

THE LEADERSHIP ROLE OF THE VOCATIONAL AGRICULTURE TEACHER:
A STUDY OF HIS PARTICIPATION AND RESPONSIBILITIES
IN PROFESSIONAL AND COMMUNITY ORGANIZATIONS

by

SAMUEL STENZEL 265

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	11
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	v
INTRODUCTION	1
 Chapter	
I. LEADERSHIP ROLES AND ACTIVITIES OF VOCATIONAL AGRICULTURE TEACHERS	4
II. LEADERSHIP OPPORTUNITIES FOR VOCATIONAL AGRICULTURE TEACHERS	11
III. PROCEDURES FOR FINDING THE ROLES OF ORGANI- ZATIONAL LEADERSHIP AND RESPONSIBILITIES FOR VOCATIONAL AGRICULTURE TEACHERS	16
IV. ANALYSIS OF DATA TO INDICATE THE LEADERSHIP ROLES AND RESPONSIBILITIES OF VOCATIONAL AGRICULTURE TEACHERS	21
V. LEADERSHIP ROLES AND RESPONSIBILITIES OF VOCATIONAL AGRICULTURE TEACHERS IN PRO- FESSIONAL AND COMMUNITY ORGANIZATIONS	40
BIBLIOGRAPHY	44
APPENDIX	48

LIST OF TABLES

Table	Page
I. Summary of Kansas Vocational Agriculture Teachers As Members of Organizational Groups	36
II. Summary of Kansas Vocational Agriculture Teachers Indicating Their Leadership Roles and Responsibilities in Organizational Groups	38
III. Kansas Vocational Agriculture Teachers Who Were Members of Selected Organizations . . .	53
IV. Kansas Vocational Agriculture Teachers Who Held Constitutional Offices in Selected Organizations	54
V. Kansas Vocational Agriculture Teachers Who Served Selected Organizations as Committee Members	55
VI. Kansas Vocational Agriculture Teachers Who Served Selected Organizations As Committee Chairman	56
VII. Kansas Vocational Agriculture Teachers Who Attended Conventions As Members of Selected Organizations	57
VIII. Kansas Vocational Agriculture Teachers Who Served As Official Delegates to Conventions of Selected Organizations	58

LIST OF ILLUSTRATIONS

Figure	Page
1. Group Comparison of Kansas Vocational Agriculture Teachers Who Were Members of Selected Organizations	23
2. Group Comparison of Kansas Vocational Agriculture Teachers Who Held Constitutional Offices in Selected Organizations	25
3. Group Comparison of Kansas Vocational Agriculture Teachers Who Served Selected Organizations As Committee Members	27
4. Group Comparison of Kansas Vocational Agriculture Teachers Who Served Selected Organizations As Committee Chairman	29
5. Group Comparison of Kansas Vocational Agriculture Teachers Who Attended Conventions as Members of Selected Organizations	31
6. Group Comparison of Kansas Vocational Agriculture Teachers Who Served As Official Delegates to Conventions of Selected Organizations	34
7. Summary of the Comparison of the Groups of Kansas Vocational Agriculture Teachers Who Were Members of Organizational Groups	36
8. Summary of the Comparison of the Groups of Kansas Vocational Agriculture Teachers on Their Leadership Roles and Responsibilities in Organizational Groups	38

INTRODUCTION

The report was written to report a study of the role of leadership responsibilities of teachers of vocational agriculture in the community beyond the realm of the classroom. The writer of the paper had been a teacher of vocational agriculture for seventeen years at the time the study was made and had held all elective leadership offices in the State and National organizations of the teachers of vocational agriculture. He also held leadership positions in such community organizations as the local teachers organizations, church, and civic organizations. During that time he made several observations which led up to the making of the study.

It was observed that the vocational agriculture teacher was a member of the community. He was looked upon for rural leadership by adults in the out-of-school programs and by the youth in the day-school program.

As a full-time employee of the local school system, his activities during the school year were recognized. His summer activities often went unnoticed by those persons not closely associated with agricultural education. Rural activities and responsibilities did not cease with the close of the school sessions in the spring. The success of the total vocational agriculture program was exemplified by the

activities of the teacher during the summer months. The activities included leadership responsibilities in professional and community organizations as well as supervision of students in the vocational agriculture program.

It was further observed that upon becoming a teacher of vocational agriculture the teacher had the responsibility of serving as adviser to the local Future Farmers of America chapter. This organization has been more commonly referred to as the F. F. A. chapter.

The F. F. A. organization has been recognized as the largest all male youth organization in the United States of America. One of its major purposes has been to develop competent, aggressive, and effective agricultural leadership. The success of the program was evidenced by the leadership the rural youth gave locally. Many members had advanced to responsible positions in the Kansas Association Future Farmers of America as officers. A few were elected officers in the National Organization for the Future Farmers of America.

Many of today's successful businessmen attributed the motivating factor of their success to their membership and participation in the Future Farmers of America chapter activities in high school. If the adviser to the local chapter of Future Farmers of America, the teacher of vocational agriculture, had been instrumental in the success of the local chapter activities, had he also been taking part in professional and community organizational activities?

The purpose of the study was to survey the Kansas vocational agriculture teachers to find the number of organizational members. The second purpose was to find the role of leadership responsibilities in each of the selected organizations.

CHAPTER I

LEADERSHIP ROLES AND ACTIVITIES OF VOCATIONAL AGRICULTURE TEACHERS

The chapter presented information pertaining to the leadership qualifications of the vocational agriculture teacher as seen and reported by others. It gave some of the teachers responsibilities in community and organizational activities. It stated the purpose of the study and gave the hypothesis of the findings. Terminology of words and organizations used in the report were defined. Several assumptions and limitations of the study were listed and explained in the chapter.

The leadership role of the teacher of vocational agriculture in his community has been a factor in the vocational agriculture program. The day school and out of school programs in agricultural education have reflected the influence of the vocational agriculture teacher. The local chapter of Future Farmers of America activities have depended upon the teacher's ability to lead aggressively and effectively. Local support for the vocational education program in agriculture have depended upon the success of these programs.

In an article written for the Farm Journal, Boyd wrote:

Lawrence D. Haskew, vice-chancellor of the University of Texas, stated: "No subjects have ever been better

taught in American high schools than the subject of agriculture. No teachers have ever equalled the teacher of agriculture in command of their specialized subject matter. No set of teachers have kept more abreast of scientific contribution."

The same article stated that President Kennedy's Panel of Consultants on Vocational Education found that among high school graduates still on the farm, those who had vocational agriculture training were averaging higher incomes than farmers who had not taken the course.

The author also quoted Dr. A. W. Tenney, Head of Agricultural Education in the United States Department of Health, Education, and Welfare as saying: "In any future vocational agriculture course, agri-business or farming, we will continue to emphasize learning by doing. We will continue the now famous F. F. A. leadership training that goes so far in promoting citizenship and turning boys into men."¹

Professionally, vocational agriculture teachers had been strong supporters of the National Vocational Agricultural Teachers' Association and the American Vocational Association. That professionalism caused Edward D. Chase to write:

The vo-ags are a potent group. Unlike city vo-ed teachers, they enjoy high status in their territories. Many of them have degrees from A and M colleges and often are the best science and math teachers in rural schools. They are teachers of agriculture, champions of the Smith-Hughes Act and of continuing dominance of farming in vocational education. The vo-ags are the biggest single force in the American Vocational Association. Since their own salaries depend on federal appropriations, many of them make it their business to maintain close contact with their Congressman and other groups likely to influence vocational education.²

The study was conducted to find whether these leaders in agricultural education, the vocational agricultural teachers, demonstrated the same type of leadership in

¹J. D. Boyd, "Can Vo-Ag Answer Its Critics?" Farm Journal, LXXXVII (November, 1963), 33+.

²Edward D. Chase, "Learning to be Unemployable," Harper's, CCXXVI (April, 1963), 33-39.

professional and other selected community organizations as they did in the local chapters of Future Farmers of America.

Facts to be determined were the extent of their leadership in professional organizations as the Local Education Association, Kansas State Teachers Association, National Education Association, Kansas Vocational Agricultural Teachers' Association, National Vocational Agricultural Teachers' Association, Kansas Vocational Association, and the American Vocational Association. The extent of their leadership responsibilities were measured in the following rural organizations: Cooperative Association, Farm Bureau, Farmers Union, Grange, and National Farmers Organization. The civic organizations included were the Chamber of Commerce, JayCees, Kiwanis, Lions, and Rotary Clubs. Participation in church organizations were also surveyed.

The study revealed that Kansas teachers of vocational agriculture held membership in all professional, rural, civic, and church organizations included in the survey. The study indicated a relationship between the teachers advising Future Farmers of America chapters winning Gold Emblem awards in the Kansas Better Chapter contest, teachers advising Future Farmers of America chapters receiving the Standard and Superior awards, and teachers advising chapters of Future Farmers of America which had not entered the contest and their organizational leadership roles and responsibilities.

The findings indicated the vocational agriculture teachers advising the Gold Emblem chapters reported the

highest mean percentage for both organizational membership and responsibilities. The teachers not entering the Better Chapter contest reported a higher mean percentage in organizational membership than did the Standard or Superior award group. The teachers advising the Standard and Superior award chapters reported a higher mean percentage in organizational responsibilities than did the teachers whose chapters had not entered the Kansas Better Chapter contest.

The survey was conducted and summarized recognizing the following assumptions:

1. Every respondent accurately reported the information requested on the survey form.
2. Whereas every respondent had the opportunity to join the professional and church organizations, at least one of the selected civic and rural organizations were available for membership in each community.
3. Every respondent reporting served as the vocational agriculture teacher advising the Future Farmers of America chapter at the time the award was given the chapter.

Three limitations were indicated when the survey was summarized.

1. The respondents did not interpret the terms "conference" and "conventions" as synonymous on the survey form. Several of the teachers checked the

convention part of the form only when the meeting was designated as an official convention.

2. Vocational agriculture teachers changed schools during 1965-67. Those teachers changing schools were placed into the survey group according to the award given the Future Farmers of America chapter in the teachers previous school.
3. Vocational agriculture teachers changed occupations during the 1965-67 school years. Those persons were not contacted in the survey.

Some terminology used in the report will be unfamiliar to persons not associated with vocational education in agriculture. The following terms and their definitions were used throughout the report. The selected organizations are identified and their accepted letter identifications are given for each organization.

Future Farmers of America.--An organization of, by, and for boys enrolled in vocational agriculture in secondary schools.

Adviser.--The teacher of vocational agriculture responsible for supervising the activities of the local chapter of Future Farmers of America.

Better Chapter Contest.--A Kansas rating of Future Farmers of America chapters according to their participation and accomplishments in the ten areas of the National, State, and local chapter program of work.

Professional Organizations.--The organized groups within the areas of general and vocational education to which an educator may belong voluntarily to give leadership and have a voice in promoting the general welfare of the profession. Those professional organizations used in the survey and their accepted letter identifications used in the tables and graphs were:

1. Kansas Vocational Agricultural Teachers' Association--K. V. A. T. A.
2. National Vocational Agricultural Teachers' Association--N. V. A. T. A.
3. Kansas Vocational Association--K. V. A.
4. American Vocational Association--A. V. A.
5. Local Teachers' Education Association--L. T. E. A.
6. Kansas State Teachers' Association--K. S. T. A.
7. National Education Association--N. E. A.

Community Organizations.--The organized groups in a community established to promote the facets of rural and community activities for the betterment, enjoyment, and welfare of persons in the community or in that area of occupational interest.

Rural Organizations.--Local, State, and National organizations established to promote the general welfare of the rural population and the production, marketing, distribution, and sale of agricultural products. Those rural organizations used in the survey and their accepted letter identifications used in the tables and graphs were:

1. Cooperative Associations--Co-op
2. Farm Bureau
3. Farmers Union
4. Grange
5. National Farmers Organization--N. F. O.

Civic Organizations.--State and National organizations established to promote rural, city, and community interests and activities according to personal and vocational interests in local communities. Those civic organizations used in the survey were:

1. Chamber of Commerce
2. JayCees
3. Kiwanis Club
4. Lions Club
5. Rotary Club.

CHAPTER II

LEADERSHIP OPPORTUNITIES FOR VOCATIONAL AGRICULTURE TEACHERS

Research has been conducted to establish leadership opportunities for teachers by many professional persons. Chapter II incorporated phases of that research into the report where it related to leadership opportunities for vocational agriculture teachers. A need for rural leadership, the behavioral patterns of "followers", the leadership potential of vocational agriculture teachers, and a study of the role of teachers of vocational agriculture were bibliographical materials used for references to write Chapter II of the report.

Venn reported that:

Vocational agriculture programs are taught in some 9600 high schools in this country. Although the rural populations and the number of farms has been decreasing in the last decade, vocational agriculture enrollments have increased eight per cent. The growth is phenomenal considering there has been a loss of an estimated three million agricultural jobs in the last fifteen years and with less than one-third of the graduates of vocational agriculture remaining in farming. During the same period of time, 1947-1962, farm production rose thirty per cent, partly due to the success of vocational agriculture programs in increasing the efficiency of the American farmer.¹

The out-of-school training programs in vocational

¹Grant Venn, Men, Education, and Work (Washington, D. C.: American Council on Education, 1964), 74-75.

agriculture centered around Young and Adult Farmer classes in many communities. The classes gave the teacher of vocational agriculture a challenging opportunity to demonstrate rural leadership.

Venn continued:

Studies of the educational levels of various occupational groups indicate a median of 8.06 years of schooling completed by farm workers. The level of educational attainment for farmers and farm managers show that 76 per cent of this occupational group has less than a high school diploma. Nineteen per cent have a high school diploma only and five per cent have some college education.²

Those statistics revealed a need for teachers of vocational agriculture to become involved in the rural leadership activities of the community. Vocational agriculture teachers received much of the training necessary to develop and demonstrate effective leadership.

One of the major factors contributing to the success of the Future Farmers of America attributed to a child's desire to develop personal values which were influenced by their association with adults who have positions of prestige. Havighurst and Taba found that:

School, churches, and youth group leaders influence the ideals of youth as much or more through the presence and behaviors of teachers, clergy, and youth group leaders as through verbal teaching.³

In an article written for the Agricultural Education magazine, Thompson wrote:

²Ibid.

³R. J. Havighurst and H. Taba, Adolescent Character and Personality (New York: John Wiley and Sons, Inc., 1949).

The vocational agriculture teacher, as a primary agent of the school, plays an inescapable role and can become a strong influence in his community. He has many opportunities to lead, through his students. Teachers must recognize that their words and actions are guidelines for persons establishing values. Thus each teacher has a serious responsibility which cannot be taken lightly. Teachers of vocational agriculture should become full members of the leadership team in his community.⁴

The teachers demonstrated outstanding leadership through the National Vocational Agricultural Teachers' Association. Through sincere, diligent leadership, the members of that professional organization earned respected positions for representation of teachers on planning groups responsible for the development and administration of effective programs in agricultural education throughout the United States.

To encourage more organizational leadership and responsibilities, Knuti wrote:

Leadership from agriculture teachers is a going concern. In many respects it has been just short of phenomenal. It has proven to be of a "man's stature." Vocational agriculture teachers have been invited to sit in on many community meetings. Their services should be utilized through full-fledged membership in those organizations. The key role teachers can play is putting programs into action. If they help to develop the programs, they will be more likely to give it their wholehearted support.⁵

J. D. McComas completed a study to determine the role of the teacher of vocational agriculture in Ohio.

The study used a socio-psychological approach in analyzing

⁴O. E. Thompson, "Personal Values of Vocational Agriculture Students and Their Teachers," Agricultural Education, XXXVI (April, 1964), 234-235.

⁵Leo L. Knuti, "Teachers Should be Full Members of Leadership Teams," Agricultural Education, XXXVIII (September, 1965), 64.

and describing the teachers' perceptions. The data revealed that teachers rated most effective were more active in community affairs, conducted more classes for Young and Adult Farmers, earned more hours beyond their highest degree, and taught in larger high schools where the enrollments were higher.⁶

The study indicated the more successful teachers of vocational agriculture contributed strong leadership in professional and community organizations.

Vocational agriculture teachers have accepted a major leadership responsibility in their community and the school in which they have taught. The reviewed material indicated a need for leaders in rural communities. It identified the role of educators in developing the attitudes and ambitions of youth. The authors recognized the leadership capability and potential of vocational agriculture teachers in organizations. Research revealed the most effective teachers were active in classroom, professional, and community organizations.

Chapter III of the report explained the methods used to gather the data for the report, the sources of the data, and the procedures used to summarize the information.

The results of the study were presented in detail in Chapter IV. The data was prepared and organized for presentation in tabular and graph forms. The summary, conclusions, and recommendations are reported in Chapter V. It reviewed all portions of the study, formalized the conclusions from the

⁶James D. McComas, "The Role of The Teacher of Vocational Agriculture as Perceived by Selected Ohio Teachers and Their Administrators" (unpublished Ph. D. dissertation, Department of Education, Ohio State University, 1962).

findings, and presented the recommendations based upon the findings of the survey questionnaire.

CHAPTER III

PROCEDURES FOR FINDING THE ROLES OF ORGANIZATIONAL LEADERSHIP AND RESPONSIBILITIES FOR VOCATIONAL AGRICULTURE TEACHERS

The chapter gave the detailed procedures used in summarizing the information on the survey questionnaire. It defined the groups, how they were selected, and the methods used to gather the data used in the report. It gave detailed descriptions of how the data was treated and summarized for writing Chapter IV.

All Kansas vocational agriculture teachers were considered when the groups were selected for the study. An official mailing list of all vocational agriculture teachers in Kansas, based upon those receiving federal aid, was obtained from C. C. Eustace, Supervisor of Agricultural Education, State Board of Vocational Education, Topeka, Kansas.

After the list was received, schools who did not have Future Farmers of America chapters were eliminated. The vocational agriculture teachers in multiple teacher departments who did not serve as the head adviser were removed from the survey personnel. The next persons eliminated from the prospective survey group were those teachers who had not taught in

a Kansas school system at least one year. The final criteria for selecting the participants was to exclude the departments where a new teacher was employed for 1966-67 but the previous teacher was no longer teaching vocational agriculture in Kansas. The newly employed teacher was grouped according to the participation and award given the Future Farmers of America chapter to which he was the advising teacher in 1966-67. When the criteria had been fulfilled, 140 vocational agriculture teachers remained in the total survey group.

The 140 teachers were divided into three groups, according to their participation and rank in the Kansas Better Chapter contest during the years 1965-67. A complete list of the participation and rank of all Kansas chapters of Future Farmers of America for those years was secured from Harold Shoaf, Executive Secretary Kansas Association of Future Farmers of America, Topeka, Kansas. The selection of the groups was based upon those award records. Each instructor was placed into groups according to the highest award of the chapter during that three year period.

Group "A" was composed of teachers of vocational agriculture whose Future Farmers of America chapters had been awarded the Gold Emblem award in the Kansas Better Chapter contest at least one time during 1965-67. Twenty-one teachers qualified for that group.

Group "B" contained 57 teachers of vocational agriculture. Their chapters of Future Farmers of America had received the Standard or Superior award at least once during those

years.

The third group, "C", consisted of teachers whose Future Farmers of America chapters had not entered the Better Chapter contest during the three year period.

The survey questionnaires were designed to secure three types of information. Part I asked for general information (college degrees held, size of town, years taught, years in same school, the size of school). Part II pertained to the role of leadership responsibility in the professional organizations. The seven professional organizations listed were the Kansas Vocational Agricultural Teachers' Association, National Vocational Agricultural Teachers' Association, Kansas Vocational Association, American Vocational Association, Local Teachers Education Association, Kansas State Teachers Association, and the National Education Association. Part III asked for the role of leadership responsibilities in the rural, civic, and church organizations. The eleven organizations listed were the Cooperative Association, Farm Bureau, Farmers Union, Grange, National Farmers Organization, Chamber of Commerce, JayCees, Kiwanis, Lions, Rotary, and the Church. Parts II and III divided the role of leadership and responsibilities into six divisions. Those divisions were organizational membership, organizational offices, committee membership, committee chairmanship, convention attendance, and attendance of conventions as official delegates. The respondents were asked to indicate the role of leadership and responsibility by placing an "x"

into the corresponding blank. A survey form is found on page 50 , in the Appendix.

Before the survey form was printed, one copy was given to an experienced vocational agriculture teacher, one copy was given to the Unified School District business manager, and one copy was given to the high school principal. One recommendation was made by the three persons. They indicated the instructions should be illustrated by an example on how to mark the questionnaire. The recommendation was incorporated into the revised form.

A code was developed for each teacher to be included on the survey mailing list. The basic code consisted of the following for identification purposes: S--single teacher department; M--multiple teacher department; TS--vocational technical school, single teacher department; and TM--vocational technical school, multiple teacher department. The schools were alphabetized according to type and number of teachers then given an arabic code number. Each teachers' code number was placed upon each of the survey forms mailed.

An instruction letter was mailed with a survey form and a self-addressed, stamped return envelope to the 140 selected Kansas vocational agriculture teachers on February 24, 1968. One hundred thirty-two teachers, 94 per cent of the survey group, responded to the first mailing. On March 9, a follow-up letter, another survey form, and an additional self-addressed, stamped return envelope were mailed to the remaining eight teachers in the survey group who had

not responded. Four returned their completed forms in sufficient time to have them included in the report. A 97 per cent response, 136 teachers, was received during the four-week survey period. Two forms were received in May however they were not included in the summarized data.

Group "A" responded with all survey forms returned. Group "B" returned 55 of the 57 forms. Two of the teachers in group "C" did not respond, leaving 60 survey forms completed.

The data on the survey forms was tabulated by tallying the numbers according to the teachers reported role of leadership and responsibilities in each of the 18 selected organizations. The information was tabulated for each group by numbers and percentages in each of the six responsibility areas. The summarized information was plotted on a bar graph for each area to illustrate a comparison of the three groups for each organization.

After all data had been summarized, the mean numbers and percentages were determined for each of the reporting groups for each of the four types of organizations. Graphs and tables were prepared for both, leadership and organizational responsibilities.

The data was presented on eight tables and eight graphs for the report. Six of the tables were placed into the Appendix but the others and the graphs were made a part of Chapter IV.

CHAPTER IV

ANALYSIS OF DATA TO INDICATE THE LEADERSHIP ROLES AND RESPONSIBILITIES OF VOCATIONAL AGRICULTURE TEACHERS

The chapter presented and analyzed data gathered by surveying 136 Kansas vocational agriculture teachers. Each teacher was asked to complete a questionnaire, indicating his membership and leadership role and responsibilities in each of eighteen selected professional and community organizations. The survey form requested information on organizational membership, constitutional offices, committee membership, committee chairmanship, attendance of conventions, and responsibilities at organizational conventions. The data was presented in tabular form and in bar graphs for each organization and for each area of leadership responsibility for the three groups of vocational agriculture teachers.

Organizational Membership.--All Kansas vocational agriculture teachers were members of the eighteen selected organizations. Only group "C" had membership reported in the National Farmers Organization.

The numbers and percentages of Kansas vocational agriculture teachers who were members of selected organizations

were placed into Table III (See Appendix). Figure 1 shows the percentage and comparison of organizational membership for the three groups of teachers in each of the eighteen selected organizations.

All groups reported membership in professional organizations. With the exception of group "A", which reported 81 per cent membership in the National Education Association, membership for each group was 90 per cent and higher in professional organizations. One hundred per cent membership was reported eleven times by the groups in the seven professional organizations.

Percentage of membership in rural organizations ranged from 62 per cent for group "A" in the Farm Bureau to none for groups "A" and "C" in the National Farmers Organization. Membership was reported highest in the Farm Bureau and Cooperative Associations. Less than 10 per cent of the teachers reported membership in either the Farmers Union, Grange, or National Farmers Organization.

Membership in civic organizations ranged from 48 per cent for group "C" in the Lions Clubs to a low of 14 per cent for the same group in the Rotary Clubs.

A high percentage of membership was reported in church organizations. Ninety-four per cent of group "A" reported church organization membership. Group "B" reported 82 per cent and group "C" indicated 77 per cent membership.

Organizational Officers.--Kansas vocational agriculture

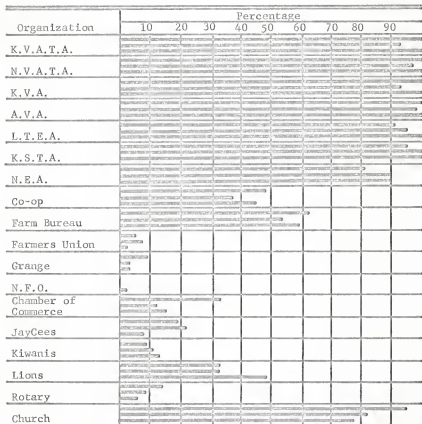


Fig. 1.--Group comparison of Kansas vocational agriculture teachers who were members of selected organizations. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

teachers reported they held constitutional offices in 15 of the selected organizations. The largest percentage of offices were reported in church organizations, Local Teacher Education Associations, and the Kansas Vocational Agricultural Teachers Association. The teachers indicated no offices were held in the National Education Association, Farmers Union, or the National Farmers Organization.

The numbers and percentages of vocational agriculture teachers who held constitutional offices in the selected organizations were placed into Table IV (Appendix). Figure 2 shows the percentage and comparison of teachers who held constitutional offices by groups for each organization.

The members in group "A" held the most offices in professional organizations. Group "B" equalled them in the Local Teacher Education Associations. Group "C" reported the same number of offices held in the Kansas State Teachers Association.

Two groups reported officers in rural organizations. Group "C" reported officers in the Cooperative Associations and the Farm Bureau. Both, group "B" and "C", reported officers in the Grange.

All groups reported officers in civic organizations. The most offices were reported held in the Lions Clubs. Group "A" reported the most offices in the Chamber of Commerce, Kiwanis Clubs, and Rotary Clubs. Group "B" reported the most in the Lions Clubs, the least in the Chamber of Commerce, and between groups "A" and "C" on the other organizations.

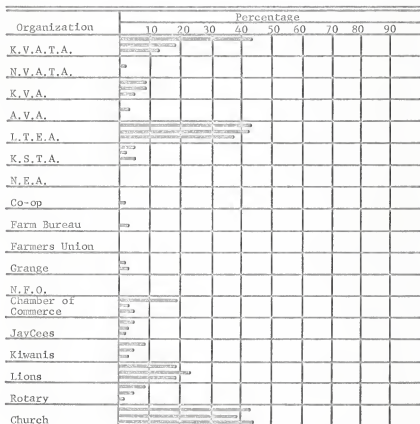


Fig. 2.--Group comparison of Kansas vocational agriculture teachers who held constitutional offices in selected organizations. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

Percentages of offices held in church organizations was relatively close for the three groups. Group "A" reported 43 per cent, group "B" reported 39 per cent and group "C" reported 44 per cent.

Organizational Committee Members.--Kansas vocational agriculture teachers reported they served as committee members in sixteen of the selected organizations. The largest percentage of committee responsibilities were reported in the Kansas Vocational Agricultural Teachers Association, Local Teacher Education Associations, and in church organizations.

The numbers and percentages of vocational agriculture teachers who served selected organizations as committee members were placed into Table V (Appendix). Figure 3 shows the percentage and comparison of teachers who served selected organizations as committee members.

Group "A" reported the largest percentage of committee members serving the most professional organizations. However, they did not show committee membership in the American Vocational Association or National Education Association. Groups "B" and "C" were within three percentage points of each other on committee responsibilities, except in the American Vocational Association where group "C" reported no committee membership.

Committee responsibilities were reported for three rural organizations--Cooperative Associations, Farm Bureau, and the Grange. Group "A" reported committee responsibilities in the Farm Bureau. Group "B" reported committee assignments

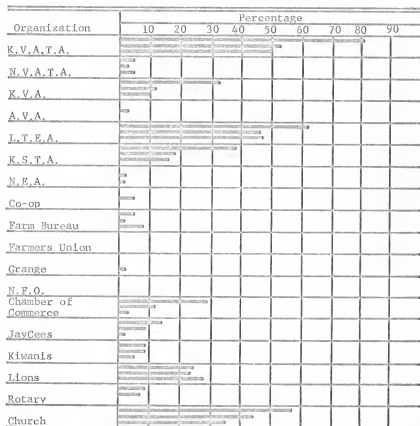


Fig. 3.--Group comparison of Kansas vocational agriculture teachers who served selected organizations as committee members. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

in the Cooperative Associations and Farm Bureau. Group "C" reported committee responsibilities in the Farm Bureau and Grange.

Committee responsibilities were reportedly higher for the three groups in civic organizations. Group "A" reported the most committee responsibilities in every civic organization except in the Lions Clubs. Group "C" reported the least committee assignments in the organizations except in the Lions Clubs where they reported the highest percentage of the three groups.

Group "A" reported the highest committee responsibilities in church organizations. They were followed by group "B" and "C" respectively.

Organizational Committee Chairman.--Kansas vocational agriculture teachers reported they served thirteen selected organizations as committee chairman. The largest percentage of committee chairman responsibilities were in the Kansas Vocational Agricultural Teachers Association, Local Teacher Education Associations, and church organizations.

The numbers and percentages of vocational agriculture teachers who served selected organizations as committee members were placed into Table VI (Appendix). Figure 4 shows the percentage and comparison of teachers who served selected organizations as committee chairman.

Group "A" reported the largest number of committee chairman responsibilities in professional organizations.

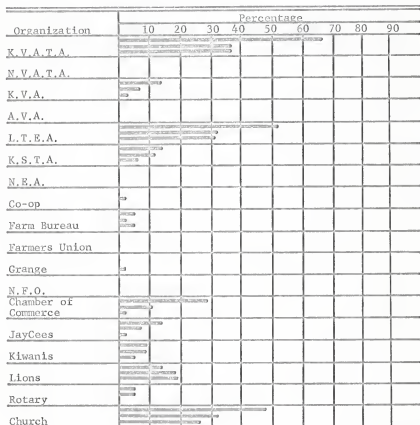


Fig. 4.--Group comparison of Kansas vocational agriculture Teachers who served selected organizations as committee chairman. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

Group "B" consistently reported more chairmen than group "C" except in the Kansas Vocational Agricultural Teachers Association where the two groups reported the same percentage.

Group "A" reported 5 per cent committee chairmanship in the Farm Bureau for rural organizations. Group "B" reported members served as chairman in the Cooperative Associations and Farm Bureau. Group "C" reported its members served as chairman of committees in the Farm Bureau and Grange.

Vocational agriculture teachers reported committee chairmanship in each of the civic organizations. Group "A" reported the highest number in all organizations. It reported the lowest of the groups in the Lions Clubs and the same number as group "B" in the Kiwanis and Rotary Clubs.

Group "A" reported the most committee chairmanships in church organizations. They reported 48 per cent of their members had served as chairman. Group "B" reported 32 per cent and group "C" reported 26 per cent.

Attendance of Conventions.--Kansas vocational agriculture teachers reported they attended conventions of fifteen of the selected organizations. The largest percentage reported they attended the conventions of the Kansas Vocational Agricultural Teachers Association, Kansas State Teachers Association, and the Kansas Vocational Association.

The numbers and percentages of vocational agriculture teachers who attended conventions of the selected organizations were placed into Table VII (Appendix). Figure 5 shows the

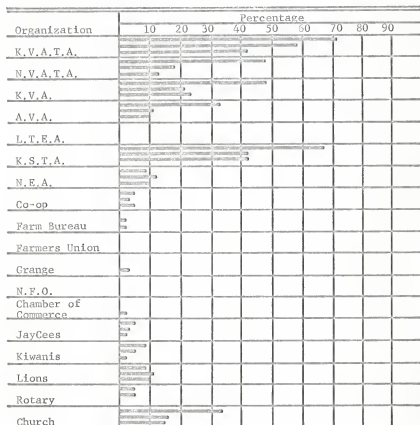


Fig. 5.--Group comparison of Kansas vocational agriculture teachers who attended conventions as members of selected organizations. Teachers in group "A" are illustrated by the top bar, for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

comparison of teachers who attended conventions of the selected organizations.

Group "A" reported the highest percentage of convention attendance in professional organizations. It was exceeded by both groups in the National Education Association convention. Group "B" ranked second to group "A" in professional organizations except in the National Education Association where it outranked the other groups and in the Kansas Vocational Association where it reported the least convention attendance.

The groups reported attending three rural organization conventions.

Group "A" had members attending the Cooperative Association conventions. Group "B" members attended the conventions of the cooperative Associations and Farm Bureau. Members of group "C" reported attendance of all three organization conventions.

Vocational agriculture teachers reported attending all civic organization conventions. Groups "A" and "B" indicated they had no members attending the Chamber of Commerce convention. Group "C" reported they had no members attending the Rotary convention.

Thirty-five per cent of the members in group "A" reported they had attended church conventions. Group "B" reported 16 per cent attendance. Fifteen per cent of group "C" reported they had attended church conventions.

Convention Delegates.--Kansas vocational agriculture

teachers reported they served as official delegates for twelve of the selected organizations. The largest percentage reported they served as convention delegates for the Kansas Vocational Association and the Kansas State Teachers Association.

The numbers and percentages of vocational agriculture teachers who served as official convention delegates for the selected organizations were placed into Table VIII (Appendix). Figure 6 shows the percentage and comparison of teachers who served as official delegates for the selected organizations.

Group "A" reported the highest percentage of official delegates attending each of the professional organizational conventions, except for the National Education Association. Group "B" reported the highest percentage for that organization.

Group "C" was the only group reporting members had served as official delegates to rural organizations. They reported three per cent of their group attended both the Cooperative Association and Grange conventions as official delegates.

Although vocational agriculture teachers served as official delegates for the civic organization, all groups did not have representation in that capacity. Only group "B" had members reporting official delegate responsibilities at each organizational convention. Group "A" did not have delegates at the Chamber of Commerce, JayCees, or Rotary conventions.

Each of the three groups reported members had served as official delegates to church conventions. Group "A"

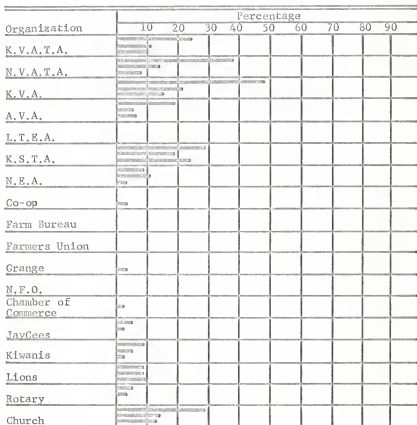


Fig. 6.--Group comparison of Kansas vocational agriculture teachers who served as official delegates to conventions of selected organizations. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

reported 29 per cent of its members had served as delegates for the church. Groups "B" and "C" reported 14 per cent and 13 per cent, respectively, had served as official delegates to church conventions.

Roles of Leadership and Responsibilities.--Table I summarized the numbers and percentages of membership of vocational agriculture teachers by groups. Those groups were the professional, rural, civic, and church organizations. Figure 7 compared the three groups of vocational agriculture teachers on a bar graph by percentages.

The highest total membership was reported in professional groups where 97.1 per cent of the Kansas vocational agriculture teachers reported membership. Group "C" reported 98 per cent of its members belonged to professional organizations. Group "B" reported 97 per cent membership and group "A" reported 95 per cent.

The church organizations indicated a total membership of 82.1 per cent. Group "A" reported 95 per cent of its group were members of church organizations. Group "B" reported 82 per cent and 77 per cent was reported for group "C".

In rural organizations, group "A" reported 24.8 per cent of the group as members. Group "B" reported 12.4 per cent and group "C" reported 13.6 per cent. The total membership percentage for rural organizations was 22.27 per cent.

A mean of 18.7 per cent of the teachers reportedly held membership in civic organizations. The members of group "A"

TABLE I

SUMMARY OF KANSAS VOCATIONAL AGRICULTURE TEACHERS AS MEMBERS OF ORGANIZATIONAL GROUPS

Organizations	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Professional	20	95.0	55	97.0	61.0	98	136	97.1
Rural	5.2	24.8	12.4	20.0	13.6	22.0	31.2	22.27
Civic	4.6	21.6	9.8	17.2	11.0	17.8	25.4	18.7
Church	20	95.0	47	82.0	48	77.0	115	82.1
Group Total	11.6	55.1	29.9	52.6	33.3	53.4	24.9	53.7

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

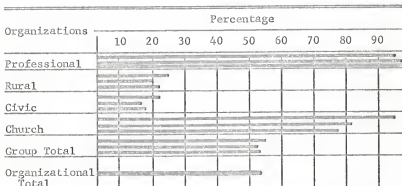


Fig. 7.--Summary of the comparison of the groups of Kansas vocational agriculture teachers who were members of organizational groups. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

reported 21.6 per cent, group "B" reported 17.2 per cent, and group "C" reported 17.8 per cent membership.

The membership for all groups of Kansas vocational agriculture teachers for all eighteen organizations was 53.7 per cent. The teachers in group "A" reported 55.1 per cent for all organizations. Group "B" reported 52.6 per cent membership and group "C" indicated a membership of 53.4 per cent.

Table II summarizes the number and percentage of the leadership role and responsibilities of the groups of Kansas vocational agriculture teachers, by organizational groups. Figure 8 compares the three groups of teachers on a bar graph by percentages.

The highest leadership roles and responsibilities were reported in the professional groups where 19.4 per cent of the teachers reported leadership responsibilities. Group "A" reported 27.6 per cent of its group indicated leadership responsibilities. Group "B" reported 16.2 per cent and group "C" reported 14.3 per cent.

Only 0.7 per cent of the total vocational agriculture teachers reported leadership responsibilities in rural organizations. Group "C" reported 1.2 per cent, group "B" indicated 0.5 per cent, and group "A" reported 0.4 per cent leadership responsibilities.

The teachers reported 5.5 per cent of their members had leadership responsibilities in civic organizations. Group "A" reported 7.8 per cent of its group indicated a role

TABLE II

SUMMARY OF KANSAS VOCATIONAL AGRICULTURE TEACHERS INDICATING
THEIR LEADERSHIP ROLES AND RESPONSIBILITIES IN
ORGANIZATIONAL GROUPS

Organizations	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Professional	5.8	27.6	9.2	16.2	8.8	14.3	7.9	19.4
Rural	0.1	0.4	0.3	0.5	0.7	1.2	0.4	0.7
Civic	1.7	7.8	3.2	5.5	2.1	3.3	2.3	5.5
Church	8.8	42.0	14.0	29.0	14.0	26.6	12.3	32.5
Group Total	2.7	13.0	4.7	8.2	4.4	7.1	3.9	9.4

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

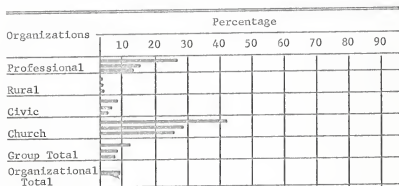


Fig. 8.--Summary of the comparison of the groups of Kansas vocational agriculture teachers on their leadership roles and responsibilities in organizational groups. Teachers in group "A" are illustrated by the top bar for each organization. Group "B" is the center bar. Group "C" is the bottom bar.

of leadership in civic organizations. Group "B" reported 5.5 per cent and group "C" indicated 3.3 per cent.

The highest percentage of leadership responsibilities for all Kansas teachers were reported in church organizations. Reports indicated 32.5 per cent of the vocational agriculture teachers held leadership positions and responsibilities in those organizations. Group "A" reported 42 per cent of its group held leadership responsibilities, group "B" indicated 29 per cent, and group "C" reported 26.6 per cent.

The mean percentage for the leadership role and responsibilities for all Kansas vocational agriculture teachers showed 9.4 per cent were responsible for various phases of leadership roles in the eighteen selected organizations. Group "A" indicated 13 per cent of their group held roles of leadership and responsibilities. Group "B" reported 8.2 per cent. Group "C" reported 7.1 per cent of their group indicated leadership roles and responsibilities in the eighteen selected organizations.

CHAPTER V

LEADERSHIP ROLES AND RESPONSIBILITIES OF VOCATIONAL AGRICULTURE TEACHERS IN PROFESSIONAL AND COMMUNITY ORGANIZATIONS

The purpose of the study was to survey the relationship between the leadership roles of the Kansas vocational agriculture teachers as advisers to the local chapters of Future Farmers of America and their leadership roles as members in selected professional, civic, rural, and church organizations. The objective was to survey the membership organizational responsibilities and the leadership role of the teachers, grouped according to the Future Farmers of America chapter achievements, to find their leadership role in selected organizations and to compare the leadership responsibilities of the groups.

The vocational agriculture teachers were divided into three groups, according to the Future Farmers of America chapters' participation and rank in the Kansas Better Chapter contest during the years 1965-67. Group "A" consisted of twenty-one teachers whose chapters had received the Gold Emblem award. Group "B" included fifty-seven teachers whose

Future Farmers of America chapters entered the Kansas Better Chapter contest and had received either the Standard or Superior award. The third group, "C", included sixty-two teachers whose Future Farmers of America chapters did not enter the Better Chapter contest during those three years. The three groups included 78 per cent of the vocational agriculture teachers employed in Kansas for 1967-68.

The questionnaires were mailed to 140 selected Kansas teachers. After one follow-up mailing, 97 per cent of the teachers had returned their completed survey forms. The participants identified their organizational membership, constitutional offices, committee membership, committee chairmanship, attendance of organizational conventions, and their attendance of conventions as official delegates. The information was requested for each of the eighteen selected professional, rural, civic, and church organizations.

The data was summarized for each group, for each organization, and for each area indicating the leadership roles and responsibilities of the respondent. The data was summarized and written in tabular form. Each of the groups were compared for their membership and leadership roles and responsibilities for each organization. This information was presented in bar graphs. The organizations were grouped into four areas-- professional, rural, civic, and church organizations. A mean was determined for each group of teachers and totaled for the Kansas vocational agriculture teachers to find the percentage

of membership and leadership responsibility for each group of organizations. That information was placed into tables and illustrated by bar graphs.

All groups of Kansas vocational agriculture teachers reported membership in the selected organizations. The membership in professional organizations for the combined groups was 97.1 per cent. It was 22.27 per cent in rural organizations, 18.7 per cent in civic organizations, and 82.1 per cent in church organizations. Group "A" reported the highest percentage of membership in rural, civic, and church organizations. Group "C" reported the highest membership percentage in professional organizations.

The groups indicated teachers of vocational agriculture had assumed responsible roles of leadership in all organizations. The responsibility mean for the combined professional organizations was 19.4 per cent. It was 0.7 per cent in rural organizations, 5.5 per cent in civic organizations, and 32.5 per cent in church organizations. Group "A" reported the highest percentage of responsibilities in professional, civic, and church organizations. Group "B" reported the highest percentage of responsibilities in rural organizations.

The findings indicated the vocational agriculture teachers in group "A" had the highest percentage in both membership and leadership responsibilities for the eighteen organizations in the survey. Their membership percentage was 55.1 per cent, group "B" had 52.6 per cent and group "C" had 53.4 per cent. The percentage of group "A" in their role of

leadership responsibilities in the eighteen organizations was 13.0 per cent, group "B" was 8.2 per cent and group "C" was 7.1 per cent.

There were three conclusions set forth from the data presented by the study.

1. The Kansas vocational agriculture teachers advising Future Farmers of America chapters awarded the Gold Emblem rating assumed more leadership responsibilities in the organizations than did teachers in the other groups.

2. Those vocational agriculture teachers whose chapters entered the Better Chapter contest and were awarded the Standard or Superior award assumed more leadership responsibilities in organizations than did teachers in group "C".

3. Those teachers whose Future Farmers of America chapters had not participated in the Better Chapter contest belonged to more organizations than did teachers in group "B".

One recommendation was made, based upon the findings of the survey. Vocational agriculture teachers in the State of Kansas should join rural organizations in their community and assume leadership responsibilities in those organizations.

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APPENDIX

Russell High School
Vocational Agriculture Department
Russell, Kansas 67665

February 23, 1968

Dear Fellow Worker,

I am a candidate for the Master of Science degree in agricultural education at Kansas State University. In partial fulfillment of the requirements for the degree, it is necessary that I complete a research problem.

I have selected a problem, "The Leadership Role of The Vocational Agriculture Teacher." I am gathering data for the report by mailing survey forms to selected vocational agriculture teachers in Kansas. I solicit your cooperation in the accumulation of the data.

I am enclosing one survey form and one self-addressed envelope which has been pre-stamped to be used for returning the completed form. I ask that you identify the organization(s) in which you have held or are currently holding membership and indicate your leadership role(s).

Since the survey form is being mailed to a selected group, it is necessary to code each form. This will be vital where a follow-up letter is necessary after no reply has been received within a reasonable length of time. I assure you all information will be kept in strict confidence in regard to its source.

I sincerely hope you will complete the form and return it immediately. Follow-up letters will be mailed within two weeks to those persons who have not returned the form.

Thanking you for your cooperation and looking forward to receiving your completed survey form, I am

Sincerely yours,

Samuel Stenzel,
Instructor

ROLE OF LEADERSHIP OF THE VOCATIONAL AGRICULTURE TEACHER

Survey Form: ____ .

I. GENERAL INFORMATION: Circle, check, or complete parts A, B, and C as they apply to your status.

A. College Degree: B. Size of Town: C. Other Information:

___ Bachelor of Science ___ Under 2,500 ___ No. Years Taught

___ Master of Science ___ 2,500-5,000 ___ Years Same School

___ Hours Beyond Degree ___ Over 5,000 ___ Size of School

II. PROFESSIONAL ORGANIZATION RESPONSIBILITIES: Indicate whether you are or have been a member of these organizations and indicate your role of leadership in each by marking each blank with a "x". Example: Member - x; Officer - x.

Organization	Organization		Committee		Convention	
	Member	Officer	Member	Chairman	Attended	Delegate
<u>K.V.A.T.A.</u>						
<u>N.V.A.T.A.</u>						
<u>K.V.A.</u>						
<u>A.V.A.</u>						
<u>L.T.E.A.</u>						
<u>K.S.T.A.</u>						
<u>N.E.A.</u>						
<u>Other:</u>						

III. RURAL AND CIVIC ORGANIZATION RESPONSIBILITIES: Indicate whether you are or have been a member of these organizations and indicate your role of leadership in each by marking each blank with a "x". Example: Member - x; Officer - x.

Organization	Organization		Committee		Convention	
	Member	Officer	Member	Chairman	Attended	Delegate
<u>Co-op Association</u>						
<u>Farm Bureau</u>						
<u>Farmers Union</u>						
<u>Grange</u>						
<u>N. F. O.</u>						
<u>Other:</u>						
<u>Chamber of Commerce</u>						
<u>JayCees</u>						
<u>Kiwanis</u>						
<u>Lions</u>						
<u>Rotary</u>						
<u>Church</u>						
<u>Other</u>						

Russell High School
Vocational Agriculture Department
Russell, Kansas 67665

March 9, 1968

Dear Fellow Teacher,

On February 23 I mailed survey forms to a select group of vocational agriculture teachers in Kansas to gather data for my research problem at Kansas State University.

I was elated because I received over 90% of the forms by return mail. However, in checking the records, I find the form I had mailed to you has not been received.

I am enclosing another survey form and a stamped, self-addressed envelope. Would you please complete the form and return it to me by return mail? I appreciate your efforts on my behalf.

Looking forward to receiving the completed survey form at an early date and thanking you for your cooperation, I remain

Sincerely yours,

Samuel Stenzel,
Instructor

TABLE III

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO WERE
MEMBERS OF SELECTED ORGANIZATIONS

Organization	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	21	100	53	93	62	100	136	97.1
N.V.A.T.A.	21	100	55	97	62	100	138	98.6
K.V.A.	21	100	53	93	62	100	136	97.1
A.V.A.	21	100	56	98	62	100	139	99.3
L.T.E.A.	19	91	54	95	62	100	135	96.4
K.S.T.A.	20	95	57	100	62	100	139	99.3
N.E.A.	17	81	51	90	56	90	124	87.9
Co-op	10	48	21	37	27	44	53	41.4
Farm Bureau	13	62	30	53	37	59	80	57.1
Farmers Union	1	5	4	7	1	2	6	4.3
Grange	2	9	2	3	2	3	6	4.3
N.F.O.					1	2	1	0.7
Chamber of Commerce	7	33	7	12	9	15	23	16.4
JayGees	4	19	12	21	5	8	21	15.0
Kiwanis	2	9	6	11	8	13	16	11.4
Lions	7	33	19	33	30	48	56	40.0
Rotary	3	14	5	9	3	5	11	7.9
Church	20	95	47	82	48	77	115	82.1

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

TABLE IV

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO HELD
CONSTITUTIONAL OFFICES IN SELECTED ORGANIZATIONS

Organization	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	9	43	10	18	8	13	27	19.3
N.V.A.T.A.			1	2			1	0.7
K.V.A.	2	9	5	9	3	5	10	7.1
A.V.A.			2	3			2	1.4
L.T.E.A.	9	43	24	42	23	37	56	40.0
K.S.T.A.	1	5	1	2	3	5	5	3.6
N.E.A.								
Co-op					1	2	1	0.7
Farm Bureau					2	3	2	1.4
Farmers Union								
Grange			1	2	2	3	3	2.1
N.F.O.								
Chamber of Commerce	4	19	2	3	3	5	9	6.4
JayCees	1	5	2	3	1	2	4	2.9
Kiwanis	2	9	3	5	2	3	7	5.0
Lions	4	19	13	23	12	19	29	20.7
Rotary	2	9	3	5	1	2	6	4.3
Church	9	43	22	39	27	44	58	41.4

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

TABLE V

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO SERVED
SELECTED ORGANIZATIONS AS
COMMITTEE MEMBERS

Organization	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	17	81	30	53	31	50	78	55.7
N.V.A.T.A.	1	5	2	3	3	5	6	4.3
K.V.A.	7	33	7	12	6	10	20	14.3
A.V.A.			2	3			2	1.4
L.T.E.A.	13	62	26	46	29	47	68	48.6
K.S.T.A.	8	38	10	18	10	16	28	20.0
N.E.A.			1	2	1	2	2	1.4
Co-op			3	5			3	2.1
Farm Bureau	1	5	1	2	5	8	7	5.0
Farmers Union								
Grange					1	2	1	0.7
N.F.O.								
Chamber of Commerce	6	29	7	12	2	3	15	10.7
JayCees	3	14	5	9	1	2	9	6.4
Kiwanis	2	9	5	9	3	5	10	7.1
Lions	5	24	13	23	17	27	35	25.0
Rotary	2	9	4	7			6	4.3
Church	12	57	25	44	22	35	59	42.1

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

TABLE VI

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO SERVED
SELECTED ORGANIZATIONS AS COMMITTEE CHAIRMAN

Organization	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	14	67	21	37	23	37	58	41.4
N.V.A.T.A.								
K.V.A.	3	14	4	7	2	3	9	6.4
A.V.A.								
L.T.E.A.	11	52	18	32	19	31	48	34.3
K.S.T.A.	3	14	7	12	4	6	14	10.0
N.E.A.								
Co-op			1	2			1	0.7
Farm Bureau	1	5	1	2	3	5	5	3.6
Farmers Union								
Crange					1	2	1	0.7
N.F.O.								
Chamber of Commerce	6	29	6	11	1	2	13	9.3
JayCees	3	14	4	7	1	2	8	5.7
Kiwanis	2	9	5	9	3	5	10	7.1
Lions	3	14	10	18	12	19	25	17.9
Rotary	1	5	3	5			4	2.9
Church	10	48	18	32	16	26	44	31.4

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

TABLE VII

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO ATTENDED
CONVENTIONS AS MEMBERS OF SELECTED ORGANIZATIONS

Organization	Group ^a A ¹ a		Group ^b B ¹ b		Group ^c C ¹ c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	15	71	27	47	26	42	68	48.6
N.V.A.T.A.	10	48	10	18	8	13	28	20.0
K.V.A.	10	48	12	21	14	23	36	25.7
A.V.A.	7	33	6	11	6	10	19	13.6
L.T.E.A.								
K.S.T.A.	14	67	24	42	26	42	64	45.7
N.E.A.	2	9	7	12	6	10	15	10.7
Co-op	1	5	2	3	3	5	6	4.3
Farm Bureau			1	2	1	2	2	1.4
Farmers Union								
Grange					2	3	2	1.4
N.F.O.								
Chamber of Commerce					1	2	1	0.7
JayCees	1	5	2	3	1	2	4	2.9
Kiwanis	2	9	3	5	1	2	6	4.3
Lions	2	9	6	11	6	10	14	10.0
Rotary	1	5	3	5			4	2.9
Church	7	33	9	16	9	15	25	17.9

^aVocational agriculture teachers to Gold Emblem award chapters of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational Agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

TABLE VIII

KANSAS VOCATIONAL AGRICULTURE TEACHERS WHO SERVED AS
OFFICIAL DELEGATES TO CONVENTIONS OF
SELECTED ORGANIZATIONS

Organization	Group "A" ^a		Group "B" ^b		Group "C" ^c		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
K.V.A.T.A.	5	24	6	11	6	10	17	12.1
N.V.A.T.A.	8	38	8	14	5	8	21	15.0
K.V.A.	10	48	12	21	9	15	31	22.1
A.V.A.	4	19	3	5	4	6	11	7.9
L.T.E.A.								
K.S.T.A.	6	29	11	19	14	23	31	22.1
N.E.A.	2	9	6	11	2	3	10	7.1
Co-op					2	3	2	1.4
Farm Bureau								
Farmers Union								
Grange					2	3	2	1.4
N.F.O.								
Chamber of Commerce			1	2			1	0.7
JayCees	1	5	1	2			2	1.4
Kiwanis	2	9	3	5	1	2	6	4.3
Lions	2	9	5	9	6	10	13	9.3
Rotary	1	5	2	3			3	2.1
Church	6	29	8	14	8	13	22	15.7

^aVocational agriculture teachers to Gold Emblem award chapter of Future Farmers of America.

^bVocational agriculture teachers to Standard or Superior award chapters of Future Farmers of America.

^cVocational agriculture teachers whose Future Farmers of America chapters did not enter the Kansas Better Chapter contest.

THE LEADERSHIP ROLE OF THE VOCATIONAL AGRICULTURE TEACHER:
A STUDY OF HIS PARTICIPATION AND RESPONSIBILITIES
IN PROFESSIONAL AND COMMUNITY ORGANIZATIONS

by

SAMUEL STENZEL

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The purpose of the study was to survey the relationship between the leadership roles of the vocational agriculture teachers as advisers to the local Future Farmers of America chapters and their leadership roles as members in selected professional, civic, rural, and church organizations.

The objective of this study was to survey the membership, organizational responsibility, and the leadership role of vocational agriculture teachers grouped according to Future Farmers of America chapter achievements and find their leadership role in selected organizations to compare leadership responsibilities between the three groups.

The Kansas teachers of vocational agriculture were divided into three groups, according to their participation and rank in the Kansas Better Chapter contest for the years 1965-67. Group "A" consisted of the 21 vocational agriculture teachers whose Future Farmers of America chapters had been awarded the Gold Emblem. Group "B" was composed of the 57 Future Farmers of America chapter teachers whose chapters had been awarded the Standard or Superior rating. Those 62 Kansas vocational agriculture teachers whose chapters had not entered the Better Chapter contest were placed into group "C".

A survey form was mailed to a selected sample of 78 per cent of the vocational agriculture teachers in Kansas with an instruction letter. A second letter and survey form were mailed two weeks later to all persons not responding to the original mailing. Ninety-seven per cent responded to the two mailings.

The participants were asked to identify their membership, leadership responsibilities, and their attendance of conventions in eighteen professional, civic, rural, and church organizations.

The data was summarized and presented in tabular form. Each table corresponded to one of the six areas of leadership responsibility--organizational membership, constitutional offices, committee membership, committee chairman, convention attendance, and service as official delegates to conventions. Both the numbers and percentages of participation were recorded. The information was tabulated for each group and for the State of Kansas.

To formulate the relationship between the leadership responsibility roles of the three groups, the data was placed into bar graphs to indicate the degree of participation by each group. Each group was placed on each of the six graphs according to their leadership role in each organization.

All three groups of Kansas vocational agriculture teachers reported membership in the selected organizations. The membership mean in professional organizations for the combined groups was 97.1 per cent. It was 22.27 per cent in rural organizations, 18.7 per cent in civic organizations, and 82.1 per cent in church organizations. Group "A" reported the highest mean percentage of membership in rural, civic, and church organizations. Group "C" reported the highest mean membership percentage in professional organizations.

The groups indicated teachers of vocational agriculture

had assumed responsible roles of leadership in the organizations. The responsibility mean for the combined professional organizations was 19.4 per cent. It was 0.7 per cent in rural organizations, 5.5 per cent in civic organizations, and 32.5 per cent in church organizations. Group "A" reported the highest mean percentage of responsibilities in professional, civic, and church organizations. Group "B" reported the highest mean percentage of responsibilities in rural organizations.

The findings indicated the vocational agriculture teachers in group "A" had the highest mean percentage in both membership and leadership responsibilities for all the organizations in the survey. Their membership mean percentage was 55.1, group "B" had 52.6 per cent and group "C" had 53.4 per cent. The mean percentage of group "A" in their role in leadership responsibilities in all organizations was 13.0, group "B" was 8.2 per cent and group "C" was 7.1 per cent.

Three conclusions were set forth from the data presented by the study.

1. The Kansas vocational agriculture teachers advising Future Farmers of America chapters awarded the Gold Emblem rating assumed more leadership responsibilities in those organizations than did teachers in the other groups.

2. Those vocational agriculture teachers whose chapters entered the Better Chapter contest and were awarded the Standard or Superior award assumed more leadership responsibilities in organizations than did teachers in group "C".

3. Those teachers whose Future Farmers of America chapters have not participated in the Better Chapter contest belonged to more organizations than did teachers in group "B".

One recommendation was made, based upon the findings of the survey. Vocational agriculture teachers in the State of Kansas should join rural organizations in their community and assume more leadership responsibility in those organizations.