

THE IMPACT OF LEADERSHIP EXPERIENCES
ON THE CAREER CHOICE OF FORMER
FHA/HERO NATIONAL OFFICERS

By

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CHAPTER I

INTRODUCTION

Throughout the years, countless references have been made that the future of our country lies in the hands of its youth. Future leaders will be needed in clubs, businesses, schools, communities, counties, states and nations. The survival of any organization - be it social, occupational, educational, or political - depends on effective leadership in both formal and informal settings. Although other variables are influential, leadership has been considered as one of the most important elements affecting organizational performance. In referring to youth, Abraham Lincoln stated:

He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations. The fate of humanity is in his hands (Miller, 1983, p. 75).

One area in which effective leadership is especially crucial is that of education. Schools are a means of preparing youth to make wise choices in personal, political, social, and economic realms. Education is, therefore, instrumental in developing young men and women who will shape the course of the nation's future.

During the past few years, increased attention has been given to education in American society. Several major

studies have addressed the concerns of education as it exists in public schools today (U. S. National Commission on Excellence in Education, 1984). In light of the numerous research studies in this area, questions have been raised about the quality of education actually provided to students. For the most part, these reports have noted the need for improvement of what is viewed as a less than adequate system for learning. Recommendations arising from these studies have focused on methods of improving the existing system so that the goals of education can be more fully realized.

The critical role of the teacher in the overall educational process is evident. In an attempt to insure high-quality teaching personnel, competency-based testing practices and stringent certification requirements have been implemented in several states. As a result of these measures, the need for training more qualified teacher candidates has emerged.

Teacher educators faced with the formidable task of training future teachers, however, are now encountering an equally significant problem - the rapid decline in enrollments in such educational programs. This decrease, coupled with the rising number of teachers leaving the field for alternative occupations or as a result of retirement incentives, has caused a teacher shortage in several key areas and a potential shortage in many others. Thus, the enrollment challenge is a crucial issue facing educators today.

Statement of Problem

A current concern in the home economics profession is the critical decline in enrollments in teacher education programs (Osborn, 1985). Modernized societal attitudes, boosted by the Women's Liberation Movement and the push for equal rights, have contributed to increased opportunities for women in what were traditionally male-dominated careers. This trend has led many outstanding young people to choose career options that are more lucrative and more appealing than teaching (Beyers, 1983). The result is that the number of available teachers in the field is diminishing, thus making a potential teacher shortage imminent.

Replenishment of the supply of teachers has serious implications for how influential persons address the recruitment, education, and professional development of future teachers. The need for active recruitment strategies to attract students to the teaching profession has emerged.

Future Homemakers of America (FHA) is one possible recruitment strategy that can get students involved in the home economics profession by providing opportunities for the development of leadership ability. The leadership training offered by the organization can help members prepare to take their place in society as useful and productive citizens. In addition, exposure to the FHA organization and what it has to offer may help attract young people to teaching as a career.

If Future Homemakers of America is to be considered for use as a potential recruiting tool for future teachers, the necessity arises to explore the impact the organization has upon individuals involved in leadership activities and to identify the benefits derived from these experiences. Furthermore, significant influences on career decisions need to be determined so that suggestions can be made as to how such opportunities can be more effectively utilized in the future.

Purpose and Objectives

The primary purpose of this research study was to examine the extent to which leadership experiences in the FHA organization contribute to the selection of a career. More specifically, the following objectives served as guides for the research:

1. To assess personal benefits derived from participation in leadership activities in Future Homemakers of America.
2. To explore former national officers' feelings about the influence that FHA leadership experiences had on their choice of a career.
3. To determine significant factors which influenced the former officers' attraction to their chosen careers.
4. To formulate the impact of FHA leadership experiences on subsequent career choice.

5. To make recommendations for future research based on the findings of the study, along with discussions of the enrollment challenge and potential teacher shortage.
6. To suggest recruitment strategies to employ within the FHA organization to attract outstanding young people to the teaching profession.

Research Questions

The following research questions were formulated in order to deal with the purpose of the study:

1. What personal benefits do former national officers feel they received as a result of participation in FHA leadership activities?
2. How do FHA leadership experiences influence the subsequent career choices of student leaders?
3. What factors significantly influence attraction to chosen occupations?
4. What is the impact of leadership experiences on career choice?
5. What recruitment strategies could be employed within the FHA organization to attract outstanding young people to the teaching profession?

Assumptions

The following were the assumptions underlying the research study:

1. It was assumed that the selected sample would be willing to participate.
2. It was assumed that the respondents would be truthful and devote the proper amount of time in completing the instrument in order to give reliable results.
3. It was assumed that the time periods set up for response would allow for a high rate of return.
4. It was assumed that the former national officers who participated in the study provided a representative sample of past national officers.

Limitations

The following were the major restrictions affecting the research study:

1. The participants in the study were limited to FHA National Officers who served terms from 1980-1985.
2. The study was limited by the size and representativeness of the selected sample.
3. The conclusions and resulting implications of the study were limited by the distinctive composition of the selected sample.
4. The study was limited in application since it dealt with a particular special interest group and so may not be generalizable.
5. The instrument used in the study was subject to the usual limitations of questionnaire-type research.

Definition of Terms

The following terms relevant to the research study are listed and defined in order to clarify their usage:

Career -- "A profession or occupation; lifework"
(Webster, 1975, p. 34).

Consumer and Homemaking Education -- "Educational programs that may include (1) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, (2) instruction in the areas of foods and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles " (U.S. Congress, Public Law 98-524, 1984, Part B, Sec 311).

Future Homemakers of America (FHA; commonly referred to as FHA/HERO) -- "A nonprofit national vocational student organization for young women and men in home economics in public and private schools through grade 12, open to students of all races and religious beliefs" (FHA Bylaws, 1983, p. 1).

FHA chapters -- "emphasize consumer homemaking education" (FHA Bylaws, 1983, p. 2).

FHA/HERO chapters -- "include both FHA and HERO members" (FHA Bylaws, 1983, p. 2).

HERO chapters -- "emphasize home economics occupations" (FHA Bylaws, 1983, p. 2).

Leadership -- "role that leads toward goal achievement, involves interaction and influence, and usually results in some form of changes in structure or behavior of groups, organizations or communities" (Lassey and Fernandez, 1976, p. 11).

Occupational Home Economics Education -- "Instruction directed toward gainful employment that qualifies individuals to engage in selected occupations involving knowledge and skills in home economics subject matter areas, i.e., care and guidance of children; clothing management, production and services; food management, production and services; home furnishings, equipment and services; institutional home management and supporting services; and other occupational preparation" (U.S. Congress, Public Law 88-210, 1963, Sec. 10c, p. 411).

Vocational Education -- "Vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations" (U.S. Congress, Public Law 88-210, 1963, Sec. 8(1), p. 408).

Vocational Student Organization -- "Those organizations for persons enrolled in or associated with Vocational/ Technical Education instructional areas, and which have national, state and local units; the activities of which are

an integral part of the curriculum offering of a vocational education instructional area" (U.S. Congress, Public Law 94-482, 1976, Sec. 195, p. 2213).

Summary

Chapter I has introduced the reader to the study. A review of literature will be found in Chapter II. Chapter III will include the methodology of the study, while the results will be presented in Chapter IV. Chapter V will contain the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

To develop the scope and focus of the study, a review of literature examining articles and research studies relative to the objectives was conducted. This review was divided into four general areas. Trait, behavioral and situational theories of leadership will be presented in the first section. In the second section, influential factors affecting career selection will be examined. The third section will explore the purpose of the FHA organization, specifically focusing on how the issues of career preparation and leadership development are addressed. Finally, the enrollment challenge facing educators in the teaching profession will be discussed in relation to the need for student recruitment and possible recruitment strategies.

Leadership

"What makes a leader?" is a question that different individuals may respond to in a variety of ways. Leadership has been studied and researched for a number of years resulting in numerous theories and models (Stogdill, 1974).

A review of past research revealed that there have been trait, behavioral and situational approaches applied to the leadership puzzle. Each approach has an empirical base and a group of advocates espousing the features and successes of the theory or model. Despite the numerous efforts to discover a formula for successful leaders, no universally accepted theoretical framework of leadership has yet been developed.

In the study of leadership, both early and current theories have generally focused on the same objective - identifying the elements or factors that result in leader effectiveness. The development of leadership research has advanced from a study of the individual characteristics of the leader to an examination of the effects of the style of leader behavior, and finally, to consideration of the impact of situational factors surrounding the leadership environment. Thus, to fully review past research, three main approaches to the development of leadership should be examined: trait, behavioral and situational theories.

Trait Theories

Many of the early studies of leadership during the 1940's focused on the traits of a leader (Stogdill, 1948). The trait approach to leadership emphasized an attempt by researchers to identify a finite set of individual traits or characteristics that could differentiate successful from

unsuccessful leaders. The search for these traits included consideration of such factors as biological, intellectual, social, emotional, physical and other personal characteristics of the individual.

In a review of the research since 1948, Stogdill (1974) condensed the exhaustive search for such identifiable traits into a leadership classification system based on six broad categories: 1) physical characteristics, 2) intelligence, 3) social background, 4) personality, 5) task-related characteristics, and 6) social characteristics. Research examining these factors has produced results that suggest that some of these characteristics appear to be significant factors related to effective leadership. Even though these results were thought to be promising when viewed in terms of the type of individual most likely to emerge as a leader, overall the findings proved to be inconsistent across different samples.

Although results of trait investigations have been helpful in identifying certain salient characteristics of leaders, it has not yet been shown that a finite set of traits can distinguish successful leaders. Further research in the area has suggested that it is possible that other situational factors may affect leader effectiveness and should be considered as well (Hollander and Julian, 1969). Specific individual characteristics or traits were thus viewed as comprising only a few of the numerous factors that contribute to leader effectiveness.

Behavioral Theories

During the 1950's, dissatisfaction with the trait approach to leadership led many researchers to examine actual leader behavior in various settings (Stogdill, 1974). Attention was turned away from the personal characteristics of the leader and focused instead on what the individual actually does in a leadership situation. More specifically, the behavior patterns exhibited by the leader in an attempt to influence subordinate actions were examined. The foundation for this "style of leadership" approach was the belief that effective leaders utilized a particular style to lead individuals and groups to attain certain goals. Unlike the trait theories which dealt with the emergence of an individual as a leader, the behavioral approach focused on leader effectiveness.

As a result of the various behavioral studies, a number of definitions of leadership style were developed causing a great deal of confusion and overlap regarding both the definition and measurement of leader behavior (Yukl, 1971). Although many terms were assigned to different leadership styles, two basic factors were generally inherent in most behavioral approaches: task-orientation and people-orientation. Task-orientation involved emphasis the leader placed on getting the job done, whereas people-orientation centered on the type of behavior exhibited by the leader toward subordinates.

Two major research efforts have been directed toward investigating the behavioral approach to leadership: the Ohio State University and the University of Michigan studies (Stogdill and Coons, 1957). Overall, the primary objectives of these two investigations were to explore the determinants of leader behavior and to examine the effects of leadership style (Likert, 1967). The vast number of studies that have investigated the effects of leadership style utilizing these two frameworks have generally resulted in inconclusive findings.

In summarizing research done in the behavioral area, Fleishman (1973) concluded that no single leadership style has emerged as best. The evidence reviewed suggested that in some cases a task-oriented style was most effective, whereas in others a people-oriented style was best, and in still others a style that included an emphasis on both task-orientation and people-orientation was most effective. Such evidence showed that the style or behavior of leaders changed from situation to situation (Hill, 1973). This led researchers to conclude that a universally accepted "best" leadership style was inappropriate, for if a leader was to be effective, other situational factors also needed to be considered.

Situational Theories

During the late 1960's, researchers recognized the limitations of the behavioral theories and began to redefine

and develop new approaches to the study of leadership (Stogdill, 1974). As a result of prior efforts, researchers generally concluded that the findings of the trait and behavioral approaches to leadership suggested that the most effective way to lead was a dynamic and flexible process that adapted to the particular situation at hand. Thus, the new emphasis in research focused more on consideration of situational variables in the analysis of the leadership environment.

According to situational theories, an individual's effectiveness as a leader was believed to be directly related to the ability to diagnose the situation and to evaluate the many factors that may impact on the effectiveness of his or her leadership. Tannenbaum and Schmidt (1973) contended that to fully examine the leadership situation variables such as the characteristics of the leader and subordinates, the nature of the task, the group's structure, and various organizational factors must be considered.

One of the first situational models of leadership was developed by Fieldler (1967). The basic proposal advanced by this theory was that group effectiveness was dependent on the interaction between leadership style and situational favorableness of the leader. A leader's situational favorableness could be determined by an analysis of leader-member relations (i.e., group atmosphere), task structure, and the leader's position power. These three situational factors

were believed to contribute to the leader's ability to influence subordinates.

A number of research efforts have been undertaken on Fieldler's contingency model (Graen, Orris and Alvares, 1971; McMahon, 1972; Larson and Rowland, 1974; Vecchio, 1977). Each of these studies identified an increasing number of serious shortcomings to this theoretical framework. Criticisms have generally focused on its validity, theoretical base, and methodology. Despite the significant drawbacks, Fieldler's contingency model has proven to be a major addition to the study of leadership since it was one of the first approaches that included situational factors in its theoretical framework.

A second situational theory of leadership was developed by House (1971) based on the earlier work of Evans (1970). This approach has been termed the path-goal theory of leader effectiveness since its foundations are based on the expectancy theory of motivation (Vroom, 1964). House's proposed approach to leadership dealt specifically with the interactions of leadership style and the situational variables of subordinate characteristics and environmental characteristics. After the initial research efforts, the theory was revised to expand the propositions, to redefine leader behavior, and to include additional situational factors. The revised theory was comprised of two basic propositions: the role of the leader and the dynamics of the situation (House and Mitchell, 1974).

Even though path-goal theory is considered to be a recent development in the study of leadership, a growing number of research efforts have been reported in this area. Overall, results have tended to support the theory's initial framework and its multi-dimensional view of leadership style (Hunt and Larson, 1974). As with other leadership theories, a number of deficiencies in the model have been brought to light as well. Major criticisms have generally focused on the extremely complex framework that has evolved over the years.

In reviewing the three main theoretical approaches to leadership - trait, behavioral and situational - it is evident that the study of leadership has made significant strides during the last 30 years. Such progress is largely the result of the above mentioned well-designed research efforts and well-formulated theoretical frameworks. In spite of these studies, no one theory has been accepted as the final solution to the puzzle of what makes a leader. Because of the complexity of the issue, a universal approach to leadership is not anticipated for years to come, if at all.

Career Selection

Influential Factors

In making career choices, students are influenced by numerous factors. Peterson and Roscoe (1983) identified

such variables as work history of the student's mother, influences on selection of a major, and work plans following graduation as being important contributing factors to vocational choice. Austin (1984) contended that early socialization experiences and the perceived structure of available opportunities both have a definite impact on selection of a career. In addition, job qualities and attributes have been cited as being important determinants in the career decision-making process (Powell, 1984), as have families, interesting classes, and teachers (Noeth, Enger and Noeth, 1984).

During a student's early educational experiences, an interest in a vocation usually develops. At the appropriate time, the opportunity for occupational awareness and investigation should be offered. Research by Campbell and Parsons (1972) showed that students of middle school age exhibit a readiness for such career exploration, and thus activities of this nature should begin at this point in time.

As an individual goes through this exploration process, the need for career guidance is essential (Combs, 1977). Such assistance may be provided by influential persons from the student's environment. Baugher and Kellett (1983) pointed out the potential influence of role models on the career development process. Individuals in these positions serve as guides by demonstrating job-related behaviors and characteristics for students to observe and emulate. In

this respect, role models may be helpful to students and will usually have the greatest influence during the early stages of career development.

The most common role model for home economics students is probably the secondary home economics instructor. Many home economics professionals attribute the inspiration for their career choices to former teachers in the field (Baugher and Kellett, 1983). Student-teacher relationships which develop frequently last far beyond the length of the formal educational program. This suggests the critical impact that such role model relationships could have on the future of the home economics profession.

Similar to the role model alliance, vocational student organization advisers may be influential in guiding students toward a career choice. According to the 1968 Amendments to the Vocational Education Act of 1963, one of the major responsibilities of vocational student organization advisers is to disseminate career information pertinent to the occupational area and to provide career counseling to students. Thus, one essential function of advisers in the career education process of students was perceived as being important enough to be mandated by the legislature.

The crucial role that advisers play in the preparation of students for the world of work has been recognized (Askari, 1978; Owings, 1979). Reel (1979) and Osborn (1985) both contended that the key role that these adult leaders assume is as facilitators in helping youth realize and reach

personal goals. In addition, advisers can make an important contribution by guiding students in the process of decision-making. By utilizing this process, students are better able to explore career options and concerns and to learn skills needed for employment in their chosen field (Osborn, 1981).

Young people who are preparing to enter the work force need to have the ability to make informed decisions regarding the work they will do in the future (Hylton, 1977). In a Teen Times survey of 6,000 high school students ("Sound Off", 1982), jobs topped the list of teen concerns. Vocational guidance provided by influential persons and career awareness/exploration activities can be very beneficial to students in planning for eventual career choice.

Role Of Vocational Student Organizations

Part of the responsibility of preparing individuals for employment rests with the schools. In many respects, schools must bridge the gap between the private lives of families and the work of society. Vocational student organizations can serve as a vital link in this process (Hylton, 1977; Askari, 1978; Owings, 1979). Such organizations can ease the transition from class to work by providing opportunities for students to explore different occupational fields and to discover personal aptitudes in various areas.

According to the 1968 Amendments to the 1963 Vocational Education Act, vocational student organizations are designed to be an integral part of the vocational education program.

In so doing, these organizations serve as a supplement to regular classroom instruction, thereby enhancing the student's participation in the related occupational area. By providing practical experiences in career planning and opportunities for work outside of the classroom, these organizations can help students develop attitudes, perceptions and motivations regarding employment (Askari, 1978).

During the Hearings on the Reauthorization of the Vocational Education Act of 1963 (1982), the continuance of vocational student organizations was advocated. This contention was justified on the grounds that the goals and activities of these youth groups focus on skills that are relevant to occupational success. It was further acknowledged that business and industry support such organizations because they believe that the skills students learn through participation in activities of this nature are important and are often synonymous with the abilities employers look for in workers.

Vocational student organizations can also serve an important role in the development of career awareness. Owings (1979) stressed that practical experiences in such youth groups serve to promote a greater awareness of the world of work. In addition, opportunities are provided for youth to learn satisfying ways of working with other people. The leadership skills developed as a result of these organizational experiences can often prove useful to members as they enter employment situations.

In a similar respect, leadership experiences gained by involvement in student organizations may influence career choice (Luft, 1983; Rockwell, Stohler and Rudman, 1984). In agriculture education programs, skills stressed for teacher preparation correspond greatly to those necessary for effective leadership. Recognizing that occupational roles oftentimes require leadership abilities, these programs incorporate leadership preparation through student organization involvement in the teacher education curriculum (Luft, 1983).

Several research studies have been undertaken to examine the role of youth organizations in relation to career development (Hoyt, 1978; Hylton, 1977; National Assembly of National Voluntary Health and Social Welfare Organizations, 1980; Rockwell, Stohler and Rudman, 1981). Hoyt (1978) pointed out the potential of vocational student organizations for contributing to the goals of career education. Although this particular study dealt specifically with the Future Farmers of America (FFA) youth organization, the applicability to other vocational student organizations was suggested. The apparent generalizability of these findings was rationalized based on the assumption that other vocational student organizations share with Future Farmers of America common commitments to such goals as leadership development, career exploration and the cultivation of career competencies.

Hylton (1977), in a review of 14 school-related youth

groups and voluntary organizations, explored the possible relationship of the purpose and activities of each specific association to career education in order to determine the current impact these groups have on career development. The study's findings reaffirmed the need for vocational student organizations to serve as a supplement to classroom instruction and to extend student experiences into the real world. Results indicated that activities provided by such groups are indeed influential. Many students revealed that they obtained their first job and selected a career based on experiences gained through vocational student organizations.

The National Assembly of National Voluntary Health and Social Welfare Organizations (1980) conducted a study surveying 11 youth-serving agencies affiliated with the National Collaboration for Youth Organizations to determine the degree to which these groups provided training and employment opportunities for youth. The findings stated that generally the most common services offered by these organizations to students were paid or unpaid work experiences and career education/awareness opportunities. It was noted that the absence of such employment-related services in 37 percent of the respondents was most often attributed to activities of this nature not being a program priority of the organization.

In a Nebraska study of 4-H clubs, former members were surveyed to determine their perceptions of the impact that 4-H experiences had on their selection of a career or

advanced training. Results indicated that past leadership roles of members significantly influenced subsequent career choice (Rockwell, Stohler and Rudman, 1981). Findings such as those obtained in this and the other above-mentioned studies suggest that youth organizations can play a crucial role in influencing career selection.

Future Homemakers of America

Background and Philosophies

Future Homemakers of America (FHA) is a vocational student organization that has been an integral part of secondary home economics education since it was established on June 11, 1945. In 1971, the organization was expanded to include Home Economics Related Occupations (HERO) chapters which were organized especially for students enrolled in wage-earning home economics programs. Membership in the FHA organization is open to any student who is taking or has taken a course in consumer homemaking education or home economics occupations in a public or private school through grade 12 (FHA Bylaws, 1983). Members are provided with opportunities to experience leadership, personal growth and involvement through participation in the organization's activities. During its over 40 years of existence, FHA has served over seven million students in all 50 states, the District of Columbia, Puerto Rico and the Virgin Islands (Riley, 1985). Sponsors for the organization include the

U. S. Office of Education and the American Home Economics Association (FHA Bylaws, 1983).

Since its inception, Future Homemakers of America has addressed the topics of both leadership development and career preparation. In Article I of the FHA organization's Bylaws (1983), it is stated:

Section 3. Goals and Purposes

- A. The goal of the organization shall be -
To help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement.
- B. . . . The purposes of the organization shall be as follows:
 - 1. To provide opportunities for self-development and preparation for family and community living and for employment...
 - 8. . . . To develop interest in home economics, home economics careers and related occupations (p. 1).

Future Homemakers of America realizes the importance of leadership potential and works to recognize and develop such capabilities in its members. The organization encourages the development of such attributes as original thinking, creative planning, responsible decision-making and cooperative action. Based on these experiences, the FHA organization strives to aid students in the establishment of realistic vocational goals (FHA Handbook for Youth-Centered Leadership, 1982).

Potential Impact on Members

The value of youth organizations has been demonstrated

over the years. Vocational student organizations such as Future Homemakers of America provide an extension of classroom instruction at great personal value to youth. Despite the general consensus that youth organizations are beneficial, research on the effects that these groups have on their members is generally lacking (Collins, 1977). Osborn (1985) identified 'impact of member experiences' as one of the major research needs most vital to the FHA organization at the present time.

Reel (1979) advocated the role of Future Homemakers of America in helping students learn skills for tomorrow today. One of the main benefits she cited of membership in the organization is the opportunity provided for the acquisition of leadership skills. The FHA organization plays a part not only in students' present lives, but also in their preparation for the future. The organization's motto, 'Toward New Horizons', reflects this focus of using today to build a better tomorrow.

Collins (1977) attempted to discern information on benefits students receive from membership in vocational student organizations by conducting a study based on eight such associations. Results revealed that a majority of students who participated in the survey felt that these organizations provided them with beneficial opportunities in the areas of leadership development, vocational/career growth and community/civic awareness. It was noted that those students who were more actively involved in the

organizations indicated that they received a higher degree of benefits than did those members who were less actively involved. Findings such as these suggest that the benefits students derive from vocational student organizations are related to their degree of participation in provided activities.

According to the Advisory Council on Vocational Education (1968), youth organizations are designed to provide members with opportunities and benefits such as being with friends, identifying a specific field of interest, gaining recognition, being of service to others, and gaining a sense of identity. FHA members confirmed the importance of these benefits by identifying them as major reasons for joining the organization (Smith, Stewart, and Mihalevich, 1984). Osborn (1985) added that vocational student organizations give members a personal feeling of belonging and provide opportunities to interact, make decisions, and develop leadership skills.

The FHA national organization, in a 1981 random sample membership survey, found that students felt the most important membership benefits derived from participation in the organization's activities were making new friends, learning home economics skills, being involved, developing leadership abilities, improving self-confidence, and helping others (Osborn, 1985). Motivations given for joining the FHA organization included the desire to participate in meaningful projects, belief in the chapter's goals and purposes,

interest in home economics, and desire for leadership opportunities (FHA Handbook for Youth-Centered Leadership, 1982). Thus, it is evident from these findings that FHA members perceive that Future Homemakers of America offers them beneficial experiences and opportunities.

Leadership Development

The need for leadership development in the home economics profession has been acknowledge (East, 1980; Meszaros, 1980; Baugher and Kellett, 1983). One technique that can be used to promote the accomplishment of this task is the utilization of the FHA organization (Meszaros, 1980).

Vocational student organizations are often looked upon as training labs for the development of leadership (Tannen-berg, 1984). The Advisory Council on Vocational Education (1968) maintained that leadership skills can be developed through these organizations. As federally mandated in the Vocational Education Act of 1963, leadership development was identified as one of three imperative supporting service components of the total vocational education program.

In a study of five of the existing vocational student organizations, Smith, Stewart, and Mihalevich (1984) explored the extent to which student participation in such groups actually resulted in the acquisition of leadership characteristics. Findings from the study attested to the fact that vocational student organizations were indeed instilling leadership qualities in their members. Results

such as these reinforce the supposition that such youth organizations may serve as vehicles for the development of leadership qualities and skills.

The FHA organization, in its Handbook for Youth-Centered Leadership (1982), identified leadership training as its primary focus. The organization advocates the concept of youth-centered leadership designed to involve members in participation in group planning to reach goals. Future Homemakers of America stresses this shared leadership responsibility and attempts to include all members in determining, planning and carrying out chapter projects.

Leadership has been defined in numerous ways over the years. Future Homemakers of America contends that leadership involves reaching out and sharing personal skills and resources with others, learning to work together, making decisions, taking a stand and being responsible for the outcome of activities. Past state officers of the organization reported that the leadership qualities that most helped them in assuming leadership roles were confidence, cooperation and communication skills (FHA Handbook for Youth-Centered Leadership, 1982).

Opinions vary as to how leadership traits are actually obtained. Some people believe that leaders are born, while others think leaders are made. Luft (1983) contended that leadership is developed, not inherited. Future Homemakers of America advocates the philosophy that leadership is a process wherein leaders create themselves by the skills

they acquire and the successes they achieve. The organization supports the premise that leadership is the compilation of skills developed through learning and practice and that experiences develop such leadership capabilities in individuals (FHA Handbook for Youth-Centered Leadership, 1982). The National Advisory Council on Vocational Education (1968) emphasized that leadership is not something that is easily attained, but rather is something that must be continuously pursued.

Career Preparation

Several references have been made to the relationship between Future Homemakers of America and career preparation, although few major studies have been undertaken specifically in this area. Combs (1977) pointed out the excellent opportunities that Future Homemakers of America provides for students to expand on career exploration activities in the home economics field. Thomas and Halbrook (1976) stated that FHA chapter activities provide a means by which students can recognize occupational requirements and standards. These experiences, in turn, can assist in preparedness for an occupation and contribute to the development of such desirable employability attributes as team work, time management, cooperation and dependability. Most recently, Osborn (1985) identified 'career awareness in home economics' as one of Future Homemakers of America's main strengths.

As a consequence of the probable influential relationship between vocational student organizations and the future careers of members, a recent growth of chapters in limited membership urban areas has come about. The relevant role of these organizations in training students to become leaders and to prepare for employment in these settings has been recognized (Kellest, 1981). This supposition has been reinforced by a pilot program provided for 25 FHA/HERO students at Adlai E. Stevenson High School in the Bronx, New York (Walker and Allen, 1981). This project explored the relationship between vocational student organizations and career preparation and addressed three major topics: career awareness, employment, and job readiness skills. Overall, results indicated that the program was positively perceived by the participants and provided a useful focus for students faced with future employment choices.

In a study of five of the existing vocational student organizations, Smith, Stewart, and Mihalevich (1984) examined the extent to which each of the selected groups were meeting their goals and developing skills and abilities in their members. General results indicated that these youth organizations are indeed providing acceptable activities related to members' interests and concerns. Student members from Future Homemakers of America revealed that their participation in the organization's activities aided them in occupational development by increasing their desire to work in home economics, developing skills that help to

prepare for careers in the field, and providing contacts with people working in the profession.

In the study cited previously undertaken by the National Assembly of National Voluntary Health and Social Welfare Organizations (1980), the data collected from the FHA organization revealed that the most frequently offered employment-related services were career awareness/education, paid work experience, job counseling and job training. Findings such as these imply that Future Homemakers of America may indeed serve a critical function in the career preparation process.

The Enrollment Challenge

Need for Student Recruitment

The potential shortage of teachers by the 1990's is a topic that has received increased attention in recent years (Beyers, 1983; Starr, 1983; Tauber, 1984). Many school districts have already experienced supply-demand discrepancies in the areas of math and science. Starr (1983) reported that the percentage of students who are entering teacher education programs has continued to decline, as have the percentages reflecting those who aspire for a career in education.

Along with the decreasing quantity of education majors, a quality crisis has also been noted. In summarizing a 1982 study done by Feistritzer, Starr (1983) pointed out that

students who planned to major in education were found to score lower on both the verbal and mathematical sections of the Scholastic Aptitude Test. Many outstanding young students are encouraged to pursue professional occupations more lucrative than that of teaching. Those who do choose an education major are often criticized or required to defend their decisions (Tauber, 1984).

The problem of teacher supply-demand is even further enhanced by the fact that many bright young women, while once comprising the majority of teacher education majors, are now leaning more towards selection of applied biological science and other professional careers (Beyers, 1983). As a result of the increasing range of career options being offered to them, many females are moving into occupational areas once dominated by males (Beyers, 1983; Starr, 1983). Job attributes such as career success, financial benefits, and a chance for prestige have become of more interest to individuals when considering potential careers.

The home economics field, along with other major educational areas, has experienced a critical decline in enrollments in teacher education programs in recent years. In light of the potential teacher shortage, a definite need for the recruitment of qualified students has now emerged (Osborn, 1985). East (1980) supports this belief and cites a necessity to focus on attracting outstanding young people to the home economics profession as well as developing the noteworthy characteristics of students currently enrolled

in such programs.

Recruitment Strategies

To meet the enrollment challenge, a concentrated effort employing active recruitment strategies must be made to help attract students to teaching as a career. Peterson and Roscoe (1983) suggested that profiles of students currently enrolled in the home economics area may be of assistance in this endeavor. By identifying and examining characteristics of present students, greater insight is possible into factors that might be useful in attracting students in the future.

Starr (1983) recommended another recruitment approach that focuses on recognizing the need for the expansion of career options for education majors. By attempting to remove vocational restrictions often placed on individuals with degrees in teacher education, future teachers can be trained for a wider range of occupational services. This, in turn, may serve to increase both the desirability and the credibility of the teaching profession.

In addition, vocational student organizations can play a critical role in this attempt. By providing opportunities for students to be in direct contact with professionals in associated fields, these youth groups function as recruitment strategies that serve to introduce and attract young people to related professions. Through experiences they encounter in organizational activities, students are then

better able to define and clarify career goals (Askari, 1978).

Information presented by the National Federation of State High School Associations (1986), in a summary of surveys and other documentation on high school activities, supports the belief that such experiences are a valuable educational tool that not only support the academic mission of schools but foster success in later life as well. The results obtained concerning post-high school influence included findings which suggested that teens who were active in school activities were found to be more likely to succeed in their chosen professions and make creative contributions to their communities than were students who had not been involved in such activities while in high school.

The National Advisory Council on Vocational Education, in its Seventh Report (1972), proclaimed the importance of vocational student organizations. Since 1974, the programs and philosophies of these groups have been endorsed by the U. S. Department of Education (Osborn, 1985). In spite of this critical recognition, vocational student organizations have been neglected at all levels of the educational hierarchy. As a result, only 1.5 million of the 14 million students currently enrolled in vocational education programs are actually members of the related youth organizations. Thus, the potential impact that such vocational student organizations can have on youth has not yet been fully realized.

Summary

An overview of leadership, career selection, Future Homemakers of America, and the enrollment challenge facing teacher education programs was included in Chapter II. Chapter III will provide a description of the procedures used for this study.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the research study was to examine the extent to which leadership experiences in Future Homemakers of America (FHA) contribute to the selection of a career. The key variables involved in the study were: (1) benefits derived from participation in leadership experiences provided by Future Homemakers of America; (2) factors which influence career selection; and (3) impact of FHA leadership experiences on career selection factors.

In light of the above purpose, the following objectives were used to guide the study:

- (1) To assess personal benefits derived from participation in leadership activities in Future Homemakers of America.
- (2) To explore former national officers' feelings about the influence that FHA leadership experiences had on their choice of a career.
- (3) To determine significant factors which influenced the former officers' attraction to their chosen careers.

- (4) To formulate the impact of FHA leadership experiences on subsequent career choice.
- (5) To make recommendations for future research based on the findings of the study, along with discussions of the enrollment challenge and potential teacher shortage.
- (6) To suggest recruitment strategies to employ within the FHA organization to attract outstanding young people to the teaching profession.

In order to obtain the necessary data to adequately address the research objectives and assess the relationship between key variables, a descriptive type of research design was employed. Best (1981) characterizes such descriptive research as focusing on assessing the relationships between variables in an attempt to describe and interpret what is. Using this research design, the researcher attempted to systematically describe the area of interest factually and accurately. Objectives 1 - 4 were explored through research using a written questionnaire with past national officers of the FHA organization. Based on the results of the survey, objectives 5 - 6 were addressed.

Population and Sample Plan

The population of interest for the study consisted of past national officers of Future Homemakers of America. According to Article V, Section 1 of the FHA organization's Bylaws (1983):

The National organization shall have 14 elected officers, 12 shall represent the membership at large (consumer and homemaking and home economics related occupations) and 2 represent home economics related occupations (HERO) membership. Such officers shall be members of the National Executive Council and shall elect from their ranks a president, a vice president, a secretary, a treasurer, and a representative to the National Board of Directors. Each of the remaining officers shall be referred to as national officers of the national organization of Future Homemakers of America (p. 3).

Election of national officers is conducted under the guidelines of a rotation plan. As set forth in Article XI of the FHA Bylaws (1983), there are four designated regions of Future Homemakers of America composed of the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands and Guam: the Central, North Atlantic, Pacific and Southern Regions. Within each designated region, there are three subregions. The geographical areas covered by each are as follows:

CENTRAL REGION

- Subregion A - Minnesota, North Dakota, South Dakota, Wisconsin
- Subregion B - Iowa, Kansas, Missouri, Nebraska
- Subregion C - Illinois, Indiana, Kentucky, Ohio, Michigan

NORTH ATLANTIC REGION

- Subregion A - Delaware, District of Columbia, Maryland, Pennsylvania, West Virginia
- Subregion B - Connecticut, New Jersey, New York, Rhode Island
- Subregion C - Maine, New Hampshire, Massachusetts, Vermont

PACIFIC REGION

- Subregion A - Alaska, Idaho, Montana, Oregon, Washington
- Subregion B - Arizona, California, Guam, Hawaii, Nevada
- Subregion C - Colorado, New Mexico, Utah, Wyoming

SOUTHERN REGION

Subregion A - Arkansas, Louisiana, Oklahoma,
Texas

Subregion B - Alabama, Florida, Mississippi,
Georgia, Puerto Rico, Virgin
Islands

Subregion C - North Carolina, Tennessee, South
Carolina, Virginia (p. 7).

The North Atlantic and Southern regions elect six national officers on even calendar years and eight on odd calendar years, whereas the Central and Pacific regions elect eight national officers on even calendar years and six on odd calendar years. The additional officers elected each year are to represent home economics related occupations members. In the event that a region has three or fewer candidates, each candidate is voted on with a yes or no vote. If a candidate does not receive a majority of "yes" votes, the position remains vacant for the coming year (FHA Bylaws, 1983).

Based on considerations of feasibility and due to the impracticality of locating all members of the population, only those officers who served terms during the past five years were included in the sample. These 63 individuals - 12 officers from 1980 - 1981, 14 officers from 1981 - 1982, 12 officers from 1982 - 1983, 11 officers from 1983 - 1984, and 14 officers from 1984 - 1985 served as a purposeful sample for the study. The addresses of the selected subjects were obtained from the Director of Programs at the national headquarters of Future Homemakers of America, Reston, Virginia.

Instrumentation

An attempt was made to locate an existing instrument to utilize or adapt for the study, but due to the lack of research in the area, this effort was futile. As a result of this situation, an appropriate instrument was developed by the researcher.

The type of instrument created for the study was a descriptive and opinion questionnaire comprised of the following information:

- Part I - personal demographic data;
- Part II - benefits derived from leadership experiences in FHA;
- Part III - significant factors influencing career choice; and
- Part IV - impact of leadership roles on career selection factors.

The instrument was designed to be self-administered by the respondents.

Part I of the questionnaire was used to solicit personal information to provide descriptive data for the selected sample. For Part II, Part III, and Part IV, the respondents were asked to rate a series of items related to leadership experiences and career choice based on a Likert-type scale. The items were constructed as a result of a review of literature to represent pertinent topics in each area. Space was provided at the end of the survey for respondents to write any additional comments they had about their involvement with the FHA organization since their

terms of office expired and about their activities and experiences in Future Homemakers of America.

Before the questionnaire was utilized to collect data from former national officers, it was submitted for review to a FHA State Adviser, an Home Economics Extension Leadership Specialist, a professor in Home Economics Education and Community Services at Oklahoma State University, the Associate Dean for Research of the College of Home Economics at Oklahoma State University, and the researcher's graduate committee. These persons were asked to evaluate and critique the draft of the instrument for content validity and to make comments and suggestions on any part of the questionnaire that they felt was inappropriate or could be improved.

At the same time, the questionnaire was also mailed to a pilot-test group of seven individuals comprised of three local advisers, three past district/state FHA officers, and one current FHA national officer. These persons were asked to examine and complete the instrument taking into consideration clarity, length, and time required for completion. Their responses and comments, along with recommendations of the reviewers, were used to make the final questionnaire revisions. Modifications in instructions and content were a result of this pilot testing.

Data Collection

The study was conducted using mailed questionnaires (see Appendix A). On January 6, 1986, the selected subjects

were each sent a letter of transmittal (see Appendix B) accompanying the survey instrument to explain the purpose of the research, to outline the procedural involvement of sample members, and to offer to share the findings and conclusions of the study. A stamped, self-addressed envelope was enclosed for the convenience of the participants. After the first mailing, 26 national officers, or 50.00 percent, responded.

On January 20, 1986, follow-up postcards (see Appendix B) were sent to all individuals who had not responded within 14 days of the initial mailing date. As a result of this second mailing, 17 questionnaires were received resulting in a total of 43 questionnaires, or a 68.25 percent rate of return.

At the time of the established cut-off date two weeks later, February 3, 1986, duplicate materials were sent to all non-respondents for a third and final mailing in an attempt to insure as high a rate of return as possible. As of the revised deadline date three weeks later, February 24, 1986, 13 additional questionnaires had been received, giving a cumulative total of 56 questionnaires, or a 88.89 percent return.

Of the 63 original questionnaires, four were returned by the postal service due to lack of forwarding addresses for the individuals. Of the remaining 59 questionnaires, 52 were returned completed for a 82.54 percent usable rate of response.

Data Analysis

Upon return of the questionnaires, the surveys were checked for completeness, accuracy and usability of data, with all being acceptable for use. Responses were then organized and evaluated. For Part I, the personal and demographic information was recorded and hand tabulated to obtain frequencies and percentages. The percentages were calculated by dividing the number of responses in each category (frequencies) by the total number of persons responding to each item. Additional written comments by the subjects were also recorded for this section of the questionnaire.

For Part II, Part III, and Part IV of the survey instrument, frequency and distribution results were calculated on all items. The data were then coded and programmed into the computer using the statistical package 'Statistics with Finesse'. Responses to each individual question were analyzed using mean response rates and one-way chi-square results (i.e., "goodness of fit") at the 0.05 level of significance. Non-parametric statistical procedures were employed due to the nature of the data and the inability to conclusively assume that the response ratings required in these sections of the questionnaire constituted an equal interval scale.

Frequency distributions and tables were constructed to illustrate information derived from the instrument and to use in the presentation of descriptive data.

Summary

Included in Chapter III was a description of the research design type, the population and sample plan, the instrumentation, the data collection procedures, and the methods of data analysis. Results of the study will be presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to examine the extent to which leadership experiences in Future Homemakers of America contribute to the selection of a career.

To achieve this purpose, the following objectives were formulated:

1. To assess the personal benefits derived from participation in leadership activities in Future Homemakers of America.
2. To explore former national officers' feelings about the influence that FHA leadership experiences had on their choice of a career.
3. To determine significant factors which influenced the officer's attraction to their chosen careers.
4. To formulate the impact of leadership experiences on subsequent career choice.
5. To make recommendations for future research based on the findings of the study, along with discussions of the enrollment challenge and potential teacher shortage.

6. To suggest recruitment strategies to employ within the FHA organization to attract outstanding young people to the teaching profession.

The findings of this study are presented in three main sections. The first section deals with the benefits former officers feel they received from FHA leadership experiences. Perceived benefits were computed as frequencies and percentages, and results were analyzed using one-way chi-squares (i.e., "goodness of fit") at the 0.05 level of significance. In addition, means were calculated and benefits were ranked according to these figures.

The second section presents the factors that former national officers feel were influential in their career choice. The perceived influence of various factors were also computed using frequencies, percentages, means, and one-way chi-squares.

The third section explores the relationship between FHA leadership experiences and specific career selection factors. Frequencies, percentages, means, and one-way chi-squares were calculated for these data as well. The figures resulting from all calculations were rounded to the nearest hundredth. Therefore, when totals were computed a slight variance from 100 percent occurred in some cases due to rounding error.

A description of the subjects who responded to the questionnaire precedes the three sections mentioned above. Information concerning the respondents' involvement with

Future Homemakers of America since their term of office expired, as well as specific comments they provided about their experiences in the FHA organization is presented at the end of this chapter.

Description of Sample

The selected sample for the study was comprised of 63 former FHA national officers who served terms from 1980-1985. Of the original mailed questionnaires, four were returned to the researcher by the postal service due to a move by the subject and the subsequent lack of a forwarding address. Of the remaining 59 questionnaires, 52 were completed and returned by sample members for a 82.54 percent usable rate of return. Tables I through XVII present information concerning these respondents. Additional relevant data are provided in Appendix C as needed.

Age

The participants in the study ranged in age from 17 years to 23 years. Age was reported by respondents in terms of their nearest birthday. The mean age of the subjects was 20.08 years (S.D. = 1.47), with the largest number of the former national officers, 14 or 26.92 percent, being 19 years old at the present time. The number of subjects between 19 - 21 years old totaled 36, or 69.23 percent. Table I provides a breakdown of the age of the respondents.

TABLE I
AGE OF RESPONDENTS*

Ages	Number of Responses	Percent of Responses
17	3	5.77
18	3	5.77
19	14	26.92
20	10	19.23
21	12	23.08
22	9	17.31
23	<u>1</u>	<u>1.92</u>
TOTAL	52	100.00

* \bar{X} =20.08 years, S.D.=1.47

Race

The subjects in the study included individuals of black, Hispanic, native American, and white race classifications. The largest number of participants, 43 or 82.69 percent, were white. Of those former national officers responding to the survey, none were classified as Asian American, and the researcher is not aware of whether or not any of the non-respondents would be included in this category. Specific percentages by race classifications are listed in Table II.

TABLE II
RACE OF RESPONDENTS

Race Classifications	Number of Responses	Percent of Responses
Black	4	7.69
Hispanic	3	5.77
Native American	2	3.85
White	<u>43</u>	<u>82.69</u>
TOTAL	52	100.00

Sex of Respondents

The selected sample consisted of both males and females. More than three-fourths of the subjects, 44 or 84.62 percent, were female, while eight respondents, or 15.38 percent, were male. This finding reflects the fact that the FHA organization has traditionally attracted more girls than boys. The proportions obtained from participants are fairly consistent with figures from the original sample of 63: 52 possible females, or 82.54 percent, and 11 possible males, or 17.46 percent.

Year of Service as a National Officer

As evidenced in Table III, the survey respondents were

fairly evenly distributed in terms of year of service as a national officer. An exception to this was in the 1980-1981 category, where only five subjects, or 9.62 percent of the total selected sample, responded.

TABLE III
YEAR RESPONDENTS SERVED AS FHA
NATIONAL OFFICERS

Year	Number of Responses	Percent of Responses
1980-1981	5	9.62
1981-1982	11	21.15
1982-1983	11	21.15
1983-1984	11	21.15
1984-1985	<u>14</u>	<u>26.92</u>
TOTAL	52	99.99

When these figures are compared to the number of former national officers serving terms per year in the original sample of 63, the following information can be ascertained:

1980-1981 -- Out of a possible 12 subjects, five responded and two surveys were returned by the postal

service to the researcher for a total of a 41.67 percent usable return.

1981-1982 -- Eleven subjects responded out of a possible 14, with one questionnaire returned to the researcher by the postal service for a 78.57 percent usable rate of return.

1982-1983 -- From 12 possible subjects, 11 responded and one questionnaire was returned to the researcher by the postal service for a 91.67 percent usable rate of return.

1983-1984 -- Eleven subjects responded out of eleven possible for a 100 percent rate of return.

1984-1985 -- From fourteen possible subjects, 14 responded for a 100 percent rate of return.

FHA National Officer Positions

The former national officers participating in the study included three presidents, four vice-presidents, five secretaries, five treasurers, five national board-of-directors representatives, and 30 national officers. Percentages of the total sample by officer position are given in Table IV. Overall, 30 respondents, or 57.69 percent, were classified as national officers, whereas 22, or 42.31 percent, were categorized according to a specific officer title.

When compared to the percentage distributions in the original sample of 63 - 25 possible specific officer titles or 39.68 percent, and 38 possible national officers, or

60.32 percent - it is apparent that the former national officers who responded to the survey are fairly representative of the original selected sample in terms of national officer position.

TABLE IV
POSITIONS HELD BY FORMER FHA
NATIONAL OFFICERS

Officer Title	Number of Responses	Percent of Responses
President	3	5.77
Vice-President	4	7.69
Secretary	5	9.62
Treasurer	5	9.62
Representative to National Board of Directors	5	9.62
National Officer	<u>30</u>	<u>57.69</u>
TOTAL	52	100.01

FHA and HERO Representation

Data on the specific areas represented by former FHA national officers are presented in Table V. Well over half

of the respondents, 43 or 82.69 percent, indicated that they represented FHA chapters. The two subjects who gave 'other' responses stated that they represented both FHA and HERO chapters. Specific percentages by area represented obtained from the respondents correspond with the percentage breakdowns from the original sample of 63: 53 possible FHA representatives, or 84.13 percent, and 10 possible HERO representatives, or 15.87 percent.

TABLE V
AREA OF FHA FORMER NATIONAL
OFFICERS REPRESENTED

Area	Number of Responses	Percent of Responses
FHA	43	82.69
HERO	7	13.46
Other	<u>2</u>	<u>3.85</u>
TOTAL	52	100.00

Enrollment in Home Economics Courses

Table VI presents data illustrating percentages of the sample who were enrolled in home economics courses at various

grade levels. As is evidenced, ninth grade was the most prevalent grade level for such enrollment, with 41 participants, or 78.85 percent, being enrolled at that level. In addition, over one-half of the respondents were enrolled in home economics courses in grade 10 (32 subjects, or 61.54 percent), grade 11 (30 subjects, or 57.69 percent), and grade 12 (33 subjects, or 63.46 percent). According to the FHA Bylaws (1983), to be qualified to run for a national office a student must have completed a minimum of one year of consumer homemaking education and/or home economics related occupations courses.

TABLE VI
GRADES IN WHICH RESPONDENTS WERE ENROLLED
IN HOME ECONOMICS COURSES

Grade	Number of Responses	Percent of Responses
6	2	3.85
7	20	38.46
8	24	46.15
9	41	78.85
10	32	61.54
11	30	57.69
12	33	63.46

Membership in Future Homemakers
of America

Percentages reflecting former national officer membership in Future Homemakers of America by grade level are presented in Table VII. The majority of the sample were FHA members during grade 9, grade 10, grade 11, and grade 12. As is indicated, at the 11th grade level, 100 percent of the respondents were members of the FHA organization. By contrast, no responses were reported for the 6th grade level.

TABLE VII
GRADES IN WHICH RESPONDENTS WERE
MEMBERS OF FUTURE HOMEMAKERS
OF AMERICA

Grade	Number of Responses	Percent of Responses
7	9	17.31
8	14	26.92
9	43	82.69
10	50	96.15
11	52	100.00
12	49	94.23

These findings, when compared to the figures presented in Table VI, reveal that enrollments in home economics courses were higher than FHA memberships during grades 6, 7, and 8, whereas FHA memberships were more common than enrollments in home economics courses in grades 9, 10, 11, and 12. It should be noted, however, that the two questions relating to these topics were worded to include only the years that former national officers were enrolled in home economics courses and were FHA members, and thus did not produce results as to at what grade levels home economics courses and FHA membership were actually available to students. This additional information, had it been requested, may have had an impact on the above figures.

Higher Education Enrollment

Table VIII gives evidence of the large number of former FHA national officers with post-high school attendance in institutions of higher education. Of those responding to the survey 44, or 84.62 percent, had attended a trade or vocational school, a community or junior college, or a four-year college or university solely or in combination after graduation from high school. The largest number of subjects, 41 or 78.85 percent, had attended a four-year college or university. Only four participants, or 7.69 percent, had not pursued any further education after high school. Responses in the 'other' category included two subjects who indicated that they were still in high school

and one individual who stated that he had attended school while in the army.

TABLE VIII
ENROLLMENT OF RESPONDENTS IN INSTITUTIONS
OF HIGHER EDUCATION

Type of Institution	Number of Responses	Percent of Responses
Community or junior college	3	5.77
Four-year college or university	37	71.15
Both junior college and four-year college or university	2	3.85
Both vocational school and four-year college or university	2	3.85
No further education after high school	4	7.69
Other	3	5.77
No Response	<u>1</u>	<u>1.92</u>
TOTAL	52	100.00

Degree Majors

The educational areas which respondents stated that

they majored in while attending an institution of higher education are illustrated in Table IX, while the specific majors indicated by the subjects are listed in Appendix C.

As is evident by the range of responses, former national officers choose to pursue their educational endeavors in a wide variety of areas. The most prevalent responses were in the Liberal Arts and Communications areas, with eight subjects, or 15.38 percent, selecting majors in each of these disciplines. The second most common options were in Business and Management, and Home Economics, with seven individuals, or 13.46 percent, choosing majors within each of these educational areas. Other multiple responses were given in the areas of Health Professions (4 subjects or 7.69 percent) and Education (2 subjects or 3.84 percent).

Within the realm of Home Economics, one person indicated that they were enrolled in a Child Development/Family Life major, one person in a Foods and Nutrition/Dietetics major, one person in Hotel Administration, one person in General Home Economics, and three individuals in Home Economics Education.

The responses in the 'other' category included one person who had attended an Army cooking school. Degree majors were not available for eight individuals due to three respondents still being in high school, three not having attended an institution of higher education after graduation from high school, and two subjects simply not responding to the particular question.

TABLE IX
DEGREE MAJORS OF RESPONDENTS BY
EDUCATIONAL AREAS

Educational Area	Number of Responses	Percent of Responses
Agriculture	1	1.92
Biological Sciences	1	1.92
Business & Management	7	13.46
Communications	8	15.38
Computer and Information Sciences	1	1.92
Education	2	3.84
Engineering	1	1.92
Health Professions	4	7.69
Home Economics	7	13.46
Law	1	1.92
Liberal Arts	8	15.38
Physical Sciences	1	1.92
Social Sciences	1	1.92
Other	1	1.92
No response	<u>8</u>	<u>15.38</u>
TOTAL	52	99.95

Marital Status

Frequencies and percentages concerning the current marital status of respondents are reported in Table X. Over three-fourths of the subjects, 42 or 80.77 percent, were classified as single, never married. No responses were obtained in the 'widowed' category, and the researcher is not aware of whether or not any of the non-respondents would be classified in this manner. The status of the respondent in the 'other' category was listed as "engaged".

TABLE X
CURRENT MARITAL STATUS OF RESPONDENTS

Marital Status	Number of Responses	Percent of Responses
Single, never married	42	80.77
Married	8	15.38
Separated/Divorced	1	1.92
Other	<u>1</u>	<u>1.92</u>
TOTAL	52	99.99

Number of Children

When asked to provide the ages of any children they

have, an overwhelming majority of the subjects, 50 or 96.15 percent, stated that they did not have any children at the present time. Of the two respondents who reported that they had one child, one was listed as being three years old and the other as three weeks old. This information is consistent with data presented in Table X and Table VIII which revealed that currently the majority of the respondents are not married and are now in the process of furthering their education.

Future Family Situation

When asked what they hoped their family situation would be five years from now, the largest number of respondents, 18 or 34.62 percent, stated that they hoped to be married with no children, or married with one to two children (See Table XI). Responses in the 'other' category included one person who stated that they would either be still single or married with no children, one person who hoped to be engaged, and one person who was uncertain. One subject did not respond to this question.

When compared to information reported in Table X relating to respondents' current marital status and data obtained concerning the number of children that subjects presently have, it is evident that a majority of the former national officers foresee their family situation in five years to be different from what it is at the present time.

TABLE XI
 RESPONDENTS' PROJECTED FAMILY SITUATION
 IN FIVE YEARS

Projected Situation	Number of Responses	Percent of Responses
Single	9	17.31
Married, no children	18	34.62
Married, beginning to start a family	3	5.77
Married, 1 to 2 children	18	34.62
Other	3	5.77
No Response	<u>1</u>	<u>1.92</u>
TOTAL	52	99.99

Current Involvement in Community Affairs

Data relating to responses received concerning the subjects' current involvement in community affairs are presented in Table XII. The most prevalent response was that of 'active in church-related functions' with 31 subjects, or 59.62 percent of the total, reporting this type of involvement. In addition, over half of the respondents, 29 or 55.77 percent, indicated that they participate in volunteer activities.

A relatively small number of the respondents, 6 or 11.54 percent, stated that they were not involved in community organizations or activities of any type. Of the responses in the 'other' category, ten subjects reported that they were involved in college-related activities of this nature, and one person reported involvement in army related activities.

TABLE XII
RESPONDENTS' CURRENT INVOLVEMENT IN
COMMUNITY AFFAIRS

Type of Involvement	Number of Responses	Percent of Responses
Active in church-related functions	31	59.62
Active in community organizations	11	21.15
Participate in volunteer activities	29	55.77
Not involved in community activities/organizations	6	11.54
Other	11	21.15
No response	1	1.92

Future Involvement in Community Affairs

A summary of the subjects' responses to the question concerning desired involvement in community affairs five years from now is presented in Table XIII. Of those responding to this question, over one-half of the subjects, 37 or 70.15 percent, stated that they hoped to be very active or have increased involvement in church-related functions, community organizations, and/or volunteer activities. Ten respondents, or 19.23 percent, predicted that their future involvement in community affairs would be the same as their current involvement.

TABLE XIII
RESPONDENTS' PROJECTED INVOLVEMENT IN
COMMUNITY AFFAIRS IN FIVE YEARS

Projected Involvement	Number of Responses	Percent of Responses
Active in community affairs	27	51.92
Increased involvement in community affairs	10	19.23
Same as current involvement	10	19.23
Undecided	1	1.92
No response	<u>4</u>	<u>7.69</u>
TOTAL	52	99.99

When compared to information recorded in Table XII, with the exception of those subjects who did not respond, it can be seen that the respondents plan to continue or advance their involvement in community affairs in the next five years.

Selection of a Career

Of the subjects responding to the question asking if they had made a career choice yet, the majority, 30 or 57.69 percent, reported that they had. Only one person, or 1.92 percent, indicated that a career decision had not yet been made. The remainder of the sample stated that they were considering two or three possible career options at this point in time (Table XIV).

TABLE XIV
DECISION ON A CAREER AS REPORTED
BY REpondENTS

Response	Number of Responses	Percent of Responses
Yes, have made a career choice	30	57.69
No, have not made a career choice	1	1.92
Considering several possible options	20	38.46
No response	<u>1</u>	<u>1.92</u>
TOTAL	52	99.99

Factors Influencing Career Choice

Individual factors related to leadership experiences which respondents felt were most influential in their choice of a career are presented in Appendix C. Although each response was unique, several underlying themes reoccurred in many of the statements. Among the more prominent factors mentioned were working with people, developing communication and organizational skills, and increasing self-confidence.

Several subjects stated that the total leadership experience itself was most influential, and not just any one factor in particular. One person did not provide a response to this question, and one person stated that a career decision had not been made at this time.

Specific Career Choices of Respondents

The job titles of respondents' career choices and/or the options they are considering are presented in Appendix C. As is evidenced, a wide variety of options were selected by the subjects. The most common responses were those of Broadcast Journalist and Public Relations Consultant with five individuals, or 9.62 percent, listing each of these occupations as their career choice.

Overall, six respondents, or 11.54 percent, stated that they planned to be teachers, with one of these individuals specifying mathematics, one English, one elementary education, one history/government, and two home economics

education. Other career options with multiple responses included 'attorney' with three subjects, or 5.77 percent, selecting this career, and 'lobbyist', 'foreign service officer' and 'certified public accountant' with two persons, or 3.84 percent, listing each of these occupations as their career selection.

Specific occupational titles listed by respondents were analyzed using the Dictionary of Occupational Titles (DOT) (1977) code system. In the event that more than one response was given by a subject, the first occupation listed was utilized for this analysis.

The nine-digit occupational code numbers presented in the DOT provide a unique identification system for specific occupations which differentiate them from all others. The first three digits identify the particular occupational group, with all occupations being clustered into one of nine broad categories: professional, technical, and managerial occupations; clerical and sales occupations; service occupations; agricultural, fishery, forestry, and related occupations; processing occupations; machine trades occupations; benchwork occupations; structural work occupations; and miscellaneous occupations. Table XV illustrates the breakdown of occupations listed by former national officers based on these first three digits of the occupational codes. As can be seen, the overwhelming majority, 43 or 82.69 percent, were categorized in professional, technical and managerial occupations (i.e., leadership-type careers).

TABLE XV
 CLASSIFICATION OF RESPONDENTS' CAREER CHOICES
 BY OCCUPATIONAL CATEGORIES

Occupational Category	Number of Responses	Percent of Responses
Professional, Technical and Managerial Occupations		
Occupations in architecture, engineering, and surveying	1	1.92
Occupations in mathematics and physical sciences	1	1.92
Occupations in life sciences	2	3.85
Occupations in medicine and health	6	11.54
Occupations in education	7	13.46
Occupations in law and jurisprudence	4	7.69
Occupations in entertainment and recreation	5	9.62
Occupations in administrative specializations	10	19.23
Managers and officials, n.e.c.	6	11.54
Miscellaneous professional, technical, and managerial occupations	1	1.92

TABLE XV (Continued)

Occupational Category	Number of Responses	Percent of Responses
Clerical and Sales Occupations		
Sales occupations, commodities, n.e.c.	2	3.85
Service Occupations		
Food and beverage preparation and service occupations	1	1.92
Lodging and related service occupations	1	1.92
Protective service occupations	2	3.85
Processing Occupations		
Occupations in processing of food, tobacco and related products	1	1.92
No Response	1	1.92
Undecided	<u>1</u>	<u>1.92</u>
Total	52	99.99

Career choices listed by subjects were further analyzed using the middle three digits of the DOT occupational code. These three numbers classify worker functions in relation to data, people, and things, with a separate digit representing the worker's relationship to each of these three groups. The fourth digit, relating to data, breaks down worker functions into the classifications of synthesizing, coordinating, analyzing, compiling, computing, copying or comparing. The occupations listed by national officers were most often in the category of 'coordinating' in relation to data (25 or 48.08 percent). In addition, nine occupational choices (17.31 percent) were classified as 'analyzing', while eight (15.38 percent) were in the 'synthesizing' category.

The fifth DOT digit, relating to people, is divided into the following classifications: mentoring, negotiating, instructing, supervising, diverting, persuading, speaking/signalling, serving, and taking instructions/helping. Based on this number, respondents were most likely to have chosen occupations involving 'speaking/signalling' (18 or 34.62 percent). Seven career choices (13.46 percent) were classified in both the 'negotiating' and 'instructing' categories.

The sixth DOT digit, relating to things, is grouped as follows: setting up, precision working, operating/controlling, driving/operating, manipulating, tending, feeding/offbearing and handling. The majority of the occupations selected by former national officers were classified as 'handling' in relation to things (41 or 78.85 percent).

The last three digits of the occupational code simply indicate the alphabetical order of titles within various categories, thus serving to differentiate each particular occupation from all others. Using the DOT code system to analyze career choices of respondents provided valuable insight into the type of occupations selected by former national officers and the specific worker functions required by each in relation to data, people and things.

Future Career Situations

Table XVI gives information summarizing what subjects hoped their career situations would be five years from now. While responses varied depending on the individual's specific career choice, overall, subjects tended to reveal that they hoped to have a job and be established in their chosen career field by then, working either full- or part-time. Five respondents, or 9.61 percent, stated that they planned to be in graduate school at this point in time, and one person, or 1.92 percent, would be a senior in college five years from now.

The aspirations of former national officers concerning their career situations in five years are consistent with data presented in Table I and Table VIII and the corresponding considerations of the respondents' ages and their educational status at the present time. Specific career aspirations as described by respondents can be found in Appendix C.

TABLE XVI
 RESPONDENTS' PROJECTED CAREER SITUATION
 IN FIVE YEARS

Projected Situation	Number of Responses	Percent of Responses
Employed in chosen career field	38	73.08
Working part-time in chosen career field	2	3.84
Owner of own business	3	5.77
Senior in college	1	1.92
Student in graduate school	5	9.61
Completing an internship	1	1.92
Undecided	1	1.92
No response	<u>1</u>	<u>1.92</u>
TOTAL	52	99.98

Youth Organization Involvement

Data illustrating respondents involvement in youth organizations during high school are presented in Table XVII. As might have been expected given the specific nature of the sample, the largest number of subjects were involved in Future Homemakers of America. In addition to

TABLE XVII
 INVOLVEMENT IN HIGH SCHOOL YOUTH ORGANIZATIONS
 AS REPORTED BY RESPONDENTS

Youth Organization	Member		Local		District		State		National	
	N	%	N	%	N	%	N	%	N	%
Future Homemakers of America (FHA)	52	100.00	45	86.54	27	51.92	44	84.62	52	100.00
Future Farmers of America (FFA)	7	13.46	2	3.85	1	1.92				
Future Business Leaders of America (FBLA)	5	9.62	1	1.92						
Distributive Edu- cation Clubs of America (DECA)	3	5.77	1	1.92						
Health Occupations Students of America (HOSA)	1	1.92								
Office Education Association (OEA)	1	1.92								
Vocational Indus- trial Clubs of America (VICA)	1	1.92								

TABLE XVII (Continued)

Youth Organization	Member		Local		District		State		National	
	N	%	N	%	N	%	N	%	N	%
Camp Fire/Scouts	12	23.08	3	5.77						
Church Groups	33	63.46	19	36.54	3	5.77	2	3.85	1	1.92
4-H Clubs	25	48.08	20	38.46	4	7.69	1	1.92		
Honor Society	33	63.46	16	30.77						
Journalism Club	14	26.92	6	11.54						
Speech/Drama Club	22	42.31	8	15.38						
Student Government	37	71.15	20	38.46						
Other	16	30.77	11	21.15			2	3.85		

their national officer experiences, an overwhelming majority reported that they had served as local (45 subjects or 86.54 percent) and state (44 subjects or 84.62 percent) officers in the FHA organization. Over one-half of the respondents, 27 or 51.92 percent, stated that they had served as district officers as well.

Excluding the data dealing with Future Homemakers of America, most students were involved in student government, with 37 respondents or 71.15 percent, having been members in this organization. Figures of over one-half, 33 subjects or 63.46 percent, were obtained for both church groups and honor society, while slightly under one-half of the respondents, 25 or 48.08 percent, were members of 4-H clubs. Responses in the 'other' category included membership in: Cheerleading, Pep Club, Letterman's/Letterwomans's Club, Children of the American Revolution, Band/Marching Band, Fellowship of Christian Athletes, Drill Team, Math Club, Spanish Club, Key Club, Junior Hereford Association, Candy Stripers, and Athletics.

Percentages of respondents serving as officers in the various youth organizations were lower than figures representing membership in the corresponding organizations with all of the calculations being less than 50.00 percent of the total sample. Of the four levels of office - local, district, state, and national - the most respondents had served as local officers. Within this classification, the largest number of subjects were officers of 4-H clubs and

student government with 20 offices, or 38.46 percent, being reported for each of these categories. These figures were followed by 19 respondents, or 36.54 percent, stating that they had been church-group officers, and 16 respondents, or 30.77 percent, reporting having served as honor society officers. Responses in the 'other' category included local offices held in the following organizations: Key Club, Band/Marching Band, Cheerleading, Letterwoman's Club, Candy Stripers, Children of the American Revolution, and Fellowship of Christian Athletes.

Of the higher levels of office, one respondent had served as a district officer in Future Farmers of America (FFA), five subjects had been either a district or state officer in 4-H Clubs, and six individuals had represented church groups as officers at either the district, state, or national levels. Overall, the selected sample had held a total of 107 local offices, eight district offices, five state offices, and one national office in various youth organizations in high school in addition to their FHA leadership roles.

BENEFITS DERIVED FROM FHA LEADERSHIP EXPERIENCES

Part II of the questionnaire dealt with the possible benefits former national officers may have received as a result of their involvement in FHA leadership experiences. Participants were provided with a list from which they were

asked to rate perceived benefits on a five-point Likert-type scale, with 0 being of 'no benefit' and 4 being of 'extreme benefit'. Table XVIII depicts the overwhelming affirmative responses to this section of the survey. Responses in the 'other' category included: Being exposed to 'real world' experiences; Having fun; Learning to enjoy work; Developing a concern for problems teens are facing; Having a good time; Developing self-esteem; Compromising with others; Accepting all people with no prejudices; and Utilizing public relations to influence government, etc.

As is evidenced in the above-mentioned table, all of the listed benefits were ranked at the positive end of the scale by a majority of the respondents. Those benefits that were considered to be 'extremely beneficial' by over three-fourths of the former national officers were: developing leadership abilities (92.31 percent), meeting people (88.46 percent), improving self-confidence (86.54 percent), communicating effectively (84.62 percent), working cooperatively with adults (82.69 percent), assuming responsibility (80.77 percent), and working cooperatively with peers (76.92 percent). Overall, with the exception of one item, 'learning home economics skills', all of the remaining benefits were ranked as either a 3 or a 4 by at least one-half of the respondents.

Rankings of mean scores for individual items are presented in Table XIX. Examination of these measures of central tendency showed evidence of negative skewness, or

TABLE XVIII
BENEFITS RECEIVED FROM FHA LEADERSHIP EXPERIENCES

Perceived Benefits	No Benefit		1		Moderate Benefit		4		Extreme Benefit	
	0				3				5	
	N	%	N	%	N	%	N	%	N	%
Assuming responsibility	-	-	-	-	1	1.92	9	17.31	42	80.77
Being of service to others	-	-	1	1.92	8	15.38	19	36.54	24	46.15
Communicating effectively	-	-	-	-	3	5.77	5	9.62	44	84.62
Competing fairly with others	3	5.77	3	5.77	7	13.46	23	44.23	16	30.77
Competing with own record	2	3.85	5	9.62	5	9.62	17	32.69	23	44.23
Developing job skills	1	1.92	2	3.85	12	23.08	13	25.00	24	46.15
Developing leadership abilities	-	-	-	-	-	-	4	7.69	48	92.31
Gaining self-recognition	2	3.85	1	1.92	3	5.77	9	17.31	37	71.15
Establishing peer relationships	-	-	3	5.77	6	11.54	12	23.08	31	59.62
Improving self-confidence	-	-	1	1.92	2	3.85	4	7.69	45	86.54

TABLE XVIII (Continued)

Perceived Benefits	No Benefit		1		Moderate Benefit		4		Extreme Benefit	
	0				3				5	
	N	%	N	%	N	%	N	%	N	%
Implementing parliamentary procedure	2	3.85	4	7.69	20	38.46	12	23.08	14	26.92
Initiating ideas	1	1.92	-	-	2	3.85	22	42.31	27	51.92
Learning home economics skills	3	5.77	7	13.46	17	32.69	10	19.23	15	28.85
Making decisions	-	-	-	-	5	9.62	16	30.77	31	59.62
Managing time wisely	-	-	1	1.92	10	19.23	13	25.00	28	53.85
Motivating a group to action	-	-	-	-	6	11.54	13	25.00	33	63.46
Meeting people	-	-	-	-	3	5.77	3	5.77	46	88.46
Participating in meaningful activities	-	-	-	-	3	5.77	16	30.77	33	63.46
Planning a career	3	5.77	5	9.62	12	23.08	13	25.00	19	36.54
Setting goals	-	-	-	-	6	11.54	9	17.31	37	71.15

TABLE XVIII (Continued)

Perceived Benefits	No Benefit		1		Moderate Benefit		4		Extreme Benefit	
	0				3				5	
	N	%	N	%	N	%	N	%	N	%
Projecting a favorable image	1	1.92	-	-	1	1.92	16	30.77	34	65.38
Preparing for community roles in adulthood	3	5.77	-	-	4	7.69	17	32.69	28	53.85
Preparing for occupational roles in adulthood	2	3.85	2	3.85	9	17.31	20	38.46	18	34.62
Working cooperatively with peers	-	-	-	-	2	3.85	9	17.31	40	76.92
Working cooperatively with adults	-	-	-	-	4	7.69	5	9.62	43	82.69

TABLE XIX
RANKINGS OF PERCEIVED BENEFITS DERIVED FROM
FHA LEADERSHIP EXPERIENCES

Perceived Benefit	Mean Score	Rank
Developing leadership abilities	3.92	1
Meeting people	3.83	2
Assuming responsibility	3.79	4
Communicating effectively	3.79	4
Improving self-confidence	3.79	4
Working cooperatively with peers	3.75	6.5
Working cooperatively with adults	3.75	6.5
Setting goals	3.60	8
Participating in meaningful activities	3.58	9.5
Projecting a favorable image	3.58	9.5
Motivating a group to action	3.52	11
Gaining self-recognition	3.50	12.5
Making decisions	3.50	12.5
Initiating ideas	3.42	14
Establishing peer relationships	3.37	15
Managing time wisely	3.31	16
Preparing for community roles in adulthood	3.29	17
Being of service to others	3.27	18
Developing job skills	3.10	19
Competing with own record	3.04	20
Preparing for occupational roles in adulthood	2.98	21
Competing fairly with others	2.88	22
Planning a career	2.77	23
Implementing parliamentary procedure	2.62	24
Learning home economics skills	2.52	25

the tendency for the sample to respond in a generally positive fashion. As is reflected by these figures, the top five benefits as rated by respondents were:

Developing leadership abilities

Meeting people

Assuming responsibility

Communicating effectively

Improving self-confidence

By contrast, the five items rated as least beneficial were:

Preparing for occupational roles in adulthood

Competing fairly with others

Planning a career

Implementing parliamentary procedure

Learning home economics skills

The individual benefits former officers feel that they received from their FHA leadership experiences were further analyzed using one-way chi-squares (i.e., "goodness of fit"). Frequencies were consolidated into three main categories for this analysis: 'not beneficial', 'somewhat beneficial', and 'very beneficial'. As is seen in Table XXIV, (Appendix D), this analysis yielded significant results for all benefits at the 0.001 level of significance.

Factors Influencing Career Choice

In addition to identifying the benefits they received from their FHA involvement, in Part III of the questionnaire

former national officers were asked to rate a list of factors as to how important each was in terms of their career choice. Rankings were made on a five-point Likert-type scale. The anchor points for the responses were extremes of 0, 'no influence', and 4, 'extreme influence'. Results reflecting these ratings are presented in Table XX. The responses in the 'other' category included: The challenge offered by this career; Living in Europe for two years, and a politically active family; My interest; My enthusiasm for today's youth and my concern for the future of today's teens; God; The career is challenging and requires logic; and These will probably be very influential in my future decision.

Overall, those factors that were evaluated as being 'extremely influential' by at least half of the respondents were: type/range of opportunities available (61.54 percent), job qualifications (53.85 percent), FHA/HERO leadership experiences (51.92 percent), and job characteristics (50.00 percent). In addition, the following factors were ranked as either a 3 or 4 by the majority of the participants: contact with people in my career choice field; effect of career choice on lifestyle; other organizational leadership experiences, FHA/HERO adviser, teacher(s), previous work experiences, promotion/advancement possibilities and salary potential.

Factors which the majority of former national officers considered to be of 'no influence' on their career choice

TABLE XX
FACTORS INFLUENCING CAREER CHOICE

Factor	No Influence		1		Moderate Influence		3		Extreme Influence	
	0				2				4	
	N	%	N	%	N	%	N	%	N	%
Area in which I live	20	38.46	5	9.62	17	32.69	5	9.62	5	9.62
Career counseling	29	55.77	6	11.54	10	19.23	5	9.62	2	3.85
Contact with people in the home economics field	13	25.00	4	7.69	18	34.62	5	9.62	12	23.08
Contact with people in career choice field	3	5.77	3	5.77	9	17.31	13	25.00	24	46.15
Effect of career choice on lifestyle	3	5.77	2	3.85	10	19.23	21	40.38	16	30.77
FHA/HERO leadership experiences	2	3.85	4	7.69	9	17.31	10	19.23	27	51.92
Other organizational leadership experiences	3	5.77	6	11.54	16	30.77	14	26.92	13	25.00
FHA/HERO Adviser	9	17.31	7	13.46	9	17.31	11	21.15	16	30.77

TABLE XX (Continued)

Factor	No Influence 0		1		Moderate Influence 2		3		Extreme Influence 4	
	N	%	N	%	N	%	N	%	N	%
	Teacher(s)	8	15.38	8	15.38	9	17.31	8	15.38	19
High school counselor(s)	32	61.54	6	11.54	11	21.15	-	-	3	5.77
Other significant adult	31	59.62	-	-	5	9.62	5	9.62	11	21.15
Job characteristics	-	-	-	-	2	3.85	24	46.15	26	50.00
Job qualifications	1	1.92	1	1.92	3	5.77	19	36.54	28	53.85
Mother	4	7.69	8	15.38	15	28.85	10	19.23	15	28.85
Father	11	21.15	5	9.62	15	28.85	10	19.23	11	21.15
Spouse	43	82.69	1	1.92	-	-	6	11.54	2	3.85
Other significant relative	44	84.62	1	1.92	1	1.92	2	3.85	4	7.69
Mother's occupation	25	48.08	8	15.38	10	19.23	6	11.54	3	5.77
Father's occupation	26	50.00	8	15.38	8	15.38	6	11.54	4	7.69

TABLE XX (Continued)

Factor	No Influence		1		Moderate Influence		3		Extreme Influence	
	0				2				4	
	N	%	N	%	N	%	N	%	N	%
Spouse's occupation	42	80.77	3	5.77	2	3.85	1	1.92	4	7.69
Previous work experiences	11	21.15	4	7.69	10	19.23	15	28.85	12	23.08
Promotion/advancement possibilities	5	9.62	6	11.54	9	17.31	13	25.00	19	36.54
Salary potential	3	5.77	5	9.62	11	21.15	17	32.69	16	30.77
Sex-role expectations	19	36.54	7	13.46	10	19.23	7	13.46	9	17.31
Type/range of opportunities available	3	5.77	-	-	7	13.46	10	19.23	32	61.54
Volunteer activities	9	17.31	10	19.23	14	26.92	5	9.62	14	26.92

included spouse (82.69 percent), other significant relative (84.62 percent), spouse's occupation (80.77 percent), high school counselor(s) (61.54 percent), other significant adult (59.62 percent), career counseling (55.77 percent), and father's occupation (50.00 percent). In addition, slightly less than one-half of the respondents, 24 or 48.08 percent, rated mother's occupation as being of no influence on their career choice.

Table XXI presents rankings by mean scores for factors influencing respondents' career choices. As is illustrated, the five items considered to be most influential were:

Job characteristics

Job qualifications

Type/range of opportunities available

FHA/HERO leadership experiences

Contact with people in chosen career field

The five factors rated as least influential on career choice were:

Career counseling

High school counselor(s)

Spouse

Spouse's occupation

Other significant relative

One-way chi-square analyses were calculated on individual items and evaluated at a 0.05 level of significance. Frequencies were consolidated into three categories for this analysis: 'not influential', 'somewhat influential',

TABLE XXI
RANKINGS OF FACTORS INFLUENCING CAREER CHOICE

Factor	Mean Score	Rank
Job characteristics	3.46	1
Job qualifications	3.38	2
Type/range of opportunities available	3.31	3
FHA/HERO leadership experiences	3.08	4
Contact with people in career choice field	3.00	5
Effect of career choice on lifestyle	2.87	6
Salary potential	2.73	7
Promotion/advancement possibilities	2.67	8
Other organizational leadership experiences	2.54	9
Mother	2.46	10
Teacher(s)	2.42	11
FHA/HERO Adviser	2.35	12
Previous work experiences	2.25	13
Father	2.10	14.5
Volunteer activities	2.10	14.5
Contact with people in the home economics field	1.98	16
Sex-role expectations	1.62	17
Area in which I live	1.41	18
Other significant adults	1.33	19
Father's occupation	1.12	20.5
Mother's occupation	1.12	20.5
Career Counseling	0.94	22
High school counselor(s)	0.77	23
Spouse	0.52	24
Spouse's occupation	0.50	25
Other significant relative	0.48	26

and 'very influential'. All of the possible factors which influence career choice that were listed were found to be significant except for the following: area in which I live, contact with people in the home economics field, father, and sex-role expectations (See Table XXV, Appendix D). Although the chi-square statistic itself does not indicate direction, inspection of the data reveals whether a particular item was significant based on the responses clustering at the positive or negative end of the scale.

FHA'S INFLUENCE ON CAREER SELECTION FACTORS

In the final section of the questionnaire, former national officers were asked how they felt their FHA leadership experiences influenced various career selection factors. Respondents were asked to rank the degree of influence FHA activities had on individual factors on a five-point Likert-type scale ranging from 0 (no influence) to 4 (very influential). Results are illustrated in Table XXII. The two responses listed by participants in the 'other' category as being influential were: working with other people and selection of a career field. In addition, one person stated that the organization had no influence on his/her career decision.

Over one-half of the respondents indicated that FHA leadership experiences were extremely influential on their desire to work in the area of their career choice (57.69 percent), the development of skills needed for careers in

TABLE XXII
 IMPACT OF FHA LEADERSHIP EXPERIENCES
 ON CAREER SELECTION FACTORS

Career Selection Factor	No Influence		1		Moderate Influence		3		Extreme Influence	
	0				2				4	
	N	%	N	%	N	%	N	%	N	%
Consideration of a career in home economics	10	19.23	10	19.23	13	25.00	7	13.46	12	23.08
Consideration of a career in chosen career field	2	3.85	3	5.77	11	21.15	7	13.46	29	55.77
Desire to work in area of home economics	12	23.08	7	13.46	19	36.54	5	9.62	9	17.31
Desire to work in area of career choice	2	3.85	4	7.69	11	21.15	5	9.62	30	57.69
Development of skills needed for careers in home economics	10	19.23	8	15.38	17	32.69	4	7.69	13	25.00
Development of skills needed for careers in chosen field	2	3.85	1	1.92	9	17.31	10	19.23	30	57.69

TABLE XXII (Continued)

Career Selection Factor	No Influence		1		Moderate Influence		3		Extreme Influence	
	0				2				4	
	N	%	N	%	N	%	N	%	N	%
Development of contacts with people working in home economics	5	9.62	8	15.38	14	26.92	9	17.31	16	30.77
Development of contacts with people working in chosen career field	6	11.54	3	5.77	12	23.08	15	28.85	15	28.85
Preparation for the world of work	3	5.77	2	3.85	6	11.54	10	19.23	31	59.62
Selection of an institution of higher education	14	26.92	9	17.31	7	13.46	9	17.31	13	25.00
Selection of an area of study in an institution of higher education	9	17.31	8	15.38	12	23.08	7	13.46	16	30.77
Selection of a career	2	3.85	2	3.85	16	30.77	12	23.08	20	38.46

their chosen field (57.69 percent), and their consideration of a career in their chosen career field (55.77 percent). Figures obtained from related questions dealing specifically with home economics were considerably lower than those mentioned above, with only 17.31 percent of the respondents rating FHA leadership experiences as being extremely influential on their desire to work in an area of home economics, 25.00 percent on development of skills needed for careers in home economics, and 23.08 percent on their consideration of a career in home economics. However, responses concerning development of contacts with people working in the chosen career fields and in home economics were relatively similar (30.77 percent and 28.85 percent respectively).

Overall, former national officers felt that their FHA activities were extremely influential on their preparation for the world of work (59.62). In addition, 38.46 percent indicated that FHA experiences extremely influenced their choice of an occupation. Only two persons, or 3.92 percent, said that FHA activities had no influence on their choice of a potential career.

Table XXIII reflects the rankings of the impact of FHA leadership experiences on career selection factors.

The three most influential items were:

Development of skills needed for careers in
chosen career field

Preparation for the world of work

Consideration of a career in chosen field

TABLE XXIII
RANKINGS OF FHA'S IMPACT ON CAREER
SELECTION FACTORS

Career Selection Factor	Mean Score	Rank
Development of skills needed for careers in chosen field	3.25	1
Preparation for the world of work	3.23	2
Consideration of a career in chosen career field	3.12	3
Desire to work in area of career choice	3.10	4
Selection of a career	2.88	5
Development of contacts with people working in chosen career field	2.54	6
Development of contacts with people working in home economics	2.44	7
Selection of an area of study in an institution of higher education	2.25	8
Development of skills needed for careers in home economics	2.04	9
Consideration of a career in home economics	2.02	10
Selection of an institution of higher education	1.96	11
Desire to work in area of home economics	1.85	12

By contrast, those items considered as having the least influence were:

Consideration of a career in home economics

Selection of an institution of higher education

Desire to work in an area of home economics

Influences on individual career selection factors were analyzed using one-way chi-squares at the 0.05 level of significance. Frequencies were consolidated into three categories as described in Part II for this analysis. As is illustrated in Table XXVI, (Appendix D), there was a significant difference on the degree of influence FHA activities had on all of the items listed in this section of the questionnaire except the following: selection of an institution of higher education, and consideration of a career in home economics.

Post-High School Involvement with Future Homemakers of America

The question, "If you have been or are currently involved with Future Homemakers of America since your term of office expired, please describe the nature of your involvement" was answered by 44 individuals (84.62 percent). Of those responding, 39 (76.47 percent) stated that they had been involved with Future Homemakers of America in some way after they had served as a national officer. Specific responses given by participants are listed below.

- I am an alumni member. (six responses)
- I do workshops, speeches, and presentations on the district, state and national level. (three responses)
- I have applied for the position of 'Program Intern' at national headquarters. (three responses)
- Board of Directors Member, Board of Trustees Youth Representative, resource person for state activities, Keynote speaker at local and district meetings, alumni.
- National and state alumni running for an office.
- I sometimes help the current National Treasurer since she is from my area.
- I was active in my senior year following my officer year as a leader and Regional MOD/ Pep Squad member. I am currently attending school in a state different from my home and it has been difficult to stay involved. I know if I was at home I would be called on to be a judge, workshop leader, camp counselor, etc. I have done this two years.
- Officer in local chapter.
- I am an alumni member. I would like to work as an intern at the national headquarters.
- Board of Directors member - on second and final year. Trustee on foundation one year. Alumni steering committee.
- Leadership training of National Officers (Power of One), workshops at National Leadership Meeting.
- 1985-1986 National Project Coordinator - Families and Futures
- Alumni member. I have also 'coached' national officer candidates and given workshops. I interviewed for the Program Intern position.
- Have given speeches to several local and state associations and also to professional home ec teachers' groups, state and national.

- I have conducted workshops at Cluster Meeting. Also serve on the Board of Directors. Working with local chapter on programs.
- Served on National Board of Directors two years following term. Vice-Chair in 1984-1985.
- Since leaving FHA/HERO I have given one workshop at ... State FHA/HERO convention.
- Currently serving as ... State FHA/HERO president.
- National Leadership Meeting - guest speaker/workshop.
- Judged proficiency events.
- Serving as secretary of the National Board of Directors.
- Leader of workshops for alumni involvement.
- I was the 1984-1985 National Program Intern. I have worked as a state intern for three years.
- Alumni member, guest speaker at ... State Convention, guest lecturer at ... home ec course.
- Very occasional involvement in a collegiate chapter of FHA.
- I am able to help my 14 year old sister with her FHA/HERO responsibilities and offices.
- I have been state president in ... since my national officer term expired and I have been chapter president twice.
- I did some public speaking during college and served as a Program Intern on the National staff.
- Member of Board of Directors; alumni member.
- N/A. I wish the adviser in the area where I am now living would allow me to be involved with local activities. I have offered dozens of times but she never excepts [sic] it or calls me. I would really like to get involved with organization activities.

As is evidenced by the comments of the respondents, former national officers have assumed a variety of roles in the FHA organization in addition to their officer duties. On the national level, the nature of their involvement has included serving as Board of Directors members, Board of Trustees youth representatives, Program Interns, and alumni members. At the state, district and local levels they have served as resource persons, speakers, judges, and workshop leaders for various FHA events. Those respondents who are still in high school reported serving as local officers, regional project leaders, and state presidents of the FHA organization. In addition, several participants mentioned that they have assisted current FHA officers from their area in their officer duties. As can be ascertained from this information, a large number of the former national officers who participated in this survey have remained active in Future Homemakers of America in one way or another since their term of office expired.

Additional Comments

Former national officers were provided with an opportunity at the conclusion of the survey to make additional comments about their experiences in Future Homemakers of America. Forty-three individuals, or 82.69 percent of the subjects, provided such comments. Many favorable responses were made by the participants about their FHA involvement. Several respondents specifically stated that Future Home-

makers of America had influenced their career choice. In addition, a few of the participants made suggestions for improving the FHA program. All of the specific comments provided by respondents concerning their FHA experiences are presented below.

Favorable comments made by the respondents were:

- It's the best thing that has ever happened to me. The experiences and leadership I gained will positively affect me the rest of my life. My hat's off to FHA!
- Extremely beneficial - would like to further involvement!
- Great opportunity.
- National officership provides a valuable learning experience of travel. Becoming independent and confident in social skills was essential for public relations visits. In-depth studies of financial management for a non-profit organization and other aspects of function were obtained. Motivation to work with personal and community concerns was expanded.
- My experience has given me confidence in myself and my abilities to make decisions that are right for me.
- I hope to always see it grow and to help people grow like I did.
- My FHA/HERO experience has been a very important part of my life!
- No experience I had in high school measured up to the quality learning I acquired through my FHA/HERO involvement.
- My experiences as a national officer helped me to grow and mature in ways that have helped me in everything else in life!
- I was very happy with what I learned and received.

- By serving as an active member and leader of FHA/HERO, I had the chance to develop self-confidence, learn to cooperate with others, and become a more well-rounded person. Besides developing leadership skills, I was able to help other teens learn and develop which made me feel better about myself. One of the reasons why I feel my experiences in Future Homemakers of America is so important is because I gained skills and knowledge that cannot be taught in a classroom. It can only be gained through experience. FHA/HERO offers the opportunity for experience.
- It gave me the opportunity to learn and to appreciate people more and to become a better all-around person.
- FHA taught me how to accept and face responsibility. I learned that procrastination is the worst fault I had and I worked very hard to overcome that.
- If it were not for FHA, I would be nothing. I grew more in the four years I was in FHA than I did at any other time in my life.
- It was hard for me to face the end of my involvement - a huge letdown; shock! My life was then dull and uneventful. It took about 1½ years in college to get my motivation back.
- FHA has been an invaluable experience for me. I'm a better person for it and if I had it to do again, I would!
- The best part of school, tapped my hidden resources and made me realize I can do anything.
- I owe FHA/HERO a lot. I thank the organization for all it has done for me. If ever I find a way to pay back my debts, I'll do it.
- FHA/HERO has served as an excellent confidence builder which has helped me deal with new situations.
- Everyday I realize more and more how many 'skills for life' I have gained through Future Homemakers of America.

- A very helpful and exciting learning experience.
- I wish I could find the words to describe how much FHA/HERO has influenced me. Being involved in this organization has truly helped to make me the person I am today.
- Positive - would encourage both male and females to run for national office. Loved working with all the staff members, very helpful.
- It taught me a lot about cooperating and working well with my peers and allowed me to share my ideas and concerns about the organization.
- I don't think that there could have been any better way to teach me the leadership skills that I have learned. To me, FHA/HERO is the best thing that could have ever happened to me.
- I don't think I could have ever been the open and successful person that I would like to think I am now, if it weren't for all the wonderful guidance I received from the years I participated in Future Homemakers of America. My advisor, ..., was a very important role model for me.
- It's an experience I wouldn't trade for anything. Even though my career choice is not involved with home economics, I will always be influenced by the impact my year as an officer had on me.
- I feel that because of my experiences in FHA/HERO activities I have done more efficient work in college that I would have otherwise. I'm more confident when I meet with people in my chosen career field.

Several respondents specifically described the influence that Future Homemakers of America on their career choice:

- I think the leadership experiences gained through FHA/HERO had a strong influence on my

choice of a 'leadership' career that involves those same types of qualities and activities. I was not as influenced by the Home Economics emphasis of the organization in selecting my career. This doesn't mean that involvement in any other organization could have taught me the same skills or given me the same interests. FHA/HERO is a very unique program and I believe its emphasis (unlike many high school clubs and organizations) on community service, personal growth, creativity, and student development and control of activities provided me with the special environment that encouraged my current career aspirations.

- I think my involvement with FHA/HERO gave me the encouragement to become ambitious enough to desire a difficult career outside of a small town.
- I feel that my FHA/HERO experiences were the most important of my high school years! They gave me the leadership training and self-confidence to make myself into something! My goal as a teacher is to help some students find the same experience and excitement through FHA/HERO that I did.
- My experiences in FHA/HERO have influenced my life considerably. It has given me leadership and communication skills that I would not have received just through going to high school. It also helped me in choosing my career choice. I love working with others and traveling and that is exactly what I had the opportunity to do while I was a National Officer. FHA/HERO is an organization that is beneficial to all and it should be recognized as such.
- During my sophomore year in high school, I received an FHA/HERO scholarship to live in Japan for a summer. That experience had a definite impact upon my career choice. I know now that I want to work in/with Japan and the other Pacific-Rim countries. FHA/HERO was the single strongest influence regarding my career decisions. I can honestly say that it made me the person I am today.
- I enjoyed my leadership experiences and contacts made through FHA/HERO but it also made me realize that I didn't want to do anything related to Home Economics.

- It was one of the most rewarding experiences I will ever have. My present job takes a wide variety of skills, from technical to marketing and I do not believe I'd be in the excellent position I'm in with an outstanding salary if I'd not been involved in FHA.
- I feel my participation in FHA/HERO was the most influential factor in my career choice and in my personal beliefs!
- The organization on the national level extremely [sic] helped me with my future. I'm working for a bank where I'll be moving up shortly in position. I feel my life could have gone another direction if I was not chosen for a national officer position. It taught me well in all areas such as communication, leadership and especially responsibility. Being a national officer for our organization has opened the door to my career.

Two former national officers stated that Future Homemakers of America did not directly influence their choice of a career:

- My involvement in FHA/HERO activities did not influence my career choice. I determined that several years following high school. However, through my National Office I did gain many skills necessary to survive in the world of competing adults.
- While I don't feel FHA/HERO contributed significantly to my career choice nor contributed to skills I will need in my career, the experiences I gained as a National Officer are invaluable! I gained skills necessary to succeed in LIFE, no matter what the career choice: assuming responsibility, leadership skills, communication, etc.

Four respondents offered suggestions for changes in the FHA program or other recommendations:

- Being a national officer was a very special experience for me, however, as I look back I am convinced more and more that maybe a study, like this, should be taken of the national

staff. They are efficient people and I admire their hard work and dedication, but maybe an evaluation of how they deal directly with the national officer would help the officers' transition into their special office. If all officers were created with equal importance, the atmosphere would be happier and terms of office easier.

-- I had the BEST time in my life! The adviser can make or break you. Mine didn't allow me to run for president. However, I made the year fun without her. FHA must have enthusiastic advisors. I also believe holding a national office can prepare you for anything.

-- I believe the organization does not meet the male members needs in addition to HERO recognition on the national level! Furthermore, little is done to help youth prepare for futuristic planning (school and/or career choice).

-- I feel improvements should be made with more communication with local and state advisers and members. The ... state adviser didn't have the skill to help local members.

Several respondents indicated that they enjoyed participating in the survey:

-- Good luck with the project. Your efforts are truly commendable! I'm anxious for the results and am pleased I could participate! Best wishes.

-- Best wishes for a successful paper! If I can provide further information call me collect at the enclosed business card!

-- I also feel that this was an excellent choice on your thesis topic. I'm anxious to study the results! Best of luck to you.

-- I am glad that someone is finally doing this study! It sounds fascinating!

-- Thanks for including me!

-- I think it's great you're working on this!

-- Good Luck!

Summary

Chapter IV has included a detailed presentation and analysis of the data of this study collected from former FHA national officers. The two benefits resulting from leadership experiences that subjects perceived as being most important were 'developing leadership abilities' and 'meeting people'. The items ranked as being least influential were 'implementing parliamentary procedure' and 'learning home economics skills'.

The factors noted as being most influential on career choice were 'job characteristics' and 'job qualifications'. Those items reported as least influential were 'other significant relatives' and 'spouse's occupation'.

Overall, FHA leadership experiences were reported as having the greatest impact on 'development of skills needed in the subject's chosen career field' and 'preparation for the world of work', and having the least impact on the subjects' 'desire to work in an area of home economics'.

The low sample size necessitated by the nature of this project may call into question the generalizability of the findings, indicating a possible need for replication. It should be noted, however, that the probability values reported take sample size into account and thus appear to be valid.

In addition, the limitation inherent in the study as a result of the distinctive composition of the selected

sample has been recognized. Former national officers who responded to the study are known to be outstanding youth leaders who possess many unique characteristics and qualities for which Future Homemakers of America cannot take sole credit for developing. As discussed in Chapter II, the making of an effective leader is believed to be a compilation of factors, namely, traits, behaviors, and situations. Thus, because of the limited nature of the study and the distinctive composition of the selected sample, the summary, conclusions, and recommendations presented in Chapter V should be interpreted with these caveats in mind.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to assess the impact of leadership experiences on the career choice of former FHA national officers. Further investigation was conducted to identify benefits officers received as a result of their leadership experiences and to determine major factors influencing career choice.

To accomplish this purpose, the following objectives were formulated:

1. To assess the personal benefits derived from participation in leadership activities in Future Homemakers of America.
2. To explore former national officers' feelings about the influence that FHA leadership experiences had on their choice of a career.
3. To determine significant factors which influenced the former officers' attraction to their chosen careers.
4. To formulate the impact of leadership experiences on subsequent career choice.

5. To make recommendations for future research based on the findings of the study, along with discussions of the enrollment challenge and potential teacher shortage.
6. To suggest recruitment strategies to employ within the FHA organization to attract outstanding young people to the teaching profession.

The entire population of national officers who served terms from 1980 - 1985, a group of 63 individuals, was contacted by mail questionnaires for the study. There was an overall 88.89 percent rate of return, with 82.84 percent being usable. The instrument utilized was constructed in four parts. Part I of the questionnaire was designed to obtain personal and demographic data from the respondents. Part II solicited responses concerning perceived benefits former national officers feel they received from their FHA leadership experiences. Part III dealt with factors influencing career choice, while Part IV specifically focused on the impact FHA leadership experiences had on career selection factors.

Upon return of the questionnaires, the frequencies of responses on individual items were tabulated. For easier comparisons, responses were also calculated as percentages. The descriptive data in Part I of the questionnaire was presented in this manner. Information obtained from Part II, Part III, and Part IV of the survey was further analyzed using ranked means. One-way chi-square (i.e. goodness of

fit) analyses were used to determine significant differences on individual items evaluated at the 0.05 level of significance. Based on the results of the above data analyses, the following conclusions and recommendations are suggested.

Findings and Conclusions

Based on the data gathered in this study, it was determined that former FHA national officers have a positive opinion of their past leadership experiences in the organization. Comments provided by respondents revealed that they felt Future Homemakers of America provided them with valuable experiences and opportunities that would be beneficial in future endeavors as well as in the past. The importance of the organization in the lives of past national officers was reflected in the figures showing that a majority of the respondents have been involved with Future Homemakers of America since their term of office expired serving in such roles as alumni members, Board of Directors representatives, and resource persons for local, district, state and national level organizational activities.

Many respondents indicated that Future Homemakers of America had a direct influence on their career choice, be it in home economics or another area of interest. Several respondents stated that although Future Homemakers of America did not directly influence their choice of an occupation, it helped them develop skills necessary to succeed as a future employee in their chosen career field.

A summary of further findings and conclusions of the study relative to benefits former officers received as a result of FHA leadership experiences, factors influencing career choice, and impact of FHA leadership experiences on career selection factors is presented below according to each specific component covered in the questionnaire. Interpretations should be undertaken in light of the fact that subjects were also involved in numerous activities in addition to their FHA experiences which undoubtedly had an impact on development of their abilities as well.

Benefits of FHA Leadership Experiences

The benefits identified most frequently by former national officers as being those which they felt they received as a result of FHA leadership experiences were 'developing leadership abilities', 'meeting people', 'assuming responsibility', 'communicating effectively', and 'improving self-confidence'.

The benefits identified least frequently by former national officers as being those which they felt they received as a result of FHA leadership experiences were 'preparing for occupational roles in adulthood', 'competing fairly with others', 'planning a career', 'implementing parliamentary procedure', and 'learning home economics skills'.

In general, respondents thought all concepts listed in this section of the instrument were beneficial. These

findings support research in this area cited previously by Smith, Stewart and Mihalevich (1984) related to benefits derived from youth organization membership. In addition, the results, with the exception of the low rating given to 'learning home economics skills', also support the findings of a 1981 FHA membership survey (Osborn, 1985).

Based on these findings, it appears that the current structure of the FHA program provides an opportunity for young people to meet other people, teaches responsibility, and helps individuals gain self-confidence. Involvement in the organization also allows for group and individual experiences that promote leadership, service, and self-growth.

An important outcome to note concerning this section of the questionnaire was the fact that benefits relating to careers were rated as less beneficial than all other items. Approximately one-third of the respondents ranked the items 'planning a career' and 'preparing for occupational roles in adulthood' as being very beneficial. This finding contrasts with the objective of the FHA organization which identifies 'vocational preparation' as one of the four areas in which Future Homemakers of America strives to help youth assume their role, and with one of the organization's eight purposes which states that Future Homemakers of America is to provide opportunities for preparation for employment. Therefore, it appears there is a need to evaluate career exploration and preparation opportunities offered in the FHA organization and to identify ways to strengthen the program in this respect.

Factors Influencing Career Choice

The importance of various factors on the career choice of former national officers was assessed to determine which items had a significant influence on the selection of an occupation. Among the items considered most influential were factors relating to the chosen career itself, namely, 'job characteristics', 'job qualifications', and 'type/range of opportunities available'. These results support research in the area cited previously by Powell (1984).

FHA leadership experiences were identified as being a very important influence on choice of a career. Overall, teachers had a greater influence than did FHA advisers. Counselors, spouses, and other significant relatives did not influence career choice. Based on past research and the fact that the majority of the former national officers are not married at the present time, these findings come as no surprise. In addition, mothers and fathers were reported as important in choice of an occupation, as might have been expected since parents, especially mothers, are consistently credited with exerting considerable influence on students' career choices.

Results of this analysis provided many positive insights into factors that influence career decisions. For example, it is encouraging to note that FHA leadership experiences were considered among the items rated as most influential, ranking only behind characteristics of the chosen occupation

itself. These findings should be helpful to teacher educators, vocational home economics state staff, administrators, and supervisors responsible for the recruitment and retention of vocational home economics teachers. Studies using the data may ultimately contribute to the understanding of the factors that determine individual career decisions.

There is no present goal which identifies how much influence Future Homemakers of America should have on career choice. One realizes there are many other factors such as early experiences, job-related characteristics, family, and significant others which influence this important decision. However, given the results of this study it appears that leadership experiences in Future Homemakers of America can indeed serve as one of the important contributing factors influencing the selection of a career.

Impact of FHA Leadership Experiences on Career Selection Factors

Assessments of the impact of FHA leadership experiences have been the subject of much interest within the organization. The question most often asked is whether the FHA program makes a difference in the lives of its participants. Analysis of the impact FHA leadership experiences have on career selection factors revealed that the influence of such experiences on the choice of a career was important to former national officers. The percentage of individuals who felt that FHA activities had at least some influence on their

Cont.

choice of a career was very high (96.15 percent). Overall, it appears that FHA experiences are having the most impact on respondents in the following respects: 'preparation for the world of work', 'consideration of a career in their chosen career field', 'desire to work in area of career choice', and 'development of skills needed for careers in chosen field'.

It should be noted that although FHA leadership experiences appear to be influential for career selection factors related to former national officers' chosen career areas, the same cannot be said for similar factors in the area of home economics. Home economics related career selection factors ranked consistently lower than factors relating to respondents' chosen career fields (i.e., mean ranks of 9, 10, and 12 for home economics related factors compared to mean ranks of 1, 3 and 4 for factors related to respondents' chosen career fields).

These sets of responses are negative for the home economics profession. Not only do they suggest a need for more emphasis on home economics occupations, but also a need to look further to detect other possible shortcomings in this area.

Explanation of the above-mentioned results is difficult. Responses of former national officers to this section of the questionnaire raise questions for the FHA organization. For one, why are FHA leadership experiences more influential on an individual's desire to work in their chosen career area

than in home economics? Or, why is the FHA organization considered to be more helpful in developing skills needed in chosen occupations than skills needed in home economics occupations? If FHA leadership experiences are important and influential for former national officers, then why are they not considering careers in the area of home economics? Acknowledging these concerns is an important goal for the FHA organization.

Recommendations

Limited as they are, the data and interpretations of the study warrant the following recommendations for action or further research. Recommendations are made in the order content was covered and do not necessarily indicate sequential order.

1. The FHA organization should continue to provide activities and programs which help young people develop leadership skills and personal abilities.
2. Career exploration programs related to home economics occupations should be built into or expanded for ongoing FHA programs in order to expand knowledge of opportunities in home economics careers.
3. The FHA organization should continue to emphasize employment preparation in an attempt to aid students in the establishment of realistic vocational goals.

4. An effort should be made to promote integration of Future Homemakers of America into the classroom in order to further emphasize the goals and purposes of the organization relating to home economics careers.
5. Further study should be undertaken on the impact of FHA leadership experiences to determine their relationship to how students make career decisions.
6. Further study should be undertaken on practices employed within the FHA organization which encourage or discourage student entry into the home economics field.
7. The FHA organization should do more to recruit able students to teacher education programs by using the FHA program as a tool to motivate, inspire, teach and recognize young people uniquely.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE

FOLLOW-UP SURVEY
OF
FORMER FHA-HERO



NATIONAL OFFICERS
1980 - 1985

QUESTIONNAIRE

INSTRUCTIONS: Please read each statement and respond as indicated. Provide only one answer per question unless otherwise instructed. Your individual responses will be kept confidential.

PART I: GENERAL INFORMATION

- A. Age (at nearest birthday) -- _____ years
- B. Sex
 _____ 2. Male
 _____ 3. Female
- C. Race
 _____ 4. Asian American
 _____ 5. Black
 _____ 6. Hispanic
 _____ 7. Native American
 _____ 8. White
 _____ 9. Other (please specify) _____
- D. Grades in which you were enrolled in Home Economics courses (check all that apply)
 _____ 10. 6th
 _____ 11. 7th
 _____ 12. 8th
 _____ 13. 9th
 _____ 14. 10th
 _____ 15. 11th
 _____ 16. 12th
- E. Grades in which you were a member of FHA/HERO (check all that apply)
 _____ 17. 6th
 _____ 18. 7th
 _____ 19. 8th
 _____ 20. 9th
 _____ 21. 10th
 _____ 22. 11th
 _____ 23. 12th
- F. Year you served as a FHA/HERO National Officer
 _____ 24. 1980 - 1981
 _____ 25. 1981 - 1982
 _____ 26. 1982 - 1983
 _____ 27. 1983 - 1984
 _____ 28. 1984 - 1985
 _____ 29. Other (please specify) _____
- G. Title of the national FHA/HERO office you held
 _____ 30. President
 _____ 31. Vice-President
 _____ 32. Secretary
 _____ 33. Treasurer
 _____ 34. National Board of Directors Representative
 _____ 35. National Officer
- H. Area of FHA/HERO you represented
 _____ 36. FHA
 _____ 37. HERO

- I. Institutions of higher education in which you have been enrolled (check all that apply)
38. Had no further education after high school
39. Trade or vocational school
40. Community or junior college
41. Four-year college or university
- J. Please list the educational areas you majored in while attending the above institution(s) of higher education
Example: Computer and Information Sciences
42. _____

- K. What is your current marital status?
43. Single, never married
44. Married
45. Separated/Divorced
46. Widowed
47. Other (please specify) _____
- L. Ages of children, if any 48. _____ years
- M. In five years, what do you want your family situation to be?
49. _____

- N. What is your current involvement in community affairs?
(check all that apply)
50. Active in church-related functions
51. Active in community organizations (Examples: Jaycees, Newcomer's Club, etc.)
52. Participate in volunteer activities (Examples: Hospital Auxiliary, Blood Drives, etc.)
53. Not involved in community activities/organizations
54. Other (please specify) _____
- O. In five years, what do you want your involvement in community affairs to be? 55. _____

- P. Have you made a career choice?
56. Yes
57. No
58. Considering two or three possible options
- Q. What single factor related to your leadership experiences do you feel was most influential in your choice of a career? (be specific please)
59. _____

- R. Please indicate the job title of your career choice or the options you are considering (be as specific as possible)
Example: Licensed Practical Nurse
60. _____

- S. In five years, what do you want your career situation to be?
61. _____

T. In the columns to the right of each of the organizations listed below: 1) Indicate with a check (✓) if you belonged to the youth organization while in high school; and 2) List the title of any local, district, state or national offices you held in the organization.

	TITLE OF OFFICE				
	Member (✓)	Local	District	State	National
62. American Industrial Arts Student Association (AIASA)					
63. Distributive Education Clubs of America (DECA)					
64. Future Business Leaders of America (FBLA)					
65. Future Farmers of America (FFA)					
66. Future Homemakers of America (FHA)					
67. Health Occupations Students of America (HOSA)					
68. Office Education Association (OEA)					
69. Vocational Industrial Clubs of America (VICA)					
70. Camp Fire/Scouts					
71. Church Groups					
72. 4-H Clubs					
73. Honor Society					
74. Journalism Club					
75. Speech/Drama Club					
76. Student Government					
77. Other (please specify) _____					

PART II: BENEFITS DERIVED FROM FHA/HERO LEADERSHIP EXPERIENCES

U. Please rate the benefits you feel you received from your leadership experiences in FHA/HERO with a check (✓) on the scale below, with 0 being of no benefit and 4 being of extreme benefit.

A

	No Benefit 0	1	Moderate Benefit 2	3	Extreme Benefit 4
✓ 78. Assuming responsibility					
79. Being of service to others					
✓ 80. Communicating effectively					
81. Competing fairly with others					
82. Competing with own record					
83. Developing job skills					
84. Developing leadership abilities					
85. Gaining self-recognition					
86. Establishing peer relationships					
87. Improving self-confidence					
88. Implementing parliamentary procedure					
89. Initiating ideas					
90. Learning home economics skills					
91. Making decisions					
92. Managing time wisely					
93. Motivating a group to action					
94. Meeting people					
95. Participating in meaningful activities					
96. Planning a career					
97. Setting goals					
98. Projecting a favorable image					
99. Preparing for community roles in adulthood					
100. Preparing for occupational roles in adulthood					
101. Working cooperatively with peers					
102. Working cooperatively with adults					
103. Other (please specify)					

PART III: FACTORS INFLUENCING CAREER CHOICE

V. Please indicate with a check (✓) on the rating scale below to what extent each of the following factors influenced your career choice, with 0 being of no influence and 4 being extremely influential

	No Influence 0	1	Moderate Influence 2	3	Extreme Influence 4
104. Area in which I live					
105. Career Counseling					
106. Contact with people in the home economics field					
107. Contact with people in my career choice field					
108. Effect of career choice on lifestyle					
109. FHA/HERO leadership experiences					
110. Other organizational leadership experiences					
111. FHA/HERO Adviser					
112. Teacher(s)					
113. High school counselor(s)					
114. Other significant adult (please specify) _____					
115. Job characteristics					
116. Job qualifications					
117. Mother					
118. Father					
119. Spouse					
120. Other significant relative (please specify) _____					
121. Mother's occupation					
122. Father's occupation					
123. Spouse's occupation					
124. Previous work experiences					
125. Promotion/advancement possibilities					
126. Salary potential					
127. Sex-role expectations					
128. Type/range of opportunities available					
129. Volunteer activities					
130. Other (please specify) _____					

PART IV: IMPACT OF FHA/HERO LEADERSHIP EXPERIENCES ON CAREER SELECTION FACTORS

W. Please indicate with a check (✓) on the rating scale below to what extent your leadership experiences in FHA/HERO influenced the following career selection factors, with 0 being of no influence and 4 being extremely influential.

	No Influence 0	1	Moderate Influence 2	3	Extreme Influence 4
131. Consideration of a career in home economics					
132. Consideration of a career in chosen career field					
133. Desire to work in an area of home economics					
134. Desire to work in area of career choice					
135. Development of skills needed for careers in home economics					
136. Development of skills needed for careers in chosen field					
137. Development of contacts with people working in home economics					
138. Development of contacts with people working in chosen career field					
139. Preparation for the world of work					
140. Selection of an institution of higher education					
141. Selection of an area of study in an institution of higher education					
142. Selection of a career					
143. Other (please specify) _____					

X. If you have been or are currently involved with FHA/HERO since your term of office expired, please describe the nature of your involvement 144. _____

Y. Please list any additional comments you have about your experiences in FHA/HERO 145. _____

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS SURVEY!

APPENDIX B

CORRESPONDENCE

January 6, 1986

National Officer's Name
Street Address
City, State Zip

Dear Former FHA/HERO National Officer:

Serving as a national officer in FHA/HERO was surely an exciting and important experience in your life. Your involvement with the FHA/HERO organization at the national level was undoubtedly challenging and hopefully has had an impact on what you have done since your term of office expired.

As part of the research for my master's thesis on "The Impact of FHA/HERO Leadership Experiences on Career Choice", I am collecting data from former national officers who served terms between 1980-1985. Your name was obtained from Marilyn Osborn, Director of Programs, at the National FHA Office in Reston, VA.

The objective of my research is to examine the influence of leadership experiences in the FHA/HERO organization on the subsequent career choices of student leaders such as yourself and to determine: 1) what you have done; 2) the influence of your national officer experience; and 3) your future plans. Your participation in this research study is vital to its success.

The questionnaire to be used to collect data is enclosed. The instructions are found on the first page of the test booklet. Please return the completed booklet in the enclosed stamped, self-addressed envelope by February 3, 1986. Participation will, of course, be kept completely anonymous. All information will be confidential in that responses will not be identified with persons by name at any time.

I hope to be able to contribute to the existing body of knowledge related to the impact FHA/HERO has on its members. Once again, your participation in this research study is very important. It will certainly be appreciated.

Pam Green
Graduate Student

Margaret Callsen, Interim Head
Department of Home Economics
Education and Community Services

HI!

Just a note to remind you to fill out and return the Follow-up Survey of Former FHA/HERO National Officers by FEBRUARY 3. In order to complete my study with accurate and nationwide results, your input is needed.

If you have already mailed your questionnaire, please accept my sincere thank you for this valuable information. Your support and cooperation is greatly appreciated.

Sincerely,
Pam Green
807 Hightower
Stillwater, OK 74074

APPENDIX C

ADDITIONAL COMMENTS

DIRECTIONAL STATE
OF THE
COURT

SPECIFIC DEGREE MAJORS REPORTED BY
RESPONDENTS BY EDUCATIONAL AREAS

Agriculture (1) --

Agriculture Economics

Biological Sciences (1) --

Genetics/Biochemistry

Business and Management (7) --

Accounting (2)

Business Administration (2)

Marketing (3)

Communications (8) --

Journalism (4)

Mass Communications (3)

Speech Communications

Computer and Information Sciences (1) --

Computer Science

Education (2) --

English Education

Mathematics Education

Engineering (1) --

Aeronautical Engineering

Health Professions (4) --

Dental Hygiene

Pre-Med

Pre-Occupational Therapy

Speech Pathology

Home Economics (7) --

Family Life/Child Development

Foods and Nutrition/Dietetics

General Home Economics

Hotel Administration

Home Economics Education (3)

Liberal Arts (8) --

Political Science/History (7)

Social Studies

Physical Sciences (1) --

Chemistry

Social Sciences (1) --

Behavioral Science/Criminal Justice

Other (1) --

Army cooking school

MOST INFLUENTIAL FACTORS RELATED TO
LEADERSHIP EXPERIENCES INFLUENCING
CAREER CHOICE

- Ability to deal with individuals.
- Confidence in organizational skills (management, people-interaction, decision-making) is the outstanding influential factor.
- The writing and presentation of speeches and organizing meetings.
- Working with people.
- Hard to be specific - opportunity to travel and meet people & organize.
- I can't be specific - my career choice was really influenced by all of my leadership experiences - the total experience fired my interest in a 'leadership' career.
- I am able to work with people, organize and coordinate activities.
- Ability to speak easily in front of people.
- The opportunity to 'Experience Doing' by meeting & interacting with people from all walks of life.
- My confidence in myself.
- Taking charge.
- Development of communication skills.
- My involvement in FHA/HERO.
- Being a [sic] officer leading workshops.
- Public speaking experience - I am acquiring a minor in communications.
- Holding national office.
- The development of problem solving skills and my realization that I could cope with crisis in a calm manner.

- Having the opportunity to speak in workshops and working with people in those situations.
- Setting my goals high and expecting to reach these goals.
- The opportunities to help others see good in themselves.
- The self-confidence and organizational skills.
- I like [sic] to be a teacher or attorney & dealing with other people helped tremendously.
- Classes in college.
- Working with people and public speaking.
- Working with birth defect students in M.O.D. Families and Futures project.
- Being able to express myself and feelings.
- Working and cooperating with other leaders to help reach & accomplish goals was very influential on wanting to enter a political career. By holding a political office, I will again be able to work as a team with others and accomplish things that will benefit the public. Also, by having the opportunity to make many public speaking appearances, I feel more confident in being a T.V. news journalist before entering my political career.
- Self-confidence - support in knowing I was capable of doing whatever I wanted then and now.
- The leadership role itself.
- Working with people and group involvement, helping others achieve their potential.
- Working with high school age people.
- Learning to know other people and how to get along with all.
- Dealing with people.
- I enjoyed public speaking and working with people so I plan to become an anchorwoman.

- Public speaking & conducting workshops.
- All of the speaking engagements I had.
- Self-confidence in working with others; managing.
- The professionals I got to work with.
- Seeing the problems youth face and what they can accomplish if they overcome these.
- Dealing with people. Being a FHA/HERO leader made me realize I thrive on working with people.
- I found that I liked and was good at dealing with the public.
- Public speaking has enabled me to do well in personal sales.
- Giving speeches, communicating with people.
- Helping to make policy decisions influenced me to choose political science and law.
- I learned a great deal of self-confidence and poise through my leadership experience. I have decided to use this talent in my career.
- My involvement with children (community activity as nat'l officer) has influenced my decision to be a social worker.
- Being able to meet & tell others what FHA/HERO is all about.
- Speaking (helps when you sell things).
- I have strengthened my communication skills through public speaking.
- Self-esteem, developing responsibility.

RESPONDENTS' CAREER CHOICES BY
OCCUPATIONAL CLASSIFICATIONS

Professional, Technical, and Managerial Occupations (43) --

Occupations in Architecture, Engineering and Surveying:

-- Practicing Engineer

Occupations in Mathematics and Physical Sciences:

-- Software Engineer

Occupations in Life Sciences:

-- Counselor working with adolescents

-- Psychologist

Occupations in Medicine and Health:

-- Medical Technician

-- Dental Hygienist

-- Certified Licensed Speech Pathologist

-- Certified Occupational Therapy Assistant

-- Registered Dietician

-- Respiratory Therapist

Occupations in Education:

-- Secondary School Mathematics Teacher

-- High School English Teacher

-- History/Government Teacher

-- Elementary Education Teacher

-- Teacher of Vocational Home Economics

-- Home Economist for a corporation

-- Home Economics Educator - Corporate Fitness Field

Occupations in Law and Jurisprudence:

- Attorney (3)
- Paralegal

Occupations in Entertainment and Recreation:

- Television Broadcaster (5)

Occupations in Administrative Specializations:

- Public Relations Consultant (5)
- International Marketing Consultant
- Certified Public Accountant (2)
- Lobbyist (2)

Managers and Officials:

- Collector on accts - Retail Credit Dept.
- Corporate Office Manager
- Hospital Administrator
- Bank Loan Officer
- Foreign Service (2)

Misellaneous Professional, Technical and Managerial

Occupations:

- Community Resident Manager

Clerical and Sales Occupations (2) --

Sales Occupations, Commodities, n.e.c.:

- Buyer/seller for company
- Salesperson - crystal pieces

Service Occupations (3)--

Lodging and Related Service Occupations:

-- Hotel Front Desk Manger

Protective Service Occupations:

-- FBI Special Agent

-- USAF Missile Officer

Processing Occupations (2) --

Occupations in processing of food, tobacco, and related products:

-- Bakery/deli specialist

-- Cook

RESPONDENTS' PROJECTED CAREER SITUATIONS
IN FIVE YEARS

- Employed as home economist.
- I'll still be a student in graduate school.
- Something working with people - possibly in Public Relations somehow.
- Vice-president or head of my department in the bank.
- Practice law on the corporate level; Secondary education.
- I plan to be in graduate school continuing my training for the above career and interning in some gov't office.
- I wish to be well launched in a full-time professional job.
- Working in a good school teaching Algebra, geometry & trig.
- Upper level management in same field.
- Own my own eating establishment.
- Employed full-time.
- Independent - but I'll still be in grad school.
- Manager.
- (Established!!) I hope to have finished law school by that time, & secured a position to my liking.
- Off to a good start.
- I would like to be a few years into my first location assignment with the FBI.
- I want to be teaching and working on my masters' degree.
- Just getting into the job market.
- Climbing the corporate ladder.

- Working part-time.
- A home ec instructor in a small to med. size rural high school.
- Employed by a company or even better, keeping books for a small business on my own.
- Continuing my education in graduate work, but would like to have some job experience in my field.
- I would like to own my own company - Food service related.
- Working in Duke Medical Research Center for Birth Defect and genetic cures!
- Working as a TV news anchor at a news station in ...
- Part-time clinician at hospital or clinic as speech pathologist.
- Entering a corporation with an MBA at a higher than entry level position.
- Working as a COTA in geriatrics or pediatrics, possible return to college for my OTR degree.
- I would like to be working in a group home as a counselor.
- Stable.
- I would like to be settled in a good law firm or with government services.
- Working with a large company.
- I hope to be anchoring in a major U.S. city.
- Managing a group of software engineers and projects.
- Full-time employment.
- Graduate school - working on masters'.
- I hope to be working with a company which has a good, hopefully family-oriented, purpose.
- Completing an internship in dietetics.

- In demand and respected.
- I would like to be one of the top sales persons in my unit.
- Middle management or president of consulting firm.
- I would like to have my masters' degree and be working in Public Admin.
- I want to be finished with college and have good enough grades so that I can get the job I want.
- Senior in college preparing to begin my studies for a masters' in sociology.
- Working for a corporation in international relations.
- If I'm not working for someone at the position I mentioned above, I would very much like a company of my own (public relations).
- Successful attorney with a firm - well established.
- Manager - Collections Dept.
- I hope to be elected to state political office.

APPENDIX D

CHI-SQUARE ANALYSES

TABLE XXIV
 CHI-SQUARE ANALYSIS OF BENEFITS DERIVED
 FROM FHA LEADERSHIP EXPERIENCES

Perceived Benefit	Chi-Square	Probability
Assuming responsibility	98.12*	.0001
Being of service to others	59.35*	.0001
Communicating effectively	87.04*	.0001
Competing fairly with others	42.04*	.0001
Competing with own record	46.31*	.0001
Developing job skills	38.35*	.0001
Developing leadership abilities	104.00*	.0001
Gaining self-recognition	71.23*	.0001
Establishing peer relationships	59.35*	.0001
Improving self-confidence	87.04*	.0001
Implementing parliamentary procedure	20.46*	.0001
Initiating ideas	86.81*	.0001
Learning home economics skills	17.81*	.0001
Making decisions	76.88*	.0001
Managing time wisely	51.96*	.0001
Motivating a group to action	72.15*	.0001
Meeting people	87.04*	.0001
Participating in meaningful activities	87.04*	.0001
Planning a career	24.27*	.0001
Setting goals	72.15*	.0001
Projecting a favorable image	92.35*	.0001
Preparing for community roles in adulthood	66.24*	.0001
Preparing for occupational roles in adulthood	41.29*	.0001
Working cooperatively with peers	90.47*	.0001
Working cooperatively with adults	81.85*	.0001

*Significant at 0.05

TABLE XXV
 CHI-SQUARE ANALYSIS OF FACTORS INFLUENCING
 CAREER CHOICE

Factor	Chi-Square	Probability
Area in which I live	4.77	.0921
Career counseling	14.12*	.0009
Contact with people in the home economics field	2.35	.3094
Contact with people in career choice field	35.81*	.0001
Effect of career choice on lifestyle	35.81*	.0001
FHA/HERO leadership experiences	36.96*	.0001
Other organizational leadership experiences	18.50*	.0001
FHA/HERO Adviser	9.50*	.0087
Teacher(s)	10.42*	.0055
High school counselor(s)	24.27*	.0001
Other significant adult	19.65*	.0001
Job characteristics	92.46*	.0001
Job qualifications	76.42*	.0001
Mother	15.50*	.0004
Father	3.50	.1738
Spouse	58.42*	.0001
Other significant relative	62.00*	.0001
Mother's occupation	7.42*	.0244
Father's occupation	7.54*	.0231
Spouse's occupation	52.65*	.0001
Previous work experiences	8.35*	.0154
Promotion/advancement possibilities	21.50*	.0001
Salary potential	26.12*	.0001
Sex-role expectations	0.27	.8741
Type/range of opportunities available	53.12*	.0001
Volunteer activities	6.73*	.0345

*Significant at 0.05

TABLE XXVI
 CHI-SQUARE ANALYSIS OF IMPACT OF FHA
 LEADERSHIP EXPERIENCES ON CAREER
 SELECTION FACTORS

Career Selection Factor	Chi-Square	Probability
Consideration of a career in home economics	5.12	.0775
Consideration of a career in chosen career field	34.31*	.0001
Desire to work in an area of home economics	6.62*	.0366
Desire to work in area of career choice	31.88*	.0001
Development of skills needed for careers in home economics	6.50*	.0388
Development of skills needed for careers in chosen field	46.31*	.0001
Development of contacts with people working in home economics	13.42*	.0012
Development of contacts with people working in chosen career field	17.29*	.0002
Preparation for the world of work	49.19*	.0001
Selection of an institution of higher education	2.00	.3679
Selection of an area of study in an institution of higher education	6.27*	.0435
Selection of a career	26.00*	.0001

*Significant at 0.05

VITA

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Candidate for the Degree of
Master of Science

Thesis: THE IMPACT OF LEADERSHIP EXPERIENCES ON THE CAREER
CHOICE OF FORMER FHA/HERO NATIONAL OFFICERS

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