

A STUDY TO DETERMINE THE RELATIONSHIP OF
SELECTED FACTORS ON FFA MEMBERSHIP
OF VOCATIONAL AGRICULTURE STUDENTS

by

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CHAPTER I

THE PROBLEM

INTRODUCTION

Methods and techniques in education are continually undergoing change. With education being a vital part of every society, it has by necessity had to change to continue to meet the needs of as many youth as possible. More specialized instruction in all areas of education exemplifies one of the many ways of educational advancement. However, the change and advancement in education has not always been rapid, which is evident by the high drop-out rate that continues among high school youth today.

Education can be compared to a tree with numerous branches. The branch that has advanced much over the past years is occupational education. Since occupational education is basically student centered and highly promotes individualized instruction, this type of instruction is characterized by Jones (11) as having "a major responsibility for helping develop and protect the individuality of each student."

The concepts of vocational agriculture have greatly changed during recent years. Production agriculture is continually changing to meet the needs of vocational agriculture students. Along with production agriculture,

vocational agriculture departments are providing students an opportunity to study agricultural mechanics, agricultural products, agricultural resources, agricultural sales service, ornamental horticulture and forestry.

Welton (22) stated "with a broadening of vocational agriculture course offerings, the Future Farmers of America has become cognizant of the need to re-examine and re-evaluate the nature and effectiveness of the FFA program on the local, state and national levels."

The numerous changes that have occurred in vocational agriculture and the FFA were revealed in a speech delivered by President Nixon at the 1968 National FFA Convention. The President indicated that the FFA has become a tool to strengthen the program of instruction and practical experience for students of vocational agriculture.

A major area that a large amount of emphasis has been placed upon in occupational education is individual leadership development. One of the finest ways to help youth individually develop leadership and responsibility is through involvement in vocational youth organizations such as the Future Farmers of America (FFA), Future Homemakers of America (FHA), Distributive Education Clubs of America (DECA), and Vocational Industrial Clubs of America (VICA).

In the 1978 Official FFA Manual (16), "The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship." Other specific purposes for

the organization as stated in the manual are:

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

With such important objectives and goals for the FFA, it is difficult to visualize why every vocational agriculture student did not join the FFA. Welton (19) stated:

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

Bender (22) stated:

Undoubtedly the "gap" between membership in FFA and numbers enrolled in vocational agriculture has been due to the fact that the FFA has not broadened its activities and mode of operation consistent with the developments that have been prompted by the vocational acts of 1963 and 1968.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the relationships of selected factors on FFA membership. Comparisons were made to determine the differences between vocational agriculture students who were and those who were not FFA members.

Specific objectives of the study compared the relationships of the home environment, community support, high school attitude and support, student attitude, advisor attitude and support, chapter attitude and FFA activities for these vocational agriculture students who were and who were not FFA members.

LIMITATIONS

This study was limited to the factors included in the questionnaire used in this study. The research was limited to two randomly selected vocational agriculture departments from each of the seven districts within the State of Kansas. The review of literature was limited to the period from 1962 to 1978. It was during this time period that enrollments

in vocational agriculture climbed while the membership in FFA remained constant.

DEFINITION OF TERMS

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

FFA Districts:

There are seven vocational agriculture districts in Kansas that also apply to FFA chapters across the state. They are:

Northeast: Northwest; North Central; East Central;

Southeast: Southwest; and South Central.

FFA Member:

A student currently enrolled in a vocational agriculture class that has paid dues to become an active FFA member.

Future Farmers of America:

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

Guardian's Occupation:

The occupation of the person legally responsible for the respondent.

Non-FFA Member:

A student currently enrolled in a vocational agriculture class that has not paid dues to become an active member of the FFA.

Occupational Education:

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

Program of Activities:

An outline of activities covering a definite period which include specific goals, ways and means for achieving the goals, and an adequate provision for checking on the accomplishments of the goals.

State and National Chapter Award Program:

An application submitted by FFA chapters, summarizing the years' activities. The top ten percent of the chapters in each state are rated in the gold emblem division, and the top ten percent of the chapters rated superior are entered in national competition to be ranked national gold, silver, or bronze.

Supervised Occupational Experience Program:

Practical agriculture activities of educational value conducted by pupils outside of class for which systematic instruction and supervision are provided by teachers, parents and employers.

Vocational Agriculture:

Education designed to develop skills in agriculture to prepare them for the world of work.

Vocational Agriculture Instructor:

An individual educating high school students in vocational agriculture and advising students affiliated with the FFA organization.

Vocational Agriculture Record Book:

Where the records of a student's supervised occupational experience program are recorded and analyzed for efficiency.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

The Educational Index and the Educational Resources of Information Center (ERIC) of Farrell Library were the two most important sources of research information. Numerous studies from agricultural education staffs across the nation were located, plus several dissertations and theses that dealt with Vocational Youth Organizations, leadership development, and other areas pertaining directly to the FFA. The Agricultural Education Magazine was a third valuable source of information. Other sources of information used included the Official 1978 FFA Manual, unpublished Master's Reports, and a variety of other relating books.

The review of literature cited covered several areas relating to FFA activities, supervised occupational experience, leadership development, Vocational Youth Organizations, and results from prior research studies. Since the

FFA membership entails all of these areas, the writer felt it was necessary to include comments from all areas in an event to obtain as broad a picture as possible of the existing problem.

In Benders (4) book on FFA he stated:

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

With these thoughts in mind, a few years later, Kanter (12) stated that, "the FFA has been one of the most significant developments in the history of vocational agriculture. The FFA has enriched the program of instruction and developed interest and pride in agriculture on the part of the students."

Kanter and Bender (12) stated, in another study, that the aim and purposes of the FFA have been without change since the inception of the FFA in 1928. Although they were undoubtedly appropriate at that time, some are restricting to the broadened program of vocational agriculture today. Kanter proposed that a new primary purpose of the FFA should be to vitalize and enrich the instructional program of vocational agriculture. Specific purposes of the organization would be to develop desirable interests, attitudes and abilities in members to:

1. Strengthen the confidence of members in themselves and in their work.
2. Foster community service, citizenship, and patriotism.

3. Develop agricultural leadership.
4. Improve the home and home environment.
5. Recognize the vital role of agriculture in society.
6. Make continuous personal and vocational growth.
7. Develop co-operation, brotherhood, and international goodwill.
8. Conserve human and natural resources.
9. Improve scholarship.
10. Make effective use of leisure time.
11. Choose and prepare for an agricultural occupation.

The results of this study indicated that the most important purpose of the FFA was to strengthen the confidence of members in themselves and in their work.

The development of youth organizations has been one of the most significant accomplishments in vocational education. Bender (3) pointed out in a professional publication the importance of this proposed primary purpose of the FFA and explained its relationship to all vocational youth organizations including FFA, FHA, DECA and VICA. Youth organizations have made learning in vocational education more attractive, and much easier to students. Bender (3) stated, "One of the basic needs of man is a sense of belonging as a part of something that is bigger than ourselves." Youth need to feel they are accepted of something bigger than themselves. Youth organizations aid greatly in providing this security

to students in vocational education. Bender went on to state that an effective program of activities is basic. The program of activities needs to be dynamic, well planned and conducted. Five basic principles involved in an effective program of activities as stated by Bender include:

1. The program of activities is interesting.
2. The program is well balanced.
3. The program is large enough to involve and challenge all members.
4. The activities are consistent with the objective of the youth organization, school and community.
5. The program is adequately financed.

All five points are important in developing a challenging and adequate program of activities however Bender (3) stated "all youth should be involved in the planning as well as conducting of the activities in order to make it appealing to all members."

Enrollment in vocational agriculture continues to increase each year, however the percentage of students in vocational agriculture who become members of the FFA has declined. In the state of Kansas approximately 83 percent of vocational agriculture students joined the FFA in 1978. The fact that 1450 students of vocational agriculture have not affiliated with the FFA in Kansas is an indication not all students are identifying with the organization. In order for the FFA to continue to be a viable youth organization, steps must be taken to narrow this membership gap.

Welton (22), in his comprehensive study of the current FFA membership gap existing arrived at conclusions similar to Bender (3). Welton's recommendations for developing an effective FFA program was to increase participation by lower socio-economic students. To accomplish this he suggested that projects and activities must (1) be of interest to students, (2) require minimum financial resources, and (3) help students develop self confidence and a feeling of achievement.

It was also recommended by Welton (22), that training programs for agriculture instructors (also all vocational) should incorporate both in and pre-service information on social, cultural and economic characteristics of urban and rural lower socio-economic families. Commitment and concern for these students must be developed.

In the July 1971 issue of The Agricultural Education Magazine, Welton (19) stated that activities of the chapter should appeal to all students regardless of their background; consideration should be given to students interests, needs and limitations.

A key to increased student participation appears to be active student involvement in: (1) the planning of chapter activities; (2) leadership positions; and (3) committee responsibility.

In Welton's (22) nationwide study he found that 53 percent of all members sampled indicated that the major improvement needed in the FFA was more appropriate activities that

would interest all members. The second most desirable improvement needed was that of possessing more interested members, which was indicated by 43 percent of all members sampled.

According to Welton (20) the national FFA organization first became aware of its serious membership gap in the 1960's when consideration was focused on the non-farm background of many students who were enrolling in vocational agriculture.

A few years later Welton (21) stated that usually chapters with a high percentage of vocational agriculture students who are FFA members have a high degree of actively participating members in FFA activities. However "high membership percentage in a chapter is not necessarily a prerequisite for increased membership participation." Efforts to bring more vocational agriculture students into the organization should not be de-emphasized. Efforts need to be strengthened to explore new methods, and techniques of placing and keeping more members in the mainstream of FFA activities.

Lawrence and Bean (13) found that a variety of factors tended to cause students to drop vocational agriculture such as: (1) a poorly developed supervised occupational experience program; (2) amount of income earned from supervised occupational experience programs; (3) number of supervisory visits of supervised occupational experience program; (4) influence of joining and actively participating in the FFA. The study indicated that a greater number of students might be retained in the vocational agriculture program

if; (1) teachers were to encourage challenging and profitable experience programs; (2) programs were supervised closely; and (3) more involvement in the FFA was stressed by local vocational agriculture instructors. Lawrence and Bean also stated that students whose fathers were farmers, or engaged in an agricultural occupation were more likely to continue to re-enroll in vocational agriculture.

With vocational agriculture activities directly relating to the FFA, it has long been stated that the FFA is an integral part of the vocational agriculture instructional program. Vocational agriculture student involvement in FFA activities has got to begin in the vocational agriculture classroom according to Vaughn (18). He went on to state that student learning about the FFA organization, leadership development activities, livestock and crops judging contests begin in the vocational agriculture classroom. Students that choose not to join the FFA have the opportunity to become knowledgeable in these areas however no area for competition is available. With today's society being highly competitive the FFA offers agricultural youth their first opportunity in many cases to compete in selected events. Vaughn (18) stated that three basic steps should occur to inform students, school, and parents of the importance of FFA participation upon developing students of vocational agriculture; (1) convince school administrators, students and parents that the FFA is truly an intracurricular activity of vocational

agriculture; (2) to accept the fact that classroom and laboratory units on the FFA and its related unit should be taught to every student; and (3) relate as much as possible, FFA contests and awards back to the classroom instructional program. It is the local chapter's responsibility to involve 100 percent of the total membership in all of its activities. By implementing these basics the FFA truly is an intra-curricular activity of vocational agriculture stated Vaughn (18).

Bundy (7) emphasized that good leadership involvement is based on continual involvement of as many members as possible. Current programs must be continually evaluated and new programs created to meet the needs of a rapidly changing scene in agriculture.

Regarding leadership experience, Bender (4) stated:

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

As evident in the results of Welton's (22) study he recommended that chapters provide each member with an opportunity to participate in committee responsibilities. It is recommended that each member be assigned to a committee with the level of responsibility determined by student interest, experience and ability. Every chapter has the capability of providing each member with committee experience. Information received from Welton's (22) study indicated that 72 percent of the members were not involved in officer

activity and 39 percent did not participate in committee work.

Welton (22) also suggested the establishment of multiple FFA chapters. Multiple chapters allowed for ; (1) more extensive participation by a larger percentage; (2) additional leadership positions; and (3) needs of special interests groups to be fulfilled. These chapters would supplement the program of the parent chapter. Welton supported his recommendations from the conclusions drawn from his study, that participation of members at the chapter level increased: (1) as there is a higher opportunity for participation; and (2) a greater opportunity for a higher percentage of the members to become involved in leadership positions.

It is evident that Bundy (7) supports Welton's idea when he stated: "Chapters and advisors need to look for more ways to involvement based on individual skills. Too often the average or below average student seems to become lost in the myriad of activity."

In a recent study by Foster (10) he indicated that not every student enrolled in vocational agriculture is cut out to be a leader. "Students entering vocational agriculture are generally in the adolescent period of 14 to 18 years of age and are constantly undergoing many basic personal and social changes." It is this aspect vocational educators must recognize and take into consideration. Basically these changes are: (1) developmental variation, (2) attitude and value assimilation (3) occupational exploration, and

(4) assuming an adult role. Every vocational agriculture student possesses these changes, some earlier than others, therefore the vocational agriculture instructor must be willing to provide personal attention to all students and work out their own goals to a maximum potential.

As Welton (22) stated in his study personal student achievement in some area of vocational agriculture and the FFA is of great importance to the success of any program.

Byers (8) supports this theory from his study by recommending vocational agriculture instructors to develop a course of study for every class orienting it around appropriate activities available in the FFA throughout the year. Byers emphasizes using the FFA as a tool in the instructional program is an excellent way of promoting membership, and building self esteem within an individual.

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

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

In the Agricultural Education Magazine, Bacharich (1) felt the vocational agriculture instructor should accept only quality workmanship and adapt to the local situation.

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

Kanter (12) concluded his study stating that the broadened concept and program of vocational agriculture made it highly essential that the FFA be likewise broadened. Kanter suggested the following changes be made:

1. The purpose should be changed.
2. The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm agricultural instruction.
3. Girls should be admitted to membership.
4. Some of the proficiency awards should be administered at the local and state levels only.
5. Judging contests should be revised and many of them eliminated on a national basis.
6. Continued consideration should be given to changing the name to a more appropriate title.

Welton (22) found that the influence on deciding to join the FFA came from friends, FFA advisor, FFA members, and relatives in that order. The factors which influenced students to join were: (1) to be able to take part in activities and special events such as fairs, trips and tours; (2) their friends were members; and (3) an opportunity to work with others.

The review of literature covered many segments of FFA activities involved in FFA membership. Of the many factors that influenced a vocational agriculture student to become a member or remain a member of the FFA, the two most important factors seemed to be changing the image of the FFA by re-designing the present aims and purposes of the organization,

and obtaining 100 percent member involvement in designing and implementing the program of activities of the local chapter.

It should be noted however that the percentage decrease in FFA membership may have ceased and that a trend is evident in many places that the percentage of FFA membership may be increasing. For example, in 1977-78 there were 8,673 vocational agriculture students in Kansas and 7,233 FFA members for a percentage of 83.3. In 1978-79 there were 8,165 vocational agriculture students with 7,331 FFA members for a percentage of 90 percent. This is an increase of 6.7 percent for the past two years.

Of the literature reviewed, one doctoral study on the FFA by Welton and studies by Bender and Kanter provided the most substantive information. Although statistics of validity could not be found by the writer, the information obtained from these studies was accepted as the most factual and valid information available. All other articles reviewed were limited to people of professional status and were found in professional journals or theses written by researchers.

CHAPTER III

DESIGN AND PROCEDURE

METHOD

The decline in the percentage of FFA membership has been observed from past records available from the Kansas State Department of Education. Membership records indicated an all time low in the percentage of FFA membership in 1972. Several factors that were believed to be causing this membership decline were observed by the writer. In an effort to determine factors causing the decline in the percentage of FFA membership in Kansas, the writer developed a research instrument. The objective of the instrument was to record the responses of vocational agriculture students in Kansas. All sophomore and senior vocational agriculture students were identified as the target population from which a random sample was selected.

A survey instrument was developed to gather data, and was identified as the Vocational Agriculture Student Questionnaire. The instrument secured information from sophomore and senior vocational agriculture students relating to their FFA participation and their personal, family and social characteristics. Also included were such factors as the percentage of the instructors' time spent on

the FFA, and the encouragement of parents, friends, fellow FFA members, and their local advisor to join the Future Farmers of America.

The questionnaire was designed with the assistance of the faculty members of the Agricultural Education Staff at Kansas State University and members of the Kansas State Board of Vocational Education, Agricultural Education Division. The questionnaire used was constructed, then reconstructed until approved by professionals in Agricultural Education.

POPULATION

The population of the study consisted of randomly selecting two vocational agriculture departments from each of the seven FFA districts in Kansas. Fourteen of the 162 vocational agriculture departments in Kansas participated in the study during the 1978-79 school year. Of the 14 departments selected, two were multiple teacher departments. The number of sophomore and senior students currently enrolled in vocational agriculture was obtained from the Kansas State Board of Vocational Education which resulted in 192 sophomore students, and 112 senior students, that participated in the study.

MEASUREMENT

The responses to the items in the questionnaire were marked on a straight line scale of ten centimeters. The responses were measured according to their location on the

ten centimeter scaled line. Arrangements were made with the Computer Center to have the data analyzed utilizing the center's facilities. The results were analyzed utilizing the one-way analysis of variance measurement technique.

The one-way analysis of variance was used for determining the statistical significance of the responses, based on the mean score for each sub-group for each priority. The purpose of the one-way anova was to determine if there was any significant difference in the distribution of the mean scores of the seven sub-groups. The .05 and .01 level of significance was used in this study to determine whether the observable difference was significantly greater than one might normally expect to occur, by chance, in five or one instances out of one hundred.

CHAPTER IV

FINDINGS

INTRODUCTION

The questionnaire, sent to two vocational agriculture departments in each of the seven districts in Kansas, was designed to obtain information from sophomore and senior students enrolled in vocational agriculture about their views and interests in the FFA organization. From the responses to the questionnaire, each statement was analyzed to identify differences between students who enrolled in vocational agriculture and became affiliated with the FFA and those who were enrolled in vocational agriculture but did not become affiliated with the FFA. Since students benefit by membership in the FFA it seemed practical to use them as one of the population groups in the study. The non-FFA members served as the other population group in the study.

The questionnaire contained 27 items covering areas that could have affected the students decision to become affiliated with the FFA. Information in Table 1 indicated that 304 questionnaires were mailed and that 264 questionnaires were received for an 87 percent return.

TABLE 1

Responses of FFA and Non-FFA Members by District

District	FFA Member		Non-FFA Member		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Southcentral	28	73.7	10	26.3	38	14.4
Southeast	30	85.7	5	14.3	35	13.3
Eastcentral	56	100.	0	0	56	21.2
Northeast	39	100.	0	0	39	14.8
Northcentral	29	85.3	5	14.7	34	12.9
Northwest	23	95.8	1	4.2	24	9.1
Southwest	37	97.4	1	2.6	38	14.4
Total	242	91.7	22	8.3	264	100.0

Data in Table 2 lists the population of sophomore and senior students resulting in 154 sophomore and 109 senior students who returned the questionnaires. One return did not indicate the class standing.

TABLE 2

Respondents by Class

Classification	No.	Pct.
Sophomore	154	58.3
Senior	109	41.3
No Response	1	.4
Total	264	100.0

The 264 returns were scored using a ten centimeter ruler to determine the nature of response to each item for each individual student. Of the 264 respondents in Table 3, 242 were FFA members and 22 were non-members. The two groups, FFA and non-FFA were then established and statistical analysis was made to compare the responses for each statement on the questionnaire. The purpose of the grouping was to determine the reasons non-members were not affiliated with the FFA organization.

TABLE 3
Responses to FFA Membership

Response	No.	Pct.
Yes	242	91.7
No	22	8.3
Total	264	100.0

Date in Table 4 listed the occupational status of the guardians of the students. Of the 264 respondents, 156 of the guardians were directly involved in farming as their major occupation. The agribusiness industry employed 39 guardians and 67 respondents indicated their guardians were employed in occupations not directly related to the agriculture industry. Two did not respond to this particular item in the questionnaire.

TABLE 4
Responses for Guardian's Occupation

Occupation	No.	Pct.
Farmer	156	59.1
Agribusiness	39	14.8
Other	67	25.4
No Response	2	.8
Total	264	100.0

The students who were members of the FFA indicated by their responses on the questionnaire a more positive attitude to each statement in comparison to those students who were non-members. Even though the FFA is included in the vocational agricultural curriculum and taught to both members and non-members, the knowledge of the organization is much greater for those who were members as indicated in Table 5.

TABLE 5

Responses of FFA and Non-FFA Members to Selected Statements Related to FFA Membership

Factors	FFA Member	Mean Score	Standard Deviation	F-Ratio	F Probability																																																												
I feel that my parents (guardian) support of FFA is:	Yes	6.50	2.25	40.48	0.00**																																																												
	no	3.23	2.94			I feel my community involvement and support of FFA activities is:	Yes	6.12	2.27	7.92	0.00**	no	4.59	3.14	I feel the publicity received from the community regarding FFA activities is:	Yes	6.22	2.39	15.38	0.00**	no	4.09	2.93	I feel the cooperation between the FFA and school system is:	Yes	6.05	2.51	6.60	0.01**	no	4.59	3.06	I feel the number of activities the FFA participates in throughout the year is:	Yes	7.02	2.17	10.99	0.00**	no	5.33	2.98	I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**	no	3.04	2.81	I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**
I feel my community involvement and support of FFA activities is:	Yes	6.12	2.27	7.92	0.00**																																																												
	no	4.59	3.14			I feel the publicity received from the community regarding FFA activities is:	Yes	6.22	2.39	15.38	0.00**	no	4.09	2.93	I feel the cooperation between the FFA and school system is:	Yes	6.05	2.51	6.60	0.01**	no	4.59	3.06	I feel the number of activities the FFA participates in throughout the year is:	Yes	7.02	2.17	10.99	0.00**	no	5.33	2.98	I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**	no	3.04	2.81	I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98						
I feel the publicity received from the community regarding FFA activities is:	Yes	6.22	2.39	15.38	0.00**																																																												
	no	4.09	2.93			I feel the cooperation between the FFA and school system is:	Yes	6.05	2.51	6.60	0.01**	no	4.59	3.06	I feel the number of activities the FFA participates in throughout the year is:	Yes	7.02	2.17	10.99	0.00**	no	5.33	2.98	I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**	no	3.04	2.81	I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98															
I feel the cooperation between the FFA and school system is:	Yes	6.05	2.51	6.60	0.01**																																																												
	no	4.59	3.06			I feel the number of activities the FFA participates in throughout the year is:	Yes	7.02	2.17	10.99	0.00**	no	5.33	2.98	I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**	no	3.04	2.81	I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98																								
I feel the number of activities the FFA participates in throughout the year is:	Yes	7.02	2.17	10.99	0.00**																																																												
	no	5.33	2.98			I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**	no	3.04	2.81	I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98																																	
I feel the time I contribute to FFA activities is:	Yes	6.05	2.15	35.75	0.00**																																																												
	no	3.04	2.81			I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**	no	3.40	2.82	I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98																																										
I feel the administrations support for FFA activities is:	Yes	5.50	2.57	13.17	0.00**																																																												
	no	3.40	2.82			I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**	no	5.31	2.98																																																			
I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment is:	Yes	6.59	2.10	6.82	0.00**																																																												
	no	5.31	2.98																																																														

TABLE 5 (cont.)

Factors	FFA Member	Mean Score	Standard Deviation	F-Ratio	F Probability																																																																					
I feel that the support shown by the high school teachers is:	yes	5.18	2.61	.714	.399																																																																					
	no	4.68	3.15			I feel my involvement in FFA activities is:	yes	6.36	2.09	41.80	.00**	no	3.10	2.35	I feel my interest in agriculture as a career is:	yes	6.80	2.32	4.93	.027*	no	5.61	3.18	My commitment to my chosen career is:	yes	7.05	2.39	8.79	.003**	no	5.38	3.29	I feel the requirements to earn a satisfactory grade in vocational agriculture is:	yes	6.64	2.04	12.18	.000**	no	5.00	2.81	My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**	no	3.59	2.61	To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**
I feel my involvement in FFA activities is:	yes	6.36	2.09	41.80	.00**																																																																					
	no	3.10	2.35			I feel my interest in agriculture as a career is:	yes	6.80	2.32	4.93	.027*	no	5.61	3.18	My commitment to my chosen career is:	yes	7.05	2.39	8.79	.003**	no	5.38	3.29	I feel the requirements to earn a satisfactory grade in vocational agriculture is:	yes	6.64	2.04	12.18	.000**	no	5.00	2.81	My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**	no	3.59	2.61	To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78						
I feel my interest in agriculture as a career is:	yes	6.80	2.32	4.93	.027*																																																																					
	no	5.61	3.18			My commitment to my chosen career is:	yes	7.05	2.39	8.79	.003**	no	5.38	3.29	I feel the requirements to earn a satisfactory grade in vocational agriculture is:	yes	6.64	2.04	12.18	.000**	no	5.00	2.81	My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**	no	3.59	2.61	To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78															
My commitment to my chosen career is:	yes	7.05	2.39	8.79	.003**																																																																					
	no	5.38	3.29			I feel the requirements to earn a satisfactory grade in vocational agriculture is:	yes	6.64	2.04	12.18	.000**	no	5.00	2.81	My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**	no	3.59	2.61	To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78																								
I feel the requirements to earn a satisfactory grade in vocational agriculture is:	yes	6.64	2.04	12.18	.000**																																																																					
	no	5.00	2.81			My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**	no	3.59	2.61	To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78																																	
My attitude toward the vocational agriculture record book is:	yes	5.09	2.55	7.02	.008**																																																																					
	no	3.59	2.61			To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**	no	5.71	3.30	I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78																																										
To what degree does your advisor support the FFA:	yes	7.76	2.04	17.27	.000**																																																																					
	no	5.71	3.30			I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**	no	3.85	2.88	I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78																																																			
I feel the time spent on FFA activities in the classroom is:	yes	6.80	2.04	37.16	.000**																																																																					
	no	3.85	2.88			I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**	no	4.57	2.78																																																												
I feel the time spent on FFA information in the classroom is:	yes	6.73	1.92	22.35	.000**																																																																					
	no	4.57	2.78																																																																							

TABLE 5 (cont.)

Factors	FFA Member	Mean Score ¹	Standard Deviation	F-Ratio	F Probability
I feel my advisor's background of the FFA is:	Yes	7.57	1.96	17.72	.000**
	no	5.57	3.29		
I feel the number of farm visits conducted by my advisor is:	Yes	5.64	2.51	4.43	.036*
	no	4.42	2.73		
I feel the encouragement from my advisor to obtain 100 percent membership in the FFA chapter is:	Yes	7.21	2.05	22.72	.000**
	no	4.90	2.86		
I feel the outside of school time involving my advisor is:	Yes	6.58	2.20	30.20	.000**
	no	3.86	2.39		
I feel the emphasis put on the record book by my advisor is:	Yes	7.00	2.26	20.94	.000**
	no	4.63	2.93		
I feel the challenge of the FFA program of activities is:	Yes	6.70	1.73	22.97	.000**
	no	4.77	2.50		
I feel the conduct observed at FFA meetings is:	Yes	6.13	2.19	6.76	.009**
	no	4.80	2.75		
I feel the encouragement given by chapter members to accept new members is:	Yes	6.52	1.90	11.10	.001**
	no	5.04	2.37		

TABLE 5 (cont.)

Factors	FFA Member	Mean Score ¹	Standard Deviation	F-Ratio	F Probability																								
I believe the rating of our vocational agriculture and FFA program is:	yes	7.11	1.98	21.45	.000**																								
	no	5.00	2.65			How do you rate the importance of the following:	yes	7.59	1.48	15.52	.000**	no	6.18	2.63	Vocational Agriculture:	yes	7.40	1.48	49.71	.000**	no	4.90	2.48	Future Farmers of America (FFA)	yes	7.40	1.48	49.71	.000**
How do you rate the importance of the following:	yes	7.59	1.48	15.52	.000**																								
	no	6.18	2.63			Vocational Agriculture:	yes	7.40	1.48	49.71	.000**	no	4.90	2.48	Future Farmers of America (FFA)	yes	7.40	1.48	49.71	.000**	no	4.90	2.48						
Vocational Agriculture:	yes	7.40	1.48	49.71	.000**																								
	no	4.90	2.48			Future Farmers of America (FFA)	yes	7.40	1.48	49.71	.000**	no	4.90	2.48															
Future Farmers of America (FFA)	yes	7.40	1.48	49.71	.000**																								
	no	4.90	2.48																										

1-Mean scores 10-high, 0-low
 *Significant at the .05 level
 **Significant at the .01 level

The information included in Table 5 gave the value for each of 27 items on the questionnaire. It was noted that of the 27 statements on the questionnaire only one was not significantly different. One item was significant at the .05 level, and the other items were significant at the .01 level.

The perceptions of parental support varied greatly among the members and non-members. Members of the FFA indicated their support from parents was 6.5 on a 10 point scale with 10 high and 0 none. Community support and publicity was significantly stronger as viewed by the FFA members than by the non-members.

With the school system as a whole being a vital part of the success of any vocational agriculture and FFA program it was found that the FFA members perceived more support from the school system than non-members. Factors involved in school support included; cooperation of the FFA and school system, administration support including the board of education, and opportunities for enrolling in the particular vocational agriculture classes desired by the student. All of these factors were rated positive by the students who were members and less positive by students who were not affiliated with the FFA organization. The statement concerning the support from the entire high school faculty was the only item which did not indicate a significant difference between the two groups. With the faculty support being an

asset to any vocational agriculture program and FFA chapter, it was further indicated in Table 5 that the mean score received from members was slightly higher (5.18) than that of non-members (4.68), however the standard deviation was slightly higher as the non-members viewed the item.

The students attitude toward vocational agriculture and the FFA organization was of great value in building interest and increasing the overall percentage enrollment in the FFA organization. It should be noted that in Table 5 the differences in views on various items were significant at the .01 level between FFA members and non-members. It was clearly stated that non-members of the FFA contributed very little time to the various activities in which FFA members participated. Perception of involvement by non-members was one-half that of FFA members, and their interest in pursuing agriculture careers was slightly less than for FFA members. Requirements by individual vocational agriculture instructors for obtaining grades in their classes was perceived as more difficult for non-members in comparison to those who were FFA members. There was a significant difference between the two groups at the .01 level. Student responses indicated that members of the FFA perceived more time was spent on FFA information and activities in the classroom than by non-members.

Supervising students in their supervised occupational experience programs is a vital responsibility of every

vocational agriculture instructor. The two groups perceived that the number of farm visits as conducted by the agriculture instructor was 5.64 for FFA members, and 4.42 for non-members. More encouragement was perceived as needed from the vocational agriculture instructor in promoting 100 percent chapter membership. The vocational agriculture instructor spends outside of school time in many ways promoting and working for vocational agriculture, and the local FFA chapter. A great deal of difference resulted between mean scores for the two groups on the amount of time the instructor spends outside of school. This statement could indicate that more time was spent with students who were members of the FFA due to the variety of activities involved. By the same token members perceived much more emphasis was placed on the vocational agriculture record book than did non-members perhaps due to the incentive as to what the record book could accomplish for a student through FFA involvement.

In addition to parental support, administrative support, and advisor enthusiasm, the FFA chapter needs unity of its members and challenging activities in order to be successful. One should note that the FFA program of activities was not considered as challenging by non-members, and an annual revision of activities is important. Non-members also rated the conduct observed at local FFA meetings, and encouragement for new memberships lower than the FFA members. Non-members

rated the importance of vocational agriculture higher than that of the FFA. Students affiliated with the FFA had higher ratings for the importance of vocational agriculture and FFA and the ratings were significant at the .01 level of confidence.

SUMMARY

The results in Chapter IV indicated there were distinctive differences in the selected factors by FFA and non-FFA members. The selected factors where members rated items significantly higher included: parent or guardian support of the FFA; the time contributed to FFA activities by the students; school administration support of the FFA activities; student involvement in FFA activities; student attitude toward the vocational agriculture record book; time spent on FFA activities and information in the classroom; farm visitations conducted by the FFA advisor; encouragement from the advisor to obtain 100 percent FFA membership; outside school time involving the chapter advisor; emphasis put on the vocational agriculture record book by the advisor; and the rating of the FFA chapter. All of the items on the questionnaire indicated significant differences between the two groups at the .01 level.

In conclusion the study indicated students enrolled in vocational agriculture and who became affiliated with the FFA organization, received more parental support. Support

shown by the community, faculty, school administration, and other chapter members was more visible by the students who were members of the FFA. Students who did not choose to become affiliated with the FFA did not receive the parental or community support that the members did.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

While vocational agriculture enrollment had been increasing, FFA membership had held steady or declined slightly. With the decline in the percentage of membership, the FFA was faced with the situation to identify why it was declining and what measures could be taken to reverse the trend. This study was designed to determine the effect of various selected factors on the percentage of FFA membership.

To aid in this study, 14 vocational agriculture departments in Kansas were randomly selected to represent the state. With seven FFA districts in Kansas, two vocational agriculture departments were randomly selected from each district. Sophomore and senior students of vocational agriculture were used as the target population for the study. Information obtained from the State Department of Vocational Education indicated that there were 182 sophomore and 122 senior students, making a total of 304 students in the 14 vocational agriculture departments utilized in this study.

Questionnaires were mailed to the 14 participating vocational agriculture departments. Three weeks following

the initial mailing all schools responded with a total of 264 questionnaires for an 87 percent return. From these 264 questionnaires, 232 were members of the FFA organization and 22 were non-members.

The questionnaires returned by the two groups was then analyzed, compiled and recorded in five tables. Each table was constructed so the information recorded could be easily compared.

In comparing the information, it became evident that the largest determinants of the percentage of FFA membership included; parent or guardian support of the FFA; the various FFA activities; the time contributed to the FFA activities by the students enrolled in a vocational agriculture class; the support shown by the school administration including the local board of education; the students actual involvement in the various activities conducted by the FFA chapter; the students general attitude toward the vocational agriculture record book; the amount of time actually spent on FFA activities in the classroom; the amount of time actually spent on FFA information in the classroom; the number of farm visitations conducted by the local vocational agricultural instructor; encouragement provided by the local instructor to obtain 100 percent FFA membership; the out of school time involving the local instructor; the emphasis placed on the vocational agriculture record book by the local agricultural instructor; and the rating of the FFA chapter as it currently stands by members and non-members of the chapter.

With the exception of two statements on the questionnaire, all were significantly different at the .01 level of confidence. The item concerning the support shown by the high school faculty towards the vocational agriculture program and FFA chapter was not significantly different between the two groups. It was found that there was a significant difference at the .05 level for the students interest in pursuing a career in agriculture. Members of the FFA felt stronger about pursuing a career in agriculture as opposed to the responses of the non-member group.

Students were asked to indicate their parent or guardian's occupation. Data indicated that the majority of the students parents or guardians were directly involved in farming or agribusiness as their primary occupation.

It should be noted that this study indicated many factors affected FFA membership. Students who chose not to affiliate with the FFA organization indicated the time spent on FFA activities and FFA information in the classroom was considerably less than that of the FFA member responses. It was also indicated by non-members that their advisor conducted too few farm visitations, and offered little support to obtain 100 percent FFA membership. One should note that from the results of these three statements the non-member responses differed considerably from the responses of the FFA members. Students who chose not to affiliate with the FFA were definitely lacking in the knowledge of the organization as well as lacking in the knowledge concerning how

the FFA could benefit them as individuals by participating in the wide variety of activities available to them. Non-member responses indicated the advisor was making an insufficient number of farm visitations, and not putting enough emphasis on the vocational agriculture record book. It should be noted that the responses for these particular areas by the members of the FFA were more positive than non-members responses.

Members of the FFA indicated more parental support than the non-members received. With the non-members indicating a negative level of response to the time and participation contributed to the FFA activities, one could note that the non-members attitude affected the parental support received for the organization due to their lack of interest in the organization.

The support received from the school administration and the local school board was greater for FFA members than for non-members. The student attitude toward the vocational agriculture record book and the emphasis placed on the record book by the local instructor was significantly different between the two groups. Students who were not members indicated a more negative response for both areas than did the members of the FFA.

Students of both groups indicated the rating of the vocational agriculture department as above average. One could note that vocational agriculture was important to all

students of each group. The rating of the importance of the FFA chapter was higher for students who were FFA members. FFA members rated the participation in FFA activities and learning more about the organization as valuable to them as individuals. Non-members indicated a lesser importance of the FFA chapter. For each statement on the questionnaire it should be noted that the non-members indicated a weaker response.

Other selected factors that had significant differences in favor of the FFA membership included: community involvement and support of the FFA activities; the publicity received from the community regarding FFA; the cooperation between the FFA and the school system; opportunity to enroll in a vocational agriculture class; the students individual commitment to agriculture as a career; requirements to earn a satisfactory grade in the vocational agriculture classes; support shown by the local advisor; advisor's background in the FFA; the challenge of the FFA program of activities conduct observed at FFA chapter meetings; and the encouragement given by chapter members to accept new members. All of these factors were significantly different between the two groups and had an effect on FFA membership.

CONCLUSIONS

The results of this study indicated that several of the selected items were closely related to the percentage of FFA membership. In comparing the results between the member and non-member groups the factor that appeared to have the greatest impact on FFA membership was having a firm understanding of the FFA organization, and emphasizing the advantages of becoming affiliated with the organization. The results of this study indicated students who became affiliated with the FFA possessed a greater amount of knowledge of the FFA and were more aware of its advantages. Resulting from this, student participation was greater in the various FFA activities and more awareness was visible to all aspects of the vocational agriculture and FFA program. Parental, community, and school administrative support was much greater for students who had a working knowledge of the organization. These factors tended to indicate that the students the FFA was not attracting were those that lacked the initial knowledge of the organization along with the interest of the students parents or guardian. More emphasis directed toward the FFA in the vocational agriculture classroom could broaden the knowledge of members and non-members, resulting in a higher overall membership in FFA.

The results of this study indicated other factors were related to FFA membership to a lesser degree. The more interest existing among students in agriculture as a career

the more likely the students would become knowledgable and interested in the FFA organization. The greater the support received from the high school faculty concerning the FFA and its activities, the greater the possibilities of obtaining a 100 percent membership.

RECOMMENDATIONS

In summarizing this study, the writer observed several interesting findings. In an attempt to make these observations more useful, the writer developed several recommendations:

1. That vocational agriculture instructors give careful consideration to incorporating the FFA organization into all vocational agricultural classes.
2. That activities directly related to the FFA organization be incorporated into the vocational agriculture classes by involving as many members and non-members as possible.
3. That instructors involve the parents of all members in vocational agriculture as much as possible to gain their support.
4. That the vocational agriculture instructor conduct as many home visitations as possible.
5. That an effective public relations program be conducted to keep the public informed about the progress and activities of the FFA, and that publicity be distributed to local newspapers, radio and other forms of media.
6. That the vocational agriculture instructor become well acquainted with the parents of all prospective FFA members.
7. That the vocational agriculture instructor encourage all students to become affiliated with the FFA.

8. That FFA chapters in Kansas emphasize the career oriented benefits of belonging to and participating in the FFA.
9. That the vocational agriculture instructor make all prospective FFA members fully aware of what the FFA is, and what it has to offer.
10. That the vocational agriculture instructor have his/her chapter participate in as many FFA activities as possible, to increase member participation, interest, and enthusiasm in the FFA.

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BIBLIOGRAPHY

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APPENDIX A

Dear Vocational Agriculture Instructor:

In the past few years the vocational agriculture enrollment seems to be rapidly increasing and the FFA membership increasing at a much slower rate. Your participation in this questionnaire is very important in evaluating your own high school's vocational agriculture and FFA program to discover how the FFA program might be revised to better meet the interests of all vocational agriculture students enrolled.

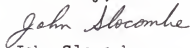
With the cooperation of the Department of Adult and Occupational Education at Kansas State University, I am issuing this student questionnaire to 14 vocational agriculture departments in Kansas using sophomore and senior students in vocational agriculture as the target population as partial fulfillment of my M.S. Degree in Agricultural Education. To the right of each question on the questionnaire each student should indicate their interest by placing an (X) on the line in the appropriate location. The left end of the line indicates a very positive response and a very negative response is indicated at the right end. Do not answer according to felt competencies but only expressed interest. Answer work rapidly not trying to anticipate norms but giving honest first-impression responses to your interests. Complete all answers because any answers left blank will be considered "negative" responses.

Your responses to this survey will be in complete confidence in that no names are to be written on the surveys, Please have all students sign the enclosed form to insure them of their rights and privileges.

You may see the results of this project by August 1, 1979. The results with recommendations will be mailed to your department upon written request.


Thank you for your cooperation.

Sincerely,



John Slocombe
513 Rumsey Street
Kiowa, Kansas 67070

Approved by:



Dr. James Albracht
Major Professor

VOCATIONAL AGRICULTURE STUDENT QUESTIONNAIRE

Presently an FFA member: _____yes _____no

Number of brothers or sisters previously involved in the FFA?

_____Brothers _____Sisters

Guardian's occupation: (check appropriate blank (s))

Farmer_____ Agribusinessman_____ Other_____

Year in School: Sophomore_____ Senior_____

Please respond to the following questions by placing an (X) on the line scale at the desired point. The more positive your response, the closer to the left your (X) will be placed: the more negative your response, the closer to the right your (X) will be placed.

Example:

I feel the instructions of this questionnaire are very clear.

X	_____
very clear	very un-clear

1. I feel that my parents (guardian) support of FFA is:

_____	_____
very strong	very weak

2. I feel my community involvement and support of FFA activities is:

_____	_____
very strong	very weak

3. I feel the publicity received from the community regarding FFA activities is:

_____	_____
very much	very little

4. I feel the cooperation between the FFA and school system is:

_____	_____
very strong	very weak

5. I feel the number of activities the FFA participates in throughout the year is:

_____	_____
very many	very few

- | | | | |
|-----|--|-------------|-------------|
| 6. | I feel the time I contribute to FFA activities is: | _____ | _____ |
| | | very much | very little |
| 7. | I feel the administrations (superintendent, principal and board of education) support for FFA activities is: | _____ | _____ |
| | | very strong | very weak |
| 8. | I feel the opportunity to enroll in vocational agriculture through scheduling at enrollment time is: | _____ | _____ |
| | | very strong | very weak |
| 9. | I feel that the support shown by the high school teachers is: | _____ | _____ |
| | | very strong | very weak |
| 10. | I feel my involvement in FFA activities is: | _____ | _____ |
| | | very much | very little |
| 11. | I feel that my interest in agriculture as a career is: | _____ | _____ |
| | | very much | very little |
| 12. | My commitment to my chosen career of _____ is: | _____ | _____ |
| | | very strong | very weak |
| 13. | I feel the requirements to earn a satisfactory grade in vocational agriculture is: | _____ | _____ |
| | | very strong | very weak |
| 14. | My attitude toward the vocational agriculture record book is: | _____ | _____ |
| | | very strong | very weak |
| 15. | To what degree does your advisor support the FFA: | _____ | _____ |
| | | very much | very little |
| 16. | I feel the time spent on FFA activities in the classroom is: | _____ | _____ |
| | | very much | very little |
| 17. | I feel the time spent on FFA information in the classroom is: | _____ | _____ |
| | | very much | very little |

18. I feel my advisor's background of the FFA is: very strong very weak
19. I feel the number of farm visits conducted by my advisor is: very many very few
20. I feel the encouragement from my advisor to obtain 100% membership in the FFA chapter is: very much very little
21. I feel the outside of school time involving my advisor is: very much very little
22. I feel the emphasis put on the record book by my advisor is: very much very little
23. I feel the challenge of the FFA program of activities is: very challenging not challenging
24. I feel the conduct observed at FFA meetings is: very appropriate unappropriate
25. I feel the encouragement given by chapter members is: very encouraging little encouragement
26. I believe the rating of our voc. agriculture and FFA program is: very high very low
27. How do you rate the importance of the following:
- Vocational Agriculture very important very unimportant
- Future Farmers of America (FFA) very important very unimportant

APPENDIX B

VOCATIONAL AGRICULTURE DEPARTMENTS PARTICIPATING
IN THIS STUDY BY DISTRICT

North East

Hiawatha

Wamego

North Central

Ellisworth

Linn

North West

Hill City

Natoma

South East

Caney

Uniontown

South Central

Haven

Stafford

South West

Southwestern Heights

Satanta

East Central

Garnett

Washburn Rural

A STUDY TO DETERMINE THE RELATIONSHIP OF
SELECTED FACTORS ON FFA MEMBERSHIP
OF VOCATIONAL AGRICULTURE STUDENTS

by

JOHN WILLIAM SLOCOMBE

B.S., Kansas State University, 1977

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Agricultural Education

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1979

The purpose of this study was to determine the relationship between selected factors and the percentage of FFA membership in vocational agriculture classes. To accomplish the goal the writer developed a research instrument to be completed by 304 vocational agriculture students in 14 randomly selected vocational agriculture departments in Kansas.

The questionnaire contained 27 items and was designed to measure the students attitudes on the FFA. The 264 questionnaires that were returned were divided into two groups. Group I was composed of 242 FFA members; Group II was composed of 22 students who were not members of the FFA.

By using these two groups, a comparison was made of the differences in the attitudes concerning the FFA organization. Significant differences between the two groups were found on 26 of the 27 items. The item where there was no significant difference in the perceptions between the two groups involved the teacher support shown by the high school teachers. Major findings where the responses of the FFA members were significantly higher than for non-FFA members included the following:

1. The amount of parent/guardian support received in the home environment by the student.
2. The amount of community support and publicity received by the FFA.
3. The cooperation of the FFA and entire school system, and the support received from the entire school administration and school board.

4. The amount of time contributed by students to the various FFA activities, and the number of activities participated in by the FFA.
5. The student's interest in agriculture as a career, and the student's commitment to participate in an agricultural career.
6. The instructor's emphasis on the vocational agriculture record book, FFA activities, and FFA information conducted in the classroom, background of the FFA, and encouragement to obtain 100 percent chapter membership, and the number of farm visitations.
7. The challenge of the FFA program of activities, and the importance of the vocational agriculture and FFA program.

Based on the results of this study it was evident that non-FFA members were those who did not have an understanding of the FFA organization, and did not realize the advantages of becoming affiliated with the FFA, whereas FFA members possessed a greater amount of FFA knowledge, and were more aware of its advantages. As indicated in the study, support by parents, the community, and the school administration was perceived as more positive by students and their parents who had a basic working knowledge of the FFA organization and actively participated in a wide variety of FFA activities.

It was recommended that the vocational agriculture instructor give careful consideration to incorporating the FFA and as many of its activities as possible into the

vocational agriculture curriculum. It was further recommended that the parents of FFA members become more involved in FFA activities to increase their support of student membership in the FFA.