

THE PERCEPTIONS OF SELECTED OKLAHOMA STATE UNIVERSITY
FACULTY, VOCATIONAL AGRICULTURE INSTRUCTORS, STATE
VOCATIONAL AGRICULTURE/FFA STAFF, AND SELECTED
STUDENT PARTICIPANTS REGARDING THE QUALITY
AND IMPORTANCE OF THE OSU STATE FFA
INTERSCHOLASTIC CONTESTS

By

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CHAPTER I

INTRODUCTION

Interscholastic Contests within the Vocational Agriculture/FFA program have had many useful and positive benefits. As a result of participation in such contests, many have emphatically claimed that these kinds of experiences provided an interest approach that assisted them in becoming successful in specific occupational areas. In addition, many Vo-Ag instructors utilize contests as a teaching tool and as an incentive to involve students in the total Vo-Ag/FFA program of activities. Furthermore, most will agree that contests should provide the student practical learning experiences and opportunities that direct their interest toward specific activities, subject matter discipline and/or occupational areas. However, as a result of close inspection of the organization, personalities involved in conducting the contests, provisions for recognition, accuracy and posting of results, etc., state qualifying contests become complex in nature and may influence the effectiveness and/or perceived success of a competitive student activity. Therefore, it becomes imperative that contestants, coordinators, and others alike have a commitment toward adequate preparation, presenting a positive image, importance of the activity, suitable recognition, an attitude of service, providing a meaningful learning experience, etc. An obvious decrease in recent years of both numbers of schools and student participants involved

in the Oklahoma State FFA Interscholastic Contests seems to indicate concerns by some, with regard to the overall quality of Interscholastic Contests at OSU. Evidence seems to reflect an apparent lack of interest and enthusiasm on the part of the faculty. The availability of preparatory materials has also become a concern, while an overall lack of organization in the awards program and in individual contest areas has been a source of apprehension for students, teachers, faculty, and state Vo-Ag/FFA staff. A perceived lack of preparation on the part of the students has also seemed to be an influential factor in the decline of the contest as a quality competitive event. Efficiency in the posting of results and the accuracy of those results has been under close scrutiny.

Several research efforts have emphasized the importance of competitive activities and accentuated the positive aspects of this type of training(7)(14). If contests within discipline areas no longer provide the guidance and direction needed by students to determine career objectives, then both the contests and their purpose should be critically examined. Competitive activities, such as the OSU Interscholastic Contests, should provide a meaningful and positive experience for the participating students, teachers, faculty, and others who are involved. If not, then possibly the entire contest structure should be redefined and/or reemphasized.

An evaluation of both the strengths and weaknesses regarding the OSU Interscholastics justifies the concern and positive approach this research effort takes toward developing an awareness of any problems that may exist. The perception of a selected constituency directed toward the practical improvement of the Interscholastic Contests

should enhance the overall quality, organization, and recognition provided by this kind of activity.

Statement of the Problem

Recently, there seems to have been a decline in both the number of chapters and FFA members participating in the Oklahoma State University FFA Interscholastic Contests. Apparently questions have been raised in the minds of participants, Vo-Ag teachers, faculty, state staff, and/or combinations of these groups regarding the benefits and/or importance of the OSU Interscholastic Contests. Specifically, these issues seem to center around perceptions of how the contests were organized and accuracy and posting of results. In addition, some less than positive attitudes have been expressed regarding faculty interest and preparation of contestants by Vo-Ag teachers.

With apparent mixed feelings regarding the usefulness and learning experiences involved in participating in such a contest, the question quickly asserts itself as to the basic issue. What issue was at stake regarding the OSU FFA Interscholastics? The basic issues needing to be addressed included a variety of complex issues concerning the quality and importance of the OSU Interscholastic Contests and the provision for practical and realistic conclusions and recommendations.

Purpose of the Study

The purpose of this study was to determine the perceptions of OSU faculty, Vo-Ag instructors, state Vo-Ag/FFA staff, and selected

student participants regarding the quality and importance of the OSU State FFA Interscholastic Contests.

Objectives of the Study

To accomplish the intent of this study and fulfill the purpose, the following objectives were established.

1. To determine the effectiveness of each contest area as perceived by OSU faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff.
2. To determine the perceptions of OSU faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff regarding the acceptability of awards and level of recognition provided by the Division of Agriculture for the state FFA Interscholastic Contests.
3. To determine whether or not selected aspects of the Interscholastic Contests are successful as perceived by OSU faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff.
4. To determine the perceptions of student participants regarding the quality of awards and the level of recognition provided during the OSU Interscholastic Contests Awards Program.
5. To determine the perceptions of student participants regarding the visibility and assistance provided by OSU faculty and College of Agriculture students.
6. To determine the importance of the OSU State FFA Interscholastic Contests as an FFA activity as perceived by student participants.

Rationale for the Study

From time to time it's necessary to evaluate the quality and/or importance of a specific program or activity that may have considerable influence on the leadership development and/or educational achievement of young people. Educators continually strive to insure quality and strengthen various aspects of programs in agriculture because of their genuine interest in young people, and since their programs and performance have not been immune from public scrutiny, research should be conducted to provide guidance and direction as well as program emphasis.

Those who have been involved in the State FFA Interscholastics have ideas concerning the basic components which provide the ingredients for quality FFA Interscholastic Contests. This study should give some indication as to the quality and importance of the State FFA Interscholastics as perceived by faculty, Vo-Ag teachers, state Vo-Ag/FFA staff and selected student participants who were assumed to be interested in conducting and participating in quality and meaningful learning experiences. This information should provide insight and direction for conducting and planning future State Interscholastic Contests. In addition, close examination should assist teachers and state Vo-Ag/FFA staff to better prepare contestants as well as emphasizing the importance of this kind of learning activity. Re-evaluation of particular contest areas will provide the opportunity for specific departments within the College of Agriculture at Oklahoma State University to examine their perceptions of the significance of the Interscholastic Contests.

Scope of the Study

This study attempted to survey the perceptions of Oklahoma high school Vocational Agriculture teachers, Oklahoma Vo-Ag/FFA staff, Oklahoma State University College of Agriculture faculty and high school Vocational Agriculture students. Selection of three population groups and a selected sample of student participants was based on past involvement in the State FFA Interscholastic Contests.

The study included 201 high school Vocational Agriculture teachers who were administered a questionnaire at the annual Vocational Agriculture teachers' Mid-Winter Conference. In addition, the researcher investigated the perceptions of state Vo-Ag/FFA staff members who were involved with contest committees and/or had direct involvement with specific contests. Selection of Oklahoma State University College of Agriculture faculty was based on involvement, coordination of specific contests, and responsibilities in the organization and planning of each contest area. Selection of high school student participants was based on their chapters' performance in the 1984 State FFA Interscholastic Contests. Single teacher schools that placed in the top ten of each category at the 1984 Interscholastics were mailed questionnaires for their students. The researcher requested that four students who had participated in the 1984 State FFA Interscholastic Contests from each school complete a questionnaire. Selection of students was based randomly upon participation and final placing by the school regardless of the students' contest placing or the contest area in which they competed.

Assumptions of the Study

For the purpose of this study, the following assumptions were made by the researcher:

1. That the respondents answered the questions to the best of their ability and in an honest manner.

2. That the students, faculty, teachers, and state Vo-Ag/FFA staff surveyed were representative of those involved in the OSU State FFA Interscholastic Contests.

3. That the contest areas, practices, and procedures listed in the questionnaire were considered familiar to the respondents.

4. That the survey instruments elicited responses which rendered appropriate data to determine perceptions of factors contributing to the quality and importance of the OSU State FFA Interscholastic Contests.

Definition of Terms

Vocational Agriculture - Refers to high school programs that offer courses of instruction designed to train students for careers in production agriculture and other agriculture related occupations.

Vocational Agriculture Teacher/Instructor - State certified personnel employed by secondary schools to direct programs designed to meet the needs of students who plan to secure an occupation in agriculture and to aid adults/young farmer students in meeting their needs in the field of agriculture.

State FFA staff or State Vo-Ag/FFA staff - Personnel employed by the Oklahoma State Department of Vocational and Technical

Education in the area of agriculture and who are directly involved with providing leadership for conducting the Oklahoma State FFA Interscholastic Contest.

Student Participants - Oklahoma students of Vocational Agriculture in a high school who are FFA members and have competed in any of the contest areas at the Oklahoma State Interscholastic Contests.

Success - The result of one's effort and ability to attain a goal despite constraints that might be present and/or levels of competition.

Degree of Success - The result of attaining a goal or objective at a specified level of competition and/or rigor.

Recognition - The tangible aspect of being recognized for ability in front of one's peers at a state FFA function.

Interscholastic Contests - Competitive FFA and agricultural discipline events in which students of Vocational Agriculture compete for recognition and awards.

Tangible Evidence - The positive aspects of contest areas that are capable of being measured in real terms or reflecting observable value (i.e., awards, scholarships, recognition, etc.).

FFA - Future Farmers of America - A youth organization designed for students enrolled in Vocational Agriculture, and who are between the ages of 14 to 21, and who can compete in agriculture related events on local, district, state, and national levels.

Vo-Ag - Vocational Agriculture - Refers to high school programs that offer courses of instruction designed to train students for careers in production agriculture and other agriculture related occupations.

OSU - Oklahoma State University - A post secondary land grant college at Stillwater, Oklahoma, consisting of several undergraduate colleges and graduate professional schools, including a College of Agriculture that hosts the state level of Interscholastic Contests annually for the Oklahoma Future Farmers of America.

Quality- Refers to features or characteristics that are essential to successful Interscholastic Contests including preparatory materials, accuracy of results, efficiency of posting results, organization of an awards program, planning, and conducting of the contests, etc.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to assess the materials available that were related to this study. This review was divided into four major areas and a summary. The four areas consisted of: Contests as an Educational Tool, Contests as a Motivational Incentive, Contests as an Aid in Personal Development, and Disadvantages of Contests. Several articles and research efforts with regard to purposes of contests and the effects of contests on chapter programs of activities have been noted.

Contests as an Educational Tool

Interscholastic Contests have played a prominent role in the FFA's program of activities in the past. One of the major purposes of contests has been as an educational tool. In an introduction to the structure of contests, the National FFA Contests bulletin states, "They are designed to complement classroom instruction by giving students an opportunity to apply classroom knowledge in competitive situations (32, p.2)." Furthermore, Gray (11) in stating his premise said: "If in some way the interest of the student can be secured or if the student can see a purpose for learning then the job of teaching is made much easier and much more enjoyable (11, p. 197)." He further emphasized that contests can be valuable in encouraging student

participation if the student is stimulated to carry out activities as outlined in the chapter program of activities. Hirshey (16) concurred that FFA contests can be valuable as an aid in teaching and that there is nothing better than good classroom teaching to train a contest team.

In discussing the objectives of contests, Hall (14) emphasized:

As contests provide opportunities for learning facts and for rendering judgements, as they help build interests and attitudes, as they offer incentives for developing manipulative skills, they are acceptable; as they fail in these, they are undesirable (14, p. 206).

Hall (14) further indicated his philosophy of the contest by pointing out the importance and desirability of contests as a learning tool. If contests are not completing the task as an educational tool, then a reason for this weakness should be sought. Hall (14) also stated, "Learning comes thru activity and comes more rapidly if it is a conscious activity (14, p. 206)."

Concerning the purpose of contests, Martin (25) stated, "Judging contests for vocational agriculture should find origin in the needs of the learners (25, p. 207)." Martin (25) also said that,

Contests should be definitely recognized, however, as a means, not an end. The development of specific skills, abilities, attitudes, or ideals are the desired ends. The use of contests as a means, therefore, should be determined by their effectiveness in attaining specific objectives (25, p. 207).

Martin (25) also indicated that contests contribute to vocational objectives when he stated that it has been proven that state contests can influence the character of the local Vocational Agriculture program.

In evaluating judging contests as they pertain to vocational

training needs, Gillette (10) concluded, "The judging contest is a teaching device, which, in the hands of a skillful teacher, is as useful as any other means of training students in agriculture (10, p. 187)." Furthermore, competition is a natural incentive for learning. Gillette (10) also emphasized that training for a judging contest provides opportunities for activities that are not closely associated with the classroom.

Meers (27) indicated that, "Vocational education's mission is to take nonskilled students and in a certain span of time turn them into skilled, productive citizens (27, p. 22)." Bunger (2) said that contests are a training device that must fit into the general pattern of instruction together with various other teaching aids. Bunger (2) also said:

If it can be determined that contests are being used as a device to help attain our established training objectives, if by their use we are developing skills and the ability to render good judgement, if through them we are instilling ideals and fixing healthy attitudes, they are desirable and a definite place should be provided for them; and if the opportunity to participate in them is equally available to all of the members then we can justify the time and effort which contests demand (2, p. 185).

Jones (20) concluded that, "Judging contests can be successfully used as a means of providing worthwhile learning activities which meet educational objectives (20, p. 140)." Jones (20) further stated that although this was one reason that contests were widely used, there was still evidence of overemphasis of contests within the FFA structure.

Herren (15) noted that the emphasis on winning in competitive FFA contests could in fact be overpowering the educational value as the primary objective. However, Herren (15) did indicate some important implications.

Teams from small schools can compete effectively with teams from large schools. The number of students in the vocational agriculture program does not affect success at a national contest. Teachers at small schools should not feel at a disadvantage merely because of school size.

Contestants can compete effectively regardless of sex, age, years of experience, or team experience. No student should feel at a disadvantage in a national contest because of sex, age, or experience in vocational agriculture (15, p. 19).

Sedlik (29) maintained that the motivating factor in learning is relevance. Furthermore, students want and need skills that will serve them beyond the classroom. When the instructed material is proven to be relevant, then students who previously rejected traditional academic coursework will become strongly motivated.

Gadda (8) affirmed that,

Wholesome, friendly competition, when not used to excess, when not exploitive of learners, and when the plan for the sought-after outcomes is well designed by the instructor, will yield beneficial results (8, p. 55).

Gadda (8) contended that competition can improve the teaching-learning situation. He maintained that the provision of greater variation in teaching methodology enhances learning.

Contests as a Motivational Incentive

"There is something spectacular about contests which add color, flavor, and appeal to the instruction but at the same time provides recognized educational values (19, p.40)." Contests are utilized as motivational incentives as well as educational tools.

According to Johnson (19), judging contests have a motivational value.

The competition which judging affords serves as an incentive to get youth to work more fervently when training for contests. Such training serves to bring out the best abilities of students as they compete with one another (19, p. 40).

According to Hirshey (16), "The FFA Contest is an excellent motivational tool (16, p. 224)." A motivating factor is evident by the interest and intense concentration displayed by the contestants. We must keep in mind however, the overall objective in the use of contests or we may tend to stress "making the team" rather than actual learning and practical application of knowledge.

Gray (11) indicated, "Perhaps the more important ones (purposes) are that they (contests) are means of motivating students to carry out their chapter's program of activities and that they develop individual abilities (11, p. 197)." Gray (11) concluded that the attainment of goals is made easier if we can motivate or instill within the student the desire to accomplish the objectives that the student planned to accomplish.

In statement of contests as a useful motivational tool, Gray (11) asked, "What more enticing stimulant can we hold before a student than the prospect of winning a contest (11, p. 197)." Gray indicated that contests have served as a valuable motivation tool especially in the accomplishment of the objectives of Vocational Agriculture.

In discussing motivation of the FFA chapter, Horton (17) emphasized, "There is no doubt but what the general morale of the chapter is improved by the competition furnished by state contests (17, p. 213)." Furthermore, "A chapter which has worked hard to win and can still lose gracefully has done much to strengthen its morale (17, p. 213)."

In their study, Long and Israelsen (23) researched the relationship between student performances and teacher content emphasis. They concluded,

The strong positive relationship between supervised occupational experience and participation in the Future Farmers of America with student performance emphasized the importance of these programs to the success of vocational agriculture students (23, p. 38).

Griffith (13) underlined the importance of contests. He stated:

In competitive activities students have the opportunity to put their talents and skills against other contestants. The idea of competing against other students can be a motivating force for encouraging students to improve themselves in agriculture skills and abilities. Students like to feel a sense of accomplishment. Competition is a means by which students can see the results of their efforts individually or as team members (13, p. 16).

Griffith (13) further emphasized that confidence is developed by students when they participate in contests. Students acquire self-confidence as they have successful experiences in judging contests.

Riordan and Matheny (28) stressed that success breeds success.

No hunger is greater than the hunger for success. We validate our very being through success. It demonstrates to us that we do indeed have some measure of control over our world, that what we do or think makes some difference (28, p. 24).

Gebhardt (9) stated, "We do need wholesome competition in our vocational agriculture programs (9, p. 53)." He supported this statement when he expressed his philosophy of contests.

Contests have always been our main interest builder for our FFA program. The sooner we can get freshmen involved in the FFA program, the sooner they will establish roots in our Vo-Ag program. If the freshmen have no interest in our program we will lose them (9, p. 53).

Contests as an Aid in Personal Development

Contests are valuable in the personal development of students. Gray (11) stated that one of the primary purposes of contests is that they are a valuable means of providing necessary opportunities for the development of personal skills and abilities.

Griffith (12) emphasized that, "An active, complete FFA program can be a source of motivation and an instructional tool that can expose its members to careers in agriculture (12, p. 223)." Griffith went on to say that a complete FFA program includes participation in competitive judging and skill demonstration contests. He concluded that students who become efficient in a contest area will also become aware of the careers in that area if they are properly stimulated by the instructor of Vocational Agriculture.

A study by Townsend and Carter (31) indicated that there was a high correlation between levels of participation in FFA activities and leadership traits. In addition, Townsend and Carter (31) stated,

Students with participation in local activities seemed to attain higher personal development. In fact, state and national participants had lower perceptions of themselves in the area of cooperation (31, p. 24).

In the conclusion of their study, Townsend and Carter (31) underscored:

The organization should continue to stress individual student participation on the local level to fulfill its aims and objectives. State and national activities should not be eliminated, however, as they serve to build additional personal development of the advanced students and serve as goals for all students to attain (31, p. 24).

Townsend and Carter (31) also included the following recommendation.

The FFA should continue to stress the personal development objectives outlined in its aims and purposes by promoting

activities which enable all students to participate and by offering activities with requirements that do not restrict participation (31, p. 24).

Fuss (7) recommended that contests can be used as a tool for influencing students to seek higher education majors that deal in the vocational subject matter discipline related to contest area programs. This was considered to be a positive personal development trait. Fuss (7) also advised that teachers should not specialize in a limited number of contests. Instead, they should utilize their time teaching in the area of several contests so that such activities may benefit a greater number of students.

In a study by Carter and Neason (4), it was concluded that individuals who have participated more in FFA activities have more contacts with others. As a result of these contacts, these individuals broaden their frame of reference for comparison of their own self-perceived personal development. There was also an indication that members who actively participated in FFA activities tended to have a higher perception of their personal development.

Spillman and Wade (30) asked a prevalent question concerning student participation. Do you have it? They were concerned with the level of student involvement as it pertained to personal development. "Associated with vocationalism are standards of excellence, acceptance by peers, a sense of pride, confidence and accomplishment, a set of norms and a given value structure (30, p. 25)."

In listing the attributes of vocational student organizations, Askari (1) noted that all of the groups address the development of leadership and personal relation skills. Askari (1) emphasized that the FFA is probably known best for its extensive system of graded

competitions. According to the article by Askari (1), the competitive system in the FFA program creates pride in the students. It builds self-esteem and teaches students how to be good losers as well as good winners.

In his study, Watkins (34) researched the practices and procedures used by selected teachers in preparing students for competition. Watkins recommended,

Since teachers are largely in agreement that the greatest benefit from contests is to help the student "derive at [sic] a sense of purpose through accomplishment', [sic] each teacher, win or lose, should always emphasize the accomplishment of the student (34, p. 48).

Carter (3) indicated that there are several benefits to students from competition. Carter stated,

Students benefit from competition in many ways. It teaches them to set a goal and keep working toward it, even if it takes several years. Some will not reach their goal, but they should accomplish more than they would have without a goal (3, p. 51).

As the students begin to win, their self-confidence becomes greater and they realize that they have the ability to perform hard tasks (3, p. 57).

I have had other teachers in school tell me of students that were successful on a judging team, or other competitive activity, who developed a better attitude and showed improvement in their grades afterward. I have also had parents tell me about improved attitudes at home after the student becomes involved in one or more of these activities (3, p. 57).

Crownover (5) underscored the following statement.

If everyone knew how to use competition productively to increase learning, to stimulate thinking, and to improve student participation, there wouldn't be so much controversy over competition (5, p. 70).

Crownover (5) emphasized the importance of every student believing that he or she is best at something.

Life is full of competition - competition for jobs, for raises, for advancements and promotions. If students develop that "success attitude" while in high school, it will carry on in life and they will learn to accept winning and not winning, both with equal grace (5, p. 70).

Disadvantages of Contests

Although the benefits of contests are evident, there are disadvantages as well. According to Carter (3), there are extremes to competition.

One extreme is the person teaching his young people that winning is the only thing which matters. This person seems to be teaching that the students must be embarrassed and ashamed if they place anything but first (3, p. 51).

On the other end of the spectrum we have those people I call "participators". [sic] These individuals are very aware of the damage an over-emphasis on winning can do, but they seem to feel there is much to be gained by simply showing up and entering the competition (3, p. 51).

Mayfield (26) indicated that although winning may have been the secondary objective when contests were designed, this may be reversing. He quoted A. R. Bunker's opinion of contest overemphasis.

If the present rate of emphasis continues to be placed on contests, there is extreme danger that they will become an end in themselves and will not serve as an intended means to an end. Their educational value has already begun to be dwarfed and a commercial significance is becoming apparent because of the monetary incentives to win (26, p. 54).

Mayfield (26) also emphasized the misuse of contests by instructors.

Some [instructors] become so insistent upon winning that they will go to no end in order to beat their rivals. Trophies become the entire motive to teaching (26, p. 54).

According to Mayfield (26), "Winning does not justify pulling strings or spending four weeks in class on one contest (26, p. 54)."

educational program, efforts in image building be merely whitewash. . . (22, p.13).

Further, the image held by other university faculty and administrators of agricultural education influences their image of vocational agriculture (22, p.3).

Perceptions of importance and commitments toward excellence seem to be as contagious as enthusiasm and influence the attitudes and opinions of both contestants and coordinators. Therefore, it becomes rather important to highlight and ascertain the level of effectiveness regarding student activities that may lead to national prominence and/or bring recognition to institutions, faculty or staff which coordinate/conduct such activities.

Recognition was also an important aspect of student motivation according to McVay (24) as revealed in his thesis concerning competition, motivation and recognition.

A student comes into Vo-Ag as an average or below average achiever, and because he wants to do well in an activity he becomes interested and accomplished a desired goal. He obtains some recognition, and most importantly, produces a desirable change within himself and that is what education is all about (24, p.64).

Viterna (33), paraphrasing Harvard psychologist Robert Rosenthal, indicated that individual differences were largely due to attitude.

Because teachers had been led to expect more of certain students, those pupils come to expect more of themselves and they delivered (33, p. 106).

There is direct correlation between an instructors attitude and that of his or her students. A favorable teacher attitude is reflected in a favorable student attitude and vice versa (33, p. 106).

McVay (24), further commenting in regard to the attributes of competition, motivation, and recognition, illustrated the need of meaningful learning experiences.

Gadda (8) warned, "If inappropriately used, they (contests) can be more of a curse than a blessing (8, p. 55)." Gadda (8) also emphasized that to conduct a contest without a clear idea of how it contributes to the development of competencies is "sheer folly." Gadda indicated that contests are sometimes used as a tool to glorify the instructor.

Key (21) concluded that competition "can be" an incentive to learn. Just how much emphasis should be placed on contests and winning?

One teacher said he felt he had to have winning students to build his reputation as a teacher. This is probably too often the case. Sometimes it may seem we have created a "monster" of competition with which we have a great deal of difficulty living. When we pay outrageous prices for show animals, commit dishonest acts, or go to other extremes for the sake of winning, competition no longer is an incentive to learning, but has become a selfish end in itself (21, p. 52).

Summary

Contests serve as an instructional tool, an interest approach and an aid in personal growth and development. As Gray (11) stated, "Conducting contests is 'doing good' (11, p. 199)." Contests should be continued in the proper form. When used correctly, contests can aid both the teachers and the students.

With regard to team preparation, Herren (15) emphasized that

Predictably, those teams which spent more time preparing for the contest scored higher. Team scores were positively correlated with the percent of after school time spent preparing for the contest . . . (15, p. 13).

Lee (22) in stating his position concerning image related that:

Any effort in image building must be based on a quality program that exceeds minimum standards. Without a good

The large number of contests in FFA can interest students in learning. This is especially true of contests that are closely linked to our curriculum (24, p. 64).

With all the positive benefits that seem to be afforded contestants as the result of participating in the State Interscholastic Contests, surely there would be the impact and linkage that provides gratification and incentives for institutions, teachers, university faculty and state staff members to work together in conducting a quality contest. What may be someone else's student today may be the university student tomorrow. Concurring with the basic tenets of Fisher and Schneider (6) in which they stated their beliefs concerning "A place for talented students in Agriculture,"

As the agricultural industry develops a higher degree of technology, it requires better trained individuals to serve as farm managers, agricultural mechanics and creates many other new, emerging agricultural professions. Also, the increased cost of farm production and greater sophistication and size of farms and equipment demands more highly skilled personnel (6, p.46).

In conclusion, Hirshey (16) said, "As teachers, we must use every means available to gain [student] interest and establish a need [to learn] in our students. FFA contests help, so let's use them . . . (16, p. 225)."

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

This chapter is set forth to describe the methods and procedures followed in conducting the study. Populations and sample groups were determined and survey instruments designed for data collection. The scope was ascertained and instruments developed to acquire data which would provide information relating to the purpose and objectives of the study. Procedures were established to enhance data collection and methods of data analysis selected. The data were collected during the Spring of 1985. The purpose and objectives were developed to provide direction for the conduct and design of the research. The specific objectives were:

1. To determine the effectiveness of each contest area as perceived by OSU faculty, Vo-Ag instructors and state Vo-Ag/FFA staff.
2. To determine the perceptions of OSU faculty, Vo-Ag instructors and state Vo-Ag/FFA staff regarding the acceptability of awards and level of recognition provided by the Division of Agriculture for the State FFA Interscholastic Contests.
3. To determine whether or not selected aspects of the Interscholastic Contests are successful as perceived by OSU faculty, Vo-Ag instructors and state Vo-Ag staff.
4. To determine the perceptions of student participants regarding the quality of awards and the level of recognition provided

during the OSU Interscholastic Contests Awards Program.

5. To determine the perceptions of student participants regarding the visibility and assistance provided by OSU faculty and College of Agriculture students.

6. To determine the importance of the OSU State FFA Interscholastic Contests as an FFA activity as perceived by student participants.

The Population

This study consisted of three population groups and a sample of selected participants. The study was conducted on a state-wide basis. State Vo-Ag/FFA staff, teachers of Vocational Agriculture, selected OSU College of Agriculture faculty, and a sample of students from predetermined chapters formed the populations and sample respectfully. Each group represented in the study varied in the number of study participants. Population sample selection was based on association, involvement or participation in the Interscholastic Contests.

State Vo-Ag/FFA staff were selected because of their association with contest committees and/or direct involvement with specific contests. A total of eleven questionnaires were distributed to the State Department of Vocational-Technical education personnel during mid-December, 1984. The population consisted of seven staff members in the Division of Agriculture and two in the Curriculum Division.

The selection of Vocational Agriculture teachers with at least four years teaching experience was deemed appropriate since first year teachers had not yet experienced the opportunity of being fully responsible for a team participating in the State FFA

Interscholastics. In addition, it was also considered proper since teachers with two and three years experience had not yet graduated a freshman class. Therefore, a total of 201 survey instruments were distributed to the "experienced" teachers in early January, 1985, during their annual Mid-Winter Conference. All of those attending the conference with at least four years teaching experience completed the survey in their respective district meetings.

Since the selection of OSU College of Agriculture personnel was based on their association with specific departmental contest areas, department heads and faculty/staff who were members of contest committees and contest coordinators or assistants were included in the survey. Thirty-three questionnaires were distributed in late January, 1985. A follow-up of nonrespondents consisted of a second mailing in mid-February. Approximately 91 percent of the selected faculty participated in the survey.

Selection of high school participants was based on their FFA Chapter's performance in the 1984 OSU State FFA Interscholastics. The FFA members included in the study were comprised of selected participants enrolled in single teacher Vo-Ag departments or multiple teacher departments whose contest teams placed in the top ten of each of the respective "sweepstakes" categories comprised the FFA members included in the study. Four questionnaires were mailed to ten teachers in each of the respective single and multiple teacher departments selected. The teachers were instructed to select four students who represented their chapters in the 1984 OSU Interscholastic Contests to complete the open-ended questionnaire concerning their perceptions of the OSU FFA Interscholastics. A total

of eighty questionnaires were mailed in late February. The questionnaires were followed-up with a telephone call one week later. Forty questionnaires (50%) were returned from twelve participating chapters.

Development of the Instrument

A mail type questionnaire was decided as being the most appropriate instrument for data collection. The investigator utilized related literature and suggestions from teacher educators to develop and refine the instrument.

The format of the questionnaire was divided into two basic sections. The first contained questions ascertaining demographic information and "problem" statements regarding the OSU State FFA Interscholastic Contests. A five-point "Likert-type" scale was utilized as a means of securing state staff, teacher, faculty, and student perceptions on an interval basis. The second utilized a "rank order" scale to determine the perceptions of respondents with regard to overall importance and quality of the contests.

In actuality, four different survey instruments were administered to the four "participant" groups. Each questionnaire utilized two sections described previously. An open-ended questionnaire with short answer items and a five-point "Likert-type" interval scale was utilized to acquire participant responses. Statements included in the survey were based on the aspect of participation, involvement or association with the OSU FFA Interscholastic Contests.

Collection of the Data

As previously stated, an open-ended questionnaire was utilized to survey the four groups participating in this study. State Vo-Ag/FFA staff and Vo-Ag teachers surveys were personally administered, while selected faculty responses were acquired through the campus mail. In addition, selected FFA Chapters whose members were participants in the 1984 OSU Interscholastics were also solicited by mail questionnaire.

Analysis of Data

In order to gather information concerning the perceptions of Vo-Ag instructors, state Vo-Ag/FFA staff, selected OSU College of Agriculture faculty, and student participants, an open-ended questionnaire was utilized which would obtain qualitative and quantitative data. Information obtained from the questionnaire provided a means to identify concerns, strengths, and limitations, as well as the relative importance of selected factors associated with the quality of the State FFA Interscholastics.

OSU faculty participants received questionnaires through campus mail, while the state Vo-Ag/FFA staff and Vo-Ag teacher questionnaires were personally distributed and collected. Vo-Ag teachers received the student questionnaires through the mail and were directed to distribute them to selected students and return the completed survey in the enclosed self-addressed envelope.

The information collected was keypunched on OSU Computer Center cards. An S.A.S. (Statistical Analysis System) program was utilized to derive statistical computations by an IBM System 3081, Model D

computer.

Frequency distributions, percentages, ranges, means, and rank order were the descriptive statistics deemed as appropriate to describe the collected data. For each of the statements included in the survey, a frequency distribution and percentages for each category were calculated as well as mean responses. This provided a measure of central tendency along with an indication of dispersion regarding responses. Measures of central tendency indicate where values, responses, etc., tend to cluster in distribution, while the quantitative analysis is the extent to which values, responses, etc., are alike or different, according to Jaccard (18).

For each of the statements listed, a frequency distribution of responses regarding the degree of importance on the five point "Likert-type" scale were defined. Mean responses for statements ascertaining the importance and/or quality of the Interscholastic Contests were determined on an interval scale and calculated for each "participant" group.

The five-point "Likert-type" scale used in securing "participant" group responses, regarding the degree of importance and/or quality perceived concerning the OSU Interscholastic Contests, were assigned the following numerical values: "excellent," "very important," "strongly agree," "very prepared," or "definitely yes," = 5; "very good," "prepared," "important," "agree," "yes," or "good" (faculty questionnaire only) = 4; "average," "undecided," "somewhat prepared," "somewhat important," or "good" = 3; "poor" (faculty questionnaire only), "fair," "not prepared," "very slightly important," "no," or "disagree" = 2; and "unsatisfactory," "definitely no," "not important

at all," "had no awareness of the contest," "strongly disagree," or "poor" = 1. As a result of assigning numerical values, real limits were established at 4.5 to 5.0; 3.5 to 4.49; 2.5 to 3.49; 1.5 to 2.49; and 1 to 1.49.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the perceptions of OSU Division of Agriculture faculty, Vo-Ag instructors, state Vo-Ag/FFA staff, and selected high school student participants regarding the quality and importance of the OSU State FFA Interscholastic Contests. In addition, it was the purpose of this study to determine whether or not certain aspects of the Interscholastics were advantageous for contest success.

Data collected involved the responses of 201 Oklahoma Vocational Agriculture teachers with four years or more teaching experience, forty high school Vocational-Agriculture students who had previously participated in the OSU State FFA Interscholastic Contests, nine state Vocational-Agriculture/FFA staff who served on contest committees and/or specific contest areas, and twenty-nine faculty of Oklahoma State University who directly assisted with or coordinated specific contests. The purpose of this chapter is to describe data that was revealed by the analysis of data compiled in this research effort.

Background of the Population

The population of this study included thirty-three faculty from

OSU who were directly involved with specific contest areas. Twenty high schools whose students had previously participated in the OSU Interscholastic Contests were included, with one to four students from each school participating in the study. Twelve members of the state Vo-Ag/FFA staff were included as well as 201 teachers of Vocational Agriculture with four or more years of teaching experience. The major source of data for this study was the open-ended survey instrument completed by respondents of each group. Thirty faculty members responded to a thirty-five item questionnaire, while nine state Vo-Ag/FFA staff completed and returned a twenty-nine item instrument. Two hundred and one teachers of Vocational Agriculture completed and returned a thirty-three item questionnaire, in addition to twelve high school Vo-Ag departments whose students participated in the 1984 State FFA Interscholastics. Forty students completed and returned a twenty-three item questionnaire.

The statistical analysis was based on the responses to statements included in each specific group's questionnaire. Some respondents chose not to answer specific questions for one reason or another. This altered the number of total responses (N). Incomplete questions were not included in the analysis.

General Characteristics of the Population

Selected Characteristics of the Faculty

The faculty survey instrument used in this study contained demographics dealing with personal information about the respondents, such as, their department, classification, age, sex, academic

appointment, if they had ever coached a departmental team and how long, and contest area with which they had assisted or coordinated. Some study participants chose not to respond to specific questions, resulting in differences among total responses (N). An analysis of the data in Table I showed the departments within which the respondents were employed. Responses by department revealed three from Agricultural Economics; two from Agricultural Education; eight from Agricultural Engineering; Agronomy had four participants; Animal Science, seven; Entomology, three; and and three respondents in Horticulture.

The analysis of the data summarized in Table II illustrated the classification of faculty respondents. Among the twenty-nine faculty, twenty-five (86.21 percent) were classified as faculty or staff, while four of the participants (13.79 percent) were department heads. All respondents were male.

An analysis of the data contained in Table III revealed the distribution of faculty by academic appointment. There were three instructors (11.11 percent); while eight respondents (29.63 percent) were Assistant Professors. Seven faculty (25.93 percent) had the rank of Associate Professor; while nine (33.33 percent) had academic appointment of full Professor.

The analysis of the data found in Table IV summarized the distribution of faculty by age. Five faculty (17.86 percent) were between the ages of twenty-six and thirty, while three participants (10.71 percent) were between thirty-one and thirty-five, and four (14.28 percent) between thirty-six and forty years of age. In addition, six participants (21.43 percent) were between the ages of

forty-one and forty-five. Furthermore, five of the respondents' (17.86 percent) were between the ages of forty-six and fifty, while five participants (17.86 percent) were age fifty-one or over.

An analysis of the data in Table V revealed the respondents experience as departmental judging team coaches. Five of the participants (18.52 percent) were presently coaching departmental teams, while twenty-two respondents (81.48 percent) had not coached a team within their discipline.

An inspection of Table VI illustrates data pertaining to Table V. A summary of the data indicated tenure of departmental team coaches in their respective capacities. Three of the six departmental coaches (50.00 percent) had coached teams for less than five years, while two coaches (33.33 percent) had been responsible for judging teams from six to ten years. One faculty member (16.67 percent) had coached departmental judging teams between from sixteen to twenty years.

The distribution of faculty responsibilities by contest area, found in Table VII, showed that the twenty-nine respondents were involved in seventeen contest areas. Farm business management, soil and water management, livestock, and entomology showed the largest involvement by faculty. Each of the four contest areas claimed the efforts of three faculty (10.34 percent). Public speaking, ag mechanics, farm structures, and floriculture areas followed with two respondents (6.90 percent) in each contest area, while chapter meeting, farm shop, crops, land, pasture and range, meats, dairy cattle, poultry, and nursery and landscape areas had one respondent (3.45 percent) for each group.

An inspection of Table VII revealed the perceptions of the

faculty toward the degree of satisfaction and accomplishment they receive from the contest area in which they are associated. The majority of the respondents indicated that they do indeed receive some sense of accomplishment and satisfaction from working with specific contest areas. Seven faculty (24.14 percent) "strongly agreed" that they gained a sense of satisfaction and accomplishment, while eleven respondents (37.93 percent) simply "agreed"; however, six individuals (20.69 percent) were "undecided" about their sense of satisfaction, while four respondents (13.79 percent) "disagreed" that they received any sense of satisfaction and one (3.45 percent) "strongly disagreed."

An analysis of the data contained in Table IX indicated a distribution of respondents by whether or not incentives were provided for contestants to major in the academic discipline which coordinates the contest. Twenty of the twenty-eight participants (71.43 percent) indicated that their department did indeed provide such incentives. One individual (3.57 percent) was "uncertain"; while seven respondents (25.00 percent) said that their department did not provide student incentives.

An analysis of Table X summarized faculty perceptions toward the overall importance of the State FFA Interscholastic Contests. Of the twenty-nine responses, four (13.79 percent) indicated that they perceived the contest as being "very important." Ten (34.48 percent) rated the contest as being "important, while nine (31.04 percent) were "undecided." Six faculty (20.69 percent) respondents indicated that they felt the Interscholastic Contests were "unimportant."

Faculty perceptions, as they perceived the ranking of importance of the Interscholastic Contests as perceived by their department,

were presented in Table XI. An analysis of the data revealed fourteen (48.28 percent) of the twenty-nine respondents indicated their department's philosophy toward the importance of the contest as being "very important" and eleven (37.93 percent) indicated that their department perceived the Interscholastic Contests as being "important." Three participants (10.34 percent) were "undecided," while only one respondent (3.45 percent) indicated that their department perceived the contests as being "unimportant."

An inspection of the data in Table XII further illustrates a summary of the support and/or assistance provided to faculty by administrative and/or professional staff. Specific areas were planning, coordinating, and conducting the contest.

In the selected area of planning, four respondents (14.82 percent) rated the assistance provided as being "excellent," while twelve participants (44.44 percent) indicated the assistance provided as being "good." Seven (25.93 percent) of the twenty-seven responses indicated that the planning support/assistance provided by administrative/professional staff was "average." In addition, three individuals (11.11 percent) said that the assistance was "poor," while one person (3.70 percent) answered that it was "unsatisfactory."

Further inspection revealed that of faculty, two (7.41 percent) rated coordinating assistance as "excellent" and fifteen (55.55 percent) stated the coordinating assistance was "good," while "average" was the response of seven faculty (25.93 percent). Two of the respondents (7.41 percent) indicated that the assistance/support received from administrative and professional staff was "poor," while one respondent (3.70 percent) felt it was "unsatisfactory."

The support/assistance received by faculty in conducting the contest was rated "excellent" by four participants (15.38 percent), while eleven (42.31 percent) respondents indicated that they felt the assistance received was "good." "Average" was the rating used by six individuals (23.08 percent) while three respondents (11.54 percent) rated the assistance received toward conducting as "poor" and two (7.69 percent) responded that it was "unsatisfactory."

An analysis of the data in Table XIII presented a summary of specific factors for improvement of the contest as perceived by the faculty. Six (20.69 percent) of those responding indicated that more assistance by College of Agriculture students would aid in the improvement of the contest, while eleven (37.93 percent) said that more time should be made available for contestant recognition on campus. Nineteen of the twenty-nine respondents (65.52 percent) stated that one needed area of improvement was incentive for faculty effort, while nine participants (31.03 percent) said that a recognition dinner for faculty who assisted and/or coordinated the contest would improve morale.

In addition, ten individuals (34.48 percent) indicated a need to improve the awards program. Decreasing the amount of time taken to score the contests and post results were specific factors for improvement indicated by nine faculty (31.03 percent). Furthermore, five faculty participants (17.24 percent) stated the accuracy of results could be improved, while ten faculty (34.00 percent) stated that there were other factors that needed improvement. Other suggestions for improvement included: increase the number of contestants, increase preparation levels of contestants, decrease the

total number of contests within the ag mechanics contest, and make more time available to score and tabulate results accurately. Further indicated was the need for interaction time with students at the departmental level, and to insure that all FFA members are introduced to the teaching, research, and extension functions of the departments. Allow opportunities for students to ask questions and receive answers on courses of study and career opportunities was perceived as a valuable addition. The completion of contests as early as possible, conducting departmental tours, and eliminating teams with no experience were among other suggestions. A delay of the awards program until three o'clock p.m. that would decrease the pressure to rush the awards program, while a full-time equivalent faculty assignment that would boost faculty morale, and "larger" and "better" awards, with the provision of scholarships to attract students and monetary support for awards were cited as important improvement suggestions. Further, more teacher awareness of contests and teacher preparation of contests prior to training teams and the provision of recognition for people directing the contests were cited as being important.

An analysis of the data in Table XIV indicated the perceptions of faculty toward selected factors for improvement of contestant preparation. Eleven faculty (37.93 percent) said that the departments within the College of Agriculture should make more materials available to Vocational Agriculture departments. Students should have prior knowledge regarding completion of enrollment and judging cards was the response by nine respondents (31.03 percent). However, seventeen participants (58.62 percent) indicated there should be more contact

between high school Vocational Agriculture teachers and College of Agriculture departments and faculty. In addition, four faculty (13.79 percent) said student behavior, ethics, etc., needed improvement, while six participants (20.69 percent) listed other factors for improvement of contestant preparation. Other factors for improvement were outlined as follows: impress upon teachers the need to prepare their students, increase "practice level" of students before they go to contest, insure that the required technical knowledge is provided in the Vo-Ag curriculum at OSU, encourage teachers to better prepare their teams, agriculture sponsored training programs for instructors, while someone needs to be available with time to keep "them" with the contest.

Selected Characteristics of the State Vo-Ag/FFA

Staff

The state Vo-Ag/FFA staff survey instrument used in this study contained background information pertaining to the contest area which each staff member assisted or coordinated. Some study participants chose not to respond to specific questions, resulting in differences among total responses (N).

An analysis of the data in Table XV showed the distribution of responsibilities by contest area. The speech contest claimed the largest involvement with a total of eight (88.88 percent). Chapter meeting involved four (44.44 percent). Ag mechanics, land, pasture and range, dairy cattle, dairy products, floriculture, and nursery and landscape followed with two respondents (22.22 percent) in each contest area. Entomology, poultry, meats, livestock, crops, soil and

water conservation, farm shop, electric power and processing, farm structures, and farm management each had one (11.11 percent).

An analysis of the data in Table XVI revealed the perceptions of state Vo-Ag/FFA staff toward provision of a sufficient number and variety of contest opportunities provided for contest participants. Seven respondents (77.78 percent) "strongly agreed" while two (22.22 percent) "agreed" that the number and variety of contest opportunities was sufficient.

Table XVII illustrated the perceptions of state Vo-Ag/FFA staff toward the provision of sufficient recognition for contest winners. Two respondents (22.22 percent) "strongly agreed" that there was sufficient recognition for the winners. There were two (22.22 percent) who "agreed," three (33.34 percent) were "undecided," while two (22.22 percent) "disagreed" that there was a sufficient amount of recognition.

An inspection of Table XVIII revealed state Vo-Ag/FFA staff perceptions of the provisions for satisfactory awards for contest winners. The largest group was of five participants (55.56 percent) who "agreed" that the awards were satisfactory. Two respondents (22.22 percent) "strongly agreed," while one (11.11 percent) was "undecided," and one (11.11 percent) "disagreed."

An analysis of the data in Table XIX indicated the distribution of the perceptions of state Vo-Ag/FFA staff toward the acceptability of trophies and plaques that were presented to contest winners in consideration of the quality and magnitude of the contest. One individual (11.11 percent) "strongly agreed" that the plaques and trophies given to contest winners were appropriate while six

respondents (66.67 percent) "agreed." Two participants (22.22 percent) were "undecided."

Table XX illustrated state Vo-Ag/FFA staff perceptions toward the replacement of current awards provided for contest winners with scholarships for high school seniors. One respondent (11.11 percent) "strongly agreed" with replacing current awards with scholarships. Five participants (55.56 percent) were "undecided," while three (33.33 percent) "disagreed" that scholarships should replace current awards.

An analysis of the data in Table XXI revealed the perceptions of state Vo-Ag/FFA staff toward the continuation of an on-campus awards program, as well as the practice of the posting of results. Three respondents (33.33 percent) "strongly agreed" that the posting of results, as well as the awards program should be continued on-campus. Five participants (55.56 percent) "agreed" while one (11.11 percent) was "undecided."

Table XXII illustrated the perceptions of state Vo-Ag/FFA staff toward the continuation of an awards program to bring recognition to contest winners. Two participants (22.22 percent) "strongly agreed" while six (66.67 percent) "agreed" that an awards program should be continued. One individual (11.11 percent) was "undecided."

An analysis of the data in Table XXIII revealed the perceptions toward the continuation of tabulation by contest officials and/or computer. Of the eight responses, one (12.50 percent) "strongly agreed," four (50.00 percent) "agreed," and three (35.50 percent) were "undecided."

An inspection of Table XXIV revealed the perceptions of state Vo-Ag/FFA staff toward the continuation of tabulating and posting

results on the same day as the contest. Four participants (44.44 percent) "strongly agreed" that tabulation and posting of results should continue to be completed on the same day as the contest. Four respondents (44.44 percent) "agreed," while one participant (11.12 percent) was "undecided."

An analysis of the data in Table XXV illustrated a summary of state Vo-Ag/FFA staff perceptions of the adequacy of their involvement with the Interscholastic Contests. Of the nine respondents, four (44.45 percent) "strongly agreed" that their involvement with the contest was adequate. Three respondents (33.33 percent) "agreed," one (11.11 percent) was "undecided" and one (11.11 percent) "disagreed" that the state staff involvement was adequate.

Table XXVI indicated the perceptions of state Vo-Ag/FFA staff toward the adequacy of the involvement of OSU faculty with the Interscholastic Contests. The majority of the respondents, five (55.56 percent) "agreed" that the involvement of OSU faculty with the Interscholastic Contests was adequate. One participant (11.11 percent) "strongly agreed," while three (33.33 percent) were "undecided."

An analysis of the data in Table XXVII revealed the perceptions of state Vo-Ag/FFA staff toward the adequacy of involvement of FFA advisers/teachers with the Interscholastic Contests. One respondent (11.11 percent) "strongly agreed" that the involvement of advisers/teachers was adequate. Four participants (44.45 percent) "agreed," one (11.11 percent) was "undecided," while three respondents (33.33 percent) "disagreed" that the involvement was adequate.

An inspection of Table XXVIII illustrated the perceptions of

state Vo-Ag/FFA staff as to the ready availability of preparatory materials. Two respondents (22.22 percent) "strongly agreed" that preparatory materials for the Interscholastic Contests were readily available. Four participants (44.45 percent) "agreed," one (11.11 percent) was "undecided," while two respondents (22.22 percent) "disagreed" that preparatory materials were available.

An analysis of the data in Table XXIX revealed a summary of state Vo-Ag/FFA staff perceptions of the contribution of specific factors to the success of the OSU State FFA Interscholastic Program. Four staff members (57.14 percent) responded "very good," while three (42.86 percent) answered "good" to the category of advanced information received. In addition, three respondents (50.00 percent) indicated "very good," while three participants (50.00 percent) answered "good" to the materials received by the students at the time of enrollment. Furthermore, the form of awards was ranked "very good" by four respondents (57.14 percent), and "good" by three (42.86 percent). Orientation of the students to the contests was ranked "very good" by two respondents (33.33 percent), "good" by three respondents (50.00 percent), and "fair" by one individual (16.67 percent).

In addition, state Vo-Ag/FFA staff ranked the attitudes of OSU faculty toward contest participants. Of the eight staff members responding, one (12.50 percent) indicated that the attitudes of the faculty were "excellent." Two respondents (25.00 percent) rated the attitudes "very good," four (50.00 percent) answered "good," while one respondent (12.50 percent) indicated "fair."

The attitudes of college students who work the contests toward the contest participants received a varied response. One respondent

(12.50 percent) indicated that attitudes of college students were "excellent." Four respondents (50.00 percent) answered "very good," two (25.00 percent) indicated "good," and one individual (12.50 percent) rated the attitudes of college students as "fair."

Furthermore, organization of the contests was rated "excellent" by one respondent (12.50 percent), "very good" by three (37.50 percent), and "good" by four respondents (50.00 percent). The organization of the awards presentation was rated "very good" by two respondents (28.57 percent), "good" by three (42.86 percent), and "fair" by two participants (28.57 percent). In addition, efficiency of posting results was indicated to be "very good" by one staff member (14.29 percent). Four respondents (57.14 percent) indicated "good," while two (28.57 percent) responded "fair." The accuracy of contest tabulations received the lowest rating. One respondent (14.29 percent) indicated "very good," three (42.85 percent) responded "good," while two (28.57 percent) responded "fair," and one respondent (14.29 percent) rated the tabulation accuracy as "poor."

The accuracy of posting results was indicated as "very good" by one respondent (14.29 percent), "good" by two (28.57 percent) and "fair" by four respondents (57.14 percent).

Selected Characteristics of the Vocational Agriculture Instructors

The Vo-Ag instructors' survey instrument used in this study contained demographics dealing with personal information about the respondents, such as their age, teaching experience, tenure in their current department, and FFA district. In addition, questions dealing

with the number of students per teacher at the contest and contest areas that the instructor had teams participating in were asked. Some study participants chose not to respond to specific questions, resulting in differences among total responses (N).

An analysis of the data in Table XXX revealed the distribution of teachers by district. There were twenty-nine (14.50 percent) from the Northwest district, thirty (15.00 percent) from the Southwest, forty-one (20.50 percent) from the Central district, forty-one (20.50 percent) from the Southeast, and fifty-eight (29.50 percent) from the Northeast district.

An analysis of the data contained in Table XXXI revealed the distribution of Vo-Ag teachers by their tenure in their present department. The majority of the respondents had taught for less than fifteen years. There were seventy-one (35.68 percent) who had taught for five years or less, while sixty-nine (34.67 percent) had taught from six to ten years in their department. There were thirty-two (16.08 percent) who had been teaching from eleven to fifteen years, ten (5.03 percent) from sixteen to twenty years, thirteen (6.53 percent) from twenty-one to twenty-five years. In addition, two teachers (1.01 percent) had taught from twenty-six to thirty years, one teacher (0.50 percent) from thirty-one to thirty-five years and one (0.50 percent) from thirty-six to forty.

An inspection of the data contained in Table XXXII revealed the distribution of Vo-Ag teachers by their total years of teaching experience. There were twenty-four (11.94 percent) who had five years or less of teaching experience. There were seventy-one (35.32 percent) who had taught for six to ten years, forty-seven (23.38

percent) had taught for eleven to fifteen years, twenty-eight (13.93 percent) had taught from sixteen to twenty years, fourteen (6.97 percent) for twenty-one to twenty-five years, twelve (5.97 percent) for twenty-six to thirty years, two (1.00 percent) for thirty-one to thirty-five years, and three (1.49 percent) for thirty-six to forty years.

An analysis of the data in Table XXXIII illustrated the distribution of ages of the responding Vocational Agriculture teachers. Five teachers (2.49 percent) were between the ages of twenty-one to twenty-five. The largest group was fifty-two (25.87 percent) teachers between the ages of twenty-six to thirty, forty-eight (23.86 percent) were between the ages of thirty-one to thirty-five, while forty-five (22.39 percent) were between the ages of thirty-six to forty. In addition, twenty-six teachers (12.94 percent) were between the ages of forty-one to forty-five, eleven (5.47 percent) between the ages of forty-six to fifty, five (2.49 percent) from fifty-one to fifty-five, while six (2.99 percent) were between the ages of fifty-six to sixty, and two (1.50 percent) were age sixty-one or over.

An analysis of the data in Table XXXIV revealed the distribution of the average number of students per teacher participating in the 1984 OSU FFA Interscholastic Contests. There were eighty-one teachers (40.91 percent) who had "four or less" students participating in the Interscholastic Contests. There were thirty-seven respondents (18.69 percent) with five to eight students each, thirty-two (16.16 percent) with nine to twelve students participating, while fifteen (7.58 percent) had thirteen to sixteen, and seven (3.54 percent) had between

seventeen to twenty students. In addition, fourteen teachers (7.05 percent) had twenty-one to twenty-four students, seven (3.54 percent) had twenty-five to thirty students, and five (2.53 percent) had thirty-one or more" students participating in the 1984 Interscholastic Contests.

An inspection of Table XXXV revealed the distribution of participation in the OSU State FFA Interscholastics by contest area in comparison to the distribution of Vocational Agriculture teachers that have had state winners within the specific contest areas. In the area of farm management, there were twenty-four teachers with participating teams, while eight of the twenty-four responded that they had state winners in that area. The speech contest had ninety-seven respondents, and thirty-three with state winners. Chapter meeting had twenty-seven teachers responding, while thirteen of them had state winning teams. There were ninety-nine respondents to ag mechanics, six with state winners. Farm structures had twenty-three responding teachers, six of them had state winning teams. In the area of electricity, there were twenty-five respondents. Eight of them had state winners. Farm shop had sixty-eight respondents, while fourteen of them had winning teams. Soil conservation had thirty teachers responding. Ten of them had winning teams. In the area of crops, twenty-two teachers responded, six of them with state winners. Ninety teachers participated in the land contest. Fourteen of them had winning teams. There were thirty-six respondents to pasture and range, four of them with winning teams. There were 129 teachers with teams in the livestock contest. Fourteen of the 129 had state winning teams. There were forty-three respondents in the meats contest, five

of whom were state winners. In the area of dairy cattle, there were sixty-four respondents. Eleven of them had state winning teams in dairy cattle. There were fourteen respondents in dairy products. Five of the fourteen respondents had state winning teams. In the area of poultry, there were thirty-nine respondents, nine with winning teams. There were twenty-one respondents in entomology, seven of them state winners. In the area of floriculture, there were twenty-one respondents, eight with state winning teams. Eighteen teachers responded in the area of nursery and landscape. There were eight of the eighteen that had state winning teams.

An analysis of the data in Table XXXVI revealed the perceptions of Vo-Ag teachers toward the provision of a sufficient number and variety of contest opportunities for participants. There were ninety-three participants (46.27 percent) who "strongly agreed" that the number and variety of contest opportunities was sufficient. There were ninety-four (46.77 percent) who "agreed," nine (4.46 percent) were "undecided," while four respondents (2.00 percent) "disagreed," and one (0.50 percent) "strongly disagreed."

An inspection of Table XXXVII revealed the perceptions of Vo-Ag teachers toward the provision of sufficient recognition for the contest winners. Thirty respondents (14.93 percent) "strongly agreed" that the recognition for contest winners was sufficient. There were ninety-nine (49.24 percent) who "agreed," twenty-four (11.94 percent) were "undecided," while thirty-four (16.92 percent) "disagreed," and fourteen (6.97 percent) "strongly disagreed."

An analysis of the data in Table XXXVIII revealed Vo-Ag teacher perceptions of the provision for satisfactory awards for contest

winners. There were eighteen respondents (8.97 percent) who "strongly agreed," while 102 participants (50.75 percent) "agreed," that the awards provided for contest winners were satisfactory. There were thirty-two respondents (15.92 percent) who were "undecided." Thirty-six respondents (17.90 percent) "disagreed," while thirteen (6.47 percent) "strongly disagreed" that the awards provided were satisfactory.

Table XXXIX revealed the perceptions of Vo-Ag teachers toward the acceptability of trophies and plaques that were presented to contest winners in accordance with the quality and magnitude of the contest. There were twenty-five respondents (12.50 percent) "strongly agreed," that the trophies and plaques presented to contest winners were acceptable. There were 100 respondents (50.00 percent) who "agreed," while thirty-three (16.50 percent) were "undecided." Thirteen participants (6.50 percent) "strongly disagreed" and twenty-nine (14.50 percent) "disagreed" that trophies and plaques were acceptable.

An analysis of the data in Table XL revealed the perceptions of Vo-Ag teachers toward the replacement of current awards provided for contest winners with scholarships for high school seniors. There were thirty-seven respondents (18.59 percent) who "strongly agreed," while fifty-one (25.63 percent) "agreed" that the current awards should be replaced. There were forty-eight participants (24.12 percent) who were "undecided." Thirty-four respondents (17.09 percent) "disagreed" with the replacement of current awards, while twenty-nine (14.57 percent) "strongly disagreed."

An analysis of the data in Table XLI revealed the perceptions of

Vo-Ag teachers toward the continuation of an on-campus program and the posting of results. There were seventy-three participants (36.50 percent) who "strongly agreed" and eighty-five (42.50 percent) who "agreed" that posting of results and the awards program should continue to be held on-campus. There were twenty-four respondents (12.00 percent) who were "undecided," while thirteen (6.50 percent) "disagreed," and five (2.50 percent) "strongly disagreed" with the continuation of these practices on-campus.

An analysis of the data in Table XLII revealed the perceptions of Vo-Ag teachers toward the continuation of an awards program in order to bring recognition to contest winners. Eighty of the respondents (40.00 percent) "strongly agreed," and eighty-eight (44.00 percent) "agreed" that there should continue to be an awards program. There were twenty-seven (13.50 percent) who were "undecided." Four respondents (2.00 percent) "disagreed," while one (0.50 percent) "strongly disagreed" that an awards program should continue to be held.

An analysis of the data in Table XLIII revealed the perceptions of Vo-Ag teachers toward the continuation of tabulation and posting of results on the same day as the contest. There were 129 respondents (64.50 percent) who "strongly agreed," fifty-nine (29.50 percent) "agreed," while twelve respondents (6.00 percent) were "undecided."

An analysis of the data in Table XLIV revealed the perceptions of Vo-Ag teachers toward the adequacy of involvement of state Vo-Ag/FFA staff with the Interscholastic Contests. There were sixty-four respondents (31.84 percent) who "strongly agreed," and 100 (49.75 percent) "agreed" that the involvement of the state Vo-Ag/FFA staff

was adequate. There were twenty-one teachers (10.45 percent) who were "undecided," fourteen (6.96 percent) "disagreed," while two (1.00 percent) "strongly disagreed."

An analysis of the data in Table XLV illustrated the perceptions of Vo-Ag teachers toward the adequacy of involvement of OSU faculty with the Interscholastic Contests. Fifty-four respondents (26.86 percent) "strongly agreed," and 121 (60.20 percent) "agreed" that the faculty were adequately involved. There were nineteen teachers (9.45 percent) who were "undecided." Six individuals (2.99 percent) "disagreed," and one (0.50 percent) "strongly disagreed" that the faculty were adequately involved.

An inspection of Table XLVI illustrated the perceptions of Vo-Ag teachers toward the adequacy of their involvement in the Interscholastic Contests. Fourteen participants (6.97 percent) "strongly agreed," and thirty-two (15.92 percent) "agreed" that their involvement was adequate. There were twenty-one individuals (10.45 percent) who were "undecided." The largest group was of ninety-six teachers (47.76 percent) who "disagreed" that their involvement with the Interscholastic Contests, while thirty-eight respondents (18.90 percent) "strongly disagreed."

An analysis of the data in Table XLVII revealed a summary of Vo-Ag teachers' perceptions as to the availability of preparatory materials. There were twenty-four participants (12.00 percent) who "strongly agreed," and ninety (45.00 percent) "agreed" that preparatory materials were available. Thirty-nine respondents (19.50 percent) were "undecided," while thirty-one (15.50 percent) "disagreed," and sixteen (8.00 percent) "strongly disagreed."

An analysis of the data in Table XLVIII revealed the perceptions of Vo-Ag teachers toward the contribution of specific factors to the success of the OSU State FFA Interscholastic Program. Twenty-six teachers (15.95 percent) responded "excellent," fifty-one (31.29 percent) responded "very good," and sixty-five (39.88 percent) answered "good," while fourteen (8.59 percent) indicated "fair" and seven (4.29 percent) indicated "poor" to the category of advanced information received. In addition, twenty-one respondents (12.88 percent) answered "excellent," fifty-eight (35.58 percent) "very good," and sixty-seven (41.10 percent) "good," while twelve respondents (7.36 percent) indicated "fair," and five (3.08 percent) "poor" to the materials received by the students at the time of enrollment. Furthermore, the form of awards was ranked "excellent" by nineteen teachers (12.02 percent), "very good" by sixty respondents (37.98 percent), "good" by forty-nine teachers (31.01 percent), while twenty-six (16.46 percent) indicated "fair," and four (2.53 percent) said the form of awards was "poor." Orientation of the students to the contests was rated as "excellent" by twelve respondents (7.45 percent), "very good" by fifty-seven (35.40 percent), "good" by sixty-six (40.99 percent), while twenty-one (13.04 percent) indicated "fair," and five (3.12 percent) said the orientation was "poor." In addition, Vo-Ag teachers ranked the attitudes of faculty toward contest participants (advisers and students). Of the 163 respondents, twenty-seven (16.56 percent) said the attitudes of faculty were "excellent," fifty-eight (35.58 percent) answered "very good," 51 (31.29 percent) indicated "good," while twenty-five (15.34 percent) responded "fair," and two teachers (1.23 percent) answered "poor."

The attitudes of college students who work the contests toward the contest participants were perceived differently by Vo-Ag teachers. Seventeen respondents (10.49 percent) said the attitudes of college students were "excellent," fifty-nine (36.42 percent) responded "very good," fifty-eight (35.80 percent) answered "good," while twenty-three (14.20 percent) indicated "fair," and five (3.09 percent) said the attitudes were "poor."

Furthermore, organization of the contests received an "excellent" by thirteen respondents (7.98 percent), "very good" by sixty-six (40.49 percent), "good" by sixty-seven (41.10 percent), while fourteen (8.59 percent) answered "fair," and three (1.84 percent) said the contest organization was "poor." The organization of the awards presentation was rated "excellent" by twelve respondents (7.55 percent), "very good" by fifty-two (32.70 percent), "good" by fifty-six (35.22 percent), "fair" by twenty-seven (16.98 percent), and "poor" by twelve respondents (7.55 percent). In addition, the efficiency of posting results was indicated to be "excellent" by eight teachers (5.03 percent) and "very good" by thirty-eight respondents (23.90 percent). Forty-seven teachers (29.56 percent) responded "good," while twenty-eight (17.61 percent) answered "fair," and thirty-eight (23.90 percent) indicated "poor." The accuracy of contest tabulations was rated "excellent" by fifteen teachers (9.38 percent), "very good" by fifty-five (34.38 percent), "good" by fifty-eight (36.25 percent), while twenty-one (13.13 percent) answered "fair," and eleven (6.88 percent) indicated that the accuracy was "poor." The accuracy of posting results was rated "excellent" by fourteen teachers (8.81 percent), "very good" by forty-seven (29.56

percent), "good" by fifty-seven (35.85 percent), while twenty-four (15.09 percent) responded "fair," and seventeen (10.69 percent) indicated "poor."

Selected Characteristics of Selected Student

Participants

The student questionnaire used in this study contained background information pertaining to the students' class, FFA district, the contest area in which each student had participated. There were also questions dealing with attendance of the awards program and whether or not the student had received an award at the 1984 State FFA Interscholastic Contests. Some study participants chose not to respond to specific questions, resulting in differences among total responses (N).

An analysis of the data in Table IL revealed the distribution of students by their high school class. Nine of the respondents (24.32 percent) were high school sophomores, fourteen (37.84 percent) were juniors and fourteen (37.84 percent) were seniors. There were several nonrespondents to this question.

An analysis of the data in Table L revealed the distribution of selected student participants by FFA district. One participant (2.7 percent) was from the Northwest district. One respondent (2.7 percent) was from the Southwest, while nine (24.32 percent) were from the Southeast. There were eight participants (21.62 percent) from the Central district, while the largest group of students was eighteen (48.66 percent) from the Northeast district.

An analysis of the data in Table LI revealed the distribution of

students by contest area. The land contest claimed the most participants with nine students (26.47 percent). Farm management and crops both claimed six students (17.65 percent) each. There were four students (11.77 percent) from the entomology contest. Speech, farm structures, farm shop, soil and water conservation, pasture and range, livestock, dairy cattle, dairy products, and nursery and landscape each had one respondent (2.94 percent). There were no respondents from chapter meeting, ag mechanics, electric power and processing, meats, poultry, or floriculture.

An analysis of the data in Table LII revealed attendance by the students and/or their chapter at the awards program at the 1984 State FFA Interscholastic Contests. Thirty-one students (79.49 percent) said "yes" they did attend, while eight (20.51 percent) said "no" they did not attend the awards program.

An analysis of the data in Table LIII revealed the distribution of students who had received an award at the 1984 State FFA Interscholastic Contests. Thirty of the respondents (78.95 percent) did receive an award, while eight (21.05 percent) did not.

An inspection of Table LIV revealed the perceptions of selected student participants toward the provision of sufficient recognition for contest winners. Two respondents (5.13 percent) "strongly agreed" that the recognition was sufficient. Seventeen students (43.59 percent) "agreed," five (12.82 percent) were "undecided," while fourteen (35.90 percent) "disagreed," and one respondent (2.56 percent) "strongly disagreed" that there was sufficient recognition provided for the contest winners.

An inspection of the data in Table LV revealed the students

perceptions of the awards provided for contest winners. Seven respondents (18.42 percent) "strongly agreed" that the awards provided were satisfactory. Twenty students (52.63 percent) "agreed," four (10.53 percent) were "undecided," while seven respondents (18.42 percent) "disagreed."

An analysis of the data in Table LVI revealed the distribution of student perceptions toward the acceptability of trophies and plaques that are presented to contest winners. Six students (15.39 percent) "strongly agreed," while twenty-five (64.10 percent) "agreed" that the trophies and plaques presented were acceptable. Three respondents (7.69 percent) were "undecided," while five (12.82 percent) "disagreed" that the awards were acceptable.

An analysis of the data in Table LVII revealed the perceptions of students toward the replacement of current awards with scholarships for high school seniors. Five students (13.16 percent) "strongly agreed" with the replacement of awards with scholarships. Nine respondents (23.68 percent) "agreed," four (10.53 percent) were "undecided," while fourteen (36.84 percent) "disagreed," and six (15.79 percent) "strongly disagreed" with replacing the current awards.

An inspection of Table LVIII revealed the perceptions of student participants toward the continuation of an on-campus awards program. Eighteen students (47.37 percent) "strongly agreed," while seventeen (44.74 percent) "agreed" with an on-campus awards program. There were three students (7.89 percent) who "disagreed" with this practice.

An analysis of the data in Table LIX revealed student perceptions toward the tabulation and posting of the results on the same day as

the contest. Of the thirty-eight respondents, twenty-seven (71.05 percent) "strongly agreed," while eleven (28.95 percent) "agreed" that the tabulation and posting of results should be on the same day as the contest.

An analysis of the data in Table LX revealed student perceptions to the Interscholastic Contests as a rushed or hurried event, where they rush to the contest and then rush home to some other school activity. Three students (7.69 percent) "strongly agreed," and nine (23.08 percent) "agreed" that they perceived the contest as a rushed/hurried event. One (2.56 percent) was "undecided," while twenty-one (53.85 percent) "disagreed," and five (12.82 percent) "strongly disagreed."

An inspection of the data in Table LXI revealed selected student participants' perceptions of the contribution of specific factors to the success of the OSU State FFA Interscholastic Program. Six respondents (15.39 percent) indicated the form of awards was "excellent," while twenty-one students (53.85 percent) said they were "very good," ten (25.64 percent) responded "good," one (2.56 percent) answered "fair," and one (2.56 percent) answered "poor."

Four of the students (10.26 percent) rated the organization of the contests as "excellent," twenty (51.28 percent) as "very good," and twelve (30.77 percent) as "good," while three students (7.69 percent) rated the organization of the contests as "fair." Five students (13.16 percent) perceived the organization of the awards presentation as being "excellent," while fourteen respondents (36.84 percent) responded "very good." Eight students (21.05 percent) responded "good," and eleven (28.95 percent) "fair" to the

organization of the awards presentation.

The efficiency of posting results was rated "excellent" by two respondents (5.12 percent), "very good" by six (15.39 percent), "good" by fifteen students (38.46 percent), while twelve respondents (30.77 percent) indicated "fair," and four individuals (10.26 percent) answered "poor." The accuracy of posting results was perceived as "excellent" by four students (10.25 percent), "very good" by fourteen respondents (35.90 percent), "good" by fourteen individuals (35.90 percent), while five students (12.82 percent) indicated "fair," and two respondents (5.13 percent) answered "poor."

The accuracy of contest tabulations was also rated by selected student participants. Six respondents (15.38 percent) rated tabulation accuracy as "excellent," and fifteen (38.46 percent) said the accuracy was "very good." Twelve students (30.77 percent) indicated that tabulation accuracy was "good," while four individuals (10.26 percent) indicated "fair," and two students (5.13 percent) responded "poor."

An analysis of the data in Table LXII revealed the perceptions of selected student participants toward the level of visibility/and or assistance and/or helpfulness given by the students of OSU, and by OSU faculty. OSU students were rated "excellent" by eight respondents (21.05 percent), "very good" by twelve (31.58 percent), and "good" by nine individuals (23.68 percent), while six respondents (15.79 percent) indicated "fair," and three (7.90 percent) responded "poor." The faculty of OSU were rated "excellent" by nine respondents (23.68 percent), "very good" by eighteen individuals (47.37 percent), while seven (18.42 percent) indicated "good," and four (10.53 percent)

responded "fair."

An analysis of the data in Table LXIII revealed the perceived importance of the OSU State FFA Interscholastic Contests as an FFA activity. There were thirty-one respondents (81.58 percent) who indicated the Interscholastics were "very important." Five students (13.16 percent) said it was "important," while two respondents (5.26 percent) indicated that the Interscholastics was "somewhat important."

An inspection of the data in Table LXIV illustrated the level of preparation that the students had received when they arrived at the contest location. Seventeen students (44.74 percent) were "very prepared," twenty (52.63 percent) were "prepared," while one individual (2.63 percent) was "somewhat prepared."

An analysis of the data in Table LXV revealed the perceptions of selected student participants toward their participation in an open house sponsored by the departments within the College of Agriculture at OSU on the day of the contests. Four students (10.53 percent) responded "definitely yes," they would attend an open house. There were twenty-one students (55.26 percent) who said "yes," they would attend, while thirteen respondents (34.21 percent) were "undecided."

TABLE I
DISTRIBUTION OF FACULTY BY DEPARTMENT

Department	Frequency (N)	Distribution (%)
Agricultural Economics	3	10.35
Agricultural Education	2	6.90
Agricultural Engineering	8	27.59
Agronomy	4	13.79
Animal Sciences	6	20.69
Entomology	3	10.34
Horticulture	3	10.34
Total Responses	29	100.00

TABLE II
SUMMARY OF FACULTY BY CLASSIFICATION

Classification	Frequency (N)	Distribution (%)
Faculty/Staff	25	86.21
Department Heads	4	13.79
Total Responses	29	100.00

TABLE III
 DISTRIBUTION OF FACULTY BY ACADEMIC APPOINTMENT

Academic Appointment	Frequency (N)	Distribution (%)
Instructor	3	11.11
Assistant Professor	8	29.63
Associate Professor	7	25.93
Professor	9	33.33
Total Responses	27	100.00

TABLE IV
DISTRIBUTION OF FACULTY BY AGE

Age	Frequency (N)	Distribution (%)
26-30	5	17.86
31-35	3	10.71
36-40	4	14.28
41-45	6	21.43
46-50	5	17.86
51 or more	5	17.86
Total Responses	28	100.00

TABLE V

A SUMMARY OF JUDGING TEAM COACHES OF DEPARTMENTAL TEAMS

	Frequency (N)	Distribution (%)
Presently Coach a Departmental Team	5	18.52
Do Not Coach a Departmental Team	22	81.48
Total Responses	27	100.00

TABLE VI
SUMMARY OF DEPARTMENTAL JUDGING TEAM COACHES BY TENURE

	Frequency (N)	Distribution (%)
Less than 5 Years	3	50.00
6-10 Years	2	33.33
16-20 Years	1	16.67
Total Responses	6	100.00

TABLE VII
DISTRIBUTION OF FACULTY RESPONSIBILITIES BY CONTEST AREA

Contest Area	Frequency (N)	Distribution (%)
Farm Business Management	3	10.34
Speech	2	6.90
Chapter Meeting	1	3.45
Ag Mechanics	2	6.90
Farm Structures	2	6.90
Farm Shop	1	3.45
Soil and Water Management	3	10.34
Crops	1	3.45
Land	1	3.45
Pasture and Range	1	3.45
Livestock	3	10.34
Meats	1	3.45
Dairy Cattle	1	3.45
Poultry	1	3.45
Entomology	3	10.34
Floriculture	2	6.90
Nursery and Landscape	1	3.44
Total Responses	29	100.00

TABLE VIII

PERCEPTIONS OF SATISFACTION AND ACCOMPLISHMENT TOWARD THE CONTEST AREA BY FACULTY

	Frequency (N)	Distribution (%)
Strongly Agree	7	24.14
Agree	11	37.93
Undecided	6	20.69
Disagree	4	13.79
Strongly Disagree	1	3.45
Total Responses	29	100.00

TABLE IX

DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT INCENTIVES FOR CONTESTANTS WERE PROVIDED

Response	Frequency (N)	Distribution (%)
Yes	20	71.43
Uncertain	1	3.57
No	7	25.00
Total Responses	28	100.00

TABLE X
A SUMMARY OF FACULTY PERCEPTIONS BY CATEGORY OF IMPORTANCE

	Frequency (N)	Distribution (%)
Very Important	4	13.79
Important	10	34.48
Undecided	9	31.04
Unimportant	6	20.69
Total Responses	29	100.00

TABLE XI

FACULTY PERCEPTIONS OF THE OSU STATE FFA INTERSCHOLASTIC CONTESTS
BY CATEGORY OF PERCEIVED DEPARTMENTAL IMPORTANCE

	Frequency (N)	Distribution (%)
Very Important	14	48.28
Important	11	37.93
Undecided	3	10.34
Unimportant	1	3.45
Total Responses	29	100.00

TABLE XII

A SUMMARY OF SUPPORT/ASSISTANCE PROVIDED TO FACULTY BY
ADMINISTRATIVE/PROFESSIONAL STAFF BY SELECTED AREAS

Selected Areas	Frequency (N)	Distribution (%)
Planning		
Excellent	4	14.82
Good	12	44.44
Average	7	25.93
Poor	3	11.11
Unsatisfactory	1	3.70
Total Responses	27	100.00
Coordinating		
Excellent	2	7.41
Good	15	55.55
Average	7	25.93
Poor	2	7.41
Unsatisfactory	1	3.70
Total Responses	27	100.00
Conducting		
Excellent	4	15.38
Good	11	42.31
Average	6	23.08
Poor	3	11.54
Unsatisfactory	2	7.69
Total Responses	26	100.00

TABLE XIII

A SUMMARY OF SPECIFIC FACTORS FOR CONTEST IMPROVEMENT AS PERCEIVED BY OSU FACULTY

	Frequency (N)	Distribution (%)
Need more College of Ag Students Assistance	6	20.69
Need more time available for contestant recognition on campus	11	37.93
Need incentive for faculty effort	19	65.52
Recognition Dinner for faculty Assisting/coordinating the contest	9	31.03
Improvement of awards program	10	34.48
Decrease amount of time taken to score contest and post results	9	31.03
Improve accuracy of results	5	17.24
Other	10	34.00

TABLE XIV
 PERCEPTIONS OF FACULTY TOWARD SELECTED FACTORS FOR
 IMPROVEMENT OF PREPARATION OF CONTESTANTS

Selected Factors	Frequency (N)	Distribution (%)
College of Ag Departments should make more materials available to Vocational Agriculture Departments	11	37.93
Students should have prior knowledge regarding completion of enrollment and judging cards	9	31.03
More contact between teachers and College of Ag Departments and faculty	17	58.62
Improve student behavior, ethics, etc.	4	13.79
Other	6	20.69

TABLE XV
DISTRIBUTION OF STATE VO-AG/FFA STAFF RESPONSIBILITIES BY CONTEST AREA

Contest Area	Frequency (N)	Distribution (%)
Farm Management	1	11.11
Speech	8	88.88
Chapter Meeting	4	44.44
Ag Mechanics	2	22.22
Farm Structures	1	11.11
Electric Power and Processing	1	11.11
Farm Shop	1	11.11
Soil and Water Conservation	1	11.11
Crops	1	11.11
Land	2	22.22
Pasture and Range	2	22.22
Livestock	1	11.11
Meats	1	11.11
Dairy Cattle	2	22.22
Dairy Products	2	22.22
Poultry	1	11.11
Entomology	1	11.11
Floriculture	2	22.22
Nursery and Landscape	2	22.22

TABLE XVI

PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD THE NUMBER AND VARIETY OF CONTEST OPPORTUNITIES FOR PARTICIPANTS IN TERMS OF CONTRIBUTION TO THE QUALITY OF THE OSU STATE FFA INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	7	77.78
Agree	2	22.22
Undecided	0	.00
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XVII

PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD THE PROVISION
OF SUFFICIENT RECOGNITION FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	2	22.22
Agree	2	22.22
Undecided	3	33.34
Disagree	2	22.22
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XVIII
 STATE VO-AG/FFA STAFF PERCEPTIONS OF THE PROVISIONS
 FOR SATISFACTORY AWARDS FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	2	22.22
Agree	5	55.56
Undecided	1	11.11
Disagree	1	11.11
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XIX

DISTRIBUTION OF THE PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD
 THE ACCEPTABILITY OF TROPHIES AND PLAQUES THAT WERE
 PRESENTED TO CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	1	11.11
Agree	6	66.67
Undecided	2	22.22
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XX

STATE VO-AG/FFA STAFF PERCEPTIONS TOWARD THE REPLACEMENT OF
CURRENT AWARDS PROVIDED FOR CONTEST WINNERS WITH
SCHOLARSHIPS FOR HIGH SCHOOL SENIORS

	Frequency (N)	Distribution (%)
Strongly Agree	1	11.11
Agree	0	.00
Undecided	5	55.55
Disagree	3	33.33
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXI

A SUMMARY OF THE PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD
 THE CONTINUATION OF AN ON-CAMPUS AWARDS PROGRAM AS
 WELL AS THE PRACTICE OF POSTING OF RESULTS

	Frequency (N)	Distribution (%)
Strongly Agree	3	33.33
Agree	5	55.56
Undecided	1	11.11
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXII

A SUMMARY OF PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD THE
CONTINUATION OF AN AWARDS PROGRAM TO BRING
RECOGNITION TO CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	2	22.22
Agree	6	66.67
Undecided	1	11.11
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXIII

A SUMMARY OF THE PERCEPTIONS TOWARD THE CONTINUATION OF THE
TABULATION OF RESULTS BY CONTEST OFFICIALS AND/OR COMPUTER

	Frequency (N)	Distribution (%)
Strongly Agree	1	12.50
Agree	4	50.00
Undecided	3	35.50
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	8	100.00

TABLE XXIV

A SUMMARY OF THE PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD THE
CONTINUATION OF THE TABULATION AND POSTING OF THE RESULTS
ON THE SAME DAY AS THE CONTEST

	Frequency (N)	Distribution (%)
Strongly Agree	4	44.44
Agree	4	44.44
Undecided	1	11.12
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	8	100.00

TABLE XXV

A SUMMARY OF THE PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD THE ADEQUACY
OF THEIR INVOLVEMENT WITH THE INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	4	44.45
Agree	3	33.33
Undecided	1	11.11
Disagree	1	11.11
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXVI

A SUMMARY OF THE PERCEPTIONS OF STATE VO-AG/FFA STAFF TOWARD
THE ADEQUACY OF INVOLVEMENT OF OSU FACULTY
WITH THE INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	1	11.11
Agree	5	55.56
Undecided	3	33.33
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXVII

A SUMMARY OF PERCEPTIONS OF STATE VO-AG/FFA STAFF
TOWARD THE ADEQUACY OF INVOLVEMENT
OF FFA ADVISERS/TEACHERS IN THE
INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	1	11.11
Agree	4	44.45
Undecided	1	11.11
Disagree	3	33.33
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXVIII
 SUMMARY OF STATE VO-AG/FFA STAFF PERCEPTIONS AS TO THE
 AVAILABILITY OF PREPARATORY MATERIALS

	Frequency (N)	Distribution (%)
Strongly Agree	2	22.22
Agree	4	44.45
Undecided	1	11.11
Disagree	2	22.22
Strongly Disagree	0	.00
Total Responses	9	100.00

TABLE XXIX

A SUMMARY OF STATE VO-AG/FFA STAFF PERCEPTIONS OF THE CONTRIBUTION
OF SPECIFIC FACTORS TO THE SUCCESS OF THE OSU
STATE FFA INTERSCHOLASTIC PROGRAM

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Advanced Information Received	0	.00	4	57.14	3	42.86	0	.00	0	.00	7	100.00
Materials received at Enrollment	0	.00	3	50.00	3	50.00	0	.00	0	.00	6	100.00
Form of Awards	0	.00	4	57.14	3	42.86	0	.00	0	.00	7	100.00
Orientation of Students to Contests	0	.00	2	33.33	3	50.00	1	16.67	0	.00	6	100.00
Attitudes of Faculty Toward Contest Participants	1	12.50	2	25.00	4	50.00	1	12.50	0	.00	8	100.00
Attitudes of College Students Who Work the Contest Toward Contest Participants	1	12.50	4	50.00	2	25.00	1	12.50	0	.00	8	100.00
Organization of the Contests	1	12.50	3	37.50	4	50.00	0	.00	0	.00	8	100.00
Organization of the Awards Presentation	0	.00	2	28.57	3	42.86	2	28.57	0	.00	7	100.00
Efficiency of Posting Results	0	.00	1	14.29	4	57.14	2	28.57	0	.00	7	100.00
Accuracy of Contest Tabulation	0	.00	1	14.29	3	42.85	2	28.57	1	14.29	7	100.00

TABLE XXIX (Continued)

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Accuracy of Posting Results	0	.00	1	14.29	2	28.57	4	57.14	0	.00	7	100.00

TABLE XXX
 DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY DISTRICT

	Frequency (N)	Distribution (%)
Northwest	29	14.50
Southwest	30	15.00
Central	41	20.50
Southeast	41	20.50
Northeast	58	29.50
Total Responses	199	100.00

TABLE XXXI
 DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY TENURE
 IN THEIR PRESENT DEPARTMENT

	Frequency (N)	Distribution (%)
5 Years or Less	71	35.68
6-10	69	34.67
11-15	32	16.08
16-20	10	5.03
21-25	13	6.53
26-30	2	1.01
31-35	1	.50
36-40	1	.50
Total Responses	199	100.00

TABLE XXXII

DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY YEARS OF TEACHING EXPERIENCE

	Frequency (N)	Distribution (%)
5 Years of Less	24	11.94
6-10	71	35.32
11-15	47	23.38
16-20	28	13.93
21-25	14	6.97
26-30	12	5.97
31-35	2	1.00
36-40	3	1.49
Total Responses	201	100.00

TABLE XXXIII
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY AGE

	Frequency (N)	Distribution (%)
21-25	5	2.49
26-30	52	25.87
31-35	48	23.86
36-40	45	22.39
41-45	26	12.94
46-50	11	5.47
51-55	5	2.49
56-60	6	2.99
61 or More	2	1.50
Total Responses	200	100.00

TABLE XXXIV

DISTRIBUTION OF THE AVERAGE NUMBER OF STUDENTS PARTICIPATING IN THE 1984
OSU INTERSCHOLASTIC CONTESTS BY DEPARTMENTS

	Frequency (N)	Distribution (%)
4 Years or Less	81	40.91
5-8	37	18.69
9-12	32	16.16
13-16	15	7.58
17-20	7	3.54
21-24	14	7.05
25-30	7	3.54
31 or More	5	2.53
Total Responses	198	100.00

TABLE XXXV

DISTRIBUTION OF PARTICIPATION BY CONTEST AREA IN COMPARISON TO THE
 DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS THAT HAVE HAD
 STATE WINNERS WITHIN SPECIFIC CONTEST AREAS

	Teachers With Contest Teams	Teachers With State Winning Teams
Farm Management	24	8
Speech	97	33
Chapter Meeting	27	13
Ag Mechanics	99	6
Farm Structures	23	6
Electricity	25	8
Farm Shop	68	14
Soil Conservation	30	10
Crops	22	6
Land	90	14
Pasture and Range	36	4
Livestock	129	14
Meats	43	5
Dairy Products	64	11
Dairy Cattle	14	5
Poultry	39	9
Entomology	21	7
Floriculture	21	8
Nursery and Landscape	18	8

TABLE XXXVI

VOCATIONAL AGRICULTURE TEACHER PERCEPTIONS TOWARD THE PROVISION OF A
SUFFICIENT NUMBER AND VARIETY OF CONTEST OPPORTUNITIES FOR
PARTICIPANTS IN TERMS OF CONTRIBUTION TO THE QUALITY
OF THE OSU STATE FFA INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	93	46.27
Agree	94	46.77
Undecided	9	4.46
Disagree	4	2.00
Strongly Disagree	1	.50
Total Responses	201	100.00

TABLE XXXVII

PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS TOWARD THE PROVISION
OF SUFFICIENT RECOGNITION FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	30	14.93
Agree	99	49.24
Undecided	24	11.94
Disagree	34	16.92
Strongly Disagree	14	6.97
Total Responses	201	100.00

TABLE XXXVIII
 VOCATIONAL AGRICULTURE TEACHER PERCEPTIONS OF THE PROVISIONS
 FOR SATISFACTORY AWARDS FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	18	8.96
Agree	102	50.75
Undecided	32	15.92
Disagree	36	17.90
Strongly Disagree	13	6.47
Total Responses	201	100.00

TABLE XXXIX

DISTRIBUTION OF THE PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS
TOWARD THE ACCEPTABILITY OF TROPHIES AND PLAQUES THAT WERE
PRESENTED TO CONTEST WINNERS IN ACCORDANCE WITH THE
QUALITY AND MAGNITUDE OF THE CONTEST

	Frequency (N)	Distribution (%)
Strongly Agree	25	12.50
Agree	100	50.00
Undecided	33	16.50
Disagree	29	14.50
Strongly Disagree	13	6.50
Total Responses	200	100.00

TABLE XL

VOCATIONAL AGRICULTURE TEACHERS PERCEPTIONS TOWARD THE REPLACEMENT
OF CURRENT AWARDS PROVIDED FOR CONTEST WINNERS WITH
SCHOLARSHIPS FOR HIGH SCHOOL SENIORS

	Frequency (N)	Distribution (%)
Strongly Agree	37	18.59
Agree	51	25.63
Undecided	48	24.12
Disagree	34	17.09
Strongly Disagree	29	14.57
Total Responses	199	100.00

TABLE XLI

A SUMMARY OF THE PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS
TOWARD THE CONTINUATION OF AN ON-CAMPUS AWARDS PROGRAM
AS WELL AS THE PRACTICE OF POSTING OF RESULTS

	Frequency (N)	Distribution (%)
Strongly Agree	73	36.50
Agree	85	42.50
Undecided	24	12.00
Disagree	13	6.50
Strongly Disagree	5	2.50
Total Responses	200	100.00

TABLE XLII

A SUMMARY OF PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS
TOWARD THE CONTINUATION OF AN AWARDS PROGRAM TO
BRING RECOGNITION TO CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	80	40.00
Agree	88	44.00
Undecided	27	13.50
Disagree	4	2.00
Strongly Disagree	1	.50
Total Responses	200	100.00

TABLE XLIII

A SUMMARY OF THE PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS TOWARD
THE CONTINUATION OF THE TABULATION AND POSTING OF THE
RESULTS ON THE SAME DAY AS THE CONTEST

	Frequency (N)	Distribution (%)
Strongly Agree	129	64.50
Agree	59	29.50
Undecided	12	6.00
Total Responses	200	100.00

TABLE XLIV

A SUMMARY OF VOCATIONAL AGRICULTURE TEACHERS PERCEPTIONS OF ADEQUACY
OF INVOLVEMENT OF STATE VO-AG/FFA STAFF WITH THE
INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	64	31.84
Agree	100	49.75
Undecided	21	10.45
Disagree	14	6.96
Strongly Disagree	2	1.00
Total Responses	201	100.00

TABLE XLV

A SUMMARY OF THE PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS TOWARD THE ADEQUACY OF INVOLVEMENT OF OSU FACULTY WITH THE INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Strongly Agree	54	26.86
Agree	121	60.20
Undecided	19	9.45
Disagree	6	2.99
Strongly Disagree	1	.50
Total Responses	201	100.00

TABLE XLVI

A SUMMARY OF PERCEPTIONS OF VOCATIONAL AGRICULTURE TEACHERS TOWARD THE
ADEQUACY OF THEIR INVOLVEMENT IN THE INTERSCHOLASTIC CONTEST

	Frequency (N)	Distribution (%)
Strongly Agree	14	6.97
Agree	32	15.92
Undecided	21	10.45
Disagree	96	47.76
Strongly Disagree	38	18.90
Total Responses	200	100.00

TABLE XLVII
 SUMMARY OF VOCATIONAL AGRICULTURE TEACHERS PERCEPTIONS
 AS TO THE AVAILABILITY OF PREPARATORY MATERIALS

	Frequency (N)	Distribution (%)
Strongly Agree	24	12.00
Agree	90	45.00
Undecided	39	19.50
Disagree	31	15.50
Strongly Disagree	16	8.00
Total Responses	200	100.00

TABLE XLVIII

A SUMMARY OF VOCATIONAL AGRICULTURE TEACHERS PERCEPTIONS OF THE
CONTRIBUTION OF SPECIFIC FACTORS TO THE SUCCESS OF THE
OSU STATE FFA INTERSCHOLASTICS PROGRAM

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Advanced Information Received	26	15.95	51	31.29	65	39.88	14	8.59	7	4.29	163	100.00
Materials Received at Enrollment	21	12.88	58	35.58	67	41.10	12	7.36	5	3.08	163	100.00
Form of Awards	19	12.02	60	37.98	49	31.01	26	16.46	4	2.53	158	100.00
Orientation of Students to Contests	12	7.45	57	35.40	66	40.99	21	13.04	5	3.12	161	100.00
Attitudes of Faculty Toward Contest Participants (Advisers and Students)	27	16.56	58	35.58	51	31.29	25	15.34	2	1.23	163	100.00
Attitudes of College Students Who Work the Contests Toward Contest Participants	17	10.49	59	36.42	58	35.80	23	14.20	5	3.09	162	100.00
Organization of the Contests	13	7.98	66	40.49	67	41.10	14	8.59	3	1.84	163	100.00
Organization of the Awards Presentation	12	7.55	52	32.70	56	35.22	27	16.98	12	7.55	159	100.00
Efficiency of Posting Results	8	5.03	38	23.90	47	29.56	28	17.61	38	23.90	159	100.00

TABLE XLVIII (continued)

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Accuracy of Contest Tabulations	15	9.38	55	34.38	58	36.25	21	13.13	11	6.88	160	100.00
Accuracy of Posting Results	14	8.81	47	29.56	57	35.85	24	15.09	17	10.69	159	100.00

TABLE II
DISTRIBUTION OF SELECTED STUDENT PARTICIPANTS BY HIGH SCHOOL CLASS

	Frequency (N)	Distribution (%)
Sophomore	9	24.32
Junior	14	37.84
Senior	14	37.84
Total Responses	37	100.00

TABLE L
DISTRIBUTION OF SELECTED STUDENT PARTICIPANTS BY FFA DISTRICT

	Frequency (N)	Distribution (%)
Northwest	1	2.70
Southwest	1	2.70
Central	8	21.62
Southeast	9	24.32
Northeast	18	48.66
Total Responses	37	100.00

TABLE LI
DISTRIBUTION OF SELECTED STUDENT PARTICIPANTS BY CONTEST AREA OF PARTICIPATION

	Frequency (N)	Distribution (%)
Farm Management	6	17.65
Speech	1	2.94
Farm Structures	1	2.94
Farm Shop	1	2.94
Soil and Water Conservation	1	2.94
Crops	6	17.65
Land	9	26.47
Pasture and Range	1	2.94
Livestock	1	2.94
Dairy Cattle	1	2.94
Dairy Products	1	2.94
Entomology	4	11.77
Nursery and Landscape	1	2.94
Total Responses	34	100.00

TABLE LII
DISTRIBUTION OF ATTENDANCE BY STUDENTS AND/OR CHAPTERS
AT THE 1984 INTERSCHOLASTIC AWARDS PROGRAM

	Frequency (N)	Distribution (%)
Yes	31	79.49
No	8	20.51
Total Responses	39	100.00

TABLE LIII
DISTRIBUTION OF SELECTED STUDENT PARTICIPANTS WHO RECEIVED
AWARDS AT THE 1984 STATE FFA INTERSCHOLASTIC CONTESTS

	Frequency (N)	Distribution (%)
Yes	30	78.79
No	8	21.05
Total Responses	38	100.00

TABLE LIV

PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS TOWARD THE PROVISION
OF SUFFICIENT RECOGNITION FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	2	5.13
Agree	17	43.59
Undecided	5	12.82
Disagree	14	35.90
Strongly Disagree	1	2.56
Total Responses	38	100.00

TABLE LV
 SELECTED STUDENT PARTICIPANTS PERCEPTIONS OF THE PROVISIONS
 FOR SATISFACTORY AWARDS FOR CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	7	18.42
Agree	20	52.63
Undecided	4	10.53
Disagree	7	18.42
Strongly Disagree	0	.00
Total Responses	38	100.00

TABLE LVI

DISTRIBUTION OF THE PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS
TOWARD THE ACCEPTABILITY OF TROPHIES AND PLAQUES
THAT WERE PRESENTED TO CONTEST WINNERS

	Frequency (N)	Distribution (%)
Strongly Agree	6	15.39
Agree	25	64.10
Undecided	3	7.69
Disagree	5	12.82
Strongly Disagree	0	.00
Total Responses	39	100.00

TABLE LVII

SELECTED STUDENT PARTICIPANTS PERCEPTIONS TOWARD THE REPLACEMENT
OF CURRENT AWARDS PROVIDED FOR CONTEST WINNERS WITH
SCHOLARSHIPS FOR HIGH SCHOOL SENIORS

	Frequency (N)	Distribution (%)
Strongly Agree	5	13.16
Agree	9	23.68
Undecided	4	10.53
Disagree	14	36.84
Strongly Disagree	6	15.79
Total Responses	38	100.00

TABLE LVIII

A SUMMARY OF THE PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS
TOWARD THE CONTINUATION OF AN ON-CAMPUS AWARDS PROGRAM
AS WELL AS THE PRACTICE OF POSTING OF RESULTS

	Frequency (N)	Distribution (%)
Strongly Agree	18	47.37
Agree	17	44.74
Undecided	0	.00
Disagree	3	7.89
Strongly Disagree	0	.00
Total Responses	38	100.00

TABLE LIX

A SUMMARY OF THE PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS
TOWARD THE CONTINUATION OF THE TABULATION AND POSTING OF
THE RESULTS ON THE SAME DAY AS THE CONTEST

	Frequency (N)	Distribution (%)
Strongly Agree	27	71.05
Agree	11	28.95
Undecided	0	.00
Disagree	0	.00
Strongly Disagree	0	.00
Total Responses	38	100.00

TABLE LX
 DISTRIBUTION OF SELECTED STUDENTS PARTICIPANTS PERCEPTIONS
 OF THE OSU STATE FFA INTERSCHOLASTIC CONTESTS AS
 A RUSHED/HURRIED EVENT

	Frequency (N)	Distribution (%)
Strongly Agree	3	7.69
Agree	9	23.08
Undecided	1	2.56
Disagree	21	53.85
Strongly Disagree	5	12.82
Total Responses	39	100.00

TABLE LXI

A SUMMARY OF SELECTED STUDENT PARTICIPANTS PERCEPTIONS OF THE
CONTRIBUTION OF SPECIFIC FACTORS TO THE SUCCESS OF
THE OSU STATE FFA INTERSCHOLASTICS PROGRAM

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Form of Awards	6	15.39	21	53.85	10	25.64	1	2.56	1	2.56	39	100.00
Organization of the Contest	4	10.26	20	51.28	12	30.77	3	7.69	0	.00	39	100.00
Organization of the Awards Program	5	13.16	14	36.84	8	21.05	11	28.95	0	.00	38	100.00
Efficiency of Posting Results	2	5.12	6	15.39	15	38.46	12	30.77	4	10.26	39	100.00
Accuracy of Posting Results	4	10.25	14	35.90	14	35.90	5	12.82	2	5.13	39	100.00
Accuracy of Tabulations	6	15.38	15	38.46	12	30.77	4	10.26	2	5.13	39	100.00

TABLE LXII

A SUMMARY OF THE PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS
TOWARD THE LEVEL OF VISIBILITY AND/OR ASSISTANCE
AND/OR HELPFULNESS PROVIDED BY THE STUDENTS
OF OSU AND BY OSU FACULTY

	Excellent		Very Good		Good		Fair		Poor		Total Responses	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
College Students	8	21.05	12	31.58	9	23.68	6	15.79	3	7.90	38	100.00
Faculty	9	23.68	18	47.37	7	18.42	4	10.53	0	0.00	38	100.00

TABLE LXIII

SELECTED STUDENT PARTICIPANTS PERCEIVED IMPORTANCE OF THE OSU
STATE FFA INTERSCHOLASTIC CONTESTS AS AN FFA ACTIVITY

	Frequency (N)	Distribution (%)
Very Important	31	81.58
Important	5	13.16
Somewhat Important	2	5.26
Very Slightly Important	0	.00
Not Important At All	0	.00
Total Responses	38	100.00

TABLE LXIV

PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS TOWARD THEIR LEVEL
OF PREPARATION WHEN THEY ARRIVED AT THE CONTEST LOCATION

	Frequency (N)	Distribution (%)
Very Prepared	17	44.74
Prepared	20	52.63
Somewhat Prepared	1	2.63
Not Prepared	0	.00
Had No Awareness of the Contest	0	.00
Total Responses	38	100.00

TABLE LXV

PERCEPTIONS OF SELECTED STUDENT PARTICIPANTS TOWARD PARTICIPATION IN AN
OPEN HOUSE SPONSORED BY THE DEPARTMENTS WITHIN THE COLLEGE OF
AGRICULTURE AT OSU ON THE DAY OF THE CONTEST

	Frequency (N)	Distribution (%)
Definitely Yes	4	10.53
Yes	21	55.26
Undecided	13	34.21
No	0	.00
Definitely No	0	.00
Total Responses	38	100.00

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this chapter was to present a concise overview of the purpose, objectives, rationale, methodology, and major findings of the research. A thorough investigation of the preceding areas of the study warrants the presentation of the conclusions and recommendations based on the analysis of the data.

Purpose of the Study

The purpose of this study was to examine those facets of the State FFA Interscholastic Contests which attempted to provide student learning experiences through Interscholastic competition. More specifically, the purpose of this study was to determine the perceptions of selected OSU College of Agriculture faculty, Vo-Ag instructors, state Vo-Ag/FFA staff and selected student participants regarding quality and importance of the OSU State FFA Interscholastic Contests.

Objectives of the Study

To accomplish the intent of this study and fulfill the purpose the following objectives were outlined:

1. To determine the effectiveness of each contest area as perceived by OSU faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff.

2. To determine the perceptions of OSU faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff regarding the acceptability of awards and level of recognition provided by the Division of Agriculture for the State FFA Interscholastic Contests.

3. To determine whether or not selected aspects of the Interscholastic Contests were successful as perceived by selected OSU College of Agriculture faculty, Vo-Ag instructors, and state Vo-Ag/FFA staff.

4. To determine the perceptions of selected student participants regarding the quality of awards and the level of recognition provided during the OSU Interscholastic Contests awards program.

5. To determine the perceptions of selected student participants regarding the visibility and assistance provided by OSU College of Agriculture faculty and students.

6. To determine the perceptions of selected students regarding the importance of the OSU State FFA Interscholastic Contests as an FFA activity.

Rationale for the Study

An obvious decrease in recent years of both numbers of schools and student participants competing in the OSU State FFA Interscholastics seems to indicate apparent concerns by some, with regard to the overall quality and importance of agricultural

Interscholastic Contests at OSU. Apparently a lack of interest and/or enthusiasm has been reflected on the part of both the faculty and Vo-Ag teachers. The availability of preparatory materials has also become an area of concern. An overall lack of organization concerning the awards program and individual contests has been a source of criticism from students, teachers, faculty and state staff alike. Some faculty and teachers have indicated that there has also been a lack of preparation on the part of the students regarding their ability to effectively compete and as a result, has been somewhat of an influential factor in the demise of the contest as a quality competitive event. In addition, efficiency in the posting of results and accuracy of the scores seems to be an apparent topic of discussion and grievance annually.

An evaluation of both the strengths and weaknesses regarding the OSU Interscholastics justifies the concern and approach this research effort takes toward developing an awareness of any problems that may exist. The perceptions of a selected constituency directed toward the practical improvement of Interscholastic Contests should enhance the overall quality, organization, and recognition provided by this kind of activity.

Design of the Study

Following a review of selected literature, procedures were established to satisfy the purpose and objectives of the study.

An attempt was made to include all OSU College of Agriculture faculty who coordinated or assisted with the State Interscholastic Contests, state Vo-Ag/FFA staff, Vocational Agriculture teachers with

four years or more teaching experience and selected student participants who were members of chapter teams that ranked in the top ten single and multiple teacher department sweepstakes contest.

Separate open-ended questionnaires, with short answer and interval scale items were administered to the four participant groups involved, in order to collect information for this research effort.

Descriptive statistics were selected as the most appropriate statistical methods to utilize in describing the data. Frequency distribution, percentages, ranges, and means were the statistics employed.

Major Findings of the Research

In addressing the major findings of this study the researcher made reference to the three population groups and one selected sample included in the presentation and analysis of data. The following groups were:

1. OSU faculty in the College of Agriculture who coordinated or assisted with the State FFA Interscholastics.
2. Vocational Agriculture instructors with four or more years of teaching experience.
3. State Vo-Ag/FFA staff members who were members of specific contest committees and/or were directly involved with specific contest assignments.
4. Selected student participants who were contestants in the 1984 State FFA Interscholastics and who were members of either single or multiple teacher departments whose chapter teams were among the top ten "sweepstakes" winners in their respective

categories.

Selected OSU College of Agriculture Faculty

Almost half of the faculty respondents were from the Agricultural Engineering and Animal Science Departments. It was not difficult to ascertain why, especially since more than half of the contests were conducted by these two departments. An overwhelming majority of the respondents were faculty and staff members who were coordinating or directly involved in conducting specific contests. Furthermore, over 60 percent of these respondents held academic rank of less than full professor and were less than forty-six years of age. Of the total respondents actively involved in coordinating and/or conducting Interscholastic Contests, less than 20 percent were still involved in coaching departmental judging teams, while a majority who had either previously coached teams or were presently coaching teams had five years or less tenure as judging team coaches. Almost half of the faculty respondents that were assisting with specific contests also held teaching, extension, and/or research responsibilities in two departments.

Perceived Contest Importance

Over three-fourths of the faculty respondents indicated that their perceptions of perceived departmental importance was either "important" or "very important." Furthermore, almost half of the respondents reported that their perceptions of importance placed on the contests by their departments was "very important." However, over half of the same respondents were either "undecided" about the

importance of the Interscholastics or viewed them as being "unimportant." On the other hand almost two-thirds of the faculty respondents agreed that they receive a sense of satisfaction and accomplishment from being involved in the contests. Approximately three-fourths of the respondents indicated that their departments provided some type of incentive to encourage students to major in specific academic disciplines.

Perceived Areas for Potential Improvement

The data seem to reflect the following areas with the greatest need for improvement: more available time for contestant recognition while the students are on campus, and a definite need to provide some type of incentive for faculty who are involved in the contests.

Preparation of Students for Contests

An overwhelming majority of the faculty respondents stated that there was a need for more contact between the Vo-Ag teachers and departments and faculty within the College of Agriculture. In addition, over a third of the faculty respondents indicated that the College of Agriculture departments should make contest "prep" materials more available to the Vo-Ag departments. Furthermore, almost a third of the respondents revealed that contestants should have prior knowledge regarding the completion of enrollment and judging cards.

Assistance Provided by Administrative and Professional Staff

Over half of the faculty respondents indicated that the support provided by administrative and professional staff for planning was "good" to "excellent," while nearly an equal number stated otherwise. Support by administrative and professional staff for coordination of the contests received more of a positive rating from faculty respondents than either planning or conducting of the contests. Assistance and support provided by administrative and professional staff toward conducting the contests was rated "good" to "excellent" by over half of the faculty respondents.

State Vo-Ag/FFA Staff

Almost all of the state staff respondents had responsibilities involving the state speech contests and approximately 44 percent had chapter meeting contest assignments. Over 22 percent indicated responsibilities with the agricultural mechanics, land, pasture and range, dairy cattle, dairy products, floriculture and nursery and landscape contests respectively.

Perceived Contest Opportunities for Participants

Approximately 78 percent of the state staff "strongly agreed" that the Interscholastic Contests offered a sufficient variety and number of contests to attract the interest of participants.

Recognition for Contestants

Over 44 percent of the state staff indicated that sufficient recognition was already provided for award recipients. Over one-third and 22 percent respectively were either "undecided" or "disagreed."

Acceptability of Satisfactory Awards

Over 77 percent of state staff indicated they either "agreed" or "strongly agreed" that the awards presented were of satisfactory quality and scope. Approximately 22 percent were "undecided."

Replacement of Awards With Scholarships

Only one staff member indicated that he would like to see scholarships presented instead of trophies, plaques, medals, etc. Over 55 percent were "undecided" and almost 34 percent "disagreed" with the idea of replacing the present awards with scholarships.

On-Campus Awards Program

Only one state staff member was "undecided" about the continuation of the on-campus awards program. Over 55 percent "agreed" and 33.33 percent "strongly agreed" that the continuation of the on-campus awards program is vital to the success of the Interscholastic Contests.

Tabulation and Posting Results

Over 88 percent of the state staff were evenly divided as to either "agreeing" or "strongly agreeing" that the tabulation and

posting of results should occur on the day of the contests.

Involvement of State Vo-Ag/FFA Staff

Almost 78 percent of the state staff combined "agreed" or "strongly agreed" that they were adequately involved, while one was "undecided" and one "disagreed" about the adequacy of the state staff's involvement in the Interscholastics.

Involvement and Visibility of OSU Faculty

Over 55 percent of the state staff indicated that they "agreed" that the faculty was adequately involved. Three staff members indicated they were "undecided" and one "strongly agreed" that the faculty was adequately involved.

Involvement of the Teachers

One of the most controversial findings of the study concerned the level of involvement of teachers in the Interscholastic Contests. However, it was found that over 55 percent of the state staff indicated that they either "agreed" or "strongly agreed" that the teachers were adequately involved, while one was "undecided" and three "disagreed."

Availability of Preparatory Materials

Over two-thirds of the state staff indicated that they felt that preparatory materials were available for training teams in the various contest areas.

Factors Contributing to Interscholastic Success

All of the respondents indicated that the advanced information concerning the contests was either "good" or "very good." In addition, the state staff respondents also indicated that they felt that contest enrollment materials were "good" or "very good." The present form of the awards also seems to be a success factor as all of the state staff respondents indicated that the awards were either "good" or "very good." However, some differences were revealed according to state staff members regarding the orientation of students to the contests. Over 88 percent indicated student orientation was "good" and "very good," while one staff member rated student orientation as being "fair." In addition, it was interesting to note the range of attitudes perceived by the state staff regarding the College of Agriculture faculty. While over 50 percent indicated faculty attitudes were "good," 25 percent said that faculty attitudes were "very good," 12.5 percent rated faculty attitudes "excellent" and 12.5 percent rated faculty attitudes as "fair." An overwhelming majority of the state staff rated the attitudes of OSU students assisting with the contests as ranging from "good" to "excellent," while 50 percent indicated that they should be rated as "very good." With regard to organization, over 88 percent of the state staff rated the contests' organization as being "good" to "excellent." Organization of the awards presentation was rated as being "good" to "very good" by over 71 percent of the state staff, while the efficiency of posting results was rated by 28 percent of the state staff as being only "fair."

Accuracy of the contest tabulations drew the most negative response from the state staff. Specifically, accuracy of the contest tabulations was ranked as "poor" to "fair" by over 42 percent of the state staff, while only one staff member indicated that his perception of the accuracy was rated "very good." The posting of results seemed to draw the most criticism regarding factors important to contest success, as over 57 percent of the state staff termed the accuracy of posted results as being "fair."

Oklahoma Vo-Ag Teachers

Thirty percent of the teacher respondents were from the Northeast District. However, the typical teacher respondent had less than ten years of tenure in their present location. Almost half of the respondents had less than ten years teaching experience. In addition almost three-fourths of the respondents were between twenty-six and forty years of age.

Student Participants

Over 65 percent of the respondents indicated that their FFA Chapters competing in the 1984 Interscholastics entered four to twelve contestants. A comparison of distributions among award recipients revealed 30 percent of the chapters entering contestants in the areas of farm management, public speaking, chapter meeting, electricity, and soil and water conservation contests indicated that they were "state winners." The smallest ratio of award recipients to contestants occurred in livestock judging.

Contribution of Program Areas

Over 92 percent of the teachers "agreed" there was a sufficient variety of contest opportunities for student participants, while over 60 percent "agreed" or "strongly agreed" that there was sufficient recognition for the contest winners. Approximately 51 percent of the teachers "agreed" that the awards presented to the winning contestants were appropriate, while 33.82 percent were either "undecided" or "disagreed" concerning the appropriateness of awards. In addition, almost two-thirds of the teachers indicated that the trophies, plaques, medals, etc., presented were of acceptable quality. However, over 55 percent of the Vo-Ag instructors were "undecided" or "disagreed" to some extent with replacing the awards currently presented with scholarships. A positive indication of the teachers' interest in the importance of the contests was revealed by 79 percent who stated that they "agreed" or "strongly agreed" that it was important to continue the on-campus awards program. Furthermore, over 91 percent of the teacher respondents either "agreed" or "strongly agreed" that the state Vo-Ag/FFA staff was adequately involved with the State Interscholastic Contests. It seems that an overwhelming majority of the teachers felt that OSU faculty were also adequately involved in the Interscholastic Contests. Looking at the Interscholastics from the teachers' view point, over three-fourths of the teacher respondents were either "undecided" or "disagreed" concerning their perceived level of involvement in the Interscholastic Contests. In addition, 57 percent of the teachers "agreed" or "strongly agreed" that there was sufficient availability of

preparatory materials.

Program Materials, Contest Organization,
Results, Etc.

Over 90 percent of the teachers indicated that they rated the advanced information concerning the contests from "good" to "excellent." In addition, over 89 percent revealed that they perceived the enrollment materials for the contests as "good" to "excellent," and 81 percent stated that they perceived the present form of the awards as being "good" to "excellent." Over 83 percent of the teacher respondents further indicated that they rated student orientation to the contests as being "good" to "excellent." Approximately 82% indicated the attitudes of both faculty and OSU students assisting with the contests ranged from "good" to "excellent." Furthermore an overwhelming majority indicated the organization of the contests ranged from "good" to "excellent" and three-fourths of the teacher respondents ranked the organization of the awards presentation as being "good" to "excellent." Three important findings related to efficiency and accuracy revealed that approximately 58 percent of the teachers perceived that the efficiency in posting results ranged from "good" to "excellent," while over 73 percent of the respondents felt the accuracy of posted results ranged from "good" to "excellent," and 80 percent perceived that the accuracy of the tabulated results ranged from "good" to "excellent."

Selected Student Participants

The background of student participants indicated that an equal

number of respondents were presently juniors and seniors; the two classes combined made up 75.68 percent of the respondents and almost one-fourth were currently members of the sophomore class. It was further revealed that 48.66 percent were from the Northeast District and that the selected participants from the Northeast, Southeast, and Central Districts combined made up 94.6 percent of the respondents. The largest percentage of selected student contestants indicated that they participated in the following contests: farm management - 17.65 percent; crops - 17.65 percent; land - 26.47 percent; and entomology - 11.77 percent.

Participants' Attendance at Awards Ceremony

Approximately 80 percent of the selected student respondents indicated that they attended the 1984 OSU Interscholastic awards presentation, while almost 79 percent of the respondents reinforce this by revealing that their team had received an award at the 1984 Interscholastic Contests.

Contribution of Specific Program Areas

Nineteen of the thirty-eight selected student participants indicated that they "agreed" or "strongly agreed" that sufficient recognition for contest winners was available, while an equal number were "undecided" or "disagreed" concerning the sufficiency of the recognition provided. In addition, over 70 percent indicated that they "agreed" or "strongly agreed" that the awards presented were satisfactory; furthermore, over three-fourths of the selected participants responded as "agreeing" and "strongly agreeing" that

quality and size of the trophies and plaques were appropriate.

An important finding regarding the selected student participants' perceptions revealed that 10.53 percent were "undecided," 35.84 percent "disagreed," and 15.79 percent "strongly disagreed" about replacing the current awards with scholarships. Concerning another important finding, it was revealed that 44.74 percent "agreed" and 47.37 percent "strongly agreed" that it was important to continue the on-campus awards presentation. Over 71 percent of the selected student participants indicated that they "strongly agreed" with continuing tabulation and posting the results the day of the contests. With regard to student perceptions concerning Interscholastics being a rushed/hurried event, 53.85 percent "disagreed," and 12.82 percent "strongly disagreed" while less than one-fourth perceived that the Interscholastics was a rushed event.

Contribution of Specific Factors

Over two-thirds of the student respondents indicated that their perception of the present form of the awards (trophies, plaques, medals, etc.) ranged from "very good" to "excellent." Regarding organization, almost 62 percent of the student respondents indicated that it was "very good" to "excellent," while 50 percent stated that the organization of the awards program earned quality scores of "very good" to "excellent," and 50 percent indicated that awards program rated "fair" to "good." Almost 70 percent of the student respondents indicated that efficiency in posting results was only "fair" to "good." However, the respondents' perceptions reflected a change toward the accuracy of posted results, in that over 82 percent

indicated accuracy was ranked "good" to "excellent" and the accuracy of tabulation was similar, earning a quality scores of "good" - 30.77 percent, "very good" - 38.46 percent, and "excellent" = 15.38 percent.

Assistance and Helpfulness of OSU Students/Faculty

Over 75 percent of the student respondents indicated that the visibility of OSU students and their helpful assistance with the contest ranged from "good" to "excellent," while over 89 percent believed that the faculty earned "grades" of "good" to "excellent" for their assistance and helpfulness. It was encouraging to note that almost one-fourth of the respondents felt that the faculty provided "excellent" assistance.

Importance of Interscholastics

Over 81 percent of the selected student respondents indicated they perceived the OSU FFA Interscholastic Contests to be "very important" while 13.16 percent stated they were "important."

Student Preparation:

A large majority of the selected student respondents indicated that they were "prepared" to compete in the State Interscholastics, while 44.74 percent revealed they felt "very prepared."

Open House

Over 65 percent of the selected student respondents indicated that they would be willing to attend an "open house" sponsored by the various departments within the College of Agriculture, while 34.21

percent stated they were "undecided."

Conclusions

The investigation and interpretation of the findings prompted the author to present the following conclusions:

Specific Conclusions Concerning Selected

College of Agriculture Faculty

1. Faculty involvement in the OSU Interscholastics consisted of young men holding academic rank less than full professor.

2. Older faculty and those with the rank of full Professor tend not to be involved in the Interscholastic Contests.

3. Based on the finding that over 86 percent of the faculty surveyed indicated that the Interscholastics were "important" or "very important," it was concluded that the College of Agriculture faculty perceived that the FFA Interscholastics was an important activity.

4. Although most faculty surveyed derive a sense of satisfaction from being involved in the Interscholastics it was concluded that not all faculty receive satisfaction from their involvement in the contests.

5. Based on the findings, it was concluded that various departments in the College of Agriculture provide incentives for contestants to major in their academic discipline.

6. Based upon the findings it was concluded that the following components could enhance the improvement of the Interscholastic Contests:

- Allow for more recognition opportunities

- Provide recognition and/or appreciation for faculty efforts

7. Faculty who were involved in planning and coordinating and the contests generally felt that the support and assistance provided by the administrative and professional staff was adequate.

8. It was further concluded however, that administrative and professional staff have not met all of the faculty needs for support and assistance.

Specific Conclusions Concerning State Vo-Ag/FFA

Staff

1. Based on the findings, a large majority of the state staff were involved in the state chapter meeting and public speaking contests.

2. A sufficient variety and number of contests were available to attract the interest and participation of FFA contestants.

3. The awards (trophies, plaques, medals, etc.) presented were satisfactory and should not be replaced with scholarships.

4. The on-campus awards program was an important public relations tool and should be continued.

5. The state staff, OSU College of Agriculture faculty and Vo-Ag teachers were adequately involved in the Interscholastic Contests.

6. Advance information, enrollment materials, and student orientation were adequate and contributed to the success of the Interscholastics.

7. The attitudes and assistance of selected College of Agriculture faculty and OSU student participants was appreciated.

8. Organization of contests and awards program, as well as efficiency in posting results, was satisfactory.

9. The accuracy of the contest tabulations and posted results were not always considered accurate.

Specific Conclusions Concerning Vo-Ag Teachers

1. Based on the findings the typical Vocational Agriculture teacher respondent was twenty-six to forty years of age, and had less than ten years experience in their present departments.

2. There were sufficient contest opportunities available for student participants.

3. There was sufficient recognition for award recipients, as well as the awards being of acceptable quality.

4. The present awards program should not be replaced with scholarships.

5. The on-campus awards program should be continued.

6. The College of Agriculture faculty and state Vo-Ag/FFA staff were adequately involved in the OSU Interscholastic Contests.

7. Based on the findings, the teachers seem to indicate that they would like to observe the tabulation and posting of results.

8. Preparatory materials available for training students and advance information concerning the contests were adequate.

9. Enrollment materials and student orientation to the Interscholastic Contests was adequate.

10. College of Agriculture faculty and OSU student involvement was appreciated.

11. Organization of the contests and the awards presentation was

12. The contests were accurately tabulated.

Specific Conclusions Concerning Selected Student
Participants

1. Based on the findings it was concluded that a sizable majority of the selected student participants had participated in more than one State FFA Interscholastic Contest.

2. Based on the findings, it was concluded that the selected student participants had been members of contest teams that had enjoyed some degree of success during the 1984 State FFA Interscholastics.

3. Based on the findings, it was concluded that sufficient recognition was not available; however, the form of the awards was satisfactory as well as being appropriate in quality and size.

4. The current awards program should not be replaced by scholarships.

5. The on-campus awards program and posting of the tabulated results should be continued.

6. Organization of the contest was more than satisfactory, while the organization of the awards program was adequate.

7. Accuracy of posted results and contest tabulations were considered accurate.

8. College of Agriculture faculty and OSU students were considered to be helpful to the student contestants.

9. The student participants considered the OSU Interscholastics as being a "very important" FFA activity.

10. Based on the findings, it was concluded that the students ✓

10. Based on the findings, it was concluded that the students felt that they were more than satisfactorily prepared to compete in the OSU State FFA Interscholastics.

11. Based on the findings, it was concluded that a majority of the students would attend an "open house" sponsored by the various departments within the College of Agriculture.

General Conclusions

1. Based on the findings, most of the College of Agriculture faculty/staff and Vo-Ag teachers involved in the OSU State FFA Interscholastics were young men between the ages of twenty-six and forty.

2. A sufficient number and variety of contests were available to attract the interest and participation of FFA members.

3. Based on the findings, it was concluded that the College of Agriculture faculty and student participants perceived that the State FFA Interscholastics was an important activity.

4. Recognition and/or acknowledgement of faculty efforts regarding the State FFA Interscholastics would be appreciated.

5. The awards presented were satisfactory in quality and size and should not be replaced with scholarships.

6. The on-campus awards program serves as an important contact vehicle for faculty, teachers, and potential students.

7. The College of Agriculture faculty and state Vo-Ag/FFA staff were adequately involved in the State FFA Interscholastics.

8. Preparatory and advanced information materials were adequate and available for teachers and students preparing for the 1984 State

FFA Interscholastics.

9. Enrollment materials and student orientation for the 1984 State FFA Interscholastic Contests were adequate.

10. OSU student assistance and involvement in the Interscholastic Contests was appreciated.

11. Organization of the contests and the awards presentation was satisfactory.

12. There were mixed feelings concerning the efficiency and accuracy of posting results.

13. Based on the findings within the four groups surveyed, it was concluded that there were mixed feelings concerning the level of accuracy relative to contest tabulations.

Recommendations

As a result of the conclusions drawn from the major findings, interpretation and analysis of the data, the following recommendations were made:

1. Based on the major findings regarding faculty perceptions, there is a definite need on the part of the Vo-Ag teachers to do a better job of preparing their students for competitive activities, such as the OSU FFA Interscholastic Contests.

2. Encourage additional student involvement in contest areas where participation has been traditionally weak.

3. It is recommended that closer communication be established between the Vo-Ag teachers, state Vo-Ag staff, and faculty within the various departments of the College of Agriculture.

4. The departments within the College of Agriculture should

sponsor an "open house" of department facilities as well as encourage faculty contact with teachers and contest participants.

5. Develop the structure to secure and provide financial assistance for awards and contestant recognition.

6. There is a need to provide the format and environment conducive for a quality on-campus awards ceremony.

7. Utilize the most efficient and accurate methods available for scoring contest results.

8. Encourage the administration and professional staff within the College of Agriculture and/or state Vo-Ag/FFAA staff to provide incentives and/or recognition for faculty effort and assistance with the FFA Interscholastics.

9. The involvement of OSU students in the Interscholastic Contests should be continued.

10. Departments within the College of Agriculture which sponsor 4-H and FFA contests should appoint a specific coordinator for agricultural youth activities.

11. An effort to involve the OVATA "Contests Committee" members as the teachers' representatives in planning, coordinating and conducting the OSU FFA Interscholastics should be attempted.

12. The OSU FFA Interscholastics should be continued as a National FFA qualifying contest.

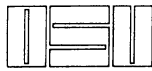
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APPENDIX A
FACULTY CORRESPONDENCE



Oklahoma State University

College of Agriculture / Resident Instruction

136 AGRICULTURAL HALL
STILLWATER, OKLAHOMA 74078
(405) 624-5395

January 31, 1985

Dear Faculty Member:

During the past several years, much discussion has taken place concerning the effectiveness, quality and level of participation in the Oklahoma State University FFA Interscholastic Contests. There seems to be a consensus among participants, Vocational Agriculture Teachers, State Vo-Ag Staff and Division of Agriculture Faculty that it's important that the State FFA Interscholastic Contests provide a quality and meaningful learning experience. Furthermore, the potential for assisting secondary vocational agriculture programs and encouraging high school seniors to take a serious look at OSU merits our utmost concern.

Because of your past involvement, you were selected to evaluate the contest. Included in the evaluation survey are inquiries regarding general organization as well as individual and specific departmental areas. Your involvement in this study enhances the opportunity to assist in providing a positive approach toward identifying practical solutions and improvement of the contest.

We appreciate you taking time from a busy schedule to contribute your perceptions and opinions. Please return the completed questionnaire in the self-addressed envelope.

Sincerely,

Debra K. Beard
Graduate Teaching Assistant
Agricultural Education Dept.

James D. White
Faculty Adviser
Agricultural Education Dept.

cc: H. Robert Terry
Paul D. Hummer



Oklahoma State University

College of Agriculture / Resident Instruction

136 AGRICULTURAL HALL
STILLWATER, OKLAHOMA 74078
(405) 624-5395

February 28, 1985

Dear Departmental Leader and/or Faculty Member:

A survey instrument regarding the OSU FFA Interscholastics was distributed to selected College of Agriculture Department Heads and Faculty February 1st. You were asked to respond with regard to your assessment of the participation, quality and magnitude of the contest. It is our explicit intent to survey departmental leaders and involved faculty so as to ascertain the best possible input. Your evaluation is particularly important from the standpoint of providing the opportunity for quality and meaningful learning experiences to potential College of Agriculture students. In addition, it was felt that your insight and expertise would allow the opportunity to maintain and/or improve the inter-scholastics.

Your responses will be kept confidential and used only as group data.

Again, we appreciate your assistance and look forward to your response.

Sincerely,

A handwritten signature in cursive script that reads 'Debra K. Beard'.

Debra K. Beard
Graduate Teaching Assistant
Agricultural Education Dept.

A handwritten signature in cursive script that reads 'James D. White'.

James D. White
Faculty Adviser
Agricultural Education Dept.

APPENDIX B
FACULTY QUESTIONNAIRE

(1-3) _____
I.D. Number

(For Office Use Only)

OSU COLLEGE OF AGRICULTURE FACULTY
STATE FFA INTERSCHOLASTICS SURVEY

(Check the Appropriate Response)

1. DEPARTMENT

- (4-5) 01 _____ Agricultural Communications
02 _____ Agricultural Economics
03 _____ Agricultural Education
04 _____ Agricultural Engineering
05 _____ Agronomy
06 _____ Animal Sciences
07 _____ Entomology
08 _____ Forestry
09 _____ Horticulture
10 _____ Plant Pathology

2. CLASSIFICATION:

- (6) 1 _____ FACULTY/STAFF
2 _____ DEPARTMENT HEAD

3. SEX

- (7) 1 _____ MALE
2 _____ FEMALE

4. ACADEMIC APPOINTMENT

- (8) 1 _____ INSTRUCTOR
2 _____ ASSISTANT PROFESSOR
3 _____ ASSOCIATE PROFESSOR
4 _____ PROFESSOR

5. AGE

- (9) 1 _____ Less than 26
2 _____ 26-30
3 _____ 31-35
4 _____ 36-40
5 _____ 41-45
6 _____ 46-50
7 _____ 51 or more

6.

- (10) 1 _____ I presently coach a Departmental Judging Team.
2 _____ I have previously coached a Departmental
Judging Team.
3 _____ I do not coach a Departmental Judging Team.
(If no proceed to question 8)

7. How long have you or did you coach a Departmental Judging Team?

- (11) 1 ___ Less than 5 years
 2 ___ 6-10 years
 3 ___ 11-15 years
 4 ___ 16-20 years
 5 ___ 21 years or more

8. Contest Area with which you have assisted or coordinated.

- (12-13) 01 ___ Farm Business Mgt.
 02 ___ Speech
 03 ___ Chapter Meeting
 04 ___ Ag Mechanics
 05 ___ Farm Structures
 06 ___ Electric Power and Processing
 07 ___ Farm Shop
 08 ___ Soil and Water Mgt.
 09 ___ Crops
 10 ___ Land
 11 ___ Pasture and Range
 12 ___ Livestock
 13 ___ Meats
 14 ___ Dairy Cattle
 15 ___ Dairy Products
 16 ___ Poultry
 17 ___ Entomology
 18 ___ Floriculture
 19 ___ Nursery & Landscape
 20 ___ Other (Specify) _____
 21 ___ I do not assist or coordinate a contest area.

9. How does your faculty perceive the importance of the State FFA Interscholastics Contest?

- (14) ___ Very Important 5
 ___ Important 4
 ___ Undecided 3
 ___ Unimportant 2
 ___ Useless 1

10. How do you perceive the importance of the State FFA Interscholastics Contests?

- (15) ___ Very Important 5
 ___ Important 4
 ___ Undecided 3
 ___ Unimportant 2
 ___ Useless 1

11. Does the contest area with which you work provide a sense of self satisfaction and accomplishment?

- (16) ___ Strongly Agree 5
 ___ Agree 4
 ___ Undecided 3
 ___ Disagree 2
 ___ Strongly Disagree 1

12. Does the Department in which you are employed provide incentives for contestants to major in the discipline which coordinates your contest area?

- (17) 3 Yes
 2 Uncertain
 1 No

13. Are there specific factors within your area that could improve the contest with which you have assisted or coordinated? (You may check more than one response.)

- (18) 1 Need more College of Ag students assistance.
 (19) 1 Need more time available for contestant recognition on campus.
 (20) 1 Incentive for faculty effort.
 (21) 1 Recognition Dinner for faculty assisting/coordinating the contest.
 (22) 1 Improve awards program.(Specify) _____
 (23) 1 Decrease amount of time taken to score contest and post results.
 (24) 1 Improve accuracy of results.
 (25) 1 Other(Specify) _____

14. What can be done to assist the Vo-Ag teachers in better preparing students for the Interscholastic contests? (You may check more than one response.)

- (26) 1 College of Ag Departments should make more materials available to Vocational Agriculture Departments.
 (27) 1 Students should have prior knowledge regarding completion of enrollment and judging cards.
 (28) 1 More contact between teachers and College of Ag Departments and faculty.
 (29) 1 Improve student behavior, ethics, etc.
 (30) 1 Improved relationship with State Vo-Ag Department.
 (31) 1 Other(Specify) _____

15. With regard to the following areas, how would you rate the assistance you receive from College of Agriculture A & P staff concerning the State FFA Interscholastics.

A) Planning

- (32) Excellent Good Average Poor Unsatisfactory
 5 4 3 2 1

B) Coordinating

- (33) Excellent Good Average Poor Unsatisfactory
 5 4 3 2 1

C) Conducting

- (34) Excellent Good Average Poor Unsatisfactory
 5 4 3 2 1

16. How would you rank the contest area with which you coordinate or assist?

- (35) Excellent Good Average Poor Unsatisfactory
 5 4 3 2 1

APPENDIX C
STATE VO-AG/FFA STAFF QUESTIONNAIRE

(1-3) _____
 I.D. Number
 (For Office Use Only)

STATE VOAG STAFF
 STATE FFA INTERSCHOLASTICS SURVEY

(Check the Appropriate Box)

1. Contest Area with which you coordinate or assist.

- (4-5) 01 Farm Mgt.
 02 Speech Contest
 03 Chapter Meeting
 04 Ag Mechanics
 05 Farm Structures
 06 Electric Power and Processing
 07 Farm Shop
 08 Soil and Water Conservation
 09 Crops
 10 Land
 11 Pasture and Range
 12 Livestock
 13 Meats
 14 Dairy Cattle
 15 Dairy Products
 16 Poultry
 17 Entomology
 18 Floriculture
 19 Nursery and Landscape

2. Does the contest area with which you work provide a sense of self satisfaction and accomplishment?

- (6) 5 Strongly Agree
 4 Agree
 3 Undecided
 2 Disagree
 1 Strongly Disagree

3. Are there specific factors within your area that could improve the contest with which you work/coordinate?

- (7) Need more College of Ag student assistance
 (8) Time available for student recognition
 (9) Improve awards program
 (10) Decrease amount of time taken to score contest and post results
 (11) Improve accuracy of results
 (12) Recognition of OSU Faculty which assist/coordinate contest areas
 (13) Other(Specify) _____

4. Specific areas that would improve the preparation of contestants.

- (14) Less emphasis on winning
 (15) More contact between teachers and State Department
 (16) Improve student behavior, ethics, etc.

- (17) 1 ___ College of Agriculture should make more materials available to teachers
- (18) 1 ___ Prior knowledge in completing enrollment and judging cards
- (19) 1 ___ More contact between teachers and departments in the College of Agriculture
- (20) 1 ___ Other(Specify) _____

DIRECTIONS:

- (✓) Please rate the following specific program areas in terms of their contribution to the success of the OSU State Interscholastic program.

SA - Strongly Agree 5
 A - Agree 4
 U - Undecided 3
 D - Disagree 2
 SD - Strongly Disagree 1

1. The OSU State Interscholastic Contest provides a sufficient number and variety of contest opportunities for its participants.
- (21) ___ SA ___ A ___ U ___ D ___ SD
2. OSU Interscholastics Contests provides sufficient recognition for the contest winners.
- (22) ___ SA ___ A ___ U ___ D ___ SD
3. The OSU Interscholastics Contest Awards Program provides satisfactory awards for the contest winners.
- (23) ___ SA ___ A ___ U ___ D ___ SD
4. Trophies and plaques that are presented to OSU Interscholastic winners are appropriate in quality and magnitude of the contest.
- (24) ___ SA ___ A ___ U ___ D ___ SD
5. Current awards provided for OSU Interscholastic winners should be replaced with scholarships for high school seniors.
- (25) ___ SA ___ A ___ U ___ D ___ SD
6. Contest results should continued to be posted and announced at an on campus awards program.
- (26) ___ SA ___ A ___ U ___ D ___ SD
7. An awards program should continue to be held in order to bring adequate recognition to contest winners.
- (27) ___ SA ___ A ___ U ___ D ___ SD

8. Contest results should continue to be tabulated by contest officials only, computer (Circle your response)
- (28) ___SA ___A ___U ___D ___SD
9. Contest results should continue to be tabulated and posted the same day as the contest.
- (29) ___SA ___A ___U ___D ___SD
10. There is sufficient involvement of State VoAG Staff with the contest.
- (30) ___SA ___A ___U ___D ___SD
11. There is sufficient involvement of OSU faculty with the contest.
- (31) ___SA ___A ___U ___D ___SD
12. There is sufficient involvement of FFA advisors/ teachers of Vocational Agriculture in the contest.
- (32) ___SA ___A ___U ___D ___SD
13. Preparatory materials are readily available upon request.
- (33) ___SA ___A ___U ___D ___SD

DIRECTIONS:

- (✓) Please rate the following specific program areas which you observed in terms of their contribution to the success of the OSU State Interscholastic program.

NOTE: If you did not attend or observe, please do not complete.

E - Excellent	5
VG - Very Good	4
G - Good	3
F - Fair	2
P - Poor	1

1. Advanced information received.
- (34) ___E ___VG ___G ___F ___P
2. Materials received at enrollment.
- (35) ___E ___VG ___G ___F ___P
3. Form of awards(i.e. plaques & trophies)
- (36) ___E ___VG ___G ___F ___P

4. Orientation of students to contests.
- (37) ___ E ___ VG ___ G ___ F ___ P
5. Attitudes of faculty toward contest participants (Advisors and students).
- (38) ___ E ___ VG ___ G ___ F ___ P
6. Attitudes of college students, who work the contests, toward contest participants (Advisors and Students).
- (39) ___ E ___ VG ___ G ___ F ___ P
7. Organization of the contests
- (40) ___ E ___ VG ___ G ___ F ___ P
8. Organization of the awards presentation.
- (41) ___ E ___ VG ___ G ___ F ___ P
9. Efficiency of posting results
- (42) ___ E ___ VG ___ G ___ F ___ P
10. Accuracy of posting results.
- (43) ___ E ___ VG ___ G ___ F ___ P
11. Accuracy of contest tabulations.
- (44) ___ E ___ VG ___ G ___ F ___ P
- 45-46) The _____ Contest is not adequately prepared, efficiently organized or appropriately designed.

INSERT THE NUMBER OF THE CONTEST IN THE BLANK

- 01 Farm Mgt.
- 02 Speech Contest
- 03 Chapter Meeting
- 04 Ag Mechanics
- 05 Farm Structures
- 06 Electric Power and Processing
- 07 Farm Shop
- 08 Soil and Water Conservation
- 09 Crops
- 10 Land
- 11 Pasture and Range
- 12 Livestock
- 13 Meats
- 14 Dairy Cattle
- 15 Dairy Products
- 16 Poultry
- 17 Entomology
- 18 Floriculture
- 19 Nursery and Landscape

APPENDIX D
TEACHER QUESTIONNAIRE

(1-3) _____
 I.D. Number
 (For Office Use Only)

OKLAHOMA VOAG INSTRUCTORS
 STATE FFA INTERSCHOLASTICS SURVEY.

(Check the Appropriate Box)

1. DISTRICT:
 (4) _____ NW _____ SW _____ C _____ SE _____ NE
 1 2 3 4 5

2. YEARS OF TEACHING EXPERIENCE:
 (5) 1 _____ 5 or less
 2 _____ 6-10
 3 _____ 11-15
 4 _____ 16-20
 5 _____ 21-25
 6 _____ 26-30
 7 _____ 31-35
 8 _____ 36-40
 9 _____ 41 or more

3. TENURE IN PRESENT DEPARTMENT:
 (6) 1 _____ 5 years or less
 2 _____ 6-10
 3 _____ 11-15
 4 _____ 16-20
 5 _____ 21-25
 6 _____ 26-30
 7 _____ 31-35
 8 _____ 36-40
 9 _____ 41 or more

4. SEX:
 (7) 1 _____ Male
 2 _____ Female

5. AGE:
 (8-9) 01 _____ less than 21
 02 _____ 21-25
 03 _____ 26-30
 04 _____ 31-35
 05 _____ 36-40
 06 _____ 41-45
 07 _____ 46-50
 08 _____ 51-55
 09 _____ 56-60
 10 _____ 61 or more

6. AVERAGE NUMBER OF STUDENTS THAT PARTICIPATED IN OSU INTERSCHOLASTICS CONTESTS FROM YOUR DEPARTMENT LAST YEAR (1983-84)?

(10) 1 _____ 4 or less
 2 _____ 5-8
 3 _____ 9-12
 4 _____ 13-16
 5 _____ 17-20
 6 _____ 21-24
 7 _____ 26-30
 8 _____ 31 or more

7. CONTEST(S) THAT YOUR TEAM(S) HAVE PARTICIPATED IN. (Check (✓) each area.)

(11) 1 _____ Farm Management
 (12) 1 _____ Speech Contest
 (13) 1 _____ Chapter Meeting
 (14) 1 _____ Ag Mechanics
 (15) 1 _____ Farm Structures
 (16) 1 _____ Electric Power and Processing
 (17) 1 _____ Farm Shop
 (18) 1 _____ Soil and Water Conservation
 (19) 1 _____ Crops
 (20) 1 _____ Land
 (21) 1 _____ Pasture and Range
 (22) 1 _____ Livestock
 (23) 1 _____ Meats
 (24) 1 _____ Dairy Cattle
 (25) 1 _____ Dairy Products
 (26) 1 _____ Poultry
 (27) 1 _____ Entomology
 (28) 1 _____ Floriculture
 (29) 1 _____ Nursery and Landscape

If you have had teams which have won an area, please check (✓) the area which they have won in the last four years inclusive of 1981, 1982, 1983, and 1984. For the purpose of this survey, a state winner is considered to be a first, second, or third place team and first, second, third, fourth and fifth place speech winner or chapter meeting team.

(Contest Areas in which your teams have been state winners.)

(30) 1 _____ Farm Management
 (31) 1 _____ Speech Contest
 (32) 1 _____ Chapter Meeting
 (33) 1 _____ Ag Mechanics
 (34) 1 _____ Farm Structures
 (35) 1 _____ Electric Power and Processing
 (36) 1 _____ Farm Shop
 (37) 1 _____ Soil and Water Conservation
 (38) 1 _____ Crops
 (39) 1 _____ Land
 (40) 1 _____ Pasture and Range
 (41) 1 _____ Livestock
 (42) 1 _____ Meats
 (43) 1 _____ Dairy Cattle

- (44) 1 _____ Dairy Products
 (45) 1 _____ Poultry
 (46) 1 _____ Entomology
 (47) 1 _____ Floriculture
 (48) 1 _____ Nursery and Landscape

DIRECTIONS

Please rate the following specific program areas in terms of their contribution to the success of the OSU State Interscholastic program.

SA - Strongly Agree 5
 A - Agree 4
 U - Undecided 3
 D - Disagree 2
 SD - Strongly Disagree 1

1. The OSU State Interscholastic Contest provides a sufficient number and variety of contest opportunities for its participants.
- (49) ___ SA ___ A ___ U ___ D ___ SD
2. OSU Interscholastics Contests provides sufficient recognition for the contest winners.
- (50) ___ SA ___ A ___ U ___ D ___ SD
3. The OSU Interscholastics Contest Awards Program provides satisfactory awards for the contest winners.
- (51) ___ SA ___ A ___ U ___ D ___ SD
4. Trophies and plaques that are presented to OSU Interscholastic winners are appropriate in quality and magnitude.
- (52) ___ SA ___ A ___ U ___ D ___ SD
5. Current awards provided for OSU Interscholastic winners should be replaced with scholarships for high school seniors.
- (53) ___ SA ___ A ___ U ___ D ___ SD
6. Contest results should continue to be posted and announced at an on campus awards program.
- (54) ___ SA ___ A ___ U ___ D ___ SD
7. An awards program should continue to be held in order to bring adequate recognition to contest winners.
- (55) ___ SA ___ A ___ U ___ D ___ SD

8. Contest results should continue to be tabulated by contest officials only, computer (Circle your response)

(56) SA A U D SD

9. Contest results should continue to be tabulated and posted the same day as the contest.

(57) SA A U D SD

10. There is sufficient involvement of State VoAG Staff with the contest.

(58) SA A U D SD

11. There is sufficient involvement of OSU faculty with the contest.

(59) SA A U D SD

12. There is sufficient involvement of FFA advisors/ teachers of Vocational Agriculture in the contest.

(60) SA A U D SD

13. Preparatory materials are readily available upon request.

(61) SA A U D SD

DIRECTIONS:

Please rate the following specific program areas which you observed in terms of their contribution to the success of the OSU State Interscholastic program.

NOTE: If you did not attend or observe, please do not complete.

E - Excellent	5
VG - Very Good	4
G - Good	3
F - Fair	2
P - Poor	1

1. Advanced information received.

(62) E VG G F P

2. Materials received at enrollment.

(63) E VG G F P

3. Form of awards(i.e. plaques & trophies)

(64) E VG G F P

4. Orientation of students to contests.

(65) ___ E ___ VG ___ G ___ F ___ P

5. Attitudes of faculty toward contest participants (Advisors and students).

(66) ___ E ___ VG ___ G ___ F ___ P

6. Attitudes of college students, who work the contests, toward contest participants (Advisors and Students).

(67) ___ E ___ VG ___ G ___ F ___ P

7. Organization of the contests

(68) ___ E ___ VG ___ G ___ F ___ P

8. Organization of the awards presentation.

(69) ___ E ___ VG ___ G ___ F ___ P

9. Efficiency of posting results

(70) ___ E ___ VG ___ G ___ F ___ P

10. Accuracy of posting results.

(71) ___ E ___ VG ___ G ___ F ___ P

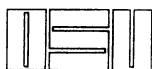
11. Accuracy of contest tabulations.

(72) ___ E ___ VG ___ G ___ F ___ P

(73-74) The _____ contest is not adequately prepared, efficiently organized or appropriately designed.

- 01 Farm Mgt.
- 02 Speech Contest
- 03 Chapter Meeting
- 04 Ag Mechanics
- 05 Farm Structures
- 06 Electric Power and Processing
- 07 Farm Shop
- 08 Soil and Water Conservation
- 09 Crops
- 10 Land
- 11 Pasture and Range
- 12 Livestock
- 13 Meats
- 14 Dairy Cattle
- 15 Dairy Products
- 16 Poultry
- 17 Entomology
- 18 Floriculture
- 19 Nursery and Landscape

APPENDIX E
STUDENT CORRESPONDENCE



Oklahoma State University

College of Agriculture / Resident Instruction

136 AGRICULTURAL HALL
STILLWATER, OKLAHOMA 74078
(405) 624-5395

February 22, 1985

Dear Vocational Agriculture Instructor:

During the past several years, much discussion has taken place concerning the effectiveness, quality, and level of participation in the Oklahoma State University FFA Interscholastic Contests. There seems to be a consensus among participants, State Vo-Ag Staff, Division of Agriculture Faculty and Vocational Agriculture Teachers that it's important that the State FFA Interscholastics provide a quality and meaningful learning experience.

Because of your past record of accomplishment at the OSU Interscholastic Contests, your chapter's students were selected to evaluate the contest. Included in this survey are specific questions regarding the awards program and the form of the awards (i.e. recognition, trophies, plaques, etc.).

Your chapter's involvement in this evaluation provides the opportunity to assist in taking a positive approach toward identifying practical solutions and improvement of awards, recognition, organization, posting results, etc.

We appreciate your taking time from a busy schedule to allow your students the opportunity to share their opinions and perceptions. Please have four of them complete the enclosed questionnaires and return in the self-addressed envelope.

Sincerely,

Debra K. Beard
Debra K. Beard
Graduate Teaching Assistant
Agricultural Education Dept.

James D. White
James D. White
Faculty Adviser
Agricultural Education Dept.

cc: Paul D. Hummer
H. Robert Terry

DIRECTIONS:

- TO THE TEACHER: Please have four students who have participated in the OSU State Interscholastic Contests this past year (April, 1984) complete the questionnaires and return them in the stamped, self-addressed envelope.
- TO THE STUDENT: Please complete the survey questions concerning your opinions about the 1984 OSU FFA Interscholastic Contests. Your input will allow us to make improvements in the Interscholastic Contests. THANKS for your assistance.

APPENDIX F
STUDENT QUESTIONNAIRE

(1-3) _____
 I.D. NUMBER
 (FOR OFFICE USE ONLY)

OSU COLLEGE OF AGRICULTURE STATE
 FFA INTERSCHOLASTICS SURVEY

1. CLASS

- (4) 1 ___ Freshman
 2 ___ Sophomore
 3 ___ Junior
 4 ___ Senior

2. FFA DISTRICT

- (5) 1 ___ Northwest
 2 ___ Southwest
 3 ___ Central
 4 ___ Southeast
 5 ___ Northeast

3. CONTEST AREA IN WHICH YOU PARTICIPATED.

- (6-7) 1 ___ Farm Management
 2 ___ Speech Contest
 3 ___ Chapter Meeting Contest
 4 ___ Agriculture Mechanics
 5 ___ Farm Structures
 6 ___ Electric Power and Processing
 7 ___ Farm Shop
 8 ___ Soil and Water Conservation
 9 ___ Crops
 10 ___ Land
 11 ___ Pasture and Range
 12 ___ Livestock
 13 ___ Meats
 14 ___ Dairy Cattle
 15 ___ Dairy Products
 16 ___ Poultry
 17 ___ Entomology
 18 ___ Floriculture
 19 ___ Nursery and Landscape

4. DID YOU OR YOUR CHAPTER ATTEND THE AWARDS
 CEREMONY AT THE 1984 STATE FFA INTERSCHOLASTICS
 CONTEST?

- (8) 1 ___ Yes
 2 ___ No

5. DID YOU OR YOUR TEAM RECEIVE AN AWARD AT THE
 1984 STATE FFA INTERSCHOLASTICS CONTEST?

- (9) 1 ___ Yes
 2 ___ No

DIRECTIONS:

Please rate the following specific program areas in terms of their contribution to the success of the OSU State Interscholastics program.

SA - STRONGLY AGREE
 A - AGREE
 U - UNDECIDED
 D - DISAGREE
 SD - STRONGLY DISAGREE

1. OSU INTERSCHOLASTICS CONTESTS PROVIDES ENOUGH RECOGNITION FOR THE CONTEST WINNERS.
 (10) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
2. THE CURRENT AWARDS PRESENTED TO WINNERS AT OSU STATE INTERSCHOLASTICS ARE SATISFACTORY.
 (11) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
3. TROPHIES AND PLAQUES THAT ARE PRESENTED TO OSU INTERSCHOLASTIC WINNERS ARE APPROPRIATE IN QUALITY AND SIZE, FOR THE CONTEST.
 (12) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
4. CURRENT AWARDS PROVIDED FOR OSU INTERSCHOLASTIC WINNERS SHOULD BE REPLACED WITH SCHOLARSHIPS FOR HIGH SCHOOL SENIORS.
 (13) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
5. CONTEST RESULTS SHOULD CONTINUE TO BE POSTED AND ANNOUNCED AT AN ON-CAMPUS AWARDS PROGRAM.
 (14) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
6. CONTEST RESULTS SHOULD CONTINUE TO BE TABULATED AND POSTED THE SAME DAY AS THE CONTEST.
 (15) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD
7. DO YOU FEEL THAT THE OSU INTERSCHOLASTICS CONTEST IS A RUSHED/HURRIED EVENT, WHERE YOU RUSH TO THE CONTEST AND THEN RUSH HOME TO SOME OTHER SCHOOL ACTIVITY?
 (16) $\frac{\quad}{5}$ SA $\frac{\quad}{4}$ A $\frac{\quad}{3}$ U $\frac{\quad}{2}$ D $\frac{\quad}{1}$ SD

(over)

DIRECTIONS:

Please rate the following specific program areas which you observed in terms of their contribution to the success of the OSU State Interscholastic program. NOTE: If you did not attend or observe, please do not complete.

E - EXCELLENT
 VG - VERY GOOD
 G - GOOD
 F - FAIR
 P - POOR

1. PRESENT FORM OF AWARDS.(PLAQUES & TROPHIES)

(17) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

2. ORGANIZATION OF THE CONTESTS.

(18) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

3. ORGANIZATION OF THE AWARDS PRESENTATION.

(19) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

4. EFFICIENCY OF POSTING RESULTS.

(20) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

5. ACCURACY OF POSTING RESULTS.

(21) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

6. ACCURACY OF CONTEST TABULATIONS.

(22) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

7. HOW WOULD YOU RATE THE VISIBILITY AND/OR HELPFULLNESS AND/OR ASSISTANCE GIVEN BY THE STUDENTS OF OSU?

(23) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

8. HOW WOULD YOU RATE THE VISIBILITY AND/OR HELPFULLNESS AND/OR ASSISTANCE GIVEN BY OSU FACULTY?

(24) $\frac{\quad}{5}$ E $\frac{\quad}{4}$ VG $\frac{\quad}{3}$ G $\frac{\quad}{2}$ F $\frac{\quad}{1}$ P

DIRECTIONS:

Please rate the following:

1. HOW WOULD YOU RANK THE IMPORTANCE OF THE OSU STATE FFA INTERSCHOLASTIC CONTESTS AS AN FFA ACTIVITY?
(25) 5 VERY IMPORTANT
4 IMPORTANT
3 SOMEWHAT IMPORTANT
2 VERY SLIGHTLY IMPORTANT
1 NOT IMPORTANT AT ALL

2. HOW WELL WERE YOU PREPARED FOR THE CONTEST IN WHICH YOU PARTICIPATED WHEN YOU ARRIVED AT THE CONTEST LOCATION?
(26) 5 VERY PREPARED
4 PREPARED
3 SOMEWHAT PREPARED
2 NOT PREPARED
1 HAD NO AWARENESS OF THE CONTEST

3. WOULD YOU OR YOUR TEAM/CHAPTER PARTICIPATE IN AN OPEN HOUSE SPONSORED BY THE DEPARTMENTS WITHIN THE COLLEGE OF AGRICULTURE AT OSU?
(Example: Animal Science, Horticulture, etc.)
(27) 5 DEFINITELY YES
4 YES
3 UNDECIDED
2 NO
1 DEFINITELY NO

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APPENDIX G

LIST OF SCHOOLS WITH SELECTED STUDENT PARTICIPANTS

LIST OF SCHOOLS WITH SELECTED STUDENT PARTICIPANTS

Beggs*
Bethel*
Bokchito
Cheyenne
Delaware*
Elgin*
Eufaula
Guthrie
Holdenville*
Kingfisher
Konawa*
Noble
Oologah*
Prague
Ryan
Salina*
Skiatook*
Spiro*
Webbers Falls*
Wellston*

*denotes responding school

VITA *2*

Debra Kay Beard

Candidate for the Degree of

Master of Science

Thesis: A CURRENT ANALYSIS OF THE QUALITY AND EFFECTIVENESS OF THE OKLAHOMA STATE UNIVERSITY STATE FFA INTERSCHOLASTICS CONTEST AS PERCEIVED BY VOCATIONAL AGRICULTURE TEACHERS, STATE VOCATIONAL AGRICULTURE/FFA STAFF, HIGH SCHOOL STUDENTS, AND OSU FACULTY

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Okmulgee, Oklahoma, January 5, 1962, the daughter of Kenneth F. Beard and Norma N. Beard.

Education: Graduated from Beggs High School, Beggs, Oklahoma, in May, 1980; received the Bachelor of Science degree in Agriculture from Oklahoma State University with a major in Agricultural Education in May, 1984; completed requirements for the Master of Science degree with a major in Agricultural education in May, 1985.

Professional Experience: Graduate Teaching and Audio-Visual Assistant, Department of Agricultural Education, Oklahoma State University, September, 1984 to June, 1985.