

FACTORS RELATED TO THE ATTITUDE TOWARD THE FFA OF
EASTERN REGION SECONDARY AGRICULTURAL TEACHERS

by

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DEDICATION

This dissertation is dedicated with love to the writer's wife, Inez Shands Lyons, and to their daughters: Danez Lottie and Danielle Denise. The writer is very thankful for a family that has provided him with many hours of encouragement, love, peace and happiness.

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Chapter 1

INTRODUCTION

BACKGROUND AND NEED

The contemporary vocational education program is characterized by a variety of specialized instructional areas. One of the first and best known of these areas is vocational agriculture. As a study of concepts and practices of production, marketing, distribution, sales and service of agricultural supplies and products, vocational agriculture was first offered as a course in the secondary schools in Alabama and Minnesota in 1888 (Hiranresme, 1973). Vocational agriculture at the secondary level received its first support nationally as a viable means of education by the enactment of the Smith-Hughes Act of 1917. This act has provided a continuing appropriation of federal funds for vocational education in agriculture, home economics, and trade and industrial education.

The teaching of vocational agriculture in local schools resulted in an indicated need for greater appreciation of social and recreational activities on the part of agricultural students. This perception lead to the organizing of social clubs at the local level (Hiranresme, 1973). The success of these local vocational clubs resulted in efforts that lead to the organizing of the Future Farmers of America (FFA), the first national youth organization of, by, and for students enrolled in vocational agriculture.

The FFA was organized on the national level in 1928 and is considered to be an integral part of vocational education in agriculture in the public school system of America (Official FFA Manual, 1980).

The following are the specific purposes of the FFA (Official FFA Manual, 1980):

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.

Since its beginning in 1928, the FFA has provided many students with training in leadership, cooperation, and citizenship. Recent information made available by the National FFA Center indicates that during the 1977-78 school year, 73.0 percent (507,108) of all vocational agriculture students held membership in the FFA (National FFA Center, 1978). Membership data (Table 1) indicates that FFA membership as a percent of vocational agriculture enrollment reached a high of 86.0 percent in 1967, with a decline in the

Table 1

Annual Enrollment in Vocational Agriculture and
Membership in the National FFA

Year	Vocational Agriculture Enrollment ^a	FFA Membership ^b	Percent
1967	509,000	438,429	86
1968	528,000	443,041	83
1969	536,039	449,457	84
1970	550,823	430,044	78
1971	562,141	427,888	76
1972	576,409	432,288	75
1973	597,877	447,577	75
1974	638,033	465,180	73
1975	672,142	485,793	72
1976	695,850	500,385	72
1977	697,499	509,735	73
1978	685,519	507,108	73

^a U.S. Department of Health, Education, and Welfare, Office of Education, Vocational and Technical Education: Annual Report, Washington: U.S. Government Printing Office, 1969, 1978.

^b The National FFA Center, Total Active Membership by Years, Alexandria: 1978.

annual membership percentage since that date to 73 percent.

An increase in the number of students in vocational education classes, and a recent decrease in the percentage of students desiring to participate in vocational youth organizations have received the attention of the National Advisory Council of Vocational Education. In expressing a concern about the membership status of vocational youth organizations, the council noted that a majority of school boards and chief school officers seldom considered the work of vocational youth organizations as an integral part of the curriculum. The council concluded (National Advisory Council on Vocational Education, 1971:41):

Classroom teachers, given little support from above, often understandably ignore the vast potential of vocational youth organizations.

As a result, the 1.5 million now being served falls far short of the potential nine million students currently enrolled in vocational education programs that these organizations could and should serve.

In recent years, the importance of student vocational organizations have been emphasized by both vocational teachers and administrators (Magisos, 1977). Researchers have also focused their attention on vocational youth organizations, and several have conducted studies to determine the attitude vocational teachers have toward vocational youth organizations. Only a few of these studies have been concerned with the attitude vocational agriculture teachers and students have toward the FFA. Bail (1958) was one of the first vocational educators to research the attitudes of vocational agriculture teachers and students pertaining to the FFA. Bail's work was followed by Brown (1966) and Squires (1975) who investigated the attitudes vocational agriculture teachers had toward the FFA and factors associated with membership status in the FFA, respectively.

The significance of investigating the attitude vocational teachers have toward vocational youth organizations cannot be minimized. According to Welton (1971:59) "a vocational teacher's attitude and interest is a key to the successful outcome of chapter activities." Comments made by Magisos (1977) support Welton's comments. In a module designed to aid vocational teachers in developing a personal philosophy concerning student vocational organizations, Magisos informed teachers that their attitude toward youth organizations would affect not only the way in which their students participate in youth organizations but would also affect the benefits their students could receive by participating in such organizations. Magisos also states that a teacher's positive attitude toward a youth organization will be conveyed to students.

Vaughn (1978) has also expressed concern about the attitude vocational teachers have toward youth organizations. Vaughn recommended that collegiate pre-service programs for agricultural teachers offer and encourage participation in activities designed especially for agricultural education majors. Vaughn is of the opinion that by participating in a collegiate pre-service program, a teacher's attitude will be influenced toward the value of a student organization. Vaughn speculates that a positive perception of vocational student organization will reflect itself in the success of a teacher's local FFA chapter program.

The need for the present study evolved out of discussion between agriculture teachers, post-secondary agricultural educators, FFA advisors, agricultural students, staff members of the National FFA Center, and the researcher. In addition to the perception of these persons, comments emphasizing the need for a study of this kind have surfaced in a

number of previous studies. Iverson (1971) conducted a study to determine the guidelines for the development of student organizations associated with agricultural programs. Iverson's study revealed that a vocational agriculture department chairperson's attitude toward youth organizations affects the establishment of such organizations. In his suggestion for further study, Iverson recommended that a study be conducted to research in more depth those factors which may hinder the development of youth clubs. Coffey (1978:13), following the completion of a study in which he reviewed factors associated with membership status in the FFA of black tenth-grade vocational agriculture students, recommended that "future research be conducted to investigate teacher attitudes and responsibilities toward the FFA."

McGhee and Bender (1975:12) voiced a request similar to Coffey's after they reviewed the attitudes of administrators and guidance counselors regarding West Virginia agriculture teachers. As a result of their study, McGhee and Bender recommended that there be "a more detailed assessment of attitudes of the respondents surveyed in the study regarding specific aspects of the vocational agriculture program, e.g., curriculum, facilities, program costs, FFA, etc."

Two additional reasons for this study were: (1) although the FFA Eastern Region is the largest in number of states (15) of the four FFA regions, no research could be found pertaining to the attitude eastern region agriculture teachers have toward the FFA, and (2) the researcher's motivation received from an article by McMillan (1972:207). In discussing the functions and purposes of vocational youth organizations, McMillan stated "Vocational youth organizations have one main purpose: to give students a chance to grow in such a way that they can become

somebody." McMillan further elaborated on the significance of being affiliated with a vocational youth organization by stating (1972:207):

Every young person. . . wants to be somebody, and one way or another, most will find a way. Some of these ways are destructive. Some leave scars -- physical and emotional and reputational-- which never go away. Others are certainly less than productive leaving in their wake hard-to-break habits and hard-to-forget regrets. Then there are the positive ways. But they don't just happen. . . . Something or somebody has to make it happen. One of these things has been, and can be, a vocational youth organization.

Finally, the need for this study is manifested in the fact that vocational teachers are leaders for vocational youth organizations. As leaders, teachers are influential in helping their students shape their goals, convictions, conceptions and attitudes (Dinkmeyer, et al., 1963). A positive attitude can be a very effective motivator. According to Ward (1965), an attitude can promote cohesion and loyalty and lead to collective ways of accomplishment or it can destroy the most carefully conceived program. The potential effect of an attitude contributes to the logic of conducting a study to determine factors which may affect the attitude agricultural teachers have toward FFA.

STATEMENT OF THE PROBLEM

The Future Farmers of America is an important part of the total program of vocational agriculture. It contributes to the total development of each individual student by providing an opportunity for learning in the important areas of leadership, citizenship, and cooperation.

The teacher of agriculture, because of his or her position, serves as advisor to the FFA and is directly responsible for the success or failure of the FFA. The attitude held by the local teacher of agriculture toward the FFA can and undoubtedly does affect the amount and

effectiveness of his or her support given the organization. Because a teacher attitude appears to be critical to the FFA, it is important that as much as possible be learned about how teachers of agriculture feel toward the FFA. While a few studies have been conducted, there is a minimal amount of information available about factors which affect the attitude of vocational agriculture teachers toward the FFA. Because of this lack of information and the need for increased knowledge, the present study was conducted. The study examined some specific characteristics of the FFA advisors and the agricultural departments in which they taught. It also investigated the advisors' attitude toward the FFA and the relationship of those attitudes with selected personal and departmental characteristics.

PURPOSE OF THE STUDY

The purpose of this study was to determine the attitude of Eastern Region Secondary Agricultural Teachers toward the FFA and the relationship of selected factors to that attitude. The following research questions were proposed:

1. What is the length of agricultural teaching experience of vocational agriculture teachers in the FFA Eastern Region?
2. What is the number of teachers per vocational agriculture department in the FFA Eastern Region?
3. What is the length of contract (months per year) of the vocational agriculture teachers in the FFA Eastern Region?
4. What is the primary agricultural subject matter taught by vocational agriculture teachers in the FFA Eastern Region?
5. What is the length of time vocational agriculture teachers in the FFA Eastern Region were active members of the FFA/NFA?

6. What is the level of education (degree) attained by vocational agriculture teachers in the FFA Eastern Region?
7. In what major area do vocational agriculture teachers in the FFA Eastern Region hold their earned bachelor's degree?
8. What is the number of non-vocational agriculture school duties performed by vocational agriculture teachers in the FFA Eastern Region?
9. What is the type of local community from which vocational agriculture departments in the FFA Eastern Region obtain their students?
10. What is the relationship between the attitude of vocational agriculture teachers toward the FFA and selected personal and departmental characteristics? The characteristics follow:
 - a) The number of years of agricultural teaching experience
 - b) The number of teachers in a vocational agriculture department
 - c) The length of agricultural teachers' teaching contract
 - d) The primary teaching assignment
 - e) The previous length of active FFA/NFA experience
 - f) The educational level (degree) attained
 - g) The undergraduate college degree major
 - h) The number of duties performed (duties which are not associated with the vocational agriculture department)
 - i) The location of the school community

SIGNIFICANCE OF THE STUDY

In spite of the scope and variety of information that has been provided concerning vocational education, a scarcity of literature exists in the areas of (1) vocational agriculture youth organizations, (2) vocational teachers' attitudes toward vocational youth organizations, and (3) information about selected personal and departmental factors which may affect a vocational teacher's attitude.

The findings obtained from this study will contribute to the information available on the attitude of vocational agriculture teachers by providing data about teachers who teach in the FFA Eastern Region. The findings may also provide a basis for future studies on the relationship of selected variables to the attitude vocational teachers have toward vocational youth organizations.

DEFINITION OF TERMS

The following are definition of terms used in the study:

Attitude: "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935:798).

Area of Primary Agricultural Teaching Assignment: The agricultural subject area in which an agricultural teacher devotes the majority of his or her teaching time (production agriculture, horticulture, agricultural mechanics, agricultural science & mechanics I & II, renewable natural resources, exploratory agriculture, forestry, special needs, agricultural supplies/service, agricultural products, processing and marketing).

Duties Associated with the School: Any duties which are not directly related to a regular vocational agriculture program but are a part of the total school function.

Eastern Region: One of the four regions organized by the National FFA Board of Directors. (The eastern region consists of the following states: Connecticut, Delaware, Maine, Maryland,

Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, and West Virginia.)

FFA/NFA: Future Farmers of America/New Farmers of America: "The FFA is a national organization of students enrolled in vocational agriculture/agri-business" (Official FFA Manual, 1978:5). The NFA, which was organized in 1929 for black vocational agriculture students, merged with the FFA in 1965. An active FFA/NFA membership is one of the four types of organization memberships. Active membership is usually held by a student while he or she is enrolled in a vocational agriculture program.

Location of School Community: The type of geographical area from which a school obtains the majority of its students. For the purpose of this study, types are classified as rural or urban/suburban.

Rural: A school district or "area that has a population of less than 2,500 is considered to be rural" (Loomis and Beegle, 1975:40).

Urban/Suburban: A school district or "area that has a population of 2,500 or more is considered to be urban/suburban" (Loomis and Beegle, 1975:40).

Vocational Agriculture Teacher: A person employed to teach one or more of the following: production agriculture, horticulture, agricultural mechanics, agricultural science & mechanics I & II, renewable natural resources, exploratory agriculture, forestry, special needs, agricultural supplies/service, agricultural products,

processing, and marketing.

LIMITATION OF THE STUDY

This study was limited to secondary agricultural teachers employed in public school systems of the FFA Eastern Region.

ASSUMPTION OF THE STUDY

One assumption was formulated for the study. It was assumed that:

An agricultural teacher's attitude toward the FFA influences students' and FFA members' attitude toward the FFA.

SUMMARY

This study was conducted to provide additional information about the attitude of teachers of vocational agriculture concerning the FFA. The primary purpose of this study was to determine the attitude the teachers of vocational agriculture in the FFA Eastern Region have toward the FFA. The secondary purpose was to determine the relationship of selected factors to that attitude. These factors were the years of agricultural teaching experience, primary teaching assignment, length of annual teaching contract, number of extra duties performed, length of previous FFA/NFA membership, educational level attained, undergraduate college degree major, and the number of agricultural teachers in the local school agricultural department.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of this chapter is to present a synthesis of selected research and literature that is applicable to the study. Research relating to the attitude of agricultural teachers or vocational teachers toward youth organizations appears to be limited. The literature is replete with philosophical statements and articles in support of vocational education and youth organizations in vocational education; however, there apparently have been few efforts to systematically research and study youth organizations (Corbin, 1975).

An attempt to obtain information concerning previous studies was made by reviewing several literature sources. These sources included Dissertation Abstract, Current Index to Journals in Education, The Education Index, and the Education Resources Information Center (ERIC) search.

Literature relevant to this study is presented under the headings of definition of attitude, the measurement of attitude, vocational teachers' attitudes toward youth organizations, teachers' attitudes influence on students and research concerning the factors selected for this study.

DEFINITION OF ATTITUDE

A substantial amount of information has been compiled concerning the definition of attitude. Literature pertaining to the definition of attitude can be found in journals that focus on areas of studies in

psychology, sociology, education and political science. In addition to discussing the word "attitude," the authors of articles in these journals have also expanded on the theory and nature of attitude, and the way in which attitude is defined. The succeeding paragraphs will be directed to the definitions of attitude by noted social psychologists.

Krech and Crutchfield (1954:35) viewed attitude as "an enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual's world." Thurstone and Chave (1929:6), noted pioneers in the measurement of attitude, stated that: "an attitude is the sum total of man's inclinations and feelings, prejudices or biases, preconceived notions, ideas, fears, threats and convictions about any specific topic." Reemers, Gage and Rummel (1965:308) indicated that an attitude is "an emotional tendency, organized through experience to react positively or negatively toward a psychological object." Allport (1935:798,810), whose definition of attitude has been selected as the official definition for the study, defined attitude by stating:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

The concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology. No other term appears more frequently in experimental and theoretical literature.

Shaw and Wright (1967) connected beliefs and attitudes by pointing out that attitudes are evaluative systems which reflect the concepts of beliefs.

It is apparent from the literature cited that many definitions have been offered in an attempt to define attitude. Summers (1970) states that despite the wide variety of interpretations of the meaning of attitude, there are areas of substantial agreement. He stated that there is general concensus that an attitude is (1) persistent over time, (2) a response to an object, and (3) measurable. Summers further notes that since attitudes cannot be observed directly, they must be inferred from behavior.

THE MEASUREMENT OF ATTITUDE

Literature in the area of educational psychology indicates that the measurement of attitudes has long been a highly controversial area of educational and psychological testing. Perhaps the complexity of measuring attitudes contributes to the controversy of the subject. In discussing the measuring of attitudes, Murphy (1972:11) stated:

Measuring attitudes and measuring changes in attitude represents a more complex task than measuring the acquisition of factual or cognitive information. There are, however, techniques that are accurate and appropriate for the task.

Murphy's statement alludes to the use of attitude scales which are used extensively to measure attitudes. These scales are constructed by using statements which are related to the contents of a study. Social psychologists, including Thurstone and Chave (1929), Likert (1932), Bird (1940), Edwards and Kilpatrick (1948), and Edwards (1957), have suggested various informal criteria for editing statements to be used in the construction of an attitude scale.

Briefly stated, these psychologists suggest that statements used in a questionnaire should be those which are simply stated in the present tense and relevant to the object under consideration. Statements

which have been properly developed may be used with the Likert's summated ratings scale or any scale designed to measure an attitude. Because Likert's summated ratings scale was used in this study, it warrants a more detailed description.

The Likert technique which uses a continuum for scaling the attitudes of individuals was developed by Rensis Likert with the help of his associate, Gardner Murphy (Likert, 1932). The use of the Likert technique has been discussed widely. Kerlinger (1973:49) stated:

The summated rating scale seems to be the most useful in behavioral research. It is easier to develop and yields about the same results as the more laboriously constructed equal-appearing interval scale. Used with care and knowledge of [their] weaknesses, summated rating scales can be adopted to many needs of behavioral researchers.

In addition to the characteristics mentioned by Kerlinger, the Likert technique provides precise information about the respondent's degree of agreement or disagreement, and enables an examiner to include content that is not obviously related to the attitude in question (Oppenheim, 1966). The design of the Likert scale also permits quick responses by the examinee and rapid scoring by the examiner (Best, 1970).

VOCATIONAL TEACHERS' ATTITUDES TOWARD YOUTH ORGANIZATIONS

Vocational teachers usually serve as advisors of vocational youth organizations. The following paragraphs present a review of literature pertaining to studies which have been conducted in the area of vocational teachers' attitudes toward youth organizations.

Bail (1958) compared the attitudes of teachers of vocational agriculture in West Virginia on selected concepts of the role of the Future

Farmers of America organization to (a) attitudes of teachers of vocational agriculture in the North Atlantic Region; and to (b) the attitudes of students of vocational agriculture in West Virginia.

He found that: (1) teachers of vocational agriculture in West Virginia and the North Atlantic Region showed remarkable similarity in attitudes toward concepts in the attitude inventory, and (2) teachers attitudes in both groups closely paralleled present practices in organization with reference to membership, activities, advisor-member relationships, chapter meetings, relationship of local chapter to the state and national organization, and general concepts. It was also found that the attitudes of students were, in general, more favorable than the attitudes of teachers toward concepts which would liberalize membership requirements and provide for more student participation in the organization at the local, state, and national level.

Brown (1966) investigated the attitudes and opinions held by teachers of vocational agriculture and their administrators regarding selected areas of the vocational agriculture program. Brown concluded that teachers and administrators are convinced that the Future Farmers of America will continue to be instrumental in motivating and guiding students to become leaders in agriculture.

Lindley (1974) assessed the attitudes of vocational educators toward vocational youth organizations in New York state's occupational education centers (BOCES). According to Lindley, vocational teachers and occupational center directors expressed many concerns and identified several problem areas. Lindley (1974:49) discovered that:

Teachers and directors identified the single most influential factor in determining whether a vocational youth organization would be viable in a BOCES as the attitude of the teachers in the occupational centers.

Lindley also found that nearly all of the advisors who participated in his study thought that vocational youth organizational work was worth the effort; however, 22.3 percent of the directors in his study were either not sure or believed that vocational youth organizations were not worthy of the effort. Lindley (1974:94) concluded that:

1. The responsibility for successful vocational youth organization activities in the occupational centers lies with teachers and the administrative support received.
2. There is a significant relationship among the factors of age, occupational work experience and level of education with the advisory function.
3. There is a need for increased in-service education in the area of vocational youth organizations.
4. The teachers and occupational directors generally did not understand the aims and purpose of vocational youth organizations.
5. Occupational directors and teachers are not receiving adequate amounts of encouragement from their immediate supervisors.
6. Vocational youth organizational opportunities are not adequate in the occupational centers.

Squires (1975) conducted a study to determine the relationship between certain student and teacher characteristics and the teachers' attitude toward the FFA in the state of Nevada. Squires' population consisted of 587 vocational agriculture students and 17 FFA advisors and agricultural instructors who were associated with the Nevada public school system during the 1973-74 school year. His study disclosed that 13 of 17 vocational agriculture teachers in his study had been active FFA members and more than 75 percent of the teachers had taken vocational

agriculture during their high school tenure. His study also revealed that several of the teachers in the study had participated in pre-service FFA training. In discussing the attitude of the teachers who participated in the study, Squires (1975:82) stated:

The overall attitude of the vocational agriculture teachers toward the FFA was good. They did indicate that space and facilities were lacking to operate the FFA properly.

A Likert-type scale was used to measure the attitude of the respondents who participated in Squires' study. The instrument used in this study was not pretested, and no indication of the methods or procedures that were used to obtain validity or an estimate of reliability for the instrument was provided.

Siebert (1975) investigated the characteristics related to successful vocational youth organizations. The population for Siebert's study consisted of 455 persons who were affiliated with Distributive Education Clubs of America, Future Business Leaders of America, and the Future Farmers of America. They represented a total of twenty vocational youth organization chapters from 20 states.

Siebert's investigation focused on several characteristics which were considered pertinent to the operation of vocational youth organizations. One of these characteristics pertained to the advisors' attitude about sponsoring vocational youth organizations. An assessment of the advisors' attitudes revealed that of the 395 advisors who participated in the study, 86.6 percent of them indicated that they enjoyed their advisorship, 2.2 percent disliked their advisorship, and the remaining teachers, 9.7 percent, were not sure whether they liked or disliked their job of advising vocational youth organizations. Siebert also discovered

that advisors who disliked their advisorships complained of the time commitment, ineffective FFA officers, and a disinterested administration.

Davies (1980) conducted a study that investigated reasons for the non-participation of Pennsylvania's Vocational Education Teachers in vocational student organization programs. Davies' study was designed to determine if a number of vocational education programs in Pennsylvania were operating without a student vocational youth organization. The researcher also studied the perceptions and attitudes of vocational teachers regarding vocational youth organizations as an integral part of their vocational curriculum. Information provided for Davies' study was furnished by superintendents, vocational directors, vocational teachers, vocational counselors and program specialists. Mail questionnaires were used to collect data from the vocational school personnel. The program specialists were interviewed. Davies did not mention the number of program specialists that were interviewed, but he did state that 60 percent or 42 of the 70 school personnel returned their questionnaires.

Findings from Davies' study revealed (1980):

One of the contributing factors to the problem cited was the amount of instructional exposure of vocational teachers and administrators to vocational student organizations. . . . The level of and commitment to the exposure is also directly related to the size of the student participation in the VSOs. Teachers who have not received proper instruction in leadership development and parliamentary procedures in terms of how it can be integrated into the curriculum are not convinced of the benefits and value of VSOs to the student.

Descriptive data provided by the Davies' study points out that (1) twenty-eight percent of the study's participants were unaware of the vocational student organizations in their community, and (2) fifty-five

percent of the survey respondents did not consider the vocational student organizations an integral part of the vocational education curriculum.

THE INFLUENCE OF TEACHERS' ATTITUDES ON STUDENTS

The purpose of this section is to present literature that discusses the influence a teacher's attitude may have upon students. Although only one of the studies included in this section mentions vocational education, all of the articles cited offer examples of how the attitude of a teacher may influence the attitude of students.

The influence of teachers' attitudes upon students has been explored in several studies. A study focusing on vocational education was conducted by Vanderhoff (1960). Vanderhoff evaluated the practices and beliefs of 71 randomly selected Iowa homemaking teachers concerning Iowa's home experience program. Her research revealed that 60 percent of the teachers accepted the practices of encouraging students to select home experiences in various areas of homemaking, helping pupils to understand home experience through classroom discussions, and visiting parents to inform them about their home experience program.

Meinkoth (1971) conducted a study titled "Teachers of Economic Principles: Effect on Student Achievement and Attitudes." The primary purpose of the Meinkoth study was to determine the effects of six instructor's on test performance and attitude of their students. Each of the classes consisted of 27 to 37 students. Data supplied by test and attitude scores enabled Meinkoth to conclude that the individual instructor's attitude did not influence the achievement

of his/her students, but it did influence the attitude of their students toward the instructor and the subject matter of economics.

A study conducted by Dugan (1962) researched the "Personal, Social and Economical Reasons for Success and Lack of Success in School as Expressed by 105 Tenth Grade Biology Students." Dugan's participants were high school students who were enrolled in biology classes at a New Jersey school. The questionnaire used in Dugan's study was developed by the researcher from questions obtained from the study's population during a forty-five minute discussion period. One of the purposes of Dugan's study was to determine the attitude students held toward certain subjects. Dugan (1962:552) concluded that "subject matter interest and teacher influence ranked high in their opinion as to reasons for their attitude toward a subject."

Foley (1979) discovered that a teacher's attitude toward a student influences the attitude a student's peers may have toward him/her. The purpose of Foley's study was to determine the "Effect of Labeling and Teacher Behavior on Children's Attitudes." The population for Foley's study consisted of 78 (39 males and 39 females) fourth-grade students who were enrolled in a rural school located in central Pennsylvania. Foley's population was assigned to one of six groups prior to viewing one of two-10-minute videotapes that depicted a teacher acting positively or negatively to certain academic or social behavior displayed by a

student. Following the viewing of the videotape of the child, the participants completed a peer acceptance questionnaire that possessed an estimated reliability of .92. Foley (1979:382) concluded that "results demonstrated that in a videotape situation, the positive and negative reaction of a teacher to a child's behavior can have significant effects on peer acceptance of the child."

Gallagher (1967) conducted a study to determine the "Effect of Teacher Attitudes on Children's Responses to Defective Articulation." Gallagher's population consisted of 640 first-grade boys and girls. Four attitudinal statements were used to represent different ways a teacher may respond verbally toward a child with defective speech. Gallagher's (1967:458) data "indicated a significant relationship between teacher attitudes and children's responses to defective speech." Gallagher also stated (1967:458):

The tendency for an articulatory defective child to be more favorably accepted when the teacher's attitude is favorable and less favorably accepted when her attitude is unfavorable, supports the assumption that the social acceptability of speech-defective children is related to teacher attitudes.

According to Pidgeon (1970:34), Burstall conducted an experiment to determine the attitude possessed by French teachers who were concerned with the teaching of children of low ability. A preliminary investigation resulted in 25 percent of the teachers giving a positive response to the statement "Teaching French to low-ability children is a criminal waste of time." An examination at the end of two years revealed that the low-scoring pupils were concentrated in the schools where teachers had expressed a negative attitude toward the teaching of French to low-ability students. Further findings by Burstall indicated that pupils who received

low scores under the teachers with the negative attitude reached the highest level of achievement in French, after having been taught in a heterogenous setting by a teacher with a favorable attitude. Burstall concluded "in a complex of factors determining a pupil's achievement, it must surely be recognized that the teacher's attitudes and expectations are of paramount importance" (Pidgeon, 1970:34).

A REVIEW OF RESEARCH CONCERNING THE FACTORS SELECTED FOR THE STUDY

Nine factors were selected for the study. This section of the review of literature contains information pertaining to these factors. Information included in this section consists of research that has been conducted, and articles and comments pertaining to the attitude vocational teachers have toward vocational youth organizations.

Teaching Experience

Four researchers have commented on the variable of teaching experience. Brooks (1974:45) stated:

Teaching experience, and training have been shown to be significantly related to a number of teacher characteristics, including teacher attitudes. There is considerable research which shows that the attitudes of teachers change in a negative direction as a result of teaching experience. This is especially true during the first year or two of teaching. There is some evidence that the older occupational orientation teachers are more educated to the needs of the students and the teacher's role in providing these needs. The attitudes of the occupational orientation teachers likely will change in a positive direction as a result of experience.

Glazier (1975) discovered that teachers exhibited a more positive attitude toward vocational agriculture as they increased in age and progressed in teaching experience. Breer and Locke (1965) contended

that researchers must examine the relationship between job experience and attitudes.

Multiple Teacher Departments

Comments made by Vaughn (1977) indicate that some agricultural teachers who are employed in a multiple teacher department may possess a negative attitude toward the FFA. In speaking to the issue of sharing FFA responsibilities in a multiple teacher department, Vaughn noted that because the FFA is an integral part of the vocational agriculture program, it would appear that all agricultural teachers associated with a multiple teacher department would be actively engaged in the FFA. However, according to Vaughn, this is not the case. Vaughn (1977:101) states that a recent study conducted in Virginia and New Mexico revealed "That a surprising number of vo-ag teachers in multiple teacher departments do not share in the responsibility of advising and supervising FFA activities." Vaughn also states:

While this lack of responsibility may have occurred because of a variety of factors, I am firmly convinced that the major reason is the fallacy that has been perpetuated that one individual must serve as the local FFA advisor. This erroneous dictate has caused teachers in a multiple teacher department to sit down at the beginning of the school year and draw straws to see who has to serve as the FFA advisor for the rest of the year. Those who get the long straws breathe a sigh of relief because they now feel they can forget about the FFA program (at least until next year). The poor fellow who drew the short straw is "stuck" with all the problems of maintaining a superior FFA program. Despite assurances of "we'll help when you need us," it is likely that the advisor will end up supervising numerous activities which require the supervision of more than one teacher to be most effective. In this manner, FFA advisorship has become an albatross rather than the honor and privilege it should be. Little wonder that some FFA programs in multiple teacher departments are struggling (Vaughn, 1977:101).

Length of Annual Teaching Contract

Binkley (1976) expressed concern that a basic employment period of 9 to 10 months would have a devastating effect on attracting capable prospective agricultural teachers to enter agricultural education training programs in the universities. Binkley is of the opinion that an extended school year would enable agricultural teachers to better understand their students, as well as their students' families and communities.

Previous FFA or NFA Membership

Although several writers have discussed FFA and NFA experience, only two of them have correlated such experiences with the attitude that vocational agriculture teachers have toward the FFA/NFA. In a study to identify factors associated with membership status, Squires (1975) indicated that the overall attitude of vocational agriculture teachers toward the FFA was positive. Squires also pointed out that thirteen of the fourteen teachers in his survey had once been FFA members. Hicks (1976) conducted a study to determine counselors' knowledge and attitudes toward careers in agriculture. Hicks (1976) concluded that no relationship existed between counselors' attitudes and their experience with 4-H or FFA/NFA.

The Level of Education

The amount of education one has in relation to one's attitude toward vocational youth organizations has not received very much attention. Lindley (1974) discussed briefly the subject in a study which addressed itself to the attitudes New York vocational teachers have toward vocational youth organizations. Lindley stated that there was a significant

relationship between the factors of age, occupational work experience and level of education with the advisory function.

Factors Not Supported by the Literature

The review of literature, as described on page 13 of this chapter, failed to supply information for all of the variables selected for this study. Ferguson (1970) and Siebert (1975) contend that information pertaining to vocational education youth organizations is not submitted to the proper sources for abstracting and cataloging.

No literature was located which suggested a relationship between the attitude agricultural teachers have toward the FFA and the following variables: (1) area of primary teaching assignment, (2) undergraduate degree major, (3) number of duties performed, and (4) location of school community. Although no literature could be found which suggested there might be a relationship between the attitude agricultural teachers have toward the FFA and the aboved mentioned factors, personal teaching experience and the observing of student teachers and regular vocational agricultural teachers have prompted the researcher to believe that a relationship exists.

The Area of Primary Teaching Assignment

The vocational agriculture program has changed rapidly in recent years. In many instances, some of the changes experienced by vocational agriculture programs were implemented for the purpose of providing specialized agriculture programing (i.e., horticulture, floriculture, animal science, and etc.) for agriculture students. The technical competencies needed to teach these courses resulted in the hiring of teachers who

possessed technical agriculture degrees. Traditionally, technical agriculture degree persons received few instructions in organizing, implementing and/or promoting FFA activities. The lack of knowledge in these areas may influence a teacher's attitude toward the FFA.

Undergraduate Degree Major

Prospective teachers who do not major in agricultural education are not usually exposed to courses pertaining to the function, organizational structure, and the purposes of the FFA. Being unfamiliar with the FFA, combined with the time and effort vocational agriculture teachers have to contribute to initiating and/or maintaining an FFA chapter, is a challenge that may discourage persons who have not obtained formal education in the area of vocational youth organizations. Discouragement with the FFA may affect the attitude that an agricultural teacher has toward the FFA.

Number of Duties Performed

Teachers who are employed at the secondary level of education often are required to conduct duties which are not a part of their formal classroom instruction. These duties keep an agricultural teacher busy. Because of their busy schedules and the amount of time involved in advising youth organizations, many agricultural teachers are reluctant about taking on the responsibility of advising such organizations.

Location of School Community

Many of the schools that offer vocational agriculture are located in rural areas. Because of their location, they obtain the majority of their students from a rural school community. Also, many of the FFA contests

are production agriculture oriented, and as a result, production agriculture oriented students often perform better in these contests than non-production agriculture oriented students. It is the writer's opinion that the number of FFA contests won by a chapter will influence the attitude agricultural teachers have toward the FFA.

SUMMARY

This chapter focused upon literature that was relevant to the factors selected for the study. Literature that was relevant to the study was presented under one of the several headings in the chapter. Literature cited in the chapter covered a period that extended from 1929 to 1980. The extensive search revealed a large amount of information about vocational education but a small amount of information about the youth organizations that are considered to be an important part of vocational education. Comments pertaining to the limited amount of such literature suggests that literature pertaining to vocational youth organizations may be available but has not been submitted for abstracting and/or cataloging.

Several computerized data bases were searched for the purpose of obtaining literature that was relevant to the factors included in the study. In some cases, little or no information could be found. In these situations, a rationale was presented to justify including the variable in the study.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

In chapters 1 and 2 a background and need for the study were discussed and a review of literature was presented. This chapter focuses on the research design, population and sample, development of the instrument, and the collection and analysis of data.

The purpose of this study was to determine the attitude of Eastern Regional Secondary Agricultural Teachers toward the FFA and the relationship of selected factors to that attitude. To accomplish this purpose, the survey research approach was used. The following variables were selected for study:

1. Years of vocational agriculture teaching experience
2. Number of teachers in the vocational agriculture department
3. Length of the annual teaching contract
4. Area of primary teaching assignment
5. Previous length of active FFA/NFA membership
6. Educational level attained
7. Undergraduate college degree major
8. Number of duties performed (duties which are not associate with the vocational agriculture department)
9. Location of the school community (rural or urban/suburban)

POPULATION AND SAMPLE

The population for this study consisted of the secondary agricultural teachers who were employed in the states that composed the FFA Eastern Region at the time of the study. The 1978 Vocational Agricultural Teachers Directory (Smith, 1978) was used to identify the teachers employed in the eastern region. During 1978-1979, 15 states comprised this region and 2,966 agricultural teachers were employed in those states (see Table 2).

The sample size for this study was computed from a chart (Krejcie and Morgan, 1970) that recommended a sample size of 341 for a population that consisted of 3,000 subjects. According to Krejcie and Morgan, the 341 sample size should reflect the study's population within five percent. The recommended sample size for this study was increased from 341 to 425 (see Table 2) in anticipation of increasing the number of returns, and to compensate for mailing the questionnaires in April, a busy time for agricultural teachers (e.g., final FFA contest, preparing for the closing of schools). The increase in the sample size (from 341 to 425) resulted in an increase of 84 potential respondents. The additional sample of 84 was drawn separate from the first sample of 341. Potential respondents who were drawn in this additional sample were distributed unevenly among the states to compensate for the small number of potential respondents drawn from the states in the first sample of 341.

The number of teachers within the states varied from 15 teachers in the state of Rhode Island to 757 teachers in the state of Ohio. A modified stratified random sampling technique was used to select the participants to compensate for the variation in the number of teachers

Table 2

Number of Agricultural Teachers Employed in
Each of the FFA Eastern Region States and
Number of Questionnaires Mailed to the Teachers
Contained in the Region

States	Number of Agricultural Teachers Employed in the State ^a	Number of Questionnaires Mailed
Connecticut	61	11
Delaware	50	11
Maine	44	11
Maryland	70	13
Massachusetts	105	17
New Hampshire	35	10
New Jersey	79	14
New York	365	54
North Carolina	470	58
Ohio	757	92
Pennsylvania	363	46
Rhode Island	15	8
Vermont	45	11
Virginia	399	50
West Virginia	<u>108</u>	<u>19</u>
TOTAL	<u>2,966</u>	<u>425</u>

^a Smith, Pauline, Agriculture Teachers Directory. Saltsburg, Pennsylvania: Smith Publications, 1978.

that existed in the individual states. Allowance for the variation in number of teachers that existed in the different states assured a fair sample representation from all of the states included in the population (Drew, 1976).

DEVELOPMENT OF THE INSTRUMENT

An instrument consisting of two sections were used to collect information. The Agricultural Teacher Inventory, the first section of the instrument, was designed to obtain personal and departmental information about the respondents including: (1) years of vocational agriculture teaching experience; (2) number of teachers in the vocational agriculture department; (3) length of the annual teaching contract; (4) area of primary teaching assignment; (5) previous length of active FFA or NFA membership; (6) educational level attained; (7) undergraduate college degree major; (8) number of duties performed; and (9) location of the school community (rural or urban/suburban).

The second part of the instrument, the FFA Inventory, was a Likert-type attitudinal scale designed to measure the respondent's attitude toward the FFA. Statements used in this section of the instrument were obtained from agricultural teachers, various sources of literature, and the FFA Aims and Purposes (Official FFA Manual, 1978).

Although a Likert-type scale may consist of several "agree-disagree" categories, a six-point scale consisting of strongly agree, agree, tend to agree, tend to disagree, disagree and strongly disagree was used in the study to alleviate the tendency of respondents to select the mid-point of the scale and to give the respondent a better chance of selecting an "agree" or "disagree" category that corresponded with his/her attitude (see Appendix A).

Instrument Validity

A panel of experts (Appendix B) consisting of four agricultural professionals, two former state FFA officers and a behavioral science researcher was used to establish content validity for the instrument used in the study. Members composing the panel were selected because of their experience with youth organizations, expertise in agricultural education, or experience in instrument development. The services of the panel were used to:

1. Determine if the information requested would be useful in identifying factors associated with the problem.
2. Select items for use on the FFA Inventory (Attitudinal Instrument) by assigning a rating of one through eleven to each proposed inventory item. The panel accomplished this task by using a modified Thurstone approach rating method.
3. Make changes in item terminology which would enhance clarity and brevity.
4. Identify subjects (who were representative of the population under investigation) to participate in pilot testing the instruments. Twenty-one vocational agriculture teachers participated in the pilot test.

Instrument Reliability

Ary, Jacobs and Razavieh (1972) described the reliability of a measuring instrument as the degree of consistency with which an instrument measures what it is supposed to measure. The Cronbach Alpha procedure was used to obtain the reliability estimate of the Likert-type instrument used in the study. The Cronbach Alpha estimates reliability "through determining how all items on a single test relate to all other items and to the test as a whole" (Ary, et al., 1979:214). Twenty-one vocational agriculture teachers participated in the pilot testing of the instrument. A Cronbach Alpha estimated reliability of .866 was obtained

on the instrument. The application of the Cronbach Alpha procedure on all (n=307) of the sample returns resulted in a reliability estimate of .943.

Item Analysis

In order to determine the merit of the items used in the attitudinal scale, an item analysis (Frery, 1977) was conducted on the instrument obtained from the pilot test. The item analysis revealed correlation coefficients ranging from .74 to $-.28$. Only one of the 39 attitudinal statements indicated a negative rating. Information provided by the item analysis also revealed that one statement appeared twice and one statement focused on former instead of current FFA members. A consultation with experts resulted in a decision to leave the negatively correlated statement in the instrument. The consultants also suggested that one of the duplicated items and the statement focusing on former FFA members be deleted. An item analysis conducted on the final instrument (n=307 returns) revealed correlation coefficients ranging from .78 to $-.03$ (Appendix C). Item 9 indicated a negative correlation.

The Final Instrument

The final instrument, entitled "Agricultural Teacher and FFA Inventory," was based on the recommendations contributed by the item analysis responses, committee members, panel of experts, and experts in questionnaire analysis. The 47 item instrument was divided into two sections. The first section consisted of ten items (discussed earlier in this chapter) designed to obtain personal

information and information about the respondent's department. The second part of the instrument contained 37 statements designed to obtain the respondent's opinion toward certain aspects of the FFA. The response frequencies for each of the 37 inventory statements may be found in Appendix D. The respondents were scored with the following scale: strongly agree - six, agree - five, tend to agree - four, tend to disagree - three, disagree - two, and strongly disagree - one. Negatively stated questions were reverse scored.

THE COLLECTION OF DATA

A package containing a cover letter explaining the purpose of the study (Appendix E), the Agricultural Teacher and the FFA Inventory, and a stamped envelope addressed to the researcher (coded for follow-up purposes) was mailed to teachers on April 16, 1979. Potential respondents who were assured that their replies would be kept confidential were encouraged to complete and return their instruments in seven days.

At the end of a two-week interval, a postcard requesting teachers to return their completed instruments was mailed to all non-respondents (Appendix F). Potential respondents who failed to respond to the postcard within a two-week period were mailed a second copy of the instrument with a cover letter encouraging them to return their instrument immediately. A copy of the follow-up letter may be found in Appendix G.

Respondents who failed to answer all the questions on the instruments were contacted by phone. The postcard, phone-call, and letter follow-up procedures resulted in responses from 307 (72.23 percent) of the 425 participants (see Table 3).

STATISTICAL ANALYSIS

Information collected from the agricultural teachers was keypunched on cards for processing. The computer facilities of Virginia Polytechnic Institute and State University, Blacksburg, Virginia and North Carolina Agricultural and Technical State University, Greensboro, North Carolina were used to analyze the data.

The FFA Inventory served as the attitudinal instrument for this study. Although it was possible to obtain a maximum of 222 points on the 37 item inventory, scores earned by the agricultural teachers participating in the study ranged from a low of 81 to a high 212. (Appendix H). A review of the frequency of the scores earned on the FFA Inventory by the agricultural teachers revealed that a total of eighty-eight scores were earned by the respondents. These scores were divided into three sections (approximately 29 scores in each section) for the purpose of placing the respondents into a low, medium or high classification. The Chi-square test of independence and Pearson product-moment statistics were used to analyze the various components of the tenth question. The research questions and the statistical test used to answer or analyze the questions are presented in Figure 1.

SUMMARY

The descriptive survey research approach was used to accomplish the purpose of this study. The population of the study consisted of agricultural teachers employed to teach vocational agriculture in the FFA Eastern Region. A modified stratified random sampling technique was used to select participants for the study.

Table 3

Number and Percentage of Usable Agricultural Teachers
Inventories Returned by States

State	Number Mailed	Number Returned	Percent Returned
Connecticut	11	6	54.5
Delaware	11	9	81.8
Maine	11	6	54.5
Maryland	13	10	76.9
Massachusetts	17	12	70.5
New Hampshire	10	8	80.0
New Jersey	14	11	78.5
New York	54	29	53.7
North Carolina	58	43	74.1
Ohio	92	65	70.6
Pennsylvania	46	36	78.2
Rhode Island	8	7	87.5
Vermont	11	6	54.5
Virginia	50	44	88.0
West Virginia	<u>19</u>	<u>15</u>	<u>78.9</u>
TOTAL	<u>425</u>	<u>307</u>	<u>72.2</u>

The reliability of the FFA Inventory used in the study was estimated by the Cronbach Alpha procedure. The Cronbach Alpha procedure was applied to the pilot returns as well as the regular sample returns.

Data for the study were collected by mail. The computer center facilities of Virginia Polytechnic Institute and State University, Blacksburg, Virginia and North Carolina Agricultural and Technical State University, Greensboro, North Carolina were used to analyze the data obtained from the participants.

Research Questions	Summary Statistics
1. What is the length of agricultural teaching experience of vocational agriculture teachers in the FFA Eastern Region?	Mean
2. What is the number of teachers per vocational agriculture department in the FFA Eastern Region?	Mean
3. What is the length of contract (months per year) of the vocational agriculture teachers in the FFA Eastern Region?	Mean
4. What is the primary agricultural subject matter taught by vocational agriculture teachers in the FFA Eastern Region?	Mode
5. What is the length of time vocational agriculture teachers in the FFA Eastern Region were active members of the FFA/NFA?	Mean
6. What is the level of education (degree) attained by the vocational agriculture teachers in the FFA Eastern Region?	Mode
7. In what major area do vocational agriculture teachers in the FFA Eastern Region hold their earned bachelor's degree	Mode
8. What is the number of non-vocational agriculture school duties performed by vocational agriculture teachers in the FFA Eastern Region?	Mean
9. What is the type of local community from which vocational agriculture departments in the FFA Eastern Region obtain their students?	Mode

Figure 1

A LISTING OF RESEARCH QUESTIONS AND SUMMARY STATISTICS

Research Questions	Summary Statistics
10. What is the relationship between the attitude of vocational agriculture teachers toward the FFA and selected personal and departmental characteristics? The characteristics follow:	
a) The number of years of agricultural teaching experience	Pearson product-moment correlation
b) The number of teachers in a vocational agriculture department	Pearson product-moment correlation
c) The length of agricultural teachers' teaching contract	Pearson product-moment correlation
d) The primary teaching assignment	Chi-square test of independence
e) The previous length of active FFA/NFA experience	Pearson product-moment correlation
f) The educational level (degree) attained	Chi-square test of independence
g) The undergraduate college degree major	Chi-square test of independence
h) The number of duties performed (duties which are not associated with the vocational agriculture department)	Pearson product-moment correlation
i) The location of the school community	Chi-square test of independence

Figure 1 (continued)

Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present descriptive information related to the findings secured from agricultural teachers of the FFA Eastern Region. The sample for the study consisted of 425 vocational agriculture teachers. Three hundred and seven teachers (72.23 percent) responded. Information about the respondents is presented in this chapter under the heading, findings of the study.

FINDINGS OF THE STUDY

A number of characteristics pertaining to the respondents who participated in the study were examined. These characteristics included years of teaching experience, number of teachers in the vocational agriculture department, length of the annual teaching contract, area of primary teaching assignment, previous length of active FFA or NFA membership, highest educational level attained, undergraduate college degree major, number of duties performed, and location of the school community.

The FFA Inventory provided attitudinal scores for the study. Data pertaining to scores earned on the FFA Inventory indicated that 247 agricultural teachers (80.50 percent) scored in the medium to high attitudinal score range. Scores in this range indicated a positive attitude toward the FFA. The median, mean and standard deviation for the attitudinal scores were 167.1, 164.4 and 21.21 respectively. A listing of the scores earned on the FFA Inventory may be found in Appendix H. The following research questions provided information about the respondents:

Question Number 1. What is the length of agricultural teaching experience of vocational agriculture teachers in the FFA Eastern Region?

Data provided in Table 4 indicated that 56.4 percent or 173 of the respondents had taught vocational agriculture for 10 years or less. Twenty vocational agriculture teachers (6.5 percent) indicated that they possessed 30 or more years of vocational agriculture teaching experience. Three of the twenty teachers had been teaching for 40 or more years. The mean number of years of vocational agriculture teaching experience for the teachers participating in the study was 12.35.

Question Number 2. What is the number of teachers per vocational agriculture department in the FFA Eastern Region?

In Table 5, data were cited regarding the number of agricultural teachers in the respondents' vocational agriculture departments. The number of agricultural teachers in a vocational agriculture department ranged from 1 to 18. More than half of the respondents (211 or 68.7 percent of the teachers) indicated that they taught in a one- or two-teacher department. Four agricultural teachers reported having between 11 and 15 teachers in their department, and one teacher indicated that his agricultural department consisted of 18 agricultural teachers. The mean number of teachers in a vocational agriculture department was 2.47.

Question Number 3. What is the length of contract (months per year) of the vocational agriculture teachers in the FFA Eastern Region?

Data provided in Table 6 indicated that sixty-one percent or 188 agricultural teachers reported that they were employed to teach

Table 4

Number of Years of Agricultural Teaching Experience^a

Years of Experience	Number of Teachers Reporting	Percent of Teachers Reporting
1	14	4.6
2	12	3.9
3	25	8.1
4	19	6.2
5	23	7.5
6	15	4.9
7	22	7.2
8	10	3.3
9	14	4.6
10	19	6.2
11	8	2.6
12	9	2.9
13	10	3.3
14	9	2.9
15	4	1.3
16	9	2.9
17	7	2.3
18	6	2.0
19	3	1.0

Table 4

Number of Years of Agricultural Teaching Experience^a
(continued)

Years of Experience	Number of Teachers Reporting	Percent of Teachers Reporting
20	2	0.7
21	5	1.6
22	5	1.6
23	3	1.0
24	3	1.0
25	6	2.0
26	5	1.6
27	4	1.3
28	5	1.6
29	11	3.6
30	7	2.3
31	5	1.6
33	2	0.7
37	1	0.3
38	1	0.3
39	1	0.3
40	2	0.7
41	<u>1</u>	<u>0.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

^amean = 12.35

Table 5

Number of Agricultural Teachers in the Department^a

Number of Agricultural Teachers in the Department	Number of Teachers Reporting	Percentage of Teachers Reporting
1	110	35.8
2	101	32.9
3	42	13.7
4	26	8.5
5	8	2.6
6	6	2.0
7	4	1.3
8	3	1.0
9	2	0.7
11	1	0.3
12	1	0.3
15	2	0.7
18	<u>1</u>	<u>0.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

^a mean = 2.47

Table 6

Agricultural Teachers '
Length of Annual Teaching Contract^a

Length of Teaching Contract in Months	Number of Teachers Reporting	Percent of Teachers Reporting
9	10	3.3
10	69	22.5
11	40	13.0
12	<u>188</u>	<u>61.2</u>
TOTAL	<u>307</u>	<u>100.0</u>

^amean = 11.32

vocational agriculture for twelve months, compared to 119 teachers (38.8 percent) who were employed to teach vocational agriculture for eleven months or less. The mean number of months of employment for the agricultural teachers reporting was 11.32.

Question Number 4. What is the primary agricultural subject matter taught by vocational agriculture teachers in the FFA Eastern Region?

Table 7 provides information about the agricultural teachers primary teaching assignments. One hundred and thirty-four or 43.6 percent of the teachers reported teaching production agriculture, 38 teachers or 12.4 percent agricultural mechanics, 49 teachers (16.0 percent) horticulture, and 28 teachers (9.1 percent) agricultural science and mechanics I and II. The primary teaching assignments of the remaining 40 teachers (13.0 percent) may be found in Table 7. While the largest percentage of the agriculture teachers reported that production agriculture was their primary teaching assignment, the smallest percentage of these teachers reported agricultural products, processing, and marketing as their primary teaching assignment.

Question Number 5. What is the length of time vocational agriculture teachers in the FFA Eastern Region were active members of the FFA/NFA?

The data for active FFA/NFA experience of the respondents are cited in Table 8. The number of years an agricultural teacher had been an active FFA/NFA member varied from 1 to more than 7 years. Sixty-six percent of the teachers indicated that they had been an active FFA/NFA member compared to 103 (33.6 percent) who indicated that they had never

Table 7

Agricultural Teachers' Primary Teaching Assignment

Primary Teaching Area	Number of Teachers Reporting	Percent of Teachers Reporting
Production Agriculture	134	43.6
Horticulture	49	16.0
Agricultural Mechanics	38	12.4
Agricultural Science & Mechanics I & II	28	9.1
Renewable Natural Resources	18	5.9
Exploratory Agriculture	16	5.2
Forestry	12	3.9
Special Needs	6	2.0
Agricultural Supplies/Service	5	1.6
Agricultural Products, Processing, & Marketing	<u>1</u>	<u>0.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

Table 8

Agricultural Teachers' FFA/NFA Membership Experience^a

Agricultural Teachers Years of FFA/NFA Experience	Number of Teachers Reporting	Percent of Teachers Reporting
0	103	33.6
1	9	2.9
2	15	4.9
3	18	5.9
4	78	25.4
5	29	9.4
6	11	3.6
7 or more	<u>44</u>	<u>14.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

^a mean = 3.01

been an active FFA/NFA member. The mean length of active FFA/NFA experience for the agricultural teachers was 3.01 years.

Question Number 6. What is the level of education (degree) attained by vocational agriculture teachers in the FFA Eastern Region?

As indicated in Table 9, the educational level of respondents varied from less than a bachelor's degree to a doctorate degree. Four teachers (1.3 percent) indicated that they held a doctorate degree. One hundred and thirty-five teachers (44.0 percent) reported that they possessed a master's degree. Data pertaining to the remaining teachers may be found in Table 9.

Question Number 7. In what major area do vocational agriculture teachers in the FFA Eastern Region hold their earned bachelor's degree?

Table 10 provides data for the subject area in which the vocational agriculture teachers earned their bachelor's degree. The table indicates that the majority of the teachers (187 or 60.9 percent) earned their undergraduate degree in agricultural education. Twenty-six (8.5 percent) agricultural teachers indicated that they did not earn their bachelor's degree in either agricultural education or a technical agriculture subject.

Question Number 8. What is the number of non-vocational agriculture school duties performed by vocational agriculture teachers in the FFA Eastern Region?

In Table 11, the number of duties performed by an agricultural teacher is provided. Data cited in Table 11 indicates that the number of duties performed by the agricultural teachers ranged from 0 to 4. Seventy-seven teachers (25.08 percent) indicated that they did not perform any

Table 9

Highest Educational Level Attained by Agricultural Teachers

Degree Held by Teachers	Number of Teachers Reporting	Percent of Teachers Reporting
Less than a Bachelor's Degree	5	1.6
Bachelor's Degree	163	53.1
Master's Degree	135	44.0
Doctorate Degree	<u>4</u>	<u>1.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

Table 10

Areas in Which Agricultural Teachers
Earned Their Bachelor's Degree

Area of Bachelor's Degree	Number of Teachers Reporting	Percentage of Teachers Reporting
Agricultural Education	187	60.9
Agricultural Education plus a Technical Agricultural Subject	53	17.3
Technical Agricultural Subject only	41	13.4
Neither Agricultural Education nor Technical Agricultural Subject	<u>26</u>	<u>8.5</u>
TOTAL	<u>307</u>	<u>100.0</u>

Table 11

Number of Duties Performed by Agricultural Teachers^a

Number of Duties Performed by Teachers	Number of Teachers Reporting	Percentage of Teachers Reporting
0	77	25.08
1	136	44.25
2	70	22.80
3	20	6.51
4	<u>4</u>	<u>1.30</u>
TOTAL	<u>307</u>	<u>100.00</u>

^a mean = 1.15

school duties which were not associated with the regular vocational agriculture program. A distribution of the duties performed by the remaining 230 teachers were: 136 teachers (44.25 percent), one duty; 70 teachers (22.8 percent), two duties; 20 teachers (6.51 percent), three duties; and 4 teachers (1.30 percent), four duties. The mean number of duties performed by the agricultural teachers was 1.15.

Question Number 9. What is the type of the local community from which vocational agriculture departments in the FFA Eastern Region obtain their students?

Table 12 provided data about the number and percentage of teachers receiving their students from a rural or urban/suburban area. Nearly 31 percent of the teachers indicated that the majority of their students resided in an urban/suburban area. Two hundred and thirteen teachers (69.4 percent) reported that most of their students lived in a rural area. The majority of agricultural teachers reported obtaining their students from a rural area.

Research questions 1, 2, 3, 5, and 8 involved interval data. A summary of the descriptive statistics of factors involving interval data may be found in Table 13.

Question Number 10. What is the relationship between the attitude of the agricultural teachers toward the FFA and selected personal and departmental characteristics? The characteristics follow:

Question Number 10 (a). The number of years of agricultural teaching experience

Table 12
Location of School Community

Location of Students Residence	Number of Teachers Reporting	Percentage of Teachers Reporting
Rural	213	69.4
Urban/Suburban	<u>94</u>	<u>30.6</u>
TOTAL	<u>307</u>	<u>100.0</u>

Table 13
Summary of Descriptive Statistics

Selected Factors	Mean	Median	Mode	Standard Deviation
Years of Teaching Experience	12.35	9.46	3.00	9.57
Length of Agricultural Teachers Annual Teaching Contract	11.32	11.68	12.00	0.93
Number of Agricultural Teachers in a Department	2.47	1.93	1.00	2.16
Agricultural Teachers FFA/NFA Experience	3.01	3.60	3.01	2.54
Number of Non-Vocational Agricultural School Duties	1.15	2.03	1.00	0.92

The application of the Pearson product-moment correlation procedure to research Question 10 (a) yielded a .17 coefficient which was significant at the .05 level of significance. The Pearson correlation procedure indicated a significant relationship between the number of years of teaching experience and an agricultural teacher's attitude toward the FFA. The coefficient of determination was .0289.

Question Number 10 (b). The number of teachers in a vocational agriculture department

The Pearson product-moment correlation procedure was used to analyze Question 10 (b). The application of the Pearson product-moment correlation procedure to Question 10 (b) yielded a $-.08$ coefficient which was not significant at the .05 level of significance.

Question Number 10 (c). The length of agricultural teachers' teaching contract

The Pearson product-moment correlation procedure was used to analyze Question 10 (c). The Pearson product-moment procedure yielded a .21 coefficient which was significant at the .05 level of significance. The correlation procedure indicated that a significant relationship existed between the length of agricultural teachers' teaching contract and their attitude toward the FFA. The coefficient of determination which was applied to determine the strength of the relationship between the two variables yielded a .044 coefficient.

Question Number 10 (d). The primary teaching assignment

The chi-square test of independence was used to analyze Question 10 (d). The use of chi-square necessitated the combining of ten

primary teaching assignments. All of the primary teaching assignments with the exception of production agriculture were classified non-production agriculture (see Table 14).

The application of the chi-square test of independence to research question 10 (d) resulted in a chi-square value of 4.47 (df=2) which was not significant at .05 level of significance.

Question Number 10 (e). The previous length of active FFA/NFA experience

The Pearson product-moment correlation procedure was used to analyze research question number 10 (e). The correlation procedure yielded a .24 coefficient significant at the .05 level of significance. The coefficient indicated that a significant relationship existed between the previous length of agricultural teachers' active FFA/NFA membership and their attitude toward the FFA. The coefficient of determination for research question number 10 (e) was .057.

Question Number 10 (f). The educational level (degree) attained

The chi-square test of independence was used to analyze Question 10 (f). The use of chi-square necessitated the combining of teachers who possessed less than a bachelor's degree with bachelor's degree teachers and doctorate degree teachers with teachers who held a master's degree. Table 15 provides a consolidation of the degrees earned by the respondents.

The application of the chi-square test of independence to research question 10 (f) resulted in a chi-square value of 0.55 (df=2) which was not significant at .05 level of significance.

Table 14

The Primary Teaching Assignment of
Production and Non-Production Agriculture Teachers

Primary Teaching Area	Number	Percentage
Production Agriculture	134	43.6
Non-Production Agriculture	<u>173</u>	<u>56.4</u>
TOTAL	<u>307</u>	<u>100.0</u>

Table 15

Summary of Educational Level Attained

Degree Held by Teachers	Number of Teachers Reporting	Percent of Teachers Reporting
Bachelor's and less	168	54.7
Master's and greater	<u>139</u>	<u>45.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

Question Number 10 (g). The undergraduate college degree major

The college undergraduate degree major categories consisted of agricultural education, agricultural education plus a technical agricultural subject, technical agricultural subject only, and neither agricultural education nor a technical agricultural subject. Data pertaining to the undergraduate degree major yielded a chi-square value of 25.98 (df=6) which was significant at the .05 level of significance. The chi-square test of independence indicated that a significant relationship existed between agricultural teachers' undergraduate college degree major and their attitude toward the FFA. The Cramer's V test for the strength of association between the two variables indicated a .205 association.

Question Number 10 (h). The number of duties performed (duties which are not associated with the vocational agriculture department)

The Pearson product-moment correlation procedure was used to analyze Question 10 (h). The application of the Pearson product correlation procedure yielded a .01 coefficient which was not significant at the .05 level of significance.

Question Number 10 (i). The location of the school community

The chi-square test of independence was used to analyze Question 10 (i). The test resulted in a chi-square value of 8.40 (df=2) which was significant at the .05 level of significance. The chi-square test of independence indicated a significant relationship between the location of the school community and agricultural teachers' attitude toward the FFA. The Cramer's V test for strength of association between the two variables revealed a .165 association.

The chi-square test of independence was conducted on several of the research questions in the study. A summary of chi-square statistics may be found in Table 16.

SUMMARY

Chapter 4 focused on the presentation and analysis of data. Several characteristics pertaining to the respondents were examined for the purpose of determining the relationship between characteristics possessed by the respondents and their attitude toward the FFA.

Descriptive statistics, Pearson product-moment correlation and the chi-square test of independence statistical techniques, were used to analyze data collected for the study. The Pearson correlation and chi-square tests revealed that a significant relationship existed between an agricultural teacher's teaching experience, the location of a school's community, the length of an agricultural teacher's active FFA/NFA membership experience, an agricultural teacher's undergraduate college degree major, the length of an agricultural teacher's teaching contract, and an agricultural teacher's attitude toward the FFA. Several significant findings were provided by interval data.

TABLE 16

Summary of Chi-Square Statistics

Variable	Degrees of Freedom	Chi-Square Value	Level of Significance
Location of School Community	2	8.40	.0150
Primary Teaching Assignment	2	4.47	.1065
Highest Educational Level Attained	2	0.55	.7596
Undergraduate Degree Major	6	25.98	.0002

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Purpose of the Study

The purpose of the study was to determine the attitude of Eastern Region Secondary Agricultural Teachers toward the FFA, and the relationship of selected factors to that attitude. To accomplish this purpose, the following research questions were developed:

1. What is the length of agricultural teaching experience of vocational agriculture teachers in the FFA Eastern Region?
2. What is the number of teachers per vocational agriculture department in the FFA Eastern Region?
3. What is the length of contract (months per year) of the vocational agriculture teachers in the FFA Eastern Region?
4. What is the primary agricultural subject matter taught by vocational agriculture teachers in the FFA Eastern Region?
5. What is the length of time vocational agriculture teachers in the FFA Eastern Region were active members of the FFA/NFA?
6. What is the level of education (degree) attained by vocational agriculture teachers in the FFA Eastern Region?
7. In what major area do vocational agriculture teachers in the FFA Eastern Region hold their earned bachelor's degree?
8. What is the number of non-vocational agriculture school duties performed by vocational agriculture teachers in the FFA Eastern Region?
9. What is the type of local community from which vocational agriculture departments in the FFA Eastern Region obtain their students?
10. What is the relationship between the attitude of vocational agriculture teachers toward the FFA and selected personal and departmental characteristics? The characteristics follow:

- (a) The number of years of agricultural teaching experience
- (b) The number of teachers in a vocational agriculture department
- (c) The length of agricultural teachers' teaching contract
- (d) The primary teaching assignment
- (e) The previous length of active FFA/NFA experience
- (f) The educational level (degree) attained
- (g) The undergraduate college degree major
- (h) The number of duties performed (duties which are not associated with the vocational agriculture department)
- (i) The location of the school community

Population and Sample

The population for the study consisted of the vocational agriculture teachers in the 15 states which composed the FFA Eastern Region. Approximately 3,000 vocational agriculture teachers were employed in the FFA Eastern Region during the 1978-79 school year. Four hundred and twenty-five teachers were selected to participate in the study through a modified stratified random sampling procedure. Three hundred and seven teachers (72.23 percent) participated in the study.

Instrumentation

A questionnaire consisting of two sections was developed by the researcher for the purpose of collecting data for the study. The first section of the questionnaire, the Agricultural Teacher Inventory, was used to secure personal and departmental data about the respondents and their departments.

The second part of the questionnaire, the FFA Inventory, a Likert-type attitudinal scale was used to measure the respondents' attitude toward the FFA. Statements used in the FFA Inventory were based on information obtained from agricultural teachers, selected literature and the official FFA Aims and Purposes.

Evidence of content validity for the instrument used in the study was supplied by a panel of experts. The panel consisted of four agricultural professionals, two former state FFA officers and a behavioral science researcher. The Cronbach Alpha procedure was employed to obtain an estimated reliability of the instrument used in the study.

Data Collection Procedure

The data collection procedure for the study consisted of mailing to potential respondents a package containing a cover letter explaining the purpose of the study, the Agricultural Teacher and the FFA Inventory, and a stamped envelope addressed to the researcher. Respondents who failed to respond to the first package were mailed a follow-up post card. Respondents who failed to respond to the post card were mailed a second cover letter and package. Several respondents were contacted by phone.

Analysis of Data

The computer facilities of Virginia Polytechnic Institute and State University, Blacksburg, Virginia and North Carolina Agricultural and Technical State University, Greensboro, North Carolina were used to analyze the data collected from the respondents. Interpretation of

the data was accomplished through using descriptive statistics to summarize the characteristics of the sample respondents. The chi-square test of independence and the Pearson product-moment correlation procedure were used to determine the significance of the relationship between the nominal and interval level variables selected for the study.

The Cramer's V and the coefficient of determination procedures were used to determine the magnitude of the relationships indicated by the chi-square test of independence and the Pearson product-moment correlation procedures.

In this study, a criterion suggested by Cohen (1977) was used in question 10 to determine the magnitude of the relationship between the various selected factors and the agricultural teacher's attitude toward the FFA. Cohen offered the following (pp: 79-80):

Small effect size: $r^2 = .01$ or $r = .10$

Medium effect size: $r^2 = .09$ or $r = .30$

Large effect size: $r^2 = .25$ or $r = .50$

Summary of Research Questions

A summary of the findings is presented for each research question.

Question Number 1. What is the length of agricultural teaching experience of the vocational agriculture teachers in the FFA Eastern Region?

The mean years of agricultural teaching experience was 12.35. The range of teaching experience was from 1 to 41 years. More than half of the teachers indicated that they had been teaching for 10 years or less.

Question Number 2. What is the number of teachers per vocational agriculture department in the FFA Eastern Region?

The number of teachers in a vocational agriculture department ranged from 1 to 18 with a mean of 2.47.

Question Number 3. What is the length of contract (months per year) of the vocational agriculture teachers in the FFA Eastern Region?

The mean number of months of employment per year was 11.32. Nearly two-thirds of the teachers were employed for 12 months per year.

Question Number 4. What is the primary agricultural subject matter taught by vocational agriculture teachers in the FFA Eastern Region?

One hundred and thirty-four teachers (43.6 percent) indicated that production agriculture was their primary teaching assignment. The remaining 173 teachers (56.4 percent) indicated a variety of other agricultural areas as their primary teaching assignment.

Question Number 5. What is the length of time vocational agriculture teachers in the FFA Eastern Region were active members of the FFA/NFA?

The number of years the agricultural teachers had been an active FFA member ranged from 0 to more than 7 years. Two-thirds of the teachers reported that they had been members of the FFA/NFA.

Question Number 6. What is the level of education (degree) attained by vocational agriculture teachers in the FFA Eastern Region?

The range of the educational level attained was from less than a bachelor's degree to the doctorate. Forty-four percent (135 teachers) indicated that they held their master's degree.

Question Number 7. In what major area do vocational agriculture teachers in the FFA Eastern Region hold their earned bachelor's degree?

One hundred and eighty-seven teachers (60.9 percent) indicated that their earned bachelor's degree was agricultural education.

Question Number 8. What is the number of non-vocational agriculture school duties performed by vocational agriculture teachers in the FFA Eastern Region?

The number of non-vocational agriculture duties performed by an agricultural teacher ranged from 0 to 4. One hundred and thirty-six teachers (44.25 percent) indicated that they performed at least one duty that was not associated with the vocational agriculture program. Twenty-four teachers (7.8 percent) indicated that they performed three or more non-agricultural school duties.

Question Number 9. What is the type of local community from which vocational agriculture departments in the Eastern Region obtain their students?

The majority of the teachers (234 or 69.4 percent) indicated that most of their students came from a rural community.

Question Number 10. What is the relationship between the attitude of the agricultural teachers toward the FFA and selected personal and departmental characteristics? The characteristics follow:

Question Number 10 (a). The number of years of agricultural teaching experience.

A significant relationship was found between the number of years of agricultural teaching experience and agricultural teachers' attitude toward the FFA. Although the relationship was found to be significant, it is important to note that the .0289 coefficient of determination indicated a small effect size.

Question Number 10 (b). The number of teachers in a vocational agriculture department.

No significant relationship was found between the number of teachers in a vocational agriculture department and their attitude toward the FFA.

Question Number 10 (c). The length of agricultural teachers' teaching contract.

A significant relationship was found between the length of agricultural teachers' teaching contract and their attitude toward the FFA. The coefficient of determination for question 10(c) was .044. The magnitude of the relationship was between the small and medium effect size.

Question Number 10 (d). The primary teaching assignment.

No significant relationship was found between the primary teaching assignment and the teachers' attitude toward the FFA.

Question Number 10 (e). The previous length of active FFA/NFA experience.

A significant relationship was found between the previous length of agricultural teachers' active FFA/NFA membership and their attitude toward the FFA. A coefficient determination of .057 indicated that the degree of relationship between the two variables was between the small and medium effect size.

Question Number 10 (f). The educational level (degree) attained.

No significant relationship was found between the educational level (degree) attained and the teachers' attitude toward the FFA.

Question Number 10 (g). The undergraduate college degree major.

A significant relationship was found between the undergraduate college degree major obtained by the agricultural teachers and their

attitude toward the FFA. The Cramer's V test for the strength of association (.205) indicated a small-medium effect size.

Question Number 10 (h). The number of duties performed (duties which are not associated with the vocational agriculture department).

No significant relationship was found between the number of duties performed (duties which are not associated with the vocational agriculture department) and the agricultural teachers' attitude toward the FFA.

Question Number 10 (i). The location of the school community.

A significant relationship was found between the location of the school community and agricultural teachers' attitude toward the FFA. The Cramer's V test of a .165 association, indicated a small-medium effect size.

CONCLUSIONS

As a result of the analysis and interpretation of this study's data, supportive evidence is apparent for the following conclusions regarding the relationships of selected factors to the attitude of Eastern Region Secondary Agricultural teachers toward the FFA.

1. Of the selected factors included in this study, only the following five factors; undergraduate degree major, location of the school community, years of agricultural teaching experience, length of FFA/NFA membership, and the length of the teaching contract were related to the attitude an agricultural teacher had toward the FFA. The strength of the relationship between the variables

mentioned and the agricultural teacher's attitude was not strong.

2. The following four factors, the number of non-vocational agriculture school duties performed, the educational level attained, the number of teachers in the vocational agriculture department, and an agricultural teacher's primary teaching assignment were not related to the attitude an agricultural teacher had toward the FFA.
3. Based on the scores obtained on the FFA Attitudinal Scale, it can be concluded that the agricultural teachers of the FFA eastern Region had a positive attitude toward the FFA.

RECOMMENDATIONS

Based on the findings and the conclusions drawn from this study, the following recommendations are justifiable:

1. Research should be conducted to determine the extent an agricultural teacher's attitude toward the FFA affects his/her performance as a FFA advisor.
2. The results of this study should be made available to members of the agricultural profession through an article or articles in professional agricultural education publications.

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APPENDIXES

APPENDIX A
SURVEY INSTRUMENT

AGRICULTURAL TEACHER INVENTORY

Personal and Department Information

Directions: Please provide the information requested by placing a check mark () in the appropriate blank, or by writing in the appropriate words or numbers.

1. In which state is your FFA Chapter located? _____
2. Including this year, how many years have you taught vocational agriculture? _____
3. Counting yourself, how many vocational agriculture teachers are in your department? _____
4. How many months per year are you employed to teach vocational agriculture?
 ___ 9 ___ 10 ___ 11 ___ 12
5. Which of the following is your primary teaching assignment?
 (Please check only one)

___ Production Agriculture	___ Renewable Natural Resources
___ Agricultural Supplies/Services	___ Forestry
___ Agricultural Mechanics	___ Agricultural Science & Mechanics I & II
___ Agricultural Products, Processing & Marketing	___ Special Needs
___ Horticulture	___ Exploratory Agriculture
6. How many years were you an active member of the FFA/NFA?
 ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 or more
7. Indicate the highest level of education you have completed:
 ___ Bachelor's Degree ___ Master's Degree ___ Doctorate
8. In which area do you hold an earned Bachelor's Degree?
 ___ Agricultural Education
 ___ Agricultural Education plus a Technical Agricultural Subject
 ___ Technical Agricultural Subject Only
 ___ Neither Agricultural Education - nor Technical Agricultural Subject

AGRICULTURAL TEACHER INVENTORY continued

9. Which of the following school duties (that are not associated with the vocational agriculture program) do you normally undertake?

Hall duty School Maintenance Lunchroom Supervisor
 Bus Driver School Clubs other than FFA Coaching
 Other

10. Where do the majority of the students who attend your school live?

rural area (less than 2,500)
 urban/suburban area (more than 2,500)

FFA INVENTORY

Please do not write your name on this sheet. The envelope has been coded for follow-up identification purpose only. Responses to this inventory will be kept in strict confidence.

Directions: Listed below are some statements about the FFA. Please circle the response which corresponds the closest with your true feelings about each statement. There are no "right" or "wrong" responses. For each statement you will have six possible choices:

SA - Strongly Agree	TD - Tend to Disagree
A - Agree	D - Disagree
TA - Tend to Agree	SD - Strongly Disagree

Example: FFA activities are designed for all vocational agriculture students. SA A TA **TD** D SD
This person tends to disagree with the statement and so indicated by circling "TD" (Tend to Disagree).

Begin Here:

- | | |
|---|-----------------|
| 1. The FFA is instrumental in bringing out important skills in students. | SA A TA TD D SD |
| 2. The FFA provides training in public relations. | SA A TA TD D SD |
| 3. FFA activities help members to develop competent agricultural leadership skills. | SA A TA TD D SD |
| 4. Many teachers of agriculture dislike the work associated with FFA advisorship. | SA A TA TD D SD |
| 5. The FFA creates interest in the choice of an agricultural occupation. | SA A TA TD D SD |
| 6. The FFA encourages members to improve the agricultural industry. | SA A TA TD D SD |
| 7. The FFA encourages the practice of thrift by its members. | SA A TA TD D SD |
| 8. The FFA increases member employment opportunities. | SA A TA TD D SD |
| 9. The FFA has a rural philosophy. | SA A TA TD D SD |
| 10. FFA chapters overemphasize leadership and do not have enough workers. | SA A TA TD D SD |

FFA INVENTORY continued

- | | | | | | | | |
|-----|---|----|---|----|----|---|----|
| 11. | The FFA provides opportunities for individual achievement. | SA | A | TA | TD | D | SD |
| 12. | The FFA helps its members develop social skills. | SA | A | TA | TD | D | SD |
| 13. | The FFA meets the needs of all its members. | SA | A | TA | TD | D | SD |
| 14. | FFA activities help advisors establish personal relationships with members. | SA | A | TA | TD | D | SD |
| 15. | FFA activities often conflict with other school activities. | SA | A | TA | TD | D | SD |
| 16. | The FFA encourages home improvement. | SA | A | TA | TD | D | SD |
| 17. | The FFA helps its members learn how to work with people. | SA | A | TA | TD | D | SD |
| 18. | The FFA promotes many practices that are obsolete. | SA | A | TA | TD | D | SD |
| 19. | The FFA stimulates improved scholarship development. | SA | A | TA | TD | D | SD |
| 20. | The FFA encourages patriotism. | SA | A | TA | TD | D | SD |
| 21. | The FFA creates a love for agricultural life. | SA | A | TA | TD | D | SD |
| 22. | The FFA helps its members to be better citizens. | SA | A | TA | TD | D | SD |
| 23. | The FFA places too much emphasis on fund raising. | SA | A | TA | TD | D | SD |
| 24. | The FFA strengthens the confidence of its members in themselves. | SA | A | TA | TD | D | SD |
| 25. | The FFA strengthens the confidence of its members in their work. | SA | A | TA | TD | D | SD |
| 26. | The FFA helps its members to develop character. | SA | A | TA | TD | D | SD |
| 27. | The FFA offers all students something. | SA | A | TA | TD | D | SD |
| 28. | The FFA provides organized recreational activities for its members. | SA | A | TA | TD | D | SD |

FFA INVENTORY continued

- | | | |
|-----|---|-----------------|
| 29. | FFA activities help members to develop aggressive agricultural leadership skills. | SA A TA TD D SD |
| 30. | FFA activities introduce members to the various aspects of agriculture. | SA A TA TD D SD |
| 31. | The FFA tends to use the same members for leaders in all situations. | SA A TA TD D SD |
| 32. | FFA activities prepare students for many aspects of life. | SA A TA TD D SD |
| 33. | FFA activities stimulate personal development. | SA A TA TD D SD |
| 34. | The cost of FFA membership is reasonable. | SA A TA TD D SD |
| 35. | FFA activities enhance the test skills of members. | SA A TA TD D SD |
| 36. | The FFA introduces members to the concepts of agriculture. | SA A TA TD D SD |
| 37. | FFA activities are designed for students who possess an agricultural background. | SA A TA TD D SD |

APPENDIX B
LIST OF PANEL OF EXPERTS

PANEL OF EXPERTS

Dr. Fasihuddin Ahmed, Professor
Sociology and Social Service
North Carolina Agricultural and Technical State University
Greensboro, North Carolina 27411

Mr. Louis Harrison, Student
Former State FFA Officer
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Mr. C. L. Keel, FFA Executive Secretary
North Carolina State Department of Public Instruction
Raleigh, North Carolina 27611

Mr. Lorenza W. Lyons, District Agent
Agricultural Extension Service
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Mr. Kenneth Reeves, Student
Former State FFA Officer
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Mr. Walter Taylor, Graduate Student
Former Vocational Agricultural Teacher
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Ms. Linda Wilson, Instructor
Agricultural Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

APPENDIX C
ITEM ANALYSIS

ITEM ANALYSIS

<u>FFA Inventory Statements</u>	<u>Correlation With Total Score</u>
1. The FFA is instrumental in bringing out important skills in students.	.68
2. The FFA provides training in public relations.	.61
3. FFA activities help members to develop competent agricultural leadership skills.	.71
4. Many teachers of agriculture dislike the work associated with FFA advisorship.	.34
5. The FFA creates interest in the choice of an agricultural occupation.	.72
6. The FFA encourages members to improve the agricultural industry.	.64
7. The FFA encourages the practice of thrift by its members.	.67
8. The FFA increases member employment opportunities.	.66
9. The FFA has a rural philosophy.	-.03
10. FFA chapters overemphasize leadership and do not have enough workers.	.62
11. The FFA provides opportunities for individual achievement.	.55
12. The FFA helps its members develop social skills.	.64
13. The FFA meets the needs of all its members.	.64
14. FFA activities help advisors establish personal relationships with members.	.69
15. FFA activities often conflict with other school activities.	.26
16. The FFA encourages home improvement.	.61
17. The FFA helps its members learn how to work with people.	.68
18. The FFA promotes many practices that are obsolete.	.62

<u>FFA Inventory Statements</u>	<u>Correlation With Total Score</u>
19. The FFA stimulates improved scholarship development.	.63
20. The FFA encourages patriotism.	.64
21. The FFA creates a love for agricultural life.	.62
22. The FFA helps its members to be better citizens.	.69
23. The FFA places too much emphasis on fund raising.	.50
24. The FFA strengthens the confidence of its members in themselves.	.67
25. The FFA strengthens the confidence of its members in their work.	.73
26. The FFA helps its members to develop character.	.78
27. The FFA offers all students something.	.71
28. The FFA provides organized recreational activities for its members.	.62
29. FFA activities help members to develop aggressive agricultural leadership skills.	.75
30. FFA activities introduce members to the various aspects of agriculture.	.61
31. The FFA tends to use the same members for leaders in all situations.	.49
32. FFA activities prepare students for many aspects of life.	.72
33. FFA activities stimulate personal development.	.74
34. The cost of FFA membership is reasonable.	.34
35. FFA activities enhance the test skills of members.	.60
36. The FFA introduces members to the concepts of agriculture.	.60
37. FFA activities are designed for students who possess an agricultural background.	.32

APPENDIX D

FFA INVENTORY RESPONSE FREQUENCIES

FFA INVENTORY ITEM RESPONSE FREQUENCIES
AND PROPORTIONS

FFA Inventory Response	SA	A	TA	TD	D	SD	Mean Response
	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	
1. The FFA is instrumental in bringing out important skills in students.	1 (.00)	1 (.00)	3 (.01)	45 (.15)	93 (.30)	164 (.53)	5.35
2. The FFA provides training in public relations.	0 (.00)	0 (.00)	2 (.01)	37 (.12)	117 (.38)	151 (.49)	5.36
3. FFA activities help members to develop competent agricultural leadership skills.	0 (.00)	2 (.01)	6 (.02)	38 (.12)	89 (.29)	172 (.56)	5.38
4. Many teachers of agriculture dislike the work associated with FFA advisorship.	23 (.07)	61 (.20)	85 (.28)	58 (.19)	65 (.21)	15 (.05)	3.41
5. The FFA creates interest in the choice of an agricultural occupation.	1 (.00)	7 (.02)	20 (.07)	97 (.32)	126 (.41)	56 (.18)	4.65
6. The FFA encourages members to improve the agricultural industry.	2 (.01)	4 (.01)	16 (.05)	93 (.30)	137 (.45)	55 (.18)	4.71
7. The FFA encourages the practice of thrift by its members.	5 (.02)	3 (.01)	30 (.10)	113 (.37)	116 (.38)	40 (.13)	4.47
8. The FFA increases member employment opportunities.	5 (.02)	7 (.02)	23 (.07)	107 (.35)	104 (.34)	61 (.20)	4.57
9. The FFA has a rural philosophy.	56 (.18)	123 (.40)	87 (.28)	26 (.08)	11 (.04)	4 (.01)	2.43
10. FFA chapters overemphasize leadership and do not have enough workers.	22 (.07)	33 (.11)	55 (.18)	103 (.34)	70 (.23)	24 (.08)	3.78

FFA INVENTORY (Continued)

FFA Inventory Response	SA	A	TA	TD	D	SD	Mean Response
	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	
11. The FFA provides opportunities for individual achievement.	0 (.0)	0 (.0)	2 (.01)	35 (.11)	133 (.43)	137 (.45)	5.32
12. The FFA helps its members develop social skills.	0 (.0)	4 (.01)	5 (.02)	73 (.24)	152 (.50)	73 (.24)	4.93
13. The FFA meets the needs of all its members.	23 (.07)	36 (.12)	73 (.24)	110 (.36)	54 (.18)	11 (.04)	3.55
14. FFA activities help advisors establish personal relationships with members.	3 (.01)	3 (.01)	3 (.01)	63 (.21)	132 (.43)	103 (.34)	5.04
15. FFA activities often conflict with other school activities.	47 (.15)	96 (.31)	81 (.26)	49 (.16)	28 (.09)	6 (.02)	2.78
16. The FFA encourages home improvement.	2 (.01)	4 (.01)	6 (.02)	111 (.36)	141 (.46)	43 (.14)	4.67
17. The FFA helps its members learn how to work with people.	2 (.01)	2 (.01)	2 (.01)	62 (.20)	148 (.48)	91 (.30)	5.04
18. The FFA promotes many practices that are obsolete.	17 (.06)	14 (.05)	38 (.12)	122 (.40)	90 (.29)	26 (.08)	4.08
19. The FFA stimulates improved scholarship development.	2 (.01)	9 (.03)	20 (.07)	137 (.45)	115 (.37)	24 (.08)	4.39
20. The FFA encourages patriotism.	3 (.01)	4 (.01)	12 (.04)	104 (.34)	132 (.43)	52 (.17)	4.67

FFA INVENTORY (Continued)

FFA Inventory Response	SA	A	TA	TD	D	SD	Mean Response
	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	
21. The FFA creates a love for agricultural life.	1 (.00)	7 (.02)	26 (.08)	110 (.36)	116 (.38)	47 (.15)	4.54
22. The FFA helps its members to be better citizens.	1 (.00)	3 (.01)	5 (.02)	67 (.22)	145 (.47)	86 (.28)	4.99
23. The FFA places too much emphasis on fund raising.	21 (.07)	19 (.06)	71 (.23)	118 (.38)	57 (.19)	21 (.07)	3.76
24. The FFA strengthens the confidence of its members in themselves.	0 (.0)	4 (.01)	5 (.02)	80 (.26)	139 (.45)	79 (.26)	4.93
25. The FFA strengthens the confidence of its members in their work.	0 (.0)	2 (.01)	6 (.02)	91 (.30)	139 (.45)	69 (.22)	4.87
26. The FFA helps its members to develop character.	1 (.00)	3 (.01)	7 (.02)	84 (.27)	137 (.45)	75 (.24)	4.88
27. The FFA offers all students something.	14 (.05)	19 (.06)	46 (.15)	81 (.26)	96 (.31)	51 (.17)	4.23
28. The FFA provides organized recreational activities for its members.	3 (.01)	6 (.02)	23 (.07)	104 (.34)	141 (.46)	30 (.10)	4.51
29. FFA activities help members to develop aggressive agricultural leadership skills.	1 (.00)	5 (.02)	24 (.08)	92 (.30)	131 (.43)	54 (.18)	4.66
30. FFA activities introduce members to the various aspects of agriculture.	0 (.0)	4 (.01)	19 (.06)	78 (.25)	148 (.48)	58 (.19)	4.77

FFA INVENTORY (Continued)

FFA Inventory Response	SA	A	TA	TD	D	SD	Mean Response
	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	Response and Proportions	
31. The FFA tends to use the same members for leaders in all situations.	25 (.08)	46 (.15)	118 (.38)	78 (.25)	35 (.11)	5 (.02)	3.22
32. FFA activities prepare students for many aspects of life.	3 (.01)	3 (.01)	17 (.06)	86 (.28)	138 (.45)	60 (.20)	4.74
33. FFA activities stimulate personal development.	0 (.0)	3 (.01)	2 (.01)	79 (.26)	160 (.52)	63 (.21)	4.91
34. The cost of FFA membership is reasonable.	3 (.01)	2 (.01)	16 (.05)	61 (.20)	128 (.42)	97 (.32)	4.95
35. FFA activities enhance the test skills of members.	2 (.01)	9 (.03)	37 (.12)	113 (.37)	117 (.38)	29 (.09)	4.37
36. The FFA introduces members to the concepts of agriculture.	0 (.0)	5 (.02)	22 (.07)	91 (.30)	147 (.48)	42 (.14)	4.65
37. FFA activities are designed for students who possess an agricultural background.	35 (.11)	58 (.19)	104 (.34)	71 (.23)	34 (.11)	5 (.02)	3.08

APPENDIX E

COVER LETTER TO PARTICIPANTS



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

April 9, 1979

Dear Fellow Educator:

I am presently conducting a study to determine the "Relationship of Selected Factors to the Attitude of Eastern Region Secondary Agricultural Teachers Toward the FFA".

The study has the support of the National FFA Center and my doctoral advisor, Dr. James P. Clouse, Professor of Vocational and Technical Education, Virginia Polytechnic Institute and State University.

Completion of this instrument will require about fifteen minutes of your valuable time. In order that the study may proceed on schedule, I would appreciate it if you would complete and return the enclosed instrument within the next seven days. A stamped, addressed envelope is enclosed for your use.

If you would like to have a summary of the findings, please enclose a note with your name and address and return it with the instrument.

Thank you.

Sincerely,

Daniel M. Lyons

DML:bjf
Enclosures

APPENDIX F
FOLLOW-UP POSTCARD TO PARTICIPANTS

May 2, 1979

Dear Fellow Educator:

On April 16, 1979, you were mailed an instrument and a letter requesting your participation in a study to determine the Relationship of Selected Factors to the Attitude of Eastern Region Secondary Agricultural Teachers Toward the FFA.

As of today I have not received your completed instrument. Will you be so kind to mail your instrument today so that the study can be completed.

Thank you.

Sincerely,

Daniel M. Lyons
2300 K. Terrace View
Blacksburg, Va. 24060

APPENDIX G
FOLLOW-UP LETTER



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

May 18, 1979

Dear Fellow Educator:

I am in the process of collecting data for my dissertation study, The Relationship of Selected Factors to the Attitude of Eastern Region Secondary Agricultural Teachers Toward the FFA. On May 2, 1979, you were mailed a post card requesting that you return the FFA Inventory Instrument that was mailed to you on April 16, 1979. As of today I have not received your instrument. I am sure your busy schedule has prevented you from returning your completed instrument. In case your instrument was lost in the mail or misplaced, I have enclosed another copy for your use.

Your response is very valuable and is needed so that this study can be completed. Will you please return your completed instrument today.

Please accept my thanks for giving this matter your attention. I hope to hear from you soon.

Thanks very much!

Sincerely,

Daniel M. Lyons

APPENDIX H
ATTITUDINAL SCORES EARNED
ON THE PFA INVENTORY

ATTITUDINAL SCORES EARNED ON^a
THE FFA INVENTORY

Scores Earned on FFA Inventory	Number of Agriculture Teachers Earning Score	Percentage of Agricultural Teachers
81	1	0.3
84	1	0.3
87	1	0.3
92	1	0.3
103	1	0.3
107	1	0.3
117	1	0.3
118	1	0.3
121	2	0.7
122	1	0.3
124	2	0.7
127	1	0.3
129	1	0.3
130	2	0.7
131	1	0.3
133	2	0.7
134	1	0.3
135	2	0.7
136	4	1.3
137	3	1.0

ATTITUDINAL SCORES EARNED ON
THE FFA INVENTORY
(continued)

Scores Earned on FFA Inventory	Number of Agriculture Teachers Earning Score	Percentage of Agricultural Teachers
138	1	0.3
139	1	0.3
140	2	0.7
141	1	0.3
142	4	1.3
143	8	2.6
144	5	1.3
145	3	1.0
146	6	2.0
147	1	0.3
148	5	1.6
149	4	1.3
150	3	1.0
151	4	1.3
152	4	1.3
153	4	1.3
154	6	2.0
155	2	0.7
156	3	1.0
157	3	1.0
158	6	2.0

ATTITUDINAL SCORES EARNED ON
THE FFA INVENTORY
(continued)

Scores Earned on FFA Inventory	Number of Agriculture Teachers Earning Score	Percentage of Agricultural Teachers
159	4	1.3
160	5	1.6
161	5	1.6
162	5	1.6
163	8	2.6
164	5	1.6
165	5	1.6
166	6	2.0
167	9	2.9
168	9	2.9
169	8	2.6
170	6	2.0
171	7	2.3
172	6	2.0
173	5	1.6
174	7	2.3
175	8	2.6
176	4	1.3
177	8	2.6
178	7	2.3

ATTITUDINAL SCORES EARNED ON
THE FFA INVENTORY
(continued)

Scores Earned on FFA Inventory	Number of Agriculture Teachers Earning Score	Percentage of Agricultural Teachers
179	4	1.3
180	6	2.0
181	5	1.6
182	9	2.9
183	3	1.0
184	4	1.3
185	4	1.3
186	3	1.0
187	1	0.3
188	4	1.3
189	2	0.7
190	4	1.3
191	1	0.3
192	2	0.7
193	2	0.7
194	1	0.3
195	3	1.0
196	3	1.0
197	3	1.0
198	2	0.7

ATTITUDINAL SCORES EARNED ON
THE FFA INVENTORY
(continued)

Scores Earned on FFA Inventory	Number of Agriculture Teachers Earning Score	Percentage of Agricultural Teachers
199	2	0.7
200	1	0.3
204	1	0.3
205	1	0.3
208	1	0.3
210	2	0.7
212	<u>1</u>	<u>0.3</u>
TOTAL	<u>307</u>	<u>100.0</u>

\bar{x} mean = 164.4
 median = 167.1
 standard deviation 21.21

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FACTORS RELATED TO THE ATTITUDE TOWARD THE FFA OF
EASTERN REGION SECONDARY AGRICULTURAL TEACHERS

by

Daniel M. Lyons

(ABSTRACT)

The purpose of the study was to determine the attitude of eastern region secondary agricultural teachers toward the Future Farmers of America (FFA) and the relationship of selected factors to that attitude. To accomplish this purpose the following factors were examined: (a) years of vocational agriculture teaching experience; (b) number of teachers in the vocational agriculture department; (c) length of the annual teaching contract; (d) area of primary teaching assignment; (e) previous length of active FFA/NFA membership; (f) highest educational level attained; (g) undergraduate college degree major; (h) number of duties performed; and (i) location of the school community (rural or urban/suburban).

The population for the study consisted of 2,966 agricultural teachers who were employed in the FFA Eastern Region during the 1978-79 school year. A modified stratified random sampling technique was used to select a sample of 425 teachers for the study. Three hundred and seven (72.23 percent) of the teachers in the sample responded to the survey instrument.

The two-section instrument used in the study was developed by the researcher. The first section of the instrument consisted of ten questions designed to obtain personal and departmental information about the respondents. The second part of the instrument consisted of 37 attitudinal

statements which were developed from information obtained from vocational agriculture teachers, a review of the literature, and the FFA aims and purposes. Each statement had six Likert-Scale type choices. Respondents were instructed to circle the response which corresponded the closest to their true feelings.

The Pearson product-moment correlation and the Chi-square test of independence were used to determine if a relationship existed between the variables selected for the study and the agricultural teachers' attitude toward the FFA. A significant relationship was found between the agricultural teachers' attitude toward the FFA and the number of years of agricultural teaching experience, the location of the school community, the length of agricultural teachers' contract, the previous length of agricultural teachers' active FFA/NFA membership, and the agricultural teachers' undergraduate college degree major. It was concluded that based on the scores obtained on the FFA Attitudinal Scale, the agricultural teachers of the FFA Eastern Region had a positive attitude toward the FFA.