

A COMPARISON OF SINGLE-TEACHER AND  
MULTIPLE-TEACHER VOCATIONAL AGRICULTURE DEPARTMENTS  
IN THE AREA OF LEADERSHIP DEVELOPMENT

by 4589

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## CHAPTER I

### THE PROBLEM

#### I. INTRODUCTION

Methods in education have undergone a great change over the past decade. Instruction in specialized areas is becoming increasingly important. Vocational agriculture is definitely no exception and does, in reality, exemplify this great change. As Scarborough states, "A vocational agriculture department has traditionally been a 1-man operation....Along with the one teacher there developed through the years the notion of 'a complete program' of vocational agriculture in a community....The '1-man, complete program' concept is fascinating but perhaps impossible to implement." (22)

Multiple-teacher departments have been developed in an effort to give each teacher an opportunity to challenge the student with greater depth in study. Scarborough gave his opinion of multiple teacher departments when he stated, "It is my guess that the most important single advantage of the multi-teacher situation is giving each teacher full opportunity to become an effective teacher in a specialized area, forgetting the concept of a '1-man, complete program'." (22)

One of the major areas in which a large amount of emphasis has been placed in vocational agriculture is that of leadership development. Johnson feels that vocational agriculture education shares a tremendous responsibility for making available personnel for the many leadership positions that occur as a result of our educational growth. (12)

The Future Farmers of America, hereafter referred to as the FFA, is the

main tool used in vocational agriculture to train students in leadership skills in both the single-teacher and multiple-teacher departments. As Spradlin stated, "The FFA is an integral part of the program that cannot be overlooked in our wish to adopt new programs of instruction." (24)

The author has noted that in Kansas, certain departments, after changing to a multiple-teacher program, have increased the emphasis in FFA while others have lessened the emphasis. With these thoughts in mind, the author felt that some research on the subject was in order.

## II. STATEMENT OF THE PROBLEM

The subject of this research was to measure the degree (amount) of leadership exhibited by students in single-teacher and multiple-teacher departments of vocational agriculture. The purpose of the study was to see if there was any difference in the leadership development of the two groups.

## III. LIMITATIONS

This study was limited to those factors indicating the leadership development which was exhibited by vocational agriculture students in Kansas. The review of related literature was limited to the period of 1960 to 1970. This time encompassed most of the major innovations in vocational agriculture which affected the author's study.

The school years of 1966-67 through 1968-69 was the period for which the information for the study was gathered from the vocational agriculture departments in the samples. The population for the study included ten single-teacher departments randomly sampled from the 140 single-teacher departments in Kansas, and ten multiple-teacher departments which were classified as such during the three years of the study. All of the vocational agriculture

departments used were of the high school level.

#### IV. DEFINITION OF TERMS

The terms included in this section are those which had a meaning special to this study and did not necessarily have the same meaning in other situations.

Multiple-teacher department. Any department of vocational agriculture, on the high school level, employing two or more reimbursed\* teachers of vocational agriculture.

Single-teacher department. Any department of vocational agriculture, on the high school level, employing only one reimbursed teacher of vocational agriculture.

Future Farmers of America. An organization for students studying vocational agriculture having a basic purpose of developing aggressive and competent agricultural leadership. It is commonly called the FFA.

Specialization. The instructor conducts a class in a specific area, rather than a generalized area as usually occurs in a single-teacher department. Example: A course in animal science rather than a course called vocational agriculture II.

Traditional program. Classes in vocational agriculture which are grouped as follows: Freshmen-VoAg I; Sophomores-VoAg II; Juniors-VoAg III; Seniors-VoAg IV.

Levels of competition. Interscholastic competition between departments occur at district, state, regional and national levels.

Major areas of leadership. Advanced degrees, foundation awards,

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\*Departments reimbursed by State funds for Vocational Education.

officers, public speaking, scholarships, judging contests, national chapter award program, chapter safety awards, cooperative activities.

Advanced degrees. The FFA organization has four levels of degrees for members, namely Greenhand, Chapter Farmer, State Farmer and American Farmer. The first two, Greenhand and Chapter Farmer, may be granted on the local chapter level, however, the State Farmer Degree is available only to 2% of the State's membership and is granted at the State FFA convention. The American Farmer Degree is granted to only .1% of the State's membership and is conferred at the National FFA convention.

Foundation Awards. Incentive awards available to FFA members which are provided through the Future Farmers of America Foundation, Incorporated. These awards consist of plaques along with cash ranging from \$20 on the district level to \$200 on the State level.

District and State FFA Officers. Kansas is divided into seven FFA districts. The FFA members in each district elect six members to be district officers. State FFA officers are elected each year at the State FFA Convention.

Public speaking. The public speaking contests are held first on the district level, from which the 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.

Scholarships. Various scholarships are available only to vocational agriculture students. Most all stipulate that the student must major in some phase of agriculture in college. The Union Pacific Scholarship is available in each county through which the railroad runs. The Santa Fe Scholarship is given only to two students each year and the Darby scholarship is available to only one student each year.

Agricultural Judging contests. Dairy, dairy products, livestock,

agronomy, horticulture, entomology, agricultural newswriting are all areas included.

Agricultural mechanics judging contests. Covers areas dealing with welding, carpentry and other varied shop mechanics skills.

Gold, silver, and bronze divisions. Teams and individuals in various areas of competition in FFA are broken down into three groups according to scores. The top 10% is gold, next 10% is silver and the next 10% is bronze.

National chapter award program. Applications are submitted by the FFA chapters, summarizing their years' activities. The top 10% of the chapters submitting are selected for State Gold and the top two of this group goes on to national competition to be ranked either national gold, silver or bronze.

Chapter safety awards. FFA chapters submit applications of their activities in the area of safety. There are seven district winners in the state and out of these seven are picked the top four.

Cooperative activities. Cooperation with the community, school and with each other is submitted in an application for State competition. Understanding the purposes and workings of cooperatives are also important in this area.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Upon completion of the review of related literature, the author noted there were limited references in which single-teacher departments of vocational agriculture were compared to multiple-teacher departments of vocational agriculture.

A search for related studies was made in Farrell Library, Kansas State University and in the Agricultural Education Office at Kansas State University. Eleven articles in the Agricultural Education Magazine were found which dealt with leadership development, the FFA, or multiple-teacher departments. The Agricultural Education Magazine also listed three master's theses, two staff studies and one doctoral thesis dealing with the author's subject. Two master's theses were found in the microfiche file in Farrell Library. Two master's studies related to the author's subject were found in the stacks in Farrell Library. An "in-depth" study was made of references which were extremely instrumental in aiding the author in writing this report and in statistically treating its data.

Scarborough felt, in his comparison of traditional versus specialized programs, that the most single advantage of the multiple-teacher situation is giving each teacher full opportunity to become an effective teacher in a specialized area and forgetting the concept of a one-man, complete program. (22) The advantage of specialization was also brought out by Fuller, Horton and Jacoby. (9) (10) (11)

Spradlin wrote that the FFA is an integral part of the vocational agriculture program that cannot be overlooked in the rush to adopt new programs

of instruction. (24) Elson found that a high demand for specialized training of high school students could justify an additional teacher. (8) As for multiple-teacher departments being able to carry out a more adequate job in leadership development, Horton stated, "Teachers in multiple-teacher departments have repeatedly reported they were able to promote a greater number of special activities of FFA in the total vocational agriculture program." (10)

On the other hand, Thompson felt the FFA is on the way out of the program; students are not enrolled in a curriculum long enough in a specialized program to make an FFA chapter effective; students object to being identified as farmers when they may be preparing for a vocation with little contact with production agriculture. (32)

Bender and Kantner had a different feeling than Thompson when they brought out 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 students." (3) Stenzel related that, "Many of today's businessmen attribute the motivating factor of their success to their membership and participation in the Future Farmers of America chapter activities in high school." (26)

Johnson, in an article relating the importance of youth organizations as teaching aids, thought that they help bring about closer cooperation between other groups in the school and community. Expanding upon this, he stated, "The cooperative way of involvement in the various areas of a total program should lead to the development of the following qualities: leadership, citizenship, character, scholarship, improved agriculture, cooperation, service, thrift, patriotism and recreation....If a more concentrated effort is given to the operation of youth organizations as an integral part of the instructional

program, training would be more meaningful and the organization would tend to hold students in school thus decrease the dropout problem we have today." (14) Johnson also had similar thoughts in two other articles. (12) (13) The importance of excellent leadership training was also brought out by Bender, Clark and Taylor, Wall and Phipps. (2) (33) (18)

The Official Manual of the FFA, the State Farmer Evaluation Guide and various application forms for FFA leadership awards were primary sources of literature reviewed by the author for the purpose of selecting criteria to use in developing a measurement device. (1) (17) In stressing the importance and prestige the FFA held in today's educational process, the manual stated, "As an integral part of the program of vocational education in agriculture in public system of America, the FFA has become well-known in recent years. No national student organization enjoys greater freedom or self-government under adult counsel and guidance, than the Future Farmers of America." (17, p. 5)

The FFA has four degrees of active membership of which the first two, Greenhand and Chapter Farmer, are attained and awarded on the local level, whereas the State Farmer Degree is determined by the State Association and the American Farmer Degree is conferred by the National Organization. Each Degree is determined by specific levels of attainment with respect to farming program, earnings, investments, leadership and scholarship. (17)

The author found that the FFA places high emphasis on its Foundation Awards. The Manual related, "All national awards for outstanding accomplishments by Future Farmers of America, and offered on a State and local basis, are provided by the Future Farmers of America Foundation. The Foundation was established in 1944 to provide business and industrial firms, organizations and individuals with an opportunity to cooperate in furthering the programs of the Future Farmers of America. (17)



In a suggested program of activities, the manual cites participation in public speaking, members striving for higher degrees, competing in National Chapter Award Program, participation in judging activities, chapter program and cooperative activities all as being very important for providing the student with leadership training. (17, pp. 50-56)

Bender, Clark and Taylor expressed their feelings toward the FFA as a leadership training aid when they said, "You can develop leadership abilities through participation in the FFA." (2, p. 105) Wall had similar reactions in his statement, "Leadership is essential to a good FFA program." (33, p. 5) Phipps amplified the importance of FFA and its role in the educational process with, "The FFA is one of the most outstanding national pupil organizations in America." (18, p. 287)

The State Farmer Evaluation Guide utilizes leadership activities as one of its most important criteria. (25) All of the award applications reviewed take into consideration leadership activities of the local chapter and its members as major areas. (1)

The literature appeared to indicate that leadership was important, it could be measured and one might expect differences in the leadership development of students from single-teacher and multiple-teacher departments. The review of literature also indicated that vocational agriculture and the FFA were going through a period of change with more specialization taking place. The author was interested in assessing the changes in single-teacher and multiple-teacher departments of vocational agriculture.

## CHAPTER III

### DESIGN AND PROCEDURE

#### I. METHOD

This study was designed to compare single-teacher vocational agriculture departments with multiple-teacher vocational agriculture departments in the area of student leadership development.

An information sheet was developed which contained nine major areas of competition the vocational agriculture departments could participate in above the local level, directly relating to the leadership development of the students. The appropriate areas were developed through conclusions by the author with the aid of recommendations made by area vocational agriculture teachers, the Agricultural Education Staff at Kansas State University and the Kansas State Board for Vocational Education, Agricultural Education Division.

The author secured these recommendations by sending each of these groups or juries, copies of the proposed measurement device with ample space for their comments and remarks. These valuable comments were then summarized and the final instrument was constructed. Each of the areas were considered by the members of the juries to be relevant, since these areas of leadership have been instrumental to the success of the FFA and vocational agriculture throughout their history.

#### II. POPULATION

The population consisted of all ten multiple-teacher vocational agriculture departments in Kansas which were classified as such during the

period of this study, the school years of 1966-67 through 1968-69. A random sample of the 140 single-teacher departments was drawn to serve as the comparison schools for this study. Since each group was small, the sample surveyed was the same as the population. The departments and their addresses were obtained from lists provided by the Kansas State Board for Vocational Education. (7)

### III. MEASUREMENT

The responses from ten multiple-teacher departments and ten single-teacher departments of vocational agriculture were tabulated according to the frequency for each item on the information form. Tables containing the frequency distributions of the responses for each item were prepared.

## CHAPTER IV

### FINDINGS

This study was designed to compare single-teacher departments with multiple-teacher departments of vocational agriculture in Kansas, in the leadership development of the students. Questionnaires were sent to the 20 departments in the survey. (The ten departments which were classified as multiple-teacher for the entire period of the study, the school years of 1966-67 through 1968-69, and ten single-teacher departments secured from a random sample of the 140 single-teacher departments.)

All ten or 100% of the multiple-teacher departments returned the questionnaire, as shown in Table I, while six of the single-teacher departments returned the questionnaire. Most of the information for the remaining four departments was obtained by the author at the State Department of Education at Topeka and the College of Education at Kansas State University.

Table I. A comparison of ten single-teacher and ten multiple-teacher departments on return of the questionnaire.

	Single-Teacher Departments	Multiple-Teacher Departments	Total
Number Sent Out	10	10	20
Number Returning	6	10	16
Percent Returning	60%	100%	80%

The data from the questionnaires were tabulated through frequency distributions and the results were given in numbers and percentages for both the single-teacher departments and multiple-teacher departments. A comparison

was made of the accomplishments of the students in leadership development for the single-teacher and multiple-teacher departments. Most of the tables reflect the leadership accomplishments of individual students, however, some such as judging teams, placing in national chapter awards, FFA chapter awards in safety and FFA chapter awards in cooperative activities, were team or group awards. These group awards were examples of the students working together and therefore demonstrated their leadership abilities in a group effort.

The awarding of advanced degrees in the FFA is based heavily on leadership activities of the student and it was discovered in Table II that of the two samples surveyed, 81% of the students who attained the degree of State Farmer were from multiple-teacher departments. A total of 96 students from the two groups acquired the State Farmer degree and only 19 were from single-teacher departments.

Table II. A comparison of ten single-teacher and ten multiple-teacher departments in the number of students attaining advanced degrees in the FFA.

	Single-Teacher Departments		Multiple-Teacher Departments		Totals	
	No.	Percent	No.	Percent	No.	Percent
State Farmer	19	20*	77	80	96	100
American Farmer	3	60	2	40	5	100
Totals	22	22	79	78	101	100

\*The percentages in this study were rounded off to the nearest whole percent.

The two samples were nearly even in the number of students attaining the highest degree in FFA, that of American Farmer. The single-teacher departments had three American Farmers while the multiple-teacher departments had

two. Adding the total of both degrees for the students, the single-teacher departments had 22 or 22% of the total and the multiple-teacher departments had 76 or 78% of the total.

The students in multiple-teacher departments won many more foundation awards than did the students in single-teacher departments, as exhibited in Table III.

Table III. A comparison of ten single-teacher and ten multiple-teacher departments in the area of number of students receiving foundation awards in the FFA.

	Single-Teacher Departments		Multiple-Teacher Departments		Totals	
	No.	Percent	No.	Percent	No.	Percent
District	7	12	50	88	57	100
State	1	6	17	94	18	100
Regional	0	0	0	0	0	0
National	0	0	0	0	0	0
Totals	8	11	67	89	75	100

The gap between the two groups increases from seven or 12% for the single-teacher departments and 50 or 88% for multiple-teacher departments on the district level to one or 6% for the single-teacher departments and 17 or 94% for the multiple-teacher departments on the State level. No foundation awards were won by either group on either the regional or national levels.

As shown in Table IV, there is very little difference between the groups in the number of State FFA officers, where two or 40% of the State officers were from single-teacher departments and three or 60% were from multiple-teacher departments. However, the number of district FFA officers reflects in favor of the multiple-teacher departments by over a three to one

ratio, where five or 21% of the single-teacher departments and 16 or 76% of the multiple-teacher departments attained district officers.

Table IV. A comparison of ten single-teacher and ten multiple-teacher departments in the number of students attaining district and State FFA offices.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
District	5	21	16	76	21	100
State	2	40	3	60	5	100
Totals	7	27	19	73	26	100

Apparently, there is more opportunity for more emphasis in the attainment of district officers in multiple-teacher departments.

In comparing the two groups in public speaking, the findings in Table V revealed the multiple-teacher departments had the greater number attaining awards. In the bronze division as the district level, the two groups were equal with four awards each. However, the multiple teacher departments out-scored the single-teacher departments by having 38 students in the three divisions at the district level compared to 15 for the single-teacher departments.

Three or 15% of the students in the single-teacher departments and 17 or 85% in the multiple-teacher departments rated gold at the district level and eight or 32% of the students in single-teacher departments and 17 or 68% of the students in multiple-teacher departments rated the silver award.

At the State level, four or 100% of the students from multiple-teacher departments were in the gold division while none of the single-teacher departments had students in this division. However, the single-teacher departments

Table V. A comparison of ten single-teacher and ten multiple-teacher departments in the number of students attaining awards in public speaking.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
District						
Gold	3	15	17	85	20	100
Silver	8	32	17	68	25	100
Bronze	4	50	4	50	8	100
State						
Gold	0	0	4	100	4	100
Silver	2	67	1	33	3	100
Bronze	0	0	0	0	0	
Totals	17	28	43	72	60	100

did have two or 67% in the silver division at the State level, while the multiple-teacher departments had one or 33%.

It was discovered in Table VI that although the multiple-teacher departments had twice as many scholarship awards with eight winners compared

Table VI. A comparison of ten single-teacher and ten multiple-teacher departments in the number of students earning scholarships.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
Union Pacific	1	17	5	83	6	100
Santa Fe	1	100	0	0	1	100
Darby	1	100	0	0	1	100
Others	1	25	3	75	4	100
Totals	4	33	8	67	12	100



to four, the students in the single-teacher departments won more diversified scholarships. Five students in multiple-teacher departments won the Union Pacific Scholarship and three won other scholarships, while it was noted that the students in single-teacher departments won the Santa Fe and Darby Scholarships which were more difficult to attain.

Judging teams from multiple-teacher departments, as brought out in Table VII, were consistently superior in the attainment of ratings to the judging teams from the single-teacher departments. The greatest margin was observed at the gold division at the State level, where the difference was  $\frac{42}{93\%}$  of the teams from the multiple-teacher departments compared to three or  $\frac{7}{7\%}$  of the teams from the single-teacher departments receiving the gold award.

In the gold division at the district level, there was a difference of 23 or  $\frac{21\%}{74}$  of the teams were from the single-teacher departments and  $\frac{74}{76\%}$  of the teams were from multiple-teacher departments who received awards. In the silver and bronze divisions at the district level, the multiple-teacher departments had approximately twice as many teams as did the single-teacher departments. At the State level in the silver and bronze divisions, the difference remained about the same with the single-teacher departments having 16 teams and the multiple-teacher departments having  $\frac{42}{16}$  teams receiving awards.

At the national level, none of the single-teacher departments had teams which ranked in any of the three award divisions, while the multiple-teacher departments had one team in the silver division and one team in the bronze division.

In total, the single-teacher departments had 64 teams or  $\frac{21\%}{64}$  ranking in one of the three divisions at either district, State or national levels, while the multiple-teacher departments had 200 or  $\frac{76\%}{200}$  of the teams in the total. The data for the district contests was not entirely complete, due to

Table VII. A comparison of ten single-teacher and ten multiple-teacher departments in the division placings of "A" judging teams.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
District						
Gold	23	24	74	76	97	100
Silver	16	40	24	60	40	100
Bronze	6	27	16	73	22	100
State						
Gold	3	7	42	93	45	100
Silver	10	31	22	69	32	100
Bronze	6	23	20	77	26	100
National						
Gold	0	0	0	0	0	0
Silver	0	0	1	100	1	100
Bronze	0	0	1	100	1	100
Totals	64	24	200	76	264	100

\*District judging team information was unavailable for the four single-teacher departments who failed to return the questionnaire.

the fact that the information from the four schools who failed to return the questionnaire was not available.

The same problem of lack of data at the district level was also true for Table VIII. The rankings of the judging team members were similar to the team rankings. At the district level, a range of 24 or 17% of the members from the single-teacher departments and 117 or 83% from multiple-teacher departments placed in the gold division and 18 or 24% of the members from single-teacher departments and 57 or 76% of the members from multiple-teacher departments

Table VIII. A comparison of ten single-teacher and ten multiple-teacher departments in the division placings of "A" judging team members.

	Single-Teacher Departments*		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
District						
Gold	24	17	117	83	141	100
Silver	22	21	82	79	104	100
Bronze	18	24	57	76	75	100
State						
Gold	13	15	72	85	85	100
Silver	21	25	62	75	83	100
Bronze	18	26	51	74	69	100
National						
Gold	0	0	7	100	7	100
Silver	0	0	3	100	3	100
Bronze	0	0	4	100	4	100
Totals	116	20	455	80	571	100

\*District judging team member information was unavailable for the four single-teacher departments who failed to return the questionnaire.

placed in the bronze division.

At the State level, the most significant difference was found in the gold division, where the single-teacher departments had 13 or 15% of the members while the multiple-teacher departments had 72 or 85% of the members who received the gold award. A very close similarity occurred, percentage wise, in the team member placings from multiple-teacher and single-teacher departments between the district and State levels of judging contests.

It was noted at the national level, several departments had teams

entered which did not place in any of the top three divisions but did have team members who placed individually high. All of these members were from multiple-teacher departments.

A comparison of the total activities of the FFA chapters in the samples was found in the data in Table IX. It was noted that for the two latest ratings, standard and superior, both groups were rated comparatively equal, with 13 or 42% of the single-teacher departments and 18 or 58% of the multiple-teacher departments attaining the standard and superior ratings. In order to attain the superior rating, a chapter must first meet the standard chapter requirements. Apparently all of the chapters met both requirements.

Table IX. A comparison of ten single-teacher and ten multiple-teacher departments in chapter placings in the national chapter awards program.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
Standard	13	42	18	58	31	100
Superior	13	42	18	58	31	100
State Gold	0	0	11	100	11	100
National Bronze	0	0	0	0	0	0
National Silver	0	0	0	0	0	0
National Gold	0	0	2	100	2	100
Totals	26	36	46	64	72	100

None of the single-teacher departments were in the State gold rating which is composed of the top 10% of the FFA chapters in the State, but 11 of the multiple-teacher departments attained this rating. Two of the 11 multiple-teacher departments also attained the National gold award.

None of the single-teacher departments reported attaining any accomplishments in the area of safety awards, according to Table X. Four first-place ratings in the district were reported by the multiple-teacher departments. Even though the multiple-teacher departments did report 100% of the total safety awards in the study, the author's opinion was that the number was still too low to prove superiority of the multiple-teacher group in this area.

Table X. A comparison of ten single-teacher and ten multiple-teacher departments in chapter accomplishments in safety awards.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
First in District	0	0	4	100	4	100
Fourth in State	0	0	0	0	0	0
Third in State	0	0	1	100	1	100
Second in State	0	0	0	0	0	0
First in State	0	0	1	100	1	100
Totals	0	0	6	100	6	100

The FFA chapters accomplishments, in Table XI, shows the multiple-teacher departments obtained 11 or 85% of the awards in cooperative activities. Two or 17% of the district awards were obtained by single-teacher departments and 10 or 83% were obtained by multiple-teacher departments. The one State winner came from the multiple-teacher group.

In summarizing the accomplishments of all departments sampled, Table XII, the students in the multiple-teacher departments appeared to exceed the accomplishments of the students in the single-teacher departments by

Table XI. A comparison of ten single-teacher and ten multiple-teacher departments in FFA chapter accomplishments in cooperative activities.

	Single-Teacher Departments		Multiple-Teacher Departments		Totals	
	No.	Percent	No.	Percent	No.	Percent
Top Three in District	2	17	10	83	12	100
State Winner	0	0	1	100	1	100
Regional Winner	0	0	0	0	0	0
Totals	2	15	11	85	13	100

Table XII. A comparison of ten single-teacher and ten multiple-teacher departments in the total of student leadership accomplishments.

	Single-Teacher Departments		Multiple-Teacher Departments		Total	
	No.	Percent	No.	Percent	No.	Percent
Advanced Degrees	22	22	79	78	101	100
Foundation Awards	8	11	67	89	75	100
Officers	7	27	19	73	26	100
Public Speaking	17	28	43	72	60	100
Scholarships	4	33	8	67	12	100
Judging Teams	64	24	200	76	264	100
Judging Team Members	116	20	455	80	571	100
Chapter Awards	26	36	46	64	72	100
Chapter Safety Awards	0	0	6	100	6	100
Cooperative Activity Awards	2	15	11	85	13	100

approximately a three to one ratio for nearly all items.

In advanced degrees, students from the single-teacher departments had 22% compared to 78% for students from the multiple-teacher departments. One of the widest margins for the multiple-teacher departments was in the area of foundation awards. Eight or 11% of the single-teacher departments and 67 or 89% of the multiple-teacher departments attained this award. Multiple-teacher departments had 19 or 73% of the district or State officers compared to seven or 27% of the officers coming from single-teacher departments.

Single-teacher departments lagged behind multiple-teacher departments by having 17 or 28% of the public speaking winners and the multiple-teacher departments had 43 or 72% of these winners. More scholarships were won by students in multiple-teacher departments. The single-teacher departments had four or 33% and the multiple-teacher departments had eight or 67% of the scholarship winners.

Multiple-teacher departments had 200 or 76% of the judging teams which placed in either gold, silver or bronze divisions at the district, State or national levels, compared to 64 or 24% of the teams from single-teacher departments. One-hundred-sixteen or 20% of the members in the single-teacher departments, compared to 455 or 80% of the members in multiple-teacher departments placed in the gold, silver or bronze at the district, State or national levels.

The wide margin in favor of multiple-teacher departments in many areas, closed slightly in comparing the results of the National Chapter Awards Program. The single-teacher departments had 26 or 36% of the total awards while the multiple-teacher departments had 46 or 64% of these awards.

None of the single-teacher departments had awards for chapter safety activities while the multiple-teacher departments attained six awards. A wide

margin in favor of the multiple-teacher departments was observed in cooperative activities, with the single-teacher departments having 11 or 85% of the cooperative activities awards.

Of the ten major items included in the study, the students in the multiple-teacher departments exceeded the accomplishments of the students in the single-teacher departments in all cases. Especially in evidence where the multiple-teacher departments excelled were: Chapter safety, Foundation awards, and cooperative activities. Areas with a less pronounced margin of superiority included chapter awards, scholarships and public speaking.

In summing the accomplishments of the multiple-teacher and single-teacher departments, the multiple-teacher departments appeared to exceed the single-teacher departments by approximately a three to one ratio in nearly all of the items.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

With an increased emphasis on specialization in education and with increased numbers of multiple-teacher departments in vocational agriculture, the author was interested in the leadership development of students in multiple-teacher departments compared with the leadership development of students in existing single-teacher departments.

According to the State Department of Education, there were ten multiple-teacher departments of vocational agriculture which were in existence for the three year period during the school years of 1966-67 through 1968-69. These ten multiple-teacher departments and ten single-teacher departments, randomly selected from the 140 single-teacher departments of vocational agriculture in Kansas, were sent questionnaires pertaining to leadership development of students as measured by standard FFA individual and chapter awards. The data from the questionnaires were tabulated in frequency distributions and compared from this compilation.

The findings of this study indicated that of the ten multiple-teacher departments and the ten single-teacher departments sampled, the students in the multiple-teacher departments exceeded the accomplishments of the students in the single-teacher departments by a three to one ratio for nearly all items included in the study. Multiple-teacher departments had the greatest superiority in the students' leadership development as follows: (1) Chapter safety awards, with 100% of the awards earned by multiple-teacher departments;

(2) Foundation awards, with the multiple-teacher departments earning 89% of the total; (3) Cooperative activities, with 85% of the awards received by multiple-teacher departments; and (4) Judging team members from multiple-teacher departments captured 80% of the individual awards.

The balance of the areas in which the multiple-teacher departments were superior, but to a lesser extent included: (1) Advanced degrees, where 78% of the degrees were attained by students of multiple-teacher departments; (2) Judging teams, in which multiple-teacher departments acquired 76% of the total; (3) District and State FFA offices, of which 73% were awarded to students in multiple-teacher departments. In addition, 72% of the winners in public speaking were students of multiple-teacher departments, 67% of the scholarships were granted to students of multiple-teacher departments, and 64% of the chapter awards in the National Chapter Awards Program were awarded to multiple-teacher departments.

## II. CONCLUSIONS

Based upon the results of this study, the superiority of the multiple-teacher departments over the single-teacher departments of vocational agriculture in the area of student leadership development was apparent. In all ten areas of leadership development, the multiple-teacher departments excelled the single-teacher departments in the attainment of awards.

In comparing the multiple-teacher and single-teacher departments in the area of leadership development of the students, the author observed more participation in leadership activities by the students of multiple-teacher departments. Apparently, the multiple-teacher department provided each instructor more time and opportunity to specialize and participate in more areas of leadership activities.

### III. RECOMMENDATIONS

After reviewing the results of the study in the area of leadership development of the students, the author recommended that research be made which would compare single-teacher and multiple-teacher departments in other areas. Suggested areas for research include: (1) Placement of vocational agriculture graduates; (2) Civic and social involvement of vocational agriculture graduates; (3) Continuing education of vocational agriculture graduates; (4) Agricultural technology taught in departments of vocational agriculture; and (5) Percentage of vocational agriculture students involved in leadership activities.

Also, the author recommended that more multiple-teacher departments of vocational agriculture should be implemented to provide more effective leadership development of students.

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## APPENDIX A



MOUNDRIDGE HIGH SCHOOL  
Unified District 423  
Moundridge, Kansas 67107

May 4, 1970

Dear Fellow Teacher of Vocational Agriculture:

I am conducting a research project for my Master's report in the area of leadership development of various vocational agriculture departments in Kansas.

I would appreciate it if you would fill out this information form and return it to me in the self-addressed, stamped envelope as soon as possible.

The information on this sheet should begin with the school year of 1966-67 and end with the school year of 1968-69. In the area of public speaking, please include only the 6-8 minute division speakers and in the area of judging contests, please include only "A" teams and their members.

I most certainly appreciate the time you spend in completing this form. If you would like a copy of the results of this project, please indicate such on the information form.

Again, thank you for your time and effort.

Sincerely yours,

Dan R. Marrs  
Vocational Agriculture Instructor  
Moundridge, Kansas 67107

PLEASE FILL OUT THE FOLLOWING INFORMATION SHEET AND RETURN IN THE SELF-  
ADDRESSED STAMPED ENVELOPE, IMMEDIATELY. INCLUDE THE YEARS OF 1966-67 THROUGH  
1968-69. (THESE THREE YEARS ONLY)

Check the appropriate blank:

Single-teacher department \_\_\_\_\_

Multi-teacher department \_\_\_\_\_

Check here if you wish results of this study \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

#### ADVANCED DEGREES

Number of members who received:

State Farmer Degree \_\_\_\_\_

American Farmer Degree \_\_\_\_\_

#### FOUNDATION AWARDS

Number of members who received awards on the:

District level \_\_\_\_\_

State level \_\_\_\_\_

Regional level \_\_\_\_\_

National level \_\_\_\_\_

#### OFFICERS

Number of members who were:

District officers \_\_\_\_\_

State officers \_\_\_\_\_

## PUBLIC SPEAKING

Number of members in the 6-8 minute division  
who placed in the:

	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>
District	_____	_____	_____
State	_____	_____	_____
Regional	_____	_____	_____

SCHOLARSHIPS

Number of members who received scholarships:

Union Pacific	_____
Santa Fe	_____
Darby	_____
Other (list)	_____

AGRICULTURAL AND AGRICULTURAL MECHANICS CONTESTS

Number of "A" teams which placed in the:

	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>
District	_____	_____	_____
State	_____	_____	_____
National	_____	_____	_____

Number of "A" team members who placed in the:

District	_____	_____	_____
State	_____	_____	_____
National	_____	_____	_____

NATIONAL CHAPTER AWARD PROGRAM

Number of times your chapter received:

Standard award	_____
Superior award	_____
State Gold	_____
National Bronze	_____
National Silver	_____
National Gold	_____

CHAPTER SAFETY AWARDS

Number of times your chapter placed:

First in district	_____
First in state	_____
Second in state	_____
Third in state	_____
Fourth in state	_____

COOPERATIVE ACTIVITIES

Number of times your chapter placed in the:

Top three in district	_____
State winner	_____
Regional winner	_____

## APPENDIX B

## Multiple-teacher departments used in this study.

Altamont	Lawrence
Chapman	Louisburg
Columbus	McPherson
Dodge City	Paola
Garden City	Winfield

## Single-teacher departments used in this study.

Alma	Kensington
Cheney	Marion
Elk City	Ness City
Garnett	Plainville
Hoisington	St. Paul

A COMPARISON OF SINGLE-TEACHER AND  
MULTIPLE-TEACHER VOCATIONAL AGRICULTURE DEPARTMENTS  
IN THE AREA OF LEADERSHIP DEVELOPMENT

by

DAN RALPH MARRS

B. S., Kansas State University, 1964

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

The purpose of this study was to compare single-teacher departments and multiple-teacher departments of vocational agriculture in the area of student leadership development.

The author used the ten multiple-teacher departments in operation in Kansas during the three year period of the study, the school years of 1966-67 through 1968-69. Ten single-teacher departments were selected randomly from the 140 single-teacher departments in Kansas. A questionnaire was developed which included ten of the major areas of leadership accomplishments of vocational agriculture students.

The data from the questionnaire were tabulated through frequency distributions and the results were given in numbers and percentages for both the single-teacher and multiple-teacher departments. A comparison of numbers and percentages was made of the accomplishments of the students in leadership development in the two sample groups. The major findings of this study were as follows:

- (1) The multiple-teacher departments had 79 or 78% of the State and American Farmers while the single-teacher departments had 22 or 22%.
- (2) The multiple-teacher departments acquired 67 or 89% of the foundation awards while the single-teacher departments acquired eight or 11%.
- (3) The multiple-teacher departments had 19 or 73% of the District and State FFA officers and the single-teacher departments had seven or 22%.
- (4) Of the public speaking winners, 43 or 73% were attributed to multiple-teacher departments and 17 or 27% were attributed to the single-teacher departments.
- (5) The students in multiple-teacher departments earned eight or 67% of the scholarships and the students in single-teacher departments earned four or 33%.



- (6) Judging teams from multiple-teacher departments acquired 200 or 76% of the awards and single-teacher departments acquired 64 or 24%.
- (7) Students from multiple-teacher departments earned 455 or 80% of the individual judging awards and students from single-teacher departments earned 116 or 20%.
- (8) Multiple-teacher departments earned 36 standard and superior awards, 11 state gold awards and two national gold awards or 64% of the total awards in the National Chapter Awards Program while single-teacher departments earned 26 standard and superior awards or 36% of the total awards.
- (9) Multiple-teacher departments acquired six or 100% of the chapter safety awards while the single-teacher departments acquired none.
- (10) Multiple-teacher departments earned 11 or 85% of the awards in cooperative activities and single-teacher departments earned two or 15% of these awards.

Based on the results of this study, the superiority of the multiple-teacher departments over the single-teacher departments of vocational agriculture, in the area of leadership development of students, was apparent. In all the ten areas of leadership development, the multiple-teacher departments excelled the single-teacher departments in the attainment of individual and group leadership awards.

The author recommended that other studies should be conducted which would compare single-teacher and multiple-teacher departments in areas other than leadership development. The author also recommended that more multiple-teacher departments should be implemented to provide more effective leadership development.