CHAPTER III

DESIGN AND PROCEDURE

METHOD

A decline in the percentage of FFA membership in Kansas was noted through state records, and nationally the decline was obtained from the Official FFA Manual. The writer observed several factors that were believed to be causing this decline. In an effort to determine what factors were responsible for the decline in percentage of FFA membership in Kansas, the writer developed a research instrument. The objectives of the instrument were to record the responses of vocational agriculture instructors to selected factors.

The questionnaire was designed to determine if the Semester Approach influenced FFA membership differently than the Traditional program. Other considerations were the effect of urban youth and girls, the effect of FFA dues, and the effect of participation in activities. Also included were factors such as the importance of the name, image, number of home visitations by instructor, percent of instructor's time spent on the FFA, and encouragement of parents, friends, and FFA advisor.

The questionnaire was developed with the assistance of faculty members and graduate assistants of the Agricultural Education Staff at Kansas State University, and members of the Kansas State Board for Vocational Education, Agricultural Education Division. The questions which were considered to be relevant by each of these groups were included in the final instrument.

POPULATION

The population for the study consisted of 80 vocational agriculture instructors in Kansas. The 80 respondents were randomly selected from a list of instructors in the 158 vocational agriculture departments in Kansas during the 1971-72 school year. Of the 80 departments selected, eight were multiple-teacher with the remaining being single-teacher departments. The names of instructors and their addresses were obtained from information provided by the Kansas State Board for Vocational Education.

MEASUREMENT

The responses to the items in the questionnaire were recorded in tabular form. Sixteen tables were constructed to demonstrate various aspects of the percentage of FFA membership. All data were analyzed and discussed in terms of percentage so comparison would be facilitated.

CHAPTER IV

FINDINGS

INTRODUCTION

The questionnaire, sent to 80 vocational agriculture departments, was designed to obtain general information about the department as well as the instructors' views on several aspects of the FFA. From the general information the department could be analyzed and compared with other departments so an overview of typical Kansas Vo-Ag departments could be obtained. The views of the instructors were surveyed because their ideas and observations probably are the most important source of information for keeping the organization relevant to today's vocational agriculture students.

The questionnaire contained a set of 11 items, which included four tables the instructors were to complete. Of the 80 questionnaires mailed, 72 were received for a 90 percent return. Four of the 72 responses were unusable, and another eight were partially incomplete and were discarded, leaving 60 usable returns.

These 60 returns were then divided into three groups on the basis of percentage of the vocational agriculture enrollment that also were members of the FFA. This was determined by adding the class enrollments and the FFA memberships and then dividing the FFA total by the class enrollment total and expressing the results in percentages.

Each group contained 20 respondents, so equal emphasis could be placed on each of the three groups. Group I consisted of those 20 departments which had a percentage of Vo-Ag enrollment in the FFA of 100 percent or over. Membership was required in the group of 20 chapters with 100 percent or more membership. Some chapters retained graduating seniors as members for one year, thus they exceeded 100 percent.

Group II consisted of those departments that had from 76 to 99 percent membership in the FFA. The 20 departments in this group did not require membership, but most of those in vocational agriculture also were FFA members.

Group III was composed of 20 departments which had a FFA membership of 75 percent or less. There were several indications which are discussed later, showing why the percentage of membership was lower in this group.

By dividing the vocational agriculture departments into three groups, the results from each group could be compared. In doing this, an attempt was made to note the characteristics of each group.

BIOGRAPHICAL INFORMATION ON INSTRUCTORS

In attempting to determine if personal attributes of a vocational agriculture instructor had an effect on FFA membership, each instructor was asked to indicate the degree held, where he graduated, and his years of experience. The degree held by vocational agriculture instructors varied from the B.S. to the M.S. + 15 levels, as indicated in Table 1.

Table 1
Degree Status of Vocational Agriculture
Instructors

Degree held	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
B.S.	7	35	6	30	3	15	16	27
B.S. + 15 hours	6	30	5	25	8	40	19	32
M.S.	7	35	8	40	3	15	18	30
M.S. + 15 hours	0	0	1	5	6	30	7	11
Total	20	100	20	100	20	100	60	100

Seven of the sixteen instructors with a B.S. degree had 100 percent membership in the FFA, six had 76 to 99 percent membership, and three had under 75 percent membership. Those instructors who had attained degrees of B.S. + 15 and M.S. had a nearly equal distribution in the three groups. None of the instructors in the 100 percent or over group, one instructor in the 76 to 99 percent group, and six in the 75 percent and under group had attained the M.S. + 15 level.

Those instructors who placed most importance on FFA membership tended to have fewer credit hours beyond the B.S. degree. Those instructors who placed less emphasis on FFA membership placed more emphasis on their own professional development.

The information in Table 2 reported the greatest majority of the instructors (78 percent) had graduated from Kansas

Table 2
Parent Institution of Vo-Ag Instructors

Parent institution	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Kansas State University	13	65	16	80	18	90	47	78
Oklahoma State University	4	20	2	10	1	5	7	12
Others (Colo., Tex., Ark.)	3	15	2	10	1	5	6	10
Total	20	100	20	100	20	100	60	100

State University. Oklahoma State University was next with approximately 12 percent of the instructors, followed by instructors from several other universities for 10 percent of the total.

Within the first group with 100 percent and over FFA membership percentage, Kansas State University graduates composed 65 percent of the total while Oklahoma State University had 20 percent and the others 15 percent. In the 76 to 99 percent FFA membership group, Kansas State graduates composed 80 percent of the total with each of the other classifications at 10 percent. In the 75 percent and under group, Kansas State graduates increased in percentage to 90 with the other categories at 5 percent each. It appeared that graduates from Kansas State University placed lower emphasis on FFA membership than instructors who had graduated from other institutions.

The years of experience Vo-Ag instructors had was divided into four categories to help determine if experience had any

effect on the percentage of FFA membership. From the data returned in Table 3, there appeared to be little correlation between years' experience and percentage of membership.

Table 3
Years' Experience of Vo-Ag Instructor

Years of experience	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0 - 3	7	35	8	40	6	30	21	35
4 - 10	7	35	2	10	5	25	14	23
11 - 20	1	5	6	30	6	30	13	22
21 and over	5	25	4	20	3	15	12	20
Total	20	100	20	100	20	100	60	100

Those instructors with up to three years of experience had very equal ratings in each of the three groups while those with four to ten years of experience had a smaller percentage in the 76 to 99 percent category. Instructors with 11 to 20 years of experience apparently were less concerned with the percentage of FFA membership than those with over 21 years of experience. The results of this table seemed to indicate there was little relationship between years of experience and percentage FFA membership.

CHARACTERISTICS OF VOCATIONAL AGRICULTURE
DEPARTMENTS

Data in Table 4 were reported to show which type of vocational agriculture program was most prevalent in the state of Kansas and their effects on FFA membership.

Table 4
Type of Vo-Ag Program

Type of program	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Type I*	10	80	18	90	8	40	42	70
Type II**	4	20	2	10	12	60	18	30
Total	20	100	20	100	20	100	60	100

*Vocational Agriculture I, II, III, and IV arrangement.

**Specialized semester courses such as animal science or Ag. Mech. I.

The Type I program consisted of classes in vocational agriculture being structured on a yearly basis, and the curriculum consisting of Vo-Ag I, II, III, and IV for the Freshman, Sophomore, Junior, and Senior years, respectively. This was commonly known as the traditional approach and still was the most common in the state.

The Type II program consisted of the semester approach to courses. Under this type of program the curriculum was designed for each class to continue for one semester. Classes may have had a prerequisite but often were open to all students who were

interested. This course arrangement was becoming more widely adopted, especially by larger departments.

Those instructors who had at least 100 percent membership tended to have Type I programs (80 percent) as did those instructors with 76 to 99 percent membership (90 percent). However, those departments which had less than 75 percent membership appeared to have mostly Type II programs. Sixty percent of this group had the Type II program, which reinforced the belief that the Semester approach program has a lower percentage in FFA membership.

The Vo-Ag enrollment, FFA membership, and percentage of FFA membership for each of the three groups were determined by compiling the results obtained from items on the questionnaire.

The results in Table 5 show the 100 percent plus group had the smallest number enrolled in Vo-Ag and the highest number with FFA membership, giving the highest percent FFA membership of the three groups with 101.8 percent. The reason for having over 100 percent membership, as stated by several instructors, was because many chapters retained graduated FFA members for one year to make them eligible for the State Farmer degree.

The 20 Vo-Ag departments with an FFA membership from 76 to 99 percent averaged two more students per department than the 100 percent membership group. The chapters had an average of approximately four less FFA members for a total FFA membership/Vo-Ag enrollment percentage of 88.4.

Table 5
Vo-Ag Enrollment, FFA Membership, and Percent
FFA Membership

Vo-Ag enrollment and FFA membership	Membership percentage of Vo-Ag enrollment in the FFA		
	100 & over	76 - 99	75 & under
Vo-Ag Enrollment	45.2	47.2	69.8
FFA Membership	46.0	41.7	39.0
Percentage of FFA Membership	101.8	88.4	55.9

In the 75-and-under percentage group there was a rise in enrollment of over 21 students per department. At the same time the FFA membership dropped over two students per department from the preceding group, and the percentage of FFA membership dropped to less than 60 percent. Thus it would appear that the larger a department, the fewer FFA members it will have. This is probably because large departments tended to have more urban students to whom the image and activities of the FFA did not appeal.

An item was included in the questionnaire to determine the number of girls enrolled in Kansas vocational agriculture programs and if they had any effect on the FFA membership, as given in Table 6.

In the first two groups the percentage of girls was similar at less than 1 percent. The third group, with under 75 percent FFA membership, had a significantly greater percentage of girls making up 3.4 percent of the Vo-Ag enrollment. It is apparent that girls still make up a very small percentage of FFA membership in Kansas.

Table 6
Vo-Ag Enrollment - Boys/Girls

Student	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	Avg. No.	Avg. Pct.	Avg. No.	Avg. Pct.	Avg. No.	Avg. Pct.	Avg. No.	Avg. Pct.
Boys	44.9	99.3	46.8	99.2	67.4	96.6	53.0	98.1
Girls	0.3	0.7	0.4	0.8	2.4	3.4	1.0	1.9
Total	45.2	100	47.2	100	69.8	100	54.0	100

One of the most important factors in indicating the percentage of Vo-Ag students who will be members of the FFA appears to be the ratio of farm-town students as listed in Table 7.

Table 7
Vo-Ag Enrollment - Students from Farm or Town

Home	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	Avg. No.	Avg. Pct.	Avg. No.	Avg. Pct.	Avg. No.	Avg. Pct.	Sum Avg. No.	Sum Avg. Pct.
Farm	33.6	74.3	32.7	69.3	37.1	53.2	34.5	65.6
Town	11.6	25.7	14.5	30.7	32.7	46.8	19.6	34.4
Total	45.2	100	47.2	100	69.8	100	54.1	100

In the departments with 100 percent-plus FFA membership, farm students made up over 74 percent of the students. This group also had the smallest number of students per department (and instructor) and the fewest girls.

In the second group with 76 to 99 percent membership, the percentage of farm students decreased to 69.3, still indicating a largely rural community. This group also averaged slightly more students per department and a small increase in the number of girls.

The last group which had less than 75 percent FFA membership showed a dramatic increase in the number of town students. In this group the number of farm students had dropped to 53 percent or almost a 50:50 ratio. This is the group which had the largest percentage of students who did not belong to the FFA. Apparently, the FFA did not attract town students as well as farm students.

A summary of the total amount of FFA dues each chapter required it's members to pay is included in Table 8.

Table 8
Amount of FFA Dues

Amount of dues	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
\$0 - 1	2	10	0	0	1	5	3	5
\$2	7	35	6	30	9	45	22	37
\$3	9	45	11	55	9	45	29	48
\$4 and over	2	10	3	15	1	5	6	10
Total	20	100	20	100	20	100	60	100

It can be observed that most chapters charged either two- or three-dollar dues per member. Out of the three groups, three chapters charged one dollar and six required their students to pay at least four dollars. One chapter required it's members to pay six-dollar dues with no apparent problems. There was little difference among the groups in the amount of FFA dues paid.

Each FFA chapter in Kansas may apply for a state and/or a national rating. In an effort to determine if there was any correlation between chapter ratings and percentage of FFA membership, Table 9 was constructed.

Table 9
A Comparison of the State FFA Chapter Rating

Chapter rating	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Gold Emblem	4	20	1	5	4	20	9	15
Superior	12	60	9	45	7	35	28	47
Standard	0	0	3	15	2	10	5	8
None	4	20	7	35	7	35	18	30
Total	20	100	20	100	20	100	60	100

Of the 20 chapters with 100 percent or more FFA membership, four were Gold Emblem Chapters, 12 were Superior, there were no Standard, and four had no rating. Eighty percent of the 100 percent or more FFA membership group had either Gold Emblem or Superior ratings. This compared with 50 percent of the chapters with 76 to 99 percent membership, and 55 percent of the

chapters with less than 75 percent FFA membership. Seven or 35 percent for each of the 76 to 99 percent and 75 percent and under groups had no rating. It can be observed that the largest percentage of the chapters were rated Superior, and very few were rated Standard.

In an effort to elicit vocational agriculture instructors' opinions on some of the problems that were facing the FFA today, Table 10 was prepared so they could indicate 'yes' 'no' and 'comments' on each item. Due to a large number of 'Don't Know' in the comments section, this response was included in the tabulation of results.

The question of changing the name of the FFA had been one of the most widely discussed topics from the national to the local levels. As indicated in this table, Kansas Vo-Ag instructors, as a whole, saw no need to change the name. Apparently, none of them felt undecided about this question and 88 percent of the instructors surveyed indicated they did not want to change the name of the FFA organization.

Kansas Vo-Ag instructors also saw no urgent need to change the image, although this was one of the major considerations at the national level. Forty-five percent of the Vo-Ag instructors in the 75 percent and under group in Kansas considered a change in image as important. In both the 100 percent and over group and the 76 to 99 percent group, only one-fourth of the instructors considered changing the image as necessary.

In answer to a question on how girls affected membership in the FFA, one-fourth of the instructors indicated they had no

Table 10
Selected Factors to be Considered on FFA Membership

Factors*	Percentage of Vo-Ag enrollment in the FFA											
	100 & over			76 - 99			75 & under			Total		
	Yes	No	D.K.**	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
Should the name be changed?	15	85	0	0	100	0	20	80	0	12	88	0
Should the image be changed?	25	75	0	25	75	0	45	55	0	32	68	0
Do girls affect membership?	35	40	25	45	30	25	25	50	25	35	40	25
Should membership be required?	60	40	0	20	80	0	40	60	0	40	60	0
Does amount of dues affect membership?	20	75	5	35	65	0	45	55	0	33	65	2
Does the Semester Approach program decrease membership?	25	30	45	15	15	70	50	20	30	30	22	48

*Expressed in percentage

**D.K. = Don't know

experience with girls in the FFA. Several instructors made the comment that they were not sure but thought it would have a leveling effect, tending to encourage more competition from the boys scholastically and in FFA contests.

In answer to the question of requiring FFA membership of Vo-Ag students, 60 percent of those instructors with at least 100 percent membership thought it should be required. Instructors with 76 to 99 percent membership thought it was of least importance, with 20 percent who indicated it should be required. Of the 20 instructors who had less than 75 percent membership, 40 percent thought it should be required.

Most Vo-Ag instructors considered the amount of dues required of members had little influence on FFA membership. The instructors with 100 percent membership had only 20 percent who thought it had an effect, and those with 76 to 99 percent membership, 35 percent thought it had an effect. Forty-five percent of the instructors with less than 75 percent membership indicated it had an effect. Although several instructors commented that they thought dues had a detrimental effect on membership, the majority felt that the amount of dues required did not in itself produce a negative effect on membership.

It has been written many times that the semester approach to vocational agriculture decreased membership in the FFA. A question was included to determine how Kansas Vo-Ag instructors felt about this factor. Nearly one-half (48 percent) indicated they did not know what effect it had because they had never tried it. In the two groups with over 75 percent membership, the

instructors' responses were evenly divided between 'yes' and 'no', indicating that these instructors, as a group, do not feel the semester approach decreased membership. The group with under 75 percent membership, however, strongly indicated that it did decrease FFA membership. Referring to Table 4, it is noted that this is the group with the most Type II or semester-approach departments, thus one would tend to place more emphasis on the replies of this group. The results from this item would seem to indicate that those instructors with the most experience in this type of program did feel it decreased membership.

The number of home visitations made by an instructor is generally considered as an indication of the amount of personal involvement an instructor had with his students. Several instructors made comments on the questionnaire, indicating that they considered home visitations to be the most important part of their program. In visiting the home of a student, the instructor demonstrated that he was interested in the student as an individual, and the student came to see the instructor as more than a school figure.

The number of home visitations made by each instructor in the three groups was nearly the same, as shown in Table 11. Those instructors making from 0 to 1 visitation per student per year comprised about 25 percent of the total number of instructors. Vo-Ag instructors who made from two to three visitations per year included over one-half of all the instructors sampled. Two to three home visitations per student each year appeared to be the number most instructors found to be satisfactory for the

Table 11
A Comparison of the Number of Home Visitations
Made to Each Student Per Year

Number of home visitations	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0 - 1	4	20	5	25	8	40	17	28
2 - 3	11	55	13	65	10	50	34	57
4 - 5	3	15	1	5	2	10	6	10
6 and over	2	10	1	5	0	0	3	5
Total	20	100	20	100	20	100	60	100

accomplishment of their goals with the time they had available.

Nearly an equal number of instructors from each group made four to five visitations per year. Although the number of visitations made appeared to be nearly equal for each group, it was noted that 25 percent of the instructors in the 100 percent or more FFA membership group made over four home visitations as compared to 10 percent of the instructors for both groups with less than 100 percent membership.

The writer was interested in determining if the amount of time an instructor spent on the FFA had any effect on membership. To aid in the determination of the effect of this, the instructors indicated which one of four time selections came the closest to the amount of time they spent on the FFA. These time selections were included in Table 12, along with the results received.

Table 12
Percentage of Instructors' Time Spent on the FFA

Percent time	Percentage of Vo-Ag enrollment in the FFA							
	100 & over		76 - 99		75 & under		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0 - 9	3	15	6	30	6	30	15	25
10 - 19	11	55	11	55	11	55	33	35
20 - 29	5	25	3	15	3	15	11	18
Over 30	1	5	0	0	0	0	1	2
Total	20	100	20	100	20	100	60	100

The results indicated that the amount of time spent on the FFA was very similar for each group. The greatest difference came in the number of instructors who spent over 20 percent of their time on the FFA. In the group with over 100 percent membership, 30 percent of the instructors allocated over 20 percent of their time to the FFA, compared with 15 percent of the instructors for the other two groups. This indicated that more instructors with 100 percent FFA membership allocated a greater percentage of their time to the FFA than instructors with less than 100 percent membership.

Fifty-five percent of the instructors in each group spent from 10 to 19 percent of their time on the FFA. The data indicated that instructors who have 100 percent or more in membership did spend more time on the FFA: however, the amount of time expended by both the 76 to 99 percent group and the group with less than 75 percent membership was identical.

CHARACTERISTICS OF FFA CHAPTERS

In an effort to determine what vocational agriculture instructors considered important in promoting membership, the activities they considered valuable, and the importance they placed on these activities, the writer constructed three tables in which the instructors could indicate their thoughts.

In Table 13 the Vo-Ag instructors indicated the value they placed on several factors which concerned the promotion of FFA membership. The instructors were given three choices for each factor: much, some, and little, and were to indicate their choice by checking one. Each choice was then given a weighted value which was used to determine the value for that factor. The weighted values were: much - 5 points, some - 3 points, and little - 1 point. By adding the values of each response received and dividing by the number of responses, a weighted value was assigned to each factor for each of the three groups.

In considering each factor, all three groups were similar in the emphasis which was given to each item. From the data received, vocational agriculture instructors felt that four of the six considerations were very important in promoting FFA membership. On a rating scale where five was maximum, the factors considered most important were: encouragement of parents, 4.37; encouragement of FFA advisor, 4.23; encouragement of friends, 4.23; and home visitations, 3.93. Other factors considered were "participation in other school activities," 3.00 and "occupational experiences," 2.47.

Table 13
Importance of Selected Factors in Promoting
Membership in the FFA

Factor	Percentage of Vo-Ag enrollment in the FFA			Average weighted value
	100 & over weighted average*	76 - 99 weighted average	75 & under weighted average	
Home Visitation	4.2	3.9	3.7	3.93
Encouragement of Parents	4.2	4.2	4.7	4.37
Encouragement of FFA Advisor	4.4	3.9	4.4	4.23
Encouragement of Friends	4.3	4.3	4.3	4.23
Occupational Experiences	3.1	2.0	2.3	2.47
Participation in School Activities	2.9	3.1	3.0	3.00
Total Value	23.1	21.4	22.2	22.13

*Weighted averages were determined by placing values on each response as follows: much was given a value of 5 points; some, 3 points; and little, one point. The total was then divided by the number of responses for each item.

In this report, any factor with a weighted average rating of 4.00 or better was considered very important in promoting membership in the FFA. A rating of 3.50 to 3.99 was considered a major factor in maintaining or increasing FFA membership. A rating of 3.00 to 3.49 was important in promoting membership in an FFA chapter, and a rating of under 3.00 probably has little bearing on the attainment of FFA membership.

The questionnaire included a statement to determine what FFA activities vocational agriculture instructors considered important enough in which to participate. A score of 20 was possible for each activity in each group if all of the instructors in that group participated. The lower the score, the fewer instructors who participated.

The participation score for each activity was nearly the same for all groups, as shown in Table 14. The most noticeable difference came when the score for each group was totaled. The group with 100 percent and over in membership had a total score of 170 compared to 150 for the 76 to 99 percent group, and 157 for the 75 percent-and-under group. It was evident that the 100 percent-and-over group participated in more activities, and probably had a greater opportunity for student participation and greater involvement by more students.

District FFA contests had more participation by more chapters than any other activity. Other activities with high participation scores were FFA trips, Parent and Son Banquet, State FFA Contests, Proficiency Awards, and the State FFA Convention. Over 83 percent of the FFA chapters participated in these activities.

Other activities which had a high degree of participation were the State FFA Camp, Better Chapter Awards, and the National FFA Convention. The only activities which had few members in attendance were the National FFA Leadership Conference and participation in the BOAC program.

Table 14

A Comparison of FFA Activity Participation Among
the Three Percentage Membership Groups

FFA activity	Percentage of Vo-Ag enrollment in the FFA			
	100 & over	76 - 99	75 & under	Totals
FFA Trips	19	19	14	52
Parent & Son Banquet	19	19	18	56
District FFA Contests	20	20	19	59
State FFA Contests	17	16	17	50
State FFA Camp	13	14	14	41
Better Chapter Awards	15	10	12	37
Proficiency Awards	17	15	18	50
Participation in BOAC	12	5	8	25
State FFA Convention	19	18	18	55
National FFA Convention	15	11	15	41
National FFA Leadership Conference	4	2	4	10
Total Response	170	150	157	476

In an effort to determine the value Vo-Ag instructors placed on various FFA activities, Table 15 was constructed. The instructor could choose between three responses for each item. The responses which could be indicated were: much, some, and little. In analyzing the data, each response was given a weighted value of: much, 5 points; some, 3 points; and little, 1 point, which were averaged for each activity in the three groups. The results were a weighted average for each activity.

Table 15
The Value Vo-Ag Instructors Place on Various
FFA Activities

Activity	Percentage of Vo-Ag enrollment in the FFA			
	100 & over	76 - 99	75 & under	Sum
	Wt. Avg.	Wt. Avg.	Wt. Avg.	Wt. Avg.
FFA Trips	3.8	4.3	4.5	4.2
Parent & Son Banquet	4.9	4.6	4.7	4.7
FFA Leadership	5.0	4.7	4.8	4.8
Showing FFA films	3.6	3.1	3.2	3.3
Junior FFA Officers	3.4	3.1	3.1	3.2
Better Chapter Awards	3.9	2.0	3.1	3.0
Proficiency Awards	4.2	3.7	3.5	3.8
Participation in BOAC Program	3.0	2.5	3.1	2.9
Participation in FFA Contests	4.9	4.2	3.8	4.3
State FFA Convention	4.6	4.2	3.8	4.2
National FFA Convention	4.1	3.6	3.1	3.6
State FFA Camp	4.0	3.4	3.9	3.8
Total	49.4	43.4	44.6	46.1

The findings obtained showed that all three percentage membership groups placed nearly equal value on many (seven or 58 percent) of the items. Of the remaining five or 42 percent of the items, the group with over 100 percent membership scored higher on four items.

The activities that appeared to vary with the percentage of FFA membership were FFA trips, where the group with under 75

percent membership had a weighted average of 4.5 out of a possible 5.0, and the group with 100 percent or over in membership had a rating of 3.8, or 14 percent less. The group with 100 percent and over in membership considered Better Chapter Awards as valuable enough for a rating of 3.9, while the group with less than 75 percent membership gave it a rating of 3.1, or 16 percent less.

Other activities that varied between percentage of membership groups were Participation in FFA Contests, which the 100 percent-and-over group gave a rating of 4.9, and the group with less than 75 percent membership gave a rating of 3.8, or 22 percent less. The State FFA Convention was rated 4.6 by the group with over 100 percent membership and 3.8 or 16 percent less by the group with under 75 percent membership. The National FFA Convention was rated by the group with 100 percent and over in membership at 4.1, and 3.1 or 20 percent less by the group with under 75 percent membership.

The FFA activity that Vo-Ag instructors considered most valuable was FFA Leadership, followed by Parent and Son Banquet, Participation in FFA Contests, FFA Trips, and State FFA Convention. Those considered least valuable were Participation in the BOAC Program, Junior FFA Officers, Showing FFA films, and Better Chapter Awards.

The group with 100 percent-and-over in membership had a total weighted average value of 49.4 compared to 43.4 for the group with 76 to 99 percent membership and 44.6 for the group with less than 75 percent membership.

The writer was interested in obtaining some comments from the instructors surveyed about what they considered to be the most important reasons for students not joining the FFA. To accomplish this, an open-ended question was included in the questionnaire, asking why students were not joining the FFA. The results are shown in Table 16.

Table 16
Responses Received from Vo-Ag Instructors on
Why Students Are Not Joining the FFA

Responses	Percentage of Vo-Ag enrollment in the FFA			Total Number
	100 & over Number	76 - 99 Number	75 & under Number	
Not required	1	1	3	5
Non-joiners	2	4	1	7
No parent backing	1	2	0	3
Poor attitude	1	6	6	13
Athletics/Schedule Conflicts	0	3	2	5
Image	1	1	2	4
Cost	1	2	1	4
Inappropriate Chapter Activities	2	3	4	9
Total	9	22	19	50

Those 20 instructors with 100 percent or over in membership had very few comments. However, the 20 instructors in the group with 76 to 99 percent membership made 22 comments, and the group with 75 percent and under in membership made 19 comments.

The comments that were made were classified under eight different areas, with each comment having a value of one. Poor Attitude was considered the greatest reason (26 percent) why students do not join the FFA. Other areas considered important as reasons for students not joining the FFA were Inappropriate Chapter Activities (18 percent), Students are Non-Joiners (14 percent), Membership not Required (10 percent), and Athletics and Schedule Conflicts (10 percent).

SUMMARY

The results in Chapter IV indicated there were distinct differences in the selected factors for FFA chapters with 100 percent or more membership and FFA chapters with 75 percent or less membership. The selected factors where large differences occurred between the percentage of FFA membership included: type of program, size of the vocational agriculture enrollment, girl enrollment, town students, home visitations, percent of instructor's time spent on the FFA, amount of education of instructor, and institution attended by instructor.

The 20 departments with less than 75 percent membership had less than half as many instructors with Bachelor of Science degrees and six times as many instructors with M.S. plus 15 credit hours, than either the 100 percent or more or the 76 to 99 percent membership groups. The Semester Approach or Type II program made the greatest impact on the relationship of percentage of FFA membership and vocational agriculture enrollment.

Evidence indicated there was a larger enrollment of vocational agriculture students where there was less than 75 percent membership in the FFA. An increase in the number of girls and an increase in enrollment of town students were evident in departments where there was 75 percent or less membership in the FFA. The number of instructors who made over four home visitations had over twice as large a representation in the 100 percent or more membership category than the group with less than 75 percent membership. Twice as many instructors in the group with 100 percent and over membership devoted over 20 percent of their time to FFA activities than the group with 75 percent or less membership. Evidence displayed little difference between the FFA activities of the vocational agriculture departments with varying percentages of FFA membership.

In conclusion, it would seem that chapters with a lower percentage of FFA membership were characterized by having more students, more girls, more town students, a Type II program, an instructor who spends less time on the FFA, makes fewer home visitations, and who probably has more than a Bachelor of Science degree.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

While vocational agriculture enrollment has been rapidly growing, FFA membership has held steady or declined slightly. With the decline in percentage of membership, the FFA is faced with the question of why it is decreasing and what measures may be taken to reverse the trend. This study was designed to determine the effect of various selected factors on the percentage of FFA membership.

To aid in this study, 80 vocational agriculture instructors in Kansas were randomly selected to represent the entire state. From these 80 instructors, 60 returns were selected and divided into three groups of 20 each on the basis of percentage of Vo-Ag enrollment who also were FFA members. The three groups consisted of Group I with 100 percent and over in membership; Group II with 76 to 99 percent membership; and Group III with 75 percent and less in membership.

The information returned by the three groups then was analyzed, compiled, and recorded in tabular form in 16 tables. Each table was constructed so the information recorded could be easily compared.

In comparing the information, it becomes evident that the largest determinant of percentage FFA membership was the type of Vo-Ag program. The information in both the group with 100 percent

and over in membership and the group with 76 to 99 percent membership is similar in most tables. Eighty-five percent of the instructors in these two groups have the Type I or Traditional program. The information in the group with 75 percent and less in membership showed a largely different type of vocational agriculture program. Sixty percent of the instructors in this group had the Type II or Semester Approach program.

To help with interpreting results, the instructors were asked to supply some biographical information. Data on the level of education attained showed that those instructors with lower degrees tended to have a higher percentage of FFA membership. The instructors with higher degrees tended to have a lower percentage of FFA membership. Graduates from Kansas State University appeared to have a lower percentage FFA membership than those from Oklahoma State University and others. There appears to be little correlation between years of experience and percentage of FFA membership, with nearly equal distribution for all three groups.

Characteristics of the vocational agriculture department showed many factors affecting membership. The Type I or Traditional program was most prevalent in both groups, with over 75 percent membership. The Type II or Semester Approach program was the most common type in the group with less than 75 percent membership. The size of the Vo-Ag enrollment and the number in FFA membership are similar for the group with 100 percent and over, and the group with 76 to 99 percent FFA membership. The group with less than 75 percent membership had a large increase in the number of Vo-Ag students and a decrease in the number of FFA members.

There was a very small number of girls per department for both groups with over 75 percent membership. The group with under 75 percent membership had an increase in the percentage of girls, although the number was still low. The number of students who lived on a farm and who were enrolled in Vo-Ag was nearly the same at about 70 percent for the group with 100 per cent and over and the group with 76 to 99 percent membership. The number of farm students in the group with less than 75 percent membership was much less, with nearly half (47 percent) of the Vo-Ag enrollment being made up of town students.

The data indicated that the amount of dues of each membership group was nearly the same. Of the chapters that had a state rating, the 100 percent-and-over group tended to have more departments with a higher rating than those departments with less than 100 percent membership. Thirty percent of the chapters had no rating.

Most of the instructors in all three groups did not want a name or an image change. Most instructors felt that girls did not affect membership. A slight majority of the instructors felt that membership should not be required. Thirty-five percent of the instructors considered that the amount of dues did affect membership.

Instructors who had at least 100 percent membership tended to make more home visitations than those who had less than 100 percent membership. The instructors in the 100 percent-and-over group tended to spend more time on the FFA than the two groups with less than 100 percent membership.

'Encouragement of Parents' was the most important factor in promoting FFA membership, indicated by Vo-Ag instructors. Also considered important were 'Encouragement of FFA Advisor' and 'Encouragement of Friends.'

The FFA activities that Vo-Ag instructors participated in the most were 'District FFA Contests,' 'Parent and Son Banquet,' 'FFA Trips,' and 'Proficiency Awards.' Instructors who had over 100 percent membership tended to participate in more activities than those with less than 100 percent membership.

In indicating the activities they thought most important to the FFA, the instructors considered 'FFA Leadership' most valuable. Also considered valuable were 'Parent and Son Banquet' and 'Participation in FFA Contests.' Vo-Ag instructors felt the most important reasons why students did not join the FFA were 'Poor Attitude' and 'Inappropriate Chapter Activities.'

The students who were not joining the FFA appeared to be girls and town students, especially those in large Vo-Ag departments. The semester-approach type of program seemed to cause a smaller FFA membership and a larger Vo-Ag enrollment. These were the most important factors for the decline in percentage of FFA membership.

Other selected factors that appeared to have a relationship to FFA membership were the degree attained by the Vo-Ag instructor and the institution from which he graduated. The rating of the FFA chapter, number of home visitations, and percent of instructor's time spent on the FFA also appeared to affect membership.

CONCLUSIONS

The results of this study indicated that several of the selected factors were closely related to percentage of FFA membership. In determining these factors, it became apparent that a number of other factors also were related to FFA membership.

In comparing the results among the three membership groups, the factor that appeared to have the greatest impact on FFA membership was the type of vocational agriculture program. The Type I or Traditional program far excelled the Type II or Semester Approach program in percentage of FFA membership. The Semester Approach program had more girls, more town students and also a larger number of students. These factors tended to indicate that the students the FFA was not attracting were those in large departments, and particularly those students who were from town or who were girls.

The results of this study indicated other factors were related to FFA membership to a lesser degree. The fewer hours an instructor had above the B.S. degree, the more likely he would be to have 100 percent membership. The instructors who had 100 percent membership tended to have higher chapter ratings, made more home visitations, and a larger percent of their time on the FFA.

RECOMMENDATIONS

In summarizing this report, the writer observed several interesting findings. In an attempt to make these observations more useful, the writer developed several recommendations from the results of the study. These recommendations are based on the replies of Kansas vocational agriculture instructors selected as the population for the study. The recommendations are:

1. That Vo-Ag instructors give careful consideration to the type of Vo-Ag program to have. The Type I program clearly gave FFA membership an advantage. The Type II program increased enrollment, but apparently provided less opportunity for students to become involved in the FFA.

2. That girls be encouraged to join the vocational agriculture program. Although it appeared where girls were enrolled in vocational agriculture, the percentage in FFA membership was lower--Vo-Ag instructors felt the enrollment of girls did not affect membership and increased the competition of boys in all areas.

3. That town students be included in FFA activities. The FFA is an organization for rural students, but agriculture includes much more than farming, and those students with interests in agricultural areas other than production should be given the opportunity to participate in events of interest to them. FFA activities should include more emphasis on areas such as agribusiness and horticulture.

4. That more chapters apply for a state FFA rating. Of the chapters sampled, 30 percent had no rating. Several instructors indicated they did not know it was possible to attain a rating.

5. That a name or an image change should not be recommended at this time. Instructors in all percentage groups indicated that the name and image change were not needed in the FFA organization in Kansas.

6. That membership probably should not be required. Although many instructors felt that membership should be required, 60 percent of the total respondents thought it should not. It is recommended that this decision be left to the discretion of the instructor. The majority of the instructors with 100 percent or more membership felt that FFA membership should be required.

7. That Vo-Ag instructors make as many home visitations as possible. The more visitations an instructor made, the higher the percentage of FFA membership he tended to have.

8. That the vocational agriculture instructor become well acquainted with the parents of all prospective FFA members. 'Encouragement of Parents' was considered the most important factor by Vo-Ag instructors in promoting membership in the FFA.

9. That the Vo-Ag instructor make all prospective FFA members fully aware of what the FFA is and what it has to offer. 'Encouragement of FFA Advisor' was the second most important factor chosen by Vo-Ag instructors for promoting membership in the FFA.

10. That the vocational agriculture instructor have his chapter participate in as many FFA activities as possible. More members are given an opportunity to participate, which increased the enthusiasm for the organization. Those chapters with the highest percentage of members tended to participate in more activities.

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APPENDIX A



KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADULT AND OCCUPATIONAL EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6484

April 24, 1972

Dear Vocational Agriculture Teacher:

There appears to be a trend in the last few years for Vocational Agriculture enrollment to be increasing and FFA membership to be decreasing. I am doing a Master's Report at Kansas State University to determine why the percentage of FFA membership has decreased. From this study, I hope to gain further insight into the problems facing FFA, and provide some practical suggestions for improvement.

Your help will be appreciated by filling out the enclosed questionnaire. Please answer the questions to the best of your knowledge and return to me by Monday, May 8, 1972.

Thank you for your time and effort.

Sincerely,

A handwritten signature in cursive script that reads "Dan Blackledge".

Dan Blackledge
Graduate Assistant

Approved by:

A handwritten signature in cursive script that reads "James Albracht".

Dr. James Albracht
Major Professor

DB/ac

Enc.

NAME _____ DEGREE HELD _____ B.S. _____ M.S.
 SCHOOL _____ HOURS BEYOND HIGHEST DEGREE _____
 YEARS EXPERIENCE _____ PARENT INSTITUTION _____

1. Please indicate the type of Vo-Ag program you have.

_____ Type I (Ag. I, II, III, IV)

_____ Type II (Semester approach)

2. Please fill in the course titles, the enrollment and the FFA membership for each of your classes this year.

Grade Level	Course Title	No. of hours	Vo-Ag Enrollment				FFA Membership			
			Town Boy	Farm Girl	Town Boy	Farm Girl				

3. Please circle the total amount of FFA dues. \$ 1 2 3 4 5
 6 or more

4. Please circle the rating of the FFA chapter
 Gold Emblem Superior Standard None

5. Please respond to the following considerations:

Activity	Yes	No	Comments
Should the name of the FFA be changed			
Should the image of the FFA be changed			
Do girls have an effect on FFA membership			
Should FFA membership be required			
Does amount of dues affect FFA membership			
Does the semester approach decrease the FFA membership			

6. Number of home visitations to each student _____.
7. Please indicate the percentage of time spent on the FFA:
 (a) 0-9 (b) 10-19 (c) 20-29 (d) over 30
8. Please indicate the importance of the following in promoting membership in the FFA.

Activity	much	some	little
Home Visitation			
Encouragement of Parents			
Encouragement of FFA Advisor			
Encouragement of Friends			
Occupational Experiences			
Participation in Other School Activities			

9. Please check the activities in which your chapter participates.

- | | |
|---|---|
| <input type="checkbox"/> FFA trips
<input type="checkbox"/> Parent & Son banquet
<input type="checkbox"/> District FFA contests
<input type="checkbox"/> State FFA contests
<input type="checkbox"/> State FFA camp
<input type="checkbox"/> Better chapter awards | <input type="checkbox"/> Proficiency awards
<input type="checkbox"/> Participation in BOAC program
<input type="checkbox"/> State FFA convention
<input type="checkbox"/> National FFA convention
<input type="checkbox"/> National FFA Leadership Conference |
|---|---|

10. Please indicate the value you place on each of the following FFA activities.

Activity	much	some	little
FFA trips			
Parent and Son Banquet			
FFA leadership			
Showing FFA films			
Junior FFA officers			
Better chapter awards			
Proficiency awards			
Participation in BOAC program			
Participation in FFA contests			
State FFA convention			
National FFA convention			
State FFA camp			

11. If all Vo-Ag students are not enrolled in FFA, in your opinion why aren't they?

If you would like the results of this study please give your:

Name _____

Address _____

APPENDIX B

Vocational Agriculture Departments who participated
in this study

Almena	Ford	McPherson
Altamont	Frankfort	Medicine Lodge
Altoona	Fredonia	Miltonvale
Anthony	Garnett	Morland
Atwood	Girard	Morrowville
Barnes	Goodland	Moundridge
Blue Mound	Herington	Neodesha
Blue Rapids	Hillsboro	Ness City
Burlingame	Howard	Newton
Burlington	Hoxie	Norton
Burden	Hugoton	Osage City
Centralia	Humboldt	Paola
Cherokee	Inman	Russell
Claflin	Jetmore	St. George
Colony	Jewell	Scandia
Concordia	Kiowa	Scott City
Council Grove	Kismet	Silver Lake
Delphos	Lakin	Stafford
Dodge City	Lebanon	Topeka
Downs	Lebo	Uniontown
Effingham	Linn	Westmoreland
Ellinwood	Manhattan	Wilson
Ellsworth	Marysville	Winfield
Ensign	McCune	Yates Center

APPENDIX C

Selected information on the Vocational Agriculture Departments
who participated in this study

Department	Type of Program ¹	Vo-Ag Enrollment ²	FFA Membership ³	Percentage FFA Membership ⁴	Number of Visitations ⁵	Participation Score ⁶	Percent time spent on FFA ⁷	Chapter rating ⁸	Total FFA dues ⁹	Parent Institution ¹⁰ of Instructor	Degree/Years experience ¹¹
Almena	II				1	30	5	N	\$3	Mo	BS/3
Altamont	I	104	104	100	2	50	25	G	\$3	OS	BS/2
Altoona	I	75	34	45	2	40	15	N	\$2	OS	BS/18
Anthony	I	32	31	97	1	20	15	N	\$4	OS	BS/1
Atwood	I	46	37	80	3	40	5	S	\$4	KS	MS/18
Blue Mound	I	22	22	100	4	25	15	N	\$2	KS	BS/1
Blue Rapids	I	32	32	100	3	55	15	G	\$3	KS	BS/8
Burlingame	I	66	66	100	2	40	15	N	\$1	KS	BS/6
Burlington	II	24	17	71	1	30	15	St	\$3	KS	BS/1
Burden	II	73	29	40	1	40	25	N	\$1	KS	BS/1
Centralia	I	55	50	91	2	15	5	St	\$2	KS	MS/23
Cherokee	I	51	51	100	1	45	15	S	\$2	KS	MS/6
Claflin	I	42	27	64	2	45	15	S	\$3	KS	BS/5
Colony	I	37	34	92	2	35	15	S	\$3	CS	BS/2
Concordia	I	53	50	94	2	55	15	G	\$3	KS	MS/6
Council Grove	II	87	54	62	1	45	5	S	\$3	KS	BS/2
Delphos	I	32	20	62	0		5	N	\$3	KS	BS/3
Dodge City	I	121	35	29	1	20	5	N	\$2	KS	BS/6
Downs	I	30	23	77	2	35	5	N	\$3	KS	MS/17

Department	Type of Program ¹	Vo-Ag Enrollment ²	FFA Membership ³	Percentage FFA Membership ⁴	Number of Visitations ⁵	Participation Score ⁶	Percent time spent on FFA ⁷	Chapter rating ⁸	Total FFA dues ⁹	Parent Institution of Instructor ¹⁰	Degree/Years experience ¹¹
Effingham	I	56	56	100	3	50	15	G	\$2	KS	MS/27
Ellinwood	II	51	38	75	4	45	15	S	\$3	KS	MS/13
Ellsworth	II	17	17	100	4	35	5	G	\$4		MS/24
Ensign	I	25	17	68	4	25	5	St	\$2	KS	MS/15
Ford	I	16	16	100	3	5	15	N	\$3	CS	BS/2
Frankfort	I	69	47	68	2	45	25	S	\$3	KS	MS/10
Fredonia	II	75	75	100	2	30	15	N	\$2	KS	BS/1
Garnett	I	74	66	89	1	45	25	S	\$3	KS	BS/23
Girard	I	60	58	96	2	35	15	N	\$3	KS	BS/17
Goodland	I	39	29	75	2	40	15	N	\$2	KS	BS/23
Herington	II	63	15	24	1	35	5	N	\$2		MS/35
Hillsboro	I	54	42	78	1	35	15	N	\$2	KS	MS/20
Howard	II	61	49	80	2	45	25	S	\$3	KS	MS/2
Hoxie	I	80	48	60	1	35	15	N	\$2	KS	MS/10
Hugoton	I	58	39	67	2	40	15	S	\$5	KS	MS/17
Humboldt	I	93	34	36	2	20	5	N	\$2		BS/22
Inman	I	114	114	100	3	45	15	S	\$1	KS	BS/26
Jetmore	I	40	42	105	3	50	25	S	\$6	OS	BS/2
Jewell	I	37	36	97	2	50	5	S	\$2	KS	MS/7
Kiowa	I	35	29	83	3	40	25	S	\$3	KS	BS/1
Kismet	I	45	40	89	3	25	15	N	\$3	KS	BS/13
Lakin	I	35	32	91		25		St	\$2	KS	MS/25

Department	Type of Program	Vo-Ag Enrollment	FFA Membership	Percentage FFA Membership	Number of Visitations	Participation Score	Percent time spent on FFA	Chapter rating	Total FFA dues	Parent Institution of Instructor	Degree/Years experience
Lebanon	II	23	23	100	5	50	15	S	\$2	KS	MS/8
Lebo	I	30	30	100	4	45	35	S	\$2	Ark	BS/3
Linn	I	38	43	113	2	25	5	N		KS	BS/1
Manhattan	II	69	69	100	1	55	15	S	\$2	KS	BS/1
Marysville	I	66	66	100	2	50	25	S	\$3	KS	BS/35
McCune	I	34	26	76	3	35	15	N	\$3		BS/20
Medicine Lodge	I	28	28	100	5	30	5	N	\$3		BS/2
Miltonvale	I	31	31	100	2	30	25	S	\$3	OS	BS/1
Morland	I	21	21	100	1	35	25	N	\$4	KS	MS/6
Morrowville	I	41	38	93	5	45	15	S	\$3	KS	MS/22
Moundridge	II	48	16	33	2	55	15	G	\$3	KS	BS/2
Neodesha	II	77	41	53	3	45	15	S	\$2	KS	MS/24
Ness City	I	40	40	100	2	20	15	S	\$2	KS	MS/28
Newton	I	27	22	81	6	35	15	St	\$4	OS	BS/2
Norton	II	64	36	56	1	45	5	S	\$2	KS	BS/6
Osage City	I	48	48	100	2	45	15	S	\$3	KS	BS/9
Paola	II	89	46	52	2	45	5	G	\$2	KS	MS/15
Russell	II	111	105	95	2	45	15	S	\$2	KS	BS/2
St. George	I	32			3	25	15	N	\$3	KS	MS/10
Scandia	I	37	34	92	1	30	15	N	\$2	KS	BS/1
Scott City	II	53	28	53	2	15	15	N	\$3	KS	BS/1
Silver Lake	II	67	67	100	10	50	15	S	\$3	Tex	BS/3

Department	Type of Program	Vo-Ag Enrollment	FFA Membership	Percentage FFA Membership	Number of Visitations	Participation Score	Percent time spent on FFA	Chapter rating	Total FFA dues	Parent Institution of Instructor	Degree/Years experience
Stafford	II	51	36	71	2	25	15	N	\$3	Tarl	BS/1
Topeka	II	192	78	41	2	50	15	G	\$3	KS	MS/15
Uniontown	I	47	47	100	2	35	10	N	\$3	KS	BS/3
Westmoreland	I	39	37	95	2	55	15	S	\$3	KS	BS/2
Wilson	I	24	26	108	2	40	15	S	\$3	KS	MS/6
Winfield	II	65	40	62	1	50	25	G	\$3	KS	BS/3
Yates Center	I	57	64	110	1	35	5	N	\$3	OS	BS/17

- Type I - Ag I, II, III, and IV. Type II - Semester Approach.
- Number of students instructor taught Vocational Agriculture.
- Membership of FFA Chapter.
- Percentage of Vo-Ag enrollment that were also members of the FFA.
- Number of home visitations instructor made to each student.
- Five points were given for each of the following in which the FFA chapter participated:

<input type="checkbox"/> FFA trips. <input type="checkbox"/> Parent & Son banquet. <input type="checkbox"/> District FFA contests. <input type="checkbox"/> State FFA contests. <input type="checkbox"/> State FFA camp. <input type="checkbox"/> Better chapter awards.	<input type="checkbox"/> Proficiency awards. <input type="checkbox"/> Participation in BOAC program. <input type="checkbox"/> State FFA convention. <input type="checkbox"/> National FFA convention. <input type="checkbox"/> National FFA Leadership Conference.
---	--
- Percentage of time instructor spent on FFA.
- Chapter rating: G - Gold Emblem, S - Superior, St - Standard, N- None.
- Total amount of FFA dues each student paid.
- Institution from which instructor received last degree.
- Last degree received by instructor/years of teaching experience.

A STUDY TO DETERMINE SELECTED FACTORS WHICH INFLUENCE
THE FFA MEMBERSHIP OF VOCATIONAL AGRICULTURE
STUDENTS

by

DANIEL GORDON BLACKLEDGE

B. S., Kansas State University, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The purpose of this study was to determine the relationship between selected factors and the percentage of FFA membership and vocational agriculture enrollment. To accomplish this goal, the writer prepared a research instrument to be completed by 80 randomly selected vocational agriculture instructors in Kansas.

The questionnaire contained 11 items and was designed to measure both personal information of the instructor and his attitudes about the FFA. The 60 instructors who returned usable responses were divided into three groups of 20 each on the basis of the percentage of the Vo-Ag enrollment who were FFA members. Group I was composed of FFA chapters with a percentage membership of 100 or more; Group II had a percentage membership of 76 to 99; and Group III had a percentage membership of 75 or less.

By using the three equal groups, a comparison was made of the characteristics of the FFA chapters. A rather definite transition was observed among the three groups on several factors. Major findings among the groups included:

- (1) The 20 instructors in Group III, with less than 75 percent membership averaged 34 percent more students per Vo-Ag department than the other two groups.
- (2) The group with less than 75 percent membership averaged 83 percent more girls per department than those chapters with over 75 percent membership.
- (3) In the group with less than 75 percent membership there were 60 percent more town students per

department than the two groups with over 75 percent membership.

- (4) Eighty-one percent of the vocational agriculture instructors in the 76 to 99 percent membership and 100 percent-and-over membership groups had the Traditional type of program (Vo-Ag I, II, III, IV). Nineteen percent from the group with less than 75 percent membership also had the Vo-Ag I, II, III, and IV program. Those instructors who used the Semester Approach type program (specialized courses such as Animal Science, Horticulture, Ag. Mech.) composed 67 percent of the group with less than 75 percent membership and 33 percent from the two groups with over 75 percent membership.
- (5) Eighty-eight percent of the instructors in all three groups indicated they did not feel a name change was necessary at this time.
- (6) Sixty-nine percent of the instructors indicated the FFA did not need to change its image.
- (7) Sixty-five percent of the instructors indicated that girls did not affect FFA membership.
- (8) 'Encouragement of Parents' was considered the most important factor in promoting FFA membership by the instructors surveyed.
- (9) The group with 100 percent membership participated in more FFA-sponsored activities and placed more

value on FFA activities than the group with less than 75 percent membership.

- (10) Instructors in the group with less than 75 percent membership tended to hold a higher degree, have more years of experience, have lower chapter rating, and spend a smaller percentage of their time on the FFA than those instructors with 100 percent membership.

Based on the results of this study, it is evident that the students the FFA is failing to attract are girls and town students. The FFA must take steps to involve these students and also actively involve all students in large departments.

It was recommended that Vo-Ag instructors attempt to make the FFA more relevant to the needs of all students by providing activities that will be of interest to girls and town students, rather than just those interested in production agriculture. The writer also recommended that the instructor take extra time to get to know the parents of prospective members and explain to both the parents and the students what the FFA has to offer.