Factors Influencing Agriscience Students Membership Choice in the Alabama FFA Association

by

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Abstract

The agricultural education youth organization, FFA, has always been considered an integral part of high school agriscience courses. However, there are many students who enroll in agricultural education courses and do not participate in FFA activities. In 1981-82 Alabama had nearly 25,000 FFA members out of over 32,000 Agriscience Education students and today there are a little less than 14,000 FFA members out of nearly 28,000 Agriscience Education students (Appendix B). So what happened?

The findings from this study showed that the typical student respondent enrolled in an agriscience education course in Alabama during the 2013 school year was from the North FFA District of Alabama (See Appendix H), he was a 15 year old male with a Caucasian-American (White) background. One third of his classmates were female; nearly one fourth of his classmates were a year older, and approximately 18.1% were African-America (Black). He had very few Hispanic-Americans, Asian-American and students that were classified as other in his agriscience education classes.

The typical agriscience education student was a ninth grader who lived in a small town of 5,000 or fewer people. A little over a third of his agriscience classmates also lived in a rural area although not on a farm or ranch. Less than 0.8% of his classmates lived in a city with a population of 50,000 or more. He had self-reported grades of mostly B's and had not been a member of 4-H organization, although nearly one-third of his friends belonged to that 4-H organization. He, along with nearly half of his classmates was a member of the FFA.

This study will hopefully serve as a supplement for agriscience teachers, the Alabama FFA Association and others who are interested in the progress of the FFA. This study will hopefully identify both the reasons why students join the FFA and why they do not. Information pertaining to barriers that prevent agriscience students in Alabama from joining the FFA was obtained. Such information will be of utmost importance to agriscience educational personnel in designing FFA programs and activities which meet agriscience student needs in the future.

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Table of Contents

List of Tables

List of Illustrations

List of Abbreviations

ALSDE	Alabama State Department of Education
CDE	Career Development Event
4-H	Four H Club of America
FFA	Future Farmers of America
GPA	Grade Point Average
SAEP	Supervised Agricultural Experience Program
NFA	New Farmers of America
NCLB	No Child Left Behind

Chapter 1

Introduction

Introduction and Background

The National FFA Organization is an American youth organization, specifically a career and technical student organization, based on middle and high school classes that promote and support agricultural education. The organization was founded in 1928 as the Future Farmers of America, but in 1988 the name was changed to the National FFA Organization, now commonly referred to as simply FFA, to recognize that the organization is for those with diverse interests in the food, fiber and natural resource industries, encompassing science, business and technology in addition to production agriculture. Today FFA is one of the largest youth organizations in the United States, with over 557,318 FFA members, ages 12–21, in 7,498 chapters in all 50 states, Puerto Rico, and the Virgin Islands (The National FFA Organization, 2013).

The National FFA Organization is a youth leadership organization that strives to make a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agriculture education. High school students compete in various events called Career Development Events (CDEs) and Leadership Development Events (FFA Mission, 2013). Public Law 740 was passed by the United States Congress in 1950 and it states that the FFA is a vital component of the agriscience curriculum. A three circle model illustration of a total agriscience education program is made up of three integrated parts (Appendix G):

Classroom/laboratory instruction or contextual learning, FFA or leadership development and Supervised Agricultural Experience Program (SAEP) or work-based learning (The National FFA Organization, 2013). Also, emblazed in the FFA emblem are the words "Agricultural Education" and "FFA" signifying how the FFA is an integral part of an agriscience education program (The National FFA Organization, 2013).

Vocational Agricultural Educational Programs and youth organizations have educated students since the 1920s. Dr. Walter Newman, one of the founders of the first youth organization in agricultural education, which became the FFA, credited student organizations with saving the agricultural education programs in secondary schools today. During a period when people looked down on anyone who stayed on the farm, many questioned the usefulness of an agricultural program. Therefore, an extracurricular youth organization was a "godsend" to the program and the national regional staff of the Agricultural Education Service. There was a wide acceptance of the youth organization by youth, parents, educators and administrators. In return for a student organization, agricultural education was kept in high school programs (Vaughn, Fraze, & Lockaby, 1995).

In 1993, Synergy Research conducted a nationwide study for the National FFA Organization titled, "Understanding the Values of Contests and Awards". Student groups were studied to help the National FFA understand the attitudes of students, parents, and administrators concerning the value of participation in contests and the FFA program. Through a survey, attitudes of agricultural education students were determined. The study indicated the number one reason students enrolled in agricultural classes was to participate in FFA activities. Secondly, the students-enjoyed working outside; and the

third highest reason was students wanted a career in agriculture. However, when the question, "How do you feel about your FFA Chapter?" was asked, all of the non-FFA members who were enrolled in an Agriscience class said that the chapter was like a "group of strangers," and the class was "just another class" (Blakely, et al., 1993). Students enrolled in Agriscience classes who were members of FFA were more likely to say that the FFA chapter felt like "a group of friends or a family" (Blakely, et al., 1993). If the organization was founded on the basis of enhancing agriscience education, why are nearly 14,000 students in Alabama not participating in the FFA today?

Statement of the Problem

The agricultural youth organization, FFA, has always been considered an integral part of high school agriscience courses. However, there are many students who enroll in agricultural education courses and do not participate in FFA activities. In 1981-82 Alabama had nearly 25,000 FFA members out of over 32,000 Agriscience students and today we have a little less than 14,000 FFA members out of nearly 28,000 Agriscience students (Appendix B). So what happened?

Purpose of the Study

This study was designed to investigate some of the reasons for the reduction in the Alabama FFA membership over the last 30 years, by surveying current FFA advisors to see what their perceptions were about the factors that have contributed to the decline in membership in the Alabama FFA Association, the Alabama State FFA Staff to see what their perceptions were about the factors that have contributed to the decline in membership in the Alabama FFA Association, and the FFA members, and non-FFA members to find out what their perceptions were about the factors that have contributed

to the decline in membership in the Alabama FFA Association? Some of the reasons could be the student's lack of interest or they could be due to the lack of federal funding to keep agriscience teachers on twelve month contacts or the amount of money the state gets to hire the state staff necessary to keep the FFA functioning properly, just to name a few. In 1982, nearly all the agriscience teachers in Alabama were on twelve month contracts to keep their FFA chapters active during the summer months, but today 28% of the agriscience teachers are not on twelve month contacts and the Alabama state FFA staff has been reduced from 11 down to only 3. (Davis, 2013)

Statement of Significance

This study will hopefully serve as a supplement for agriscience teachers, the Alabama FFA Association and others who are interested in the progress of the FFA. This study will hopefully identify both the reasons why students join the FFA and why they do not. Information pertaining to barriers that prevent agriscience students in Alabama from joining the FFA was obtained. Such information will be of utmost importance to educational personnel in designing FFA programs and activities which meet student needs in the future.

Research Questions

The following research questions were designed to address the statement of the problem.

1. What are the perceptions of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association?

2. What are the perceptions of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association?
3. What are the perceptions of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association?

Definition of Terms

The following definitions are provided for the purpose of the present study.

Agriscience. Formerly known as agriculture education, is the real-world application of science and math in an agricultural setting. It is a subject that is taught in public schools. A complete program contains classroom/laboratory instruction, the National FFA Organization (formerly known as Future Farmers of America), and supervised agricultural experiences (Kirby, 2002).

Career and technical education. Trains students to enter the workforce or pursue further education in a specified skill after high school. The term replaced vocational education after many trained skills began requiring college education (Carter, 2001).

Experiential learning. Students learning from their experiences. This includes biology laboratory exercises and technical skills. The term is often interchangeable with hands-on learning (Hyslop, 2007).

4-H. A youth organization sponsored by the Department of Agriculture and offering instruction in agriculture and home economics.

FFA Members. Any secondary education student enrolled in agriscience education that has paid the local, state, and national dues required to be a member of the National FFA Organization (The National FFA Organization, 2013).

Hands-on learning. When students learn from experiences they perform. Students work to solve problems and accomplish tasks. Teachers simply act as a facilitator. The term is often interchangeable with experiential learning (Hyslop, 2007).

National FFA Organization. Formerly known as the Future Farmers of America, is a student organization of, by and for students enrolled in an Agriscience Education course (The National FFA Organization, 2013).

Non-FFA Members. Any secondary education student enrolled in agriscience education that has not joined the National FFA organization (Marshall, Herring, & Briers, 1992).

Supervised Agriculture Experience (SAE). An integral part of an Agriscience program. SAEs are activities done by students outside of class time that enhance the Agriscience curriculum. These activities may include a job related to agriculture, small projects around the home or school, or service projects (Roegge & Ferej, 1995).

Vocational Agriculture. The former name for programs of agriscience education at the secondary level. It is still used in some literature today.

Vocational Education. The former name for career technical education programs at the secondary and post secondary level. It is still used in some literature today.

Limitations

The limitations of the present study are the conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and applications to other situations. Limitations of this study include (a) survey response rate, (b) a self reporting survey instrument, and (c) differences among the samples from each of the three FFA districts in Alabama.

The FFA districts in Alabama are proportional in the amount of land that they cover from the North District, the Central District, and the South District (See Appendix H), but the North District is the largest in FFA membership of the three districts with approximately 6,468 (46.8%) FFA members, the South District is the second largest with approximately 3,914 (28.3%) FFA members, and the Central District is the smallest with only 3,436 (24.9%) FFA members (See Appendix I) (Davis, 2013).

This study was limited to agriscience teachers and agriscience students from all of the schools from each of the three FFA Districts in Alabama during the spring semester of the 2013 school year. Three state FFA staff members from the Alabama State Department of Education were also surveyed.

Assumptions

The following assumptions were made in regard to this study:

1. Respondents to the survey provided honest and accurate answers to the Alabama FFA membership questionnaires.

2. Respondents understood the questionnaires.
3. The Alabama FFA membership questionnaires were the appropriate tools for this study.
4. Only scores collected from the participants described in this study were used in the analysis.
5. Sufficient data was provided by the 1,100 Agriscience student survey respondents, the 226 Agriscience teacher/FFA Advisor survey respondents and the 3 State FFA Staff survey respondents.

Delimitations

Delimitations are the boundaries within which the study is concerned. This study only involved the Agriscience students, the Agriscience teachers/FFA Advisors, and the State FFA staff in the State of Alabama. Findings of this study may be useful in guiding inquiry into similar research topics in other geographic locations. No generalizations may be made other than that of the population described in this study.

Chapter 2

Review of Related Literature

The review of related literature comprises the following major topics:

1. History of the FFA;
2. Brief History of the Alabama FFA Association;
3. The FFA as a Recruitment Tool;
4. FFA as an Incentive for Enrollment;
5. Minority Students and Enrollment in Agriscience Education;
6. Agriscience Education, FFA, and Achievement;
7. Factors Related to FFA Membership and Enrollment in Agriscience Education;
8. Differences between Urban and Rural Students in Agriscience Education.
9. Summary

History of the FFA

The FFA organization started as a result of a state organization—The Future Farmers of Virginia. In 1926, the Future Farmers of Virginia began because of the dedication of four men. One of them was Dr. Walter Newman who later was labeled the "Founder of FFA." The rationale for starting the Future Farmers of Virginia can be found in the following statement by Newman (Vaughn, Fraze, & Lockaby, 1995):

> In my opinion, the farm boys of Virginia who are enrolled in vocational agriculture are equal to any other group of boys in the state. But somehow the

> boys themselves seem to have a feeling of inferiority. Especially this is true when the farm boy goes to the city and has to compete with his city cousin, this condition should not exist. I believe that a strong organization of our boys in agriculture would help them to overcome this handicap. Let's strive for an organization that will give them a greater opportunity for self-expression and for the development of leadership. In this way, they will develop confidence in their ability and pride in the fact that they are farm boys. (p. 5)

In the late 1920s, there were many concerns about the usefulness of the agricultural education programs in the United States. Enrollment at that time in vocational agriculture courses was not as high, and many educators proposed that it be eliminated as a course in the high school curriculum. The time period was one in which people looked down upon those who remained in production agriculture instead of moving to the cities and taking business and industry type jobs. State and national officials for vocational agriculture were looking to embrace an idea of a youth organization as a way to attract and keep students in vocational agriculture courses. In Virginia, the wide acceptance by students, parents, and school administrators of the Future Farmers of Virginia, made it a godsend. All that were involved perceived that such an organization would help retain vocational agriculture in the schools. It is safe to say that the FFA and a subsequent offspring, the New Farmers of America (NFA), contributed greatly to the establishment and continuation of today's agricultural education programs. The official start of the FFA was at the Baltimore Hotel in Kansas City, Missouri on November 20, 1928. At this meeting the proposed constitution for the

Future Farmers of America was adopted with few changes (Vaughn, Fraze, & Lockaby, 1995).

Competition was the motivating force for the development of the national organization for students in vocational agriculture. Judging contests and athletic competitions brought many students together for annual rallies. Rallies were an idea which was started by the Future Farmers of Virginia. Judging competitions and livestock shows were the primary reason most students were in attendance at the first meeting in Kansas City, Missouri where the National FFA Organization officially started (Vaughn, Fraze, & Lockaby, 1995).

The FFA expanded its membership in 1965 when it merged with the NFA. The NFA had been developed for black students in high school agriculture programs who attended segregated schools. Four years later, in 1969, girls were also admitted to the organization (Vaughn, Fraze, & Lockaby, 1995).

Brief History of the Alabama FFA Association

The Alabama Association of the Future Farmers of America was the 36th state to receive a charter in 1929. The first State FFA President was Earl Soloman from the Uriah chapter (Alabama FFA Association, 2013). The goal of the Alabama Association of the Future Farmers of America was to produce an organization where young agriculturists could unite to exchange experiences, meet others, market their products, and further the interests of agriculture.

FFA districts in Alabama date back to 1934, when several chapters organized themselves into three districts, simply called districts 1, 2, and 3. Although membership in districts was voluntary, most chapters chose to affiliate themselves with a district to

take advantage of the member opportunities available at that level. By 1936, Alabama had twenty-two districts that included 114 of the state's 138 FFA chapters. Most of these districts were named for a nearby city, although a few were named for a county or geographic location. Some of these districts were Andalusia, DeKalb County, Gadsden, East Alabama, Montgomery, and Muscle Shoals. (Alabama FFA Association, 2013)

The number and size of districts has varied a great deal over the years, as districts often were reorganized every few years based upon membership trends and the number of state staff members. In the 1950s and early 1960s, Alabama was divided into the Northeast, Northwest, Central, Southeast, and Southwest districts. In the mid 1960s, the state was reorganized into the North, North Central, South, and South Central districts. Several years later, Alabama had six districts: North, Northeast, Southeast, Southwest, East Central, and West Central. The Southwest Central and Southeast Central districts were organized in the mid 1970s, bringing the total number of districts to eight. In 1991, Alabama was reorganized into four districts, North, Central, Southeast, and Southwest. The Southeast and Southwest districts were consolidated into the South district in 2000. Today, the district organization continues to be a vital component of the Alabama FFA, as it provides opportunities for leadership and friendly competition among chapters. (Alabama FFA Association, 2013)

Participation in judging contests became a popular and useful teaching method as it enabled agricultural teachers to fulfill the "learning by doing" philosophy. Contests of leadership abilities have been pointed to as an immeasurable benefit of extracurricular activities which contributed significant towards their young people's future careers. (Alabama FFA Association, 2013)

The FFA as a Recruiting Tool

Since its inception, the FFA has often been cited in research articles as a recruiting tool, and several researchers have confirmed its effectiveness. *Recruitment Practices - A National Survey of Agricultural Educators* was a study conducted by Hoover and Scanlon (1991), which pointed to the FFA as a strong recruiting tool. The study wanted to answer two questions: (1) How do secondary agricultural educators recruit students into their program, and (2) Do teachers use different recruitment tactics based on past experiences in the FFA and agricultural education? The sample population consisted of eighty-five teachers identified by state supervisors and teacher educators. The study concluded that the most frequently used recruitment practices and most effective practices were FFA organizational related activities. Teachers recruited potential members with examples of opportunities available to them through the FFA. Another effective, yet not frequently used, practice involved visiting prospective students and integrating new technology and practices into the curriculum. The study also found that teachers who had a direct, valuable and positive FFA experience were more likely to "sell" the FFA and related activities.

Rossetti, Padilla, and McCaslin (1994) conducted an examination of middle school enrollment in agricultural education and membership in the FFA organization in the United States. The study gathered demographic information of the students' opinions regarding their reasons for enrollment in agricultural education. It also asked for an evaluation of their program and teachers. Fifty-three percent of the students said they planned to enroll in agricultural classes in high school, 30% were undecided, and 17% said they would not enroll. The top reason for not enrolling was lack of interest in

agriculture. For the students planning to enroll, 84% also planned to be a member of the FFA. Thirteen percent were undecided, and 3% said they did not plan to join the FFA. Most reports found the agriculture teacher was the most influential for recruiting. Students' parents encouraged students to enroll, and friends were the ones to encourage them from enrolling. The study noted that middle and junior high school programs serve to recruit students into high school programs. It found that students look forward to having hands on activities, having fun, and learning about agriculture.

Secondary agricultural education students were surveyed in Iowa (Reis & Kahler, 1997) to determine factors that influence their enrollment in agricultural education programs. It found that the people who most influenced the respondents to enroll were parents, the agricultural science teacher, friends, and former agricultural education students. Other personal and organizational factors that influenced which most influenced the students to enroll in the program were personal interests, a farming background, and fun of participating in an agricultural course. Most enjoyable for the agriculture students was FFA activities, contest activities and the Supervised Agricultural Experience Program. The least enjoyable for students was for classroom facilities, agriculture mechanics course work, and leadership activities. The study recommended that agricultural instructors should have active recruitment programs and should disperse program's information to potential students, parents, school administrators and the public. It also suggested that teachers should share information with counselors to use in their work advising students (Reis & Kahler, 1997).

FFA as an Incentive for Enrollment

Blakely, Holschuh, Seedfeldt, Shinn, Smith, and Vaughn (1993) researched and identified the value of FFA contests and awards and compared those values to those held by adults. Some of the specific objectives of their study were to determine: (1) variables which affect decisions to enroll in agricultural education classes; (2) connections between enrollment and participation in contests and awards; and (3) barriers to participation in the contests and awards programs. The research was mixed methods. Qualitative research was conducted with conference calls and focus groups, while quantitative research was conducted by mail and telephone interviews. The survey was mailed to a national stratified random sample of 1,680 FFA members, advisors, parents, administrators, and state staff. While significant differences occurred among students and adults, all groups generally valued the contributions of contests and awards as a tool to enhance achievement and encourage participation in the Future Farmers of America. Students enrolled in agricultural education because they valued cooperative learning about broad careers and recognized the relationships between enrollment and participation in FFA contests and awards. Teamwork and cooperation were valued by students. Barriers to enrollment and participation included scheduling, parental support, and negative stereotypes.

Cheek, Arrington, Carter, and Randell's (1994) study was to investigated the relationship between supervised agricultural experience program scope and student achievement in agriscience, which included agricultural education courses from tenth to twelfth grade. The sample population consisted of public high schools in Florida which taught agricultural education classes. The schools were situated in counties containing

both rural and urban areas. The major conclusion of this research was that supervised agricultural experience program participation is positively related to student achievement in agriscience. FFA involvement was also shown to be significantly related to student achievement in agriscience and explained over 17 percent of the variance in student achievement.

Factors associated with enrollment in agricultural science and membership in the FFA in Texas was the focus of a study done by Marshall, Herring, and Briers (1992). The specific purpose of the research was to analyze the underlying constructs that exist in students' responses to statements about their reason for joining or not joining the FFA, and their perceptions of the requirements for SAEP in Texas. It also wanted to determine if differences existed among students for enrolling in agricultural science and reasons for joining or not joining the FFA. Cluster sampling was used with agricultural science program as the cluster. Thirty-five schools were selected to participate in a random sample which consisted of 2,380 agriscience students. The instrument consisted of five parts: (1) Demographics, (2) Reasons for enrollment, (3) Perceptions of SAEP, (4) Reasons for joining FFA, and (5) Reasons for not joining FFA. The parts consisted of statements in which the students responded to a five point Likert Scale. The study found that students enroll in agricultural science classes in Texas because of characteristics of the class and because students feel that it enhances their identity. The reason for joining the FFA is because it too enhanced the identity of student members. On a lesser note the students joined the organization to become involved in its activities.

Hoover and Scanlon (1991) identified factors that influenced a student's decision to enroll in agricultural education and the FFA. The objectives in the study were to

identify and describe sociodemographics of the students involved and to identify participation and enrollment factors that impact on a student's decision to enroll in agricultural education and join the FFA. The study found that the typical agricultural education student is most likely white, male and currently living on a farm. The students enrolled were more interested in agricultural related careers, and the parents are more likely to be involved in "an agricultural related occupation than those not enrolled in agricultural education. Student's who planned on enrolling in agricultural education were more likely to lower grade point averages than non-enrollees and more interested in an agriculture related occupation. The study also found that students' perceptions of agricultural education were formed prior to ninth grade. Additionally, the researchers found that the overriding barrier to enrollment was image. They also found that the perceived future value of agricultural education strongly influenced a student's enrollment decision, and perceptions about agricultural education and the FFA remains constant once they are formed. The researchers indicated these concerns sparked a concern for creative recruitment efforts and programs that address the needs of students at all levels. They also contended that a cross section of all students of the high school population was not being reached.

Minority Students and Enrollment in Agricultural Education

Talbert and Larke (1995) studied the factors that influenced minority and non-minority students to enroll in an introductory Agriscience course in Texas. The authors studied attitudes of minority and non-minority towards agriculture to identify reasons for enrolling and perceived enrollment barriers. The researchers found that minority students were underrepresented in introductory Agriscience courses. Fewer Black and Hispanic

students had a rural background than White students. Minority students had more negative personal opinions towards the traditional parts of agriculture. It also noted that minority students need to viewed agricultural education as a desirable course rather than one they were "dumped" into. The study recommended that educators need to discourage the practice of forcing students into Agriscience courses. It also recommended that efforts should be made to change possible negative perceptions of agriculture held by guidance counselors and others influencing students in classes. A final recommendation of the study was that awareness of agriculture programs should be increased towards adolescents.

One study examined factors that influenced the perceptions of female students about agriculture (1994). One hundred thirty, seventh and eighth grade females from nine schools in Pennsylvania that were in rural, urban, and suburban schools were surveyed. The students did not have an extensive knowledge of agriculture other than "it is farming or has something to do with farming" (Hoover & Yoder, 1994). When students were asked what would entice them to enroll in high school agricultural programs, their responses were that "they did not know much about the program content currently, but they have the impression they probably would not like what they offer in agriculture at the high school" (Hoover & Yoder, 1994). The study emphasized that the recruitment efforts of local agricultural educators must increase, and how important it is for agricultural literacy to be addressed in school systems across the United States.

Luft (1996) conducted a study to determine the extent to which cultural diversity was addressed in secondary agricultural education. The research was called out during the 1991-92 school year and included 21 of Nevada's Vocational Agricultural Instructors.

The study found that the percentage of minority students enrolled in agricultural education was lower than that of school age population. Very few minority students were non-English speaking, and one-third spoke English but was not their native tongue. Agriculture teachers were not making a strong effort to recruit ethnic minority students and the extent to which Agriscience teachers carried out cultural diversity teaching practices was limited because regular classroom activities did not focus on diversity. However, practices rating lowest were those dealing specifically with minorities or cultural differences. The study recommended that (1) agriculture teachers should make a greater effort to specifically recruit minority students, (2) agriculture teachers need additional improvement in serving the culturally diverse, and (3) pre-service programs on cultured diversity are needed for agricultural education students.

Agricultural Education, FFA, and Achievement

Bakar and McCracken's (1994) study was designed to examine relationships between career maturity and participation in agricultural education supervised agricultural experience programs (SAEP). The researchers found that career maturity was closely associated with participation in extracurricular activities, participation in career development, grade point average, occupational aspiration and number of years in agricultural education. Participation in SAE was not associated with career maturity, employment experience, type of school or grade level.

Conors and Elliot (1995) studied the influence of Agriscience and natural resources curriculum on students' science achievement scores. The results showed that there was no difference in the science test scores between students who were or students who were not enrolled in agriscience programs. Variables that explains the most variance

were the number of science credits completed and the students overall grade point average. Population for the study consisted for seniors in four Michigan highs schools that offered agriscience classes. The study recommended that local school boards should offer science credit for Agriscience and natural resource classes and state supervisors should lobby for agricultural education in higher education to recognize Agriscience and natural resources as a science credit when a student applies for admission.

Dormody and Seevers' (1994) study was to determine predictors of youth leadership life skill development among 1992-93 FFA members in Arizona, Colorado, and New Mexico. The population consisted of 9,549 FFA members in the United States. A random sample of FFA members, stratified proportionally by state, was selected to ensure representation. The study concluded that achievement expectancy, the level of performance that FFA members expect from others and themselves in FFA activities and projects, had a positive relationship with youth leadership life skills. Achievement expectancy explained close to 14% of the variance in youth leadership life skill development scores. The researchers also found that participation in FFA leadership activities had a weak positive relationship with youth leadership life skill development and explained 2.3 % of the variance in youth leadership life skill development scores. Female FFA members had higher youth leadership life skills development than male members, and gender explained 0.9% of the variance in youth leadership life skill development scores. Leadership life skills development was not related to self esteem, years in FFA, age, ethnicity, or place of residence.

Factors Related to FFA Membership and Enrollment in Agriscience Education

The purpose for Garton, Thompson, and Cano's (1997) study was to describe the learning preference for secondary students of agricultural education. They found that the students (N=1507) preferred the introversion, sensation, feeling, and judgment learning preferences compared to the teacher who leaned towards the extroversion, intuition, thinking and judgment learning preferences. Garton and his fellow researchers claim this indicates the need for teachers to be cognizant of the learning differences between teachers and students. The students prefer to learn in a quiet learning environment, prefer a need for organization and structure to the learning activities and "real life" illustrations to better grasp concepts. Furthermore students need constant praise and encouragement, such as that which is offered through the FFA.

A study by Smith and Kahler (1987) generated educational objectives and administrative criteria for the national FFA contests. A panel that consisted of National FFA Board of Directors members, contest superintendents, and special advisory committee for the national contests members and industry representatives identified 19 educational objectives and criteria for the National FFA contests that dealt with cognitive and/or psychomotor domains. In addition to the objectives, the panel felt it was essential that contests help develop positive attitudes toward extended educational learning and being successful in an agricultural profession. Honesty, respect, consideration, service to others, and developing leadership potential and goal setting were identified as other affective educational objectives for FFA contests.

Differences between Urban and Rural Students in Agriscience Education

Another study (Frick, Birkenholz, Gardner, & Machtmes, 1995) was conducted to assess the knowledge and perception of rural and urban inner city students in two Midwestern states regarding agriculture, food and natural resources. An instrument was organized in three sections which included knowledge, perception, and demographics. The instrument found 65% of the Knowledge Section was answered correctly by Rural High School students and only 47.9% of the Urban Inner City High School Student respondents. However both groups have relatively positive perceptions of agriculture. The study recommended that there is a need to further educate the general public regarding the agricultural industry.

Summary

The review of related literature sought to provide insight into the following major topics: history of the FFA, brief history of the Alabama FFA Association, the FFA as a recruitment tool, FFA as an incentive for enrollment, minority students and enrollment in agriscience education, agriscience education, FFA, and achievement, factors related to FFA membership and enrollment in agriscience education, and differences between urban and rural students in agriscience education. Common threads exist between each of these topics to show that the FFA is a vital part of agriscience education and it has been since its inception in 1928. Public Law 740 confirmed this in 1950 by congress passing a law that says that the FFA should be an integral part of an agriscience education program and is the only youth organization in the united states that hold this distinction. The Alabama FFA Association is no exception and has been and will continue to be a major part of the National FFA Organization.

Chapter 3

Methods and Procedure

The objective of this study was to identify the factors that FFA Members, Non FFA Members, Agriscience Teachers/FFA Advisors, and State Staff for Agriscience Education with the Alabama State Department of Education felt prevented Agriscience students in Alabama from participating in the FFA. The researcher at Auburn University, where the study was conducted, obtained permission from the Institutional Review Board (IRB) to use the responses of human subjects. The protocol, a request for exempt status, an information letter, and a copy of the survey instruments were forwarded to the IRB for approval prior to continuation of the study. The board reviewed the protocol and granted the necessary permission on April 8, 2013 (Appendix C). As a means of accomplishing this objective, answers to the following questions will be sought:

1. What are the perceptions of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association?
2. What are the perceptions of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association?
3. What are the perceptions of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association?

Research Design

To complete this study a quantitative research design was used. The design for this study was a descriptive survey research study, which describes data and characteristics about the population being studied.

Population

The population for this study included the 305 Agriscience teachers/FFA Advisors in Alabama, the 3 Alabama FFA State Staff members, as well as one class of agriscience students that each agriscience teacher will be asked to administer the survey.

The state of Alabama is divided into 3 FFA districts, those being the North, Central, and South (See Appendix H). The researcher develop a Qualtrics generated survey for each of the different populations in the study (See Appendix J, K, L, & M) and emailed all 305 Agriscience teachers in the state and first asked for each of them to take the Agriscience Teacher Survey related to FFA membership, but the researcher also asked them to choose a class of their students and get them to take the FFA member and non FFA member surveys depending on if the agriscience students are an FFA member or not. The researcher also surveyed the three state staff members by emailing them a Qualtrics generated survey as well. The entire populations of all groups were surveyed in an effort to maximize the number of surveys returned.

Instrumentation

The first data that the researcher utilized as a basis for knowing how much the FFA membership has dropped over the last 30 years was the existing data from the Alabama FFA Association. This data contained how many Agriscience students there

have been per year and how many FFA members there have been for each of those years and how the numbers have dropped drastically over those 30 years. (See Appendix B)

Data was also collected through some researcher designed surveys (Appendix J, K, L, and M) involving FFA membership in Alabama. The surveys were Likert scale survey instruments to gather the necessary data used in the study. A Likert Scale survey instrument is a great tool to use because it is very useful when a behavior, attitude, or other phenomenon of interest needs to be evaluated on a continuum of "strongly agree" to "strongly disagree". The Likert scale was developed in the 1930's to assess people's attitudes towards a certain subject (Leedy, P., & Ormond, J., 2005). Questions on the survey was asked in such a way that students, FFA Advisors, and State FFA Staff could choose the proper responses of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Within the student survey instruments there will be a common section for all participants to gather demographic information and question pertaining to why they enrolled in an Agriscience class, and then there will be additional questions that were appropriate for whether they are FFA members or non FFA members.

An electronic survey mode using Qualtrics was selected because of the ability to access e-mail addresses of the target population of Agriscience teachers/ FFA Advisors and the State FFA Staff. Both of these groups had access to at least one work computer during the day and also computer labs for students to utilize. The electronic survey method was selected in an effort to increase the response rate. The purpose and importance of the survey were explained in an informational e-mail sent to the population and appropriate procedures to use in selecting a class of agriscience students for them to survey (See Appendix N). The survey was constructed using a readable font style and

format. The directions for responding and submitting answers to the survey were clear and concise.

As required by the Auburn University Institutional Review Board (IRB), an informational letter (Appendix D) was sent via e-mail that described the study to the target population and outlined the procedures for completing the survey. Other documents were also attached for the agriscience teacher to print and send home by the students to obtain parental permission (See Appendix E & F). The informational e-mail contained a link to the survey located at Qualtrics.com®.

To ensure confidentiality of participants' responses, data were collected anonymously. E-mail addresses were not collected during the submission of the survey instrument. Responses were collected and maintained by Qualtrics.com® on a secure database.

Permission to conduct the study was granted from the Auburn University Institutional Review Board (Appendix C). Permission was granted from participants by submission of their completed survey.

The validity of the instrument was determined by asking a group of experts, such as Agriscience teachers/FFA Advisors and State FFA Staff members, to assess the instruments to determine the content validity. It was asked of them to determine if the information requesting was appropriate for the study based on the review of literature that was conducted. The committee indicated that the directions were clear and easy to read. The final versions of the instruments can be found in Appendix J, K, L, & M.

Data Collection Procedures

After obtaining permission from Auburn University's Institutional Review Board (Appendix C), the researcher began the data collection process. Each member of the Agriscience teacher/FFA Advisor and the State FFA Staff population was asked to take part in a research study to investigate the FFA membership in Alabama. Each member of the population received an e-mail containing an information letter (Appendix D) about the study with a link to the survey (Appendix J, K, L, & M). Data was collected via Qualtrics.com®. Follow up e-mails were sent to the entire population because submissions were anonymous. Participants received three follow-up e-mails spaced one week apart. The survey was closed after five weeks.

Data Analysis

The quantitative data gathered through the surveys were compiled and analyzed utilizing the Statistical Package for Social Sciences (SPSS) created by IBM. Descriptive statistics was used to primarily analyze, organize, summarize, and describe the collected data. Chi Square Crosstabs and T Tests were used to determine significant differences between FFA members and non-FFA members on selected variables.

Research Question 1, "What are the perceptions of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association?" Data collected was analyzed using descriptive statistics to calculate means, frequencies, and percentages. A Chi Square Crosstabs Analysis was performed upon membership status in the FFA using demographic information collected in the study as independent variables and question 9 from their survey, "Are you an FFA member?" as the dependent variable. A Independent T Test was also performed upon membership

status in the FFA using enrollment information gathered in the study as the independent variables and question 9 from their survey, “Are you an FFA member?” as the dependent variable.

Research Question 2, “What are the perceptions of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association?” Data collected were analyzed using descriptive statistics to calculate means, frequencies, and percentages.

Research Question 3, “What are the perceptions of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association?” Data collected was analyzed using descriptive statistics to calculate means, frequencies, and percentages.

The researcher used descriptive statistics to summarize the data pertaining to the demographic background of the FFA Advisors and students, and their attitudes toward the FFA. The researcher will also utilize a Chi Square Crosstabs Analysis upon membership status in the FFA using demographic information collected in the study as independent variables and question 9 from their survey, “Are you an FFA member?” as the dependent variable. An Independent T Test will also be performed upon membership status in the FFA using enrollment information gathered in the study as the independent variables and question 9 from their survey, “Are you an FFA member?” as the dependent variable.

Chapter 4

Statistical Analysis and Results

Introduction and Restatement of the Problem

The agricultural youth organization, FFA, has always been considered an integral part of high school agriscience courses. However, there are many students who enroll in agricultural education courses and do not participate in FFA activities. In 1981-82 Alabama had nearly 25,000 FFA members out of over 32,000 Agriscience students and today we have a little less than 14,000 FFA members out of nearly 28,000 Agriscience students (Appendix B). So what happened?

This study was designed to provide information regarding why Agriscience students choose or not to choose to become FFA members in Alabama. The reviewed literature in chapter 2 revealed that many of the important facets that the FFA has to offer students that are enrolled in an agriscience education class such as using the FFA as a recruitment tool, or using the FFA as an incentive for enrollment, minority students and enrollment in agriscience education, how agriscience education and the FFA help student achievement, some of the factors related to FFA membership and enrollment in agriscience education, and some of the differences between urban and rural students in agriscience education.

This chapter presents the analysis of the data collected from current Alabama agriscience students that were either FFA members or non FFA members during the

spring semester of the 2012-2013 school year, the Alabama agriscience education teachers, and the state FFA staff.

Descriptive Data Analysis and Results

Descriptive statistics, including frequencies and percentages, were conducted in SPSS to organize, summarize, and describe the data and to provide an indication of the relationships between variables. A total of 226 Agriscience teachers/FFA Advisors and 3 State FFA Staff completed the surveys retained for analysis, yielding a 74% return rate for Agriscience teachers/FFA Advisors and a 100% return rate for the State FFA Staff.

Due to each Agriscience teacher being asked to select one of their classes to administer either the FFA member of the non FFA member Qualtrics Survey's to, the return rate for the Agriscience students are hard to pin point due to varying class sizes, but 572 FFA member surveys and 528 non FFA member surveys for a total of 1,100 surveys were completed.

Characteristics of Students Enrolled In Agriscience Courses According to Demographic Information

FFA Membership

Table 1 Illustrates the number of Agriscience students that responded revealed that they were not FFA members by a 0.2% margin. Agriscience students that are not FFA members were 49.7% and the Agriscience students that are FFA members were 49.5%. Pretty close to a 50/50 margin for the membership in the Alabama FFA Association just as the table shows in Appendix B for the 2012-2013 school year.

Table 1
FFA Membership

	Member of FFA	Frequency	Percent
	No	547	49.7
Valid	Yes	544	49.5
	Total	1091	99.2
Missing System		9	0.8
TOTAL		1100	100.0

District

Table 2 Illustrates the FFA Districts the respondents in the study are located within (See Appendix H). The largest district had 43.1% of the Agriscience student respondents and they were from the North District which comprises of 20 counties in the northern third of Alabama. The second highest was 32.7% of the Agriscience student respondents and they were from the South District which comprises of 20 counties in the southern third of Alabama. Then the lowest had 23.3% of the Agriscience student respondents and they hailed from the Central District, which has the largest number of counties within a district with 27 counties spreading from Mississippi to Georgia across the middle of Alabama.

Table 2
FFA Districts of Respondents

	FFA District	Frequency	Percent
Valid	North	474	43.1
	South	360	32.7
	Central	256	23.3
	Total	1090	99.1
Missing System		10	0.9
TOTAL		1100	100.0

Age

Table 3 Illustrates the age of the respondents in the study. Nearly one-third of the students (31.5%) were 15 years old. Slightly under one-fourth (23.1%) were 16 years of age while slightly over one-sixth (18.2%) were 14 years or younger. Only 13.2% of the students in the study were 17 years of age and 13.4% were 18 years old or older.

Table 3
Age Of Respondents

	Age	Frequency	Percent
Valid	14 YEARS OLD OR YOUNGER	200	18.2
	15 YEARS OLD	347	31.5
	16 YEARS OLD	254	23.1
	17 YEARS OLD	145	13.2
	18 YEARS OLD OR OLDER	147	13.4
	Total	1093	99.4
Missing System		7	0.6
TOTAL		1100	100.0

Gender

Table 4 illustrates nearly two-thirds (63.0%) of the students that responded to the study were male while a little over one-third (32.6%) were female.

Table 4

Gender of Respondents

	Gender	Frequency	Percent
Valid	Male	693	63.0
	Female	396	36.0
	Total	1089	99.0
Missing System		11	1.0
TOTAL		1100	100.0

Ethnicity

Table 5 illustrates the ethnic background of the participants in the study. The vast majority (75.6%) of the students were Caucasian-American (White, Non-Hispanic). A little over one-sixth (18.1%) reported that they were African American (Black), and 2.2% indicated that they were Hispanic-American and that includes people of Mexican, Puerto Rican, Cuban or Central American Descent. Only 0.4% said they were of the Asian-American or Pacific Islander Descent and 2.8% indicated the selection of other.

Table 5
Ethnicity of Respondents

	Background	Frequency	Percent
Valid	Caucasian-American (White, Non-Hispanic)	832	75.6
	African-American (Black)	199	18.1
	Other	31	2.8
	Hispanic-American (Includes people of Mexican, Puerto Rican, Cuban Central or American Descent)	24	2.2
	Asian-American or Pacific Islander	4	0.4
	Total	1090	99.1
Missing System		10	0.9
TOTAL		1100	100.0

Grade Level

Table 6 shows the grade level of the respondents in the study. Most of the students (34.4%) were 9th graders. Nearly one-forth (23.5%) were 10th graders, and 15.9% were in the 8th grade or below. A little over one-eighth (13.1%) are juniors and approximately one-ninth (11.8%) were seniors.

Table 6
Grade Level of Respondents

	Grade Level	Frequency	Percent
Valid	8th or Below	175	15.9
	9th	378	34.4
	10th	259	23.5
	11th	144	13.1
	12th	130	11.8
	Total	1086	98.7
Missing System		14	1.3
TOTAL		1100	100.0

Residence

Table 7 indicates that most of the respondents lived in a small town with 5,000 people or fewer (42.4%), with over a third living in a rural area, but not on a farm or ranch (35.5%). The smallest percentages were students that lived on a small farm or ranch that parents/guardians own, manage, or work with 10.9%, and 9.4% of the agriscience students lived in a small city or suburb with a population greater than 5,000 but fewer than 50,000 residence, and the smallest percent of students hailed from areas that are considered to be an urban area or large city of more than 50,000 people with 0.8%.

Table 7
Residence of Respondents

	Residence	Frequency	Percent
Valid	In a small town of 5,000 people or fewer.	466	42.4
	In a rural area, but not on a farm or ranch.	391	35.5
	On a small farm or ranch that parents/guardians own, manage, or work.	120	10.9
	In a small city or suburb with a population greater than 5,000 but fewer than 50,000.	103	9.4
	In an urban area, a large city of more than 50,000.	9	0.8
	Total	1089	99.0
Missing System		11	1.0
TOTAL		1100	100.0

Grades

Table 8 describes self reported grades of the respondents were high with over half of the students indicating they earned mostly A's (27.8%) or mostly B's (37.7%). 28.5% reported that their grades were in the B's and C's range and only 5.4% said that their grades were mostly C's and below.

Table 8
Self Reported Grades of Respondents

	Estimated Grades	Frequency	Percent
	Mostly A's	306	27.8
	Mostly B's	415	37.7
Valid	B's and C's	314	28.5
	Mostly C's and below	59	5.4
	Total	1094	99.5
Missing System		6	0.5
TOTAL		1100	100.0

4-H Membership

Table 9 illustrates 4-H membership of respondents. Two thirds of the respondents (66.8%) said that they were never 4-H members. Nearly one third of the students (32.3%) were members of 4-H.

Table 9
4-H Membership

	Member of 4-H	Frequency	Percent
	No	735	66.8
Valid	Yes	355	32.3
	Total	1090	99.1
Missing System		10	0.9
TOTAL		1100	100.0

Enrollment Information

Why Students Enrolled in Agriscience Classes

FFA members

Table 10 illustrates the reasons why FFA Members enrolled in agriscience classes. The top ten reasons listed in order of importance were: (1) "I thought I would like this class", (2) "Agriscience classes are fun", (3) "This class will benefit me later in life", (4) "I thought I would like the teacher", (5) "I wanted to work in the shop", (6) "I can be a member of the FFA", (7) "The Ag program in the school is well respected", (8) "This class will prepare me for a career in agriculture", (9) "This course fit into my class schedule", and (10) "The teacher was a role model in the community".

Other reasons listed in order of importance were: (11) "My involvement in Ag at home got me interested", (12) "Being in this class gives me a sense of acceptance and belonging", (13) "I needed an elective", (14) "My friends are in the class", and (15) "A family member suggested I take this class".

The least five important reasons given by FFA members for enrolling in agriscience courses were: (16) "My friends suggested I take this class", (17) "I heard it was an easy A", (18) "My counselor of principal suggested I take this class", (19) "I was put in this class by the counselor without ever registering for it", and (20) "My involvement in 4-H got me interested in this class".

Table 10

Why Students Who Were FFA Members Enrolled in an Agriscience Education Class?

Enrollment Reasons	N	Mean	Std. Deviation	Rank
I thought I would like this class.	562	1.69	.796	1
Agriscience classes are fun.	561	1.90	.863	2

This class will benefit me later in life.	561	1.91	.849	3
I thought I would like the teacher.	564	2.00	.929	4
I wanted to work in the shop.	564	2.04	.957	5
I can be a member of the FFA.	561	2.10	.962	6
The Ag program in the school is well respected.	560	2.17	.893	7
This class will prepare me for a career in agriculture.	562	2.23	.983	8
This course fit into my class schedule.	563	2.29	.949	9
The teacher was a role model in the community.	564	2.33	.956	10
My involvement in Ag at home got me interested.	564	2.39	1.036	11
Being in this class gives me a sense of acceptance and belonging.	559	2.48	1.001	12
I needed an elective class.	563	2.65	1.066	13
My friends are in this class.	558	2.69	1.051	14
A family member suggested I take this class.	561	2.80	1.106	15
My friends suggested I take this class.	561	2.84	1.086	16
I heard it was an easy "A”.	557	3.10	1.172	17
My counselor or principal suggested I take this class.	558	3.14	1.055	18

I was put in this class by the counselor without ever registering for it.	561	3.38	1.244	19
My involvement in 4-H got me interested in this class.	557	3.38	1.107	20

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix S.

Why Students Enrolled in Agriscience Classes

Non-FFA Members

The reasons non-FFA Members gave for enrolling in agriscience classes are shown in Table 11. The top ten reasons listed in order of importance were: (1) "This course fit into my class schedule", (2) "Agriscience classes are fun", (3)"I wanted to work in the shop", (4) "I thought I would like this class", (5) "I thought I would like the teacher", (6) "I needed an elective class", (7) "I was put in this class by my counselor without ever registering for it", (8) "The teacher was a role model in the community", (9) "I heard it was an easy A", and (10) "My friends are in the class".

Other listed in order of importance were: (11) "The Ag program in the high school is well respected", (12) "My counselor or principal suggested I take this class", (13) "This class will benefit me later in life", (14) "My friends suggested I take this class", and (15) "Being in this class gives me a sense of acceptance and belonging".

The five least important reasons given by FFA members for enrolling in agriscience courses were; (16) "This class will prepare me for a career in agriculture", (17) "My involvement in Agriculture at home got me interested", (18) "A family member suggested I take this class", (19) "I can be a member of the FFA", and (20) "My involvement in 4-H got me interested in this class".

Table 11

Why Students Who Were Non-FFA Members Enrolled in Agriscience Education Classes?

Enrollment Reasons	N	Mean	Std. Deviation	Rank
This course fit into my class schedule.	527	2.27	.871	1
Agriscience classes are fun.	523	2.28	.910	2
I wanted to work in the shop.	526	2.29	1.003	3
I thought I would like this class.	524	2.30	.870	4
I thought I would like the teacher.	526	2.35	.913	5
I needed an elective class.	523	2.36	.897	6
I was put in this class by the counselor without ever registering for it.	524	2.40	1.189	7
The teacher was a role model in the community.	525	2.52	.905	8
I heard it was an easy "A”.	524	2.53	1.077	9
My friends are in this class.	525	2.57	.995	10
The Ag program in the school is well respected.	523	2.68	1.017	11
My counselor or principal suggested I take this class.	524	2.84	1.064	12
This class will benefit me later in life.	522	2.89	1.155	13
My friends suggested I take this class.	524	3.07	1.062	14

Being in this class gives me a sense of acceptance and belonging.	524	3.12	1.050	15
This class will prepare me for a career in agriculture.	524	3.14	1.102	16
My involvement in agriculture at home got me interested.	519	3.25	1.108	17
A family member suggested I take this class.	526	3.40	1.047	18
I can be a member of the FFA.	522	3.77	1.097	19
My involvement in 4-H got me interested in this class.	523	4.06	1.061	20

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix T.

Membership in the FFA

Reasons for Joining the FFA

Table 12 illustrates the reasons members join the FFA. The top ten reasons for deciding to join listed in order of importance were: (1) "I wanted to be a member", (2) "I believed it would benefit me later in life", (3) "Help me acquire a job later in life", (4) "I enjoy working with animals", (5) "I enjoy the variety of contests the FFA offers", (6) "The advisor(s) is/are well respected in the community", (7) "I thought there was a career in agriculture", (8) "I wanted to meet other FFA members for other chapters and towns", (9) "I want to become or presently am an FFA Officer", and (10) "I wanted to earn my State FFA Degree".

The last half of table 12 describes other reasons for joining the FFA. In order of importance, they were: (11) "I thought that being a member would give me a sense of acceptance and belonging", (12) "I wanted to participate in fairs and livestock shows", (13) "I wanted to earn my American FFA Degree", (14) "I was strongly influenced by my family to become an FFA member", (15) "My friends were in the FFA", (16) "The advisor recruited me", (17) "My friends recruited me to be in the FFA", (18) "The membership was required for this class", (19) "I liked the FFA Jacket", and (20) "The counselor or principal recruited me to be a member".

Table 12
Why FFA Members Join the FFA?

Reasons for Joining	N	Mean	Std. Deviation	Rank
I wanted to be a member.	555	1.99	.945	1
I believed it would benefit me later in life.	559	2.13	.984	2

Help me acquire a job later in life.	556	2.23	1.002	3
I enjoy working with animals.	564	2.27	1.007	4
I enjoy the variety of contests the FFA offers.	559	2.30	1.013	5
The advisor(s) is/are well respected in the community.	560	2.30	1.044	6
I thought there was a career in agriculture.	563	2.42	1.041	7
I wanted to meet other FFA members for other chapters and towns.	557	2.55	1.047	8
I want to become or presently am an FFA Officer.	560	2.62	1.075	9
I wanted to earn my State FFA Degree.	560	2.62	1.038	10
I thought that being a member would give me a sense of acceptance and belonging.	559	2.62	1.040	11
I wanted to participate in fairs and livestock shows.	557	2.62	1.064	12
I wanted to earn my American FFA Degree.	556	2.73	1.030	13
I was strongly influenced by my family to become an FFA member.	559	2.83	1.105	14
My friends were in the FFA.	559	2.85	1.064	15
The advisor recruited me.	559	2.87	1.109	16

My friends recruited me to be in the FFA.	559	3.01	1.058	17
The membership was required for this class.	558	3.03	1.108	18
I liked the FFA Jacket.	561	3.11	1.269	19
The counselor or principal recruited me to be a member.	557	3.34	.977	20

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix S.

Barriers to Membership in the FFA

Reasons students who enroll in agriscience education courses in Alabama High/Middle Schools but do not join the FFA are listed in Table 13. The top ten barriers were as follows: (1) "The ceremonies, contests, awards, and activities did not interest me", (2) "I had too many other activities", (3) "I did not feel like I belonged in the FFA", (4) "I did not have time for extracurricular activities", (5) "The FFA will not help me with my future career goals", (6) "The FFA was for people who lives on farms and ranches", (7) "The FFA's uniforms are not cool", (8) "Agriculture is a low paying occupation", (9) "My friends were not in the FFA", and (10) "The students in the FFA were not like me".

Other reasons for students not joining the FFA are: (11) "I had negative experiences in my contact with FFA members", (12) "The FFA was discouraged by sponsors of other activities", (13) "Members of the FFA are looked upon as 'Nerds'", (14) "The FFA did not offer scholarships for college", (15) "My family did not approve of the FFA program", (16) "I felt like I was discriminated by the FFA Advisor(s) and members", and (17) " I did not have the money to join the FFA".

Table 13

Why Non-FFA Members Did Not Join the FFA?

Barriers to Joining	N	Mean	Std. Deviation	Rank
The ceremonies, contests, awards, and activities did not interest me.	521	2.57	1.019	1
I had too many other activities.	522	2.60	.998	2
I did not feel like I belonged in the FFA.	525	2.62	.997	3
I did not have time for extracurricular activities.	521	2.67	1.026	4
The FFA will not help me with my future career goals.	522	2.71	1.074	5
The FFA was for people who live on farms and ranches.	526	2.74	1.123	6
The FFA's uniforms are not cool.	524	2.77	1.134	7
Agriculture is a low paying occupation.	524	2.82	1.057	8
My friends were not in the FFA.	523	2.84	1.097	9
The students in the FFA were not like me.	523	2.84	1.082	10
I had negative experiences in my contacts with FFA members.	525	2.85	1.075	11
The FFA was discouraged by sponsors of other activities.	523	2.92	1.035	12
Members of the FFA are looked upon as "Nerds."	526	3.06	1.066	13

The FFA did not offer scholarships for college.	524	3.11	.938	14
My family did not approve of the FFA program.	521	3.14	1.003	15
I felt like I was discriminated by the FFA Advisor(s) and members.	523	3.16	1.013	16
I did not have the money to join the FFA.	523	3.36	1.027	17

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix T.

Relationship Between Demographic Variables and Membership in the FFA

One of the major objectives of the study was to determine if significant differences exist between agriscience students who are members of the FFA and Agriscience students who are not members of the FFA based on enrollment information.

In order to determine if there is a difference between FFA and non-FFA members an Independent Samples T test was performed. An Independent Samples T test was utilized because it could identify those variables which accounted for these differences. There were 20 t-tests performed using SPSS, and that greatly inflates Type 1 error. Therefore, an adjustment using the Bonferroni correction was utilized. That required dividing the alpha level (.05) by the number of t-tests (20). Therefore .05/20 = .0025. So from this correction, only the results that met the .0025 criteria were considered to be statistically significant.

Out of the 20 reasons for enrolling in agriscience education, seven met the .0025 criteria for statistical significance. For five of these seven items, non-FFA members had higher means than FFA members. These statements included:

1. "I enrolled in this agriscience class so I can be a member of the FFA" and it showed that out of the 538 FFA member respondents that the results showed it had a mean of 2.06 with a standard deviation of .924. Out of the 542 Non-FFA member respondents the results showed it had a mean of 3.75 with a standard deviation of 1.108.
2. "I enrolled in this agriscience class because my involvement in agriculture at home got me interested in this class", the analysis revealed that the question, showed that out of the 543 FFA member respondents that the results showed it had a mean of 2.37 with a standard deviation of 1.016. Out of the 538 Non-FFA member respondents the results showed it had a mean of 3.24 with a standard deviation of 1.119.
3. "I enrolled in this agriscience class because this class will benefit me later in life", the analysis revealed that the question showed that out of the 540 FFA member respondents that the results showed it had a mean of 1.89 with a standard deviation of .834. Out of the 540 Non-FFA member respondents the results showed it had a mean of 2.89 with a standard deviation of 1.152.
4. "I enrolled in this agriscience class because this class will prepare me for a career in agriculture", the analysis revealed that the question, showed that out of the 540 FFA member respondents that the results showed it had a mean of 2.20 with a

standard deviation of .972. Out of the 543 Non-FFA member respondents the results showed it had a mean of 3.13 with a standard deviation of 1.098.

5. "I enrolled in this agriscience class because the agriscience program in this school is well respected in the community", the analysis revealed that the question, showed that out of the 538 FFA member respondents that the results showed it had a mean of 2.14 with a standard deviation of .886. Out of the 542 Non-FFA member respondents the results showed it had a mean of 2.68 with a standard deviation of 1.012.

The remaining two questions that met the .0025 criteria were:

6. "I enrolled in this agriscience class because I needed an elective class", the analysis revealed that the question, showed that out of the 541 FFA member respondents that the results showed it had a mean of 2.65 with a standard deviation of 1.061. Out of the 542 Non-FFA member respondents the results showed it had a mean of 2.36 with a standard deviation of .909.
7. "I enrolled in this agriscience class because this course fit into my class schedule", the analysis revealed that the question, showed that out of the 540 FFA member respondents that the results showed it had a mean of 2.29 with a standard deviation of .947. Out of the 547 Non-FFA member respondents the results showed it had a mean of 2.26 with a standard deviation of .875.

Table 14
Independent Samples T Test Comparing FFA Members to Non FFA Members Related to Enrollment

	FFA Member		Non-FFA Member			
	N	Mean(SD)	N	Mean(SD)	t	Sig.
I ENROLLED IN THIS AGRISCIENCE CLASS SO I CAN BE A MEMBER OF THE FFA.	538	2.06(.924)	542	3.75(1.108)	-27.270	<.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN AGRICULTURE AT HOME GOT ME INTERESTED IN THIS CLASS.	543	2.37(1.016)	538	3.24(1.119)	-13.352	<.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL BENEFIT ME LATER IN LIFE.	540	1.89(.834)	540	2.89(1.152)	-16.254	<.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL PREPARE ME FOR A CAREER IN AGRICULTURE.	540	2.20(.972)	543	3.13(1.098)	-14.766	<.001

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE AGRISCIENCE PROGRAM IN THIS SCHOOL IS WELL RESPECTED IN THE COMMUNITY.	538	2.14(.886)	542	2.68(1.012)	-9.253	<.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I NEEDED AN ELECTIVE CLASS.	541	2.65(1.061)	542	2.36(.909)	4.906	<.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS COURSE FIT INTO MY CLASS SCHEDULE.	540	2.29(.947)	547	2.26(.875)	.497	.001
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE AGRISCIENCE CLASSES ARE FUN.	540	1.87(.823)	541	2.29(.937)	-7.791	.014
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I WANTED TO WORK IN THE SHOP.	541	2.03(.948)	546	2.29(1.008)	-4.375	.041
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS ARE IN THIS CLASS.	537	2.69(1.050)	543	2.58(.999)	1.776	.097

I AM TAKING THIS AGRISCIENCE CLASS BECAUSE I WAS PUT IN THIS CLASS BY MY COUNSELOR WITHOUT REGISTERING FOR IT.	539	3.42(1.232)	543	2.39(1.184)	13.957	.143
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE TEACHER WAS A ROLE MODEL IN THE COMMUNITY.	541	2.31(.950)	545	2.53(.911)	-3.923	.178
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I HEARD IT WAS AN EASY "A".	535	3.12(1.167)	543	2.53(1.083)	8.568	.209
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE BEING IN THIS CLASS GIVES ME A SENSE OF ACCEPTANCE AND BELONGING.	537	2.48(.998)	543	3.10(1.054)	-9.996	.229
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN 4-H GOT ME INTERESTED IN THIS CLASS.	536	3.38(1.107)	541	4.04(1.066)	-10.054	.271

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY COUNSELOR OR PRINCIPAL SUGGESTED I TAKE THIS CLASS.	536	3.15(1.053)	543	2.84(1.063)	4.832	.354
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE A FAMILY MEMBER SUGGESTED I TAKE THIS CLASS.	543	2.78(1.097)	545	3.38(1.061)	-9.133	.687
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THE TEACHER.	541	1.98(.927)	546	2.35(.915)	-6.562	.735
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS SUGGESTED I TAKE THIS CLASS.	539	2.81(1.083)	543	3.08(1.062)	-4.031	.824
I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THIS CLASS.	540	1.66(.775)	544	2.31(.875)	-12.903	.899

Relationship between Enrollment Information

Variables and Membership in the FFA

One of the major objectives of the study was to determine if significant differences exist between agriscience students who are members of the FFA and Agriscience students who are not members of the FFA based on enrollment information.

In order to determine if there is a difference between FFA and non-FFA members, a chi-square crosstabs was conducted using Question 9 from the FFA Member and Non FFA Member Surveys (See Appendix K & L) as the independent variable and Questions 10 through 29 (See Appendix K &L) as the dependent variables.

District Comparisons

Table 15 Illustrates the FFA Districts the respondents in the study are located within (See Appendix H). The largest district had 471 of the Agriscience student respondents and they were from the North District which comprises of 20 counties in the northern third of Alabama. Of the 471 respondents, 262 were FFA members and 209 were non FFA members. The second highest was 359 of the Agriscience student respondents was from the South District which comprises of 20 counties in the southern third of Alabama. Of the 359 respondents, 180 were FFA members and 179 were non FFA members. Then the lowest had 256 of the Agriscience student respondents and they hailed from the Central District, which has the largest number of counties within a district with 27 counties spread from Mississippi to Georgia across the middle of Alabama. Of the 256 respondents, 97 were FFA members and 159 were non FFA members.

Table 15
*What FFA District is your FFA Chapter or school in? * Are you presently a member of the FFA? Cross tabulation.*

Count

		Are you presently a member of the FFA?		Total
		Yes	No	
What FFA District is your FFA Chapter or school in?	North	262(48.6%)	209(38.2%)	471(43.4%)
	Central	97(18%)	159(29.1%)	256(23.6%)
	South	180(33.4%)	179(32.7%)	359(33.1%)
TOTAL		539(100%)	547(100%)	1086(100%)

$X^2 = 20.925$, p=.000

Age Comparisons

Table 16 Illustrates the age of the respondents in the study. 346 of the respondents were 15 years old. Out of the 346 respondents, 120 were FFA members and 226 were non FFA members. 199 of the respondents were 14 years old or younger. Out of the 199 respondents, 75 were FFA members and 124 were non FFA members. These two groups only 36% were FFA members.

253 of the respondents were 16 years old. Out of the 253 respondents, 143 were FFA members and 110 were non FFA members. 145 of the respondents were 17 years old. Out of the 145 respondents, 98 were FFA members and 47 were non FFA members. 147 of the respondents were 18 years old or older. Out of the 147 respondents, 107 were FFA members and 40 were non FFA members. Out of these three groups 64% of the respondents were FFA members.

Table 16

*I am _____. * Are you presently a member of the FFA? Cross tabulation*

Count

		Are you presently a member of the FFA?		Total
		Yes	No	
I am _____.	14 YEARS OLD OR YOUNGER	75(13.8%)	124(22.7%)	199(18.3%)
	15 YEARS OLD	120(22.1%)	226(41.3%)	346(31.7%)
	16 YEARS OLD	143(26.3%)	110(20.1%)	253(23.2%)
	17 YEARS OLD	98(18%)	47(8.6%)	145(13.3%)
	18 YEARS OLD OR OLDER	107(19.7%)	40(7.3%)	147(13.5%)
TOTAL		543(100%)	547(100%)	1090(100%)

$X^2 = 97.306$, p=.000

Grade Level Comparisons

Table 17 shows the grade level of the respondents in the study. Most of the students were 9th graders with 377 agriscience students. Of the 377 respondents 132 were FFA members and 245 were non FFA members. 174 of the respondents were 8th grade or below. Out of the 174 respondents, 63 were FFA members and 111 were non FFA members. 258 of the respondents were 10th graders. Out of the 258 respondents, 142 were FFA members and 116 were non FFA members. 144 of the respondents were 11th

graders. Out of the 144 respondents, 104 were FFA members and 40 were non FFA members. 130 of the respondents were 12th grade. Out of the 130 respondents, 97 were FFA members and 33 were non FFA members.

Table 17
*I am in the ____ grade in school. * Are you presently a member of the FFA? Cross tabulation*

Count

		Are you presently a member of the FFA?		Total
		Yes	No	
I am in the ____ grade in school.	8th or Below	63(11.7%)	111(20.4%)	174(16.1%)
	9th	132(24.5%)	245(45%)	377(34.8%)
	10th	142(26.4%)	116(21.3%)	258(23.8%)
	11th	104(19.3%)	40(7.3%)	144(13.3%)
	12th	97(18%)	33(6.1%)	130(12%)
TOTAL		538(100%)	545(100%)	1083(100%)

$X^2 = 109.643$, p=.000

4-H Membership Comparison

Table 18 illustrates 4-H membership of respondents. Out of 1087 respondents, 245 of the respondents were both a 4-H member and now an FFA member. 107 of the respondents were a 4-H member but are not a member of the FFA. 296 of the respondents were not a 4-H member but now they are a member of the FFA. 439 of the respondents were NOT a 4-H member or an FFA member.

Table 18
*Are you now, or have you ever been, a member of 4-H? * Are you presently a member of the FFA? Cross tabulation*

Count

		Are you presently a member of the FFA?		
		Yes	No	Total
Are you now, or have you ever been, a member of 4-H?	Yes	245(45.3%)	107(19.6%)	352(32.4%)
	No	296(54.7%)	439(80.4%)	735(67.6%)
TOTAL		541(100%)	546(100%)	1087(100%)

$X^2 = 81.903$, p=.000

Gender Comparison

Table 19 illustrates the Gender of the respondents. Out of 1086 respondents, 356 of the respondents were male FFA members and 185 were female FFA members. 335 of the respondents were male non FFA members and 210 were female non FFA members.

Table 19
*My gender is_____. * Are you presently a member of the FFA? Cross tabulation*
Count

		Are you presently a member of the FFA?		Total
		Yes	No	
My gender is_____.	Male	356(65.8%)	335(61.5%)	691(63.6%)
	Female	185(34.2%)	210(38.5%)	395(36.4%)
TOTAL		541(100%)	545(100%)	1086(100%)

$X^2 = 2.206$, p=.137

Ethnicity Comparison

Table 20 illustrates the ethnic background of the participants in the study. The vast majority of the students were Caucasian-American (White, Non-Hispanic) with 830 respondents. Of the 830 respondents, 456 were FFA members and 374 were Non-FFA members. The second largest majority of the students were African American (Black) with 199 respondents. Out of the 199 respondents, 61 were FFA members and 138 were Non-FFA members. The third largest majority of the students were Hispanic American (Includes people of Mexican, Puerto Rican, Cuban Central or American descent) with 24 respondents. Out of the 24 respondents, 8 were FFA members and 16 were Non-FFA members. The fourth largest majority is where the students selected Other with 31 respondents. Out of the 31respondents, 14 were FFA members and 17 were Non-FFA members. The minority of the students were Asian American or Pacific Islander with 3 respondents. Out of the 3 respondents, 2 were FFA members and 1 was a Non-FFA members.

Table 20
*I consider myself as a (an) * Are you presently a member of the FFA? Cross tabulation*

Count

		Are you presently a member of the FFA?		Total
		Yes	No	
I consider myself as a (an)	AFRICAN-AMERICAN (BLACK)	61(11.3%)	138(25.3%)	199(18.3%)
	CAUCASIAN-AMERICAN (WHITE, NON-HISPANIC)	456(84.3%)	374(68.5%)	830(76.4%)
	HISPANIC-AMERICAN (INCLUDES PEOPLE OF MEXICAN, PUERTO RICAN, CUBAN CENTRAL OR AMERICAN DESCENT)	8(1.5%)	16(2.9%)	24(2.2%)
	ASIAN-AMERICAN OR PACIFIC ISLANDER	2(.4%)	1(.2%)	3(.3%)
	Other	14(2.6%)	17(3.1%)	31(2.9%)
TOTAL		541(100%)	546(100%)	1087(100%)

$X^2 = 41.163$, p=.000

Residence Comparisons

Table 21 indicates that most of the respondents lived in a small town with 5,000 people or fewer, Out of the 1086 respondents 466 said they lived in a small town with 5000 people or fewer. Out of the 466 respondents, 193 said they were FFA members and 273 said they were not FFA members. 389 respondents said they lived in a rural area but not on a farm or ranch. Out of the 389 respondents, 199 said they were FFA members and 190 said they were not FFA members. 120 respondents said they lived on a small farm or ranch that their parents or guardian own, manage, or work. Out of the 120 respondents, 91 said they were FFA members and 29 said they were not FFA members. 102 respondents said they lived in a small city or suburb with a population greater than 5,000 but fewer than 50,000 people. Out of the 102 respondents, 51 said they were FFA members and 51 said they were not FFA members. 9 respondents said they lived in an urban area, a large city of more than 50,000 people. Out of the 9 respondents, 6 said they were FFA members and 3 said they were not FFA members.

Table 21

*I live _____. * Are you presently a member of the FFA? Cross tabulation*

Count

		Are you presently a member of the FFA?		Total
		Yes	No	
I live _____.	ON A SMALL FARM OR RANCH THAT MY PARENTS/GUARDIAN OWN, MANAGE, OR WORK.	91(16.9%)	29(5.3%)	120(11%)
	IN A RURAL AREA, BUT NOT ON A FARM OR RANCH.	199(36.9%)	190(34.8%)	389(35.8%)
	IN A SMALL TOWN OF 5000 PEOPLE OR FEWER.	193(35.7%)	273(50%)	466(42.9%)
	IN A SMALL CITY OR SUBURB WITH A POPULATION GREATER THAN 5,000 BUT FEWER THAN 50,000 PEOPLE.	51(9.4%)	51(9.3%)	102(9.4%)
	IN AN URBAN AREA, A LARGE CITY OF MORE THAN 50.000 PEOPLE.	6(1.1%)	3(.5%)	9(.8%)
TOTAL		540(100%)	546(100%)	1086(100%)

$X^2 = 46.944$, p=.000

Grade Comparison

Table 22 describes self reported grades of the respondents were high with over half of the students indicating they earned mostly A's (27.8%) or mostly B's (37.7%). 28.5% reported that their grades were in the B's and C's range and only 5.4% said that their grades were mostly C's and below. Out of the 305 respondents that reported Mostly A's, 199 said they were FFA members and 106 said they were not an FFA member. Out of the 414 respondents that reported Mostly B's, 190 said they were FFA members and 224 said they were not an FFA member. Out of the 314 respondents that reported Mostly B's and C's, 127 said they were FFA members and 187 said they were not an FFA member. Out of the 58 respondents that reported mostly C's and below, 28 said they were FFA members and 30 said they were not an FFA member.

Table 22
*Which is the best estimation of your overall grades in school? * Are you presently a member of the FFA? Cross tabulation*
Count

		Are you presently a member of the FFA?		Total
		Yes	No	
Which is the best estimation of your overall grades in school?	MOSTLY A's	199(36.6%)	106(19.4%)	305(28%)
	MOSTLY B's	190(34.9%)	224(41%)	414(37.9%)
	B's AND C's	127(23.3%)	187(34.2%)	314(28.8%)
	MOSTLY C's AND BELOW	28(5.1%)	30(5.5%)	58(5.3%)
TOTAL		544(100%)	547(100%)	1091(100%)

$X^2 = 42.676$, p=.000

Characteristics of Agriscience Education Teachers in Alabama

District

Table 23 Illustrates the FFA Districts the respondents in the study are located within (See Appendix H). The largest district had 37.6% of the Agriscience teacher respondents and they were from the North District which comprises of 20 counties in the northern third of Alabama. The second highest was 31.4% of the Agriscience teacher respondents and they hailed from the Central District, which has the largest number of counties within a district with 27 counties spread from Mississippi to Georgia across the middle of Alabama. Then the lowest had 29.6% of the Agriscience teacher respondents from the South District which comprises of 20 counties in the southern third of Alabama.

Table 23

FFA Districts of Agriscience Teacher Respondents.

	District	Frequency	Percent
Valid	North	85	37.6
	Central	71	31.4
	South	67	29.6
	Total	223	98.7
Missing System		3	1.3
TOTAL		226	100.0

Length of Contracts

Table 24 illustrates the length of employment contracts of the respondents in the study. Nearly one-half of the teachers are on 12 month contracts at 48.2%. 27.0% of the Agriscience teachers are on 10 month employment contracts. 17.7% of the

Agriscience teacher respondents are on 9 month employment contracts and a very small percentage is on 9.5 month (3.5%) and 11 month (1.8%) contracts.

Table24
Length of Agriscience Teachers Contract of Respondents.

	Contract Length	Frequency	Percent
Valid	9 months	40	17.7
	9.5 months	8	3.5
	10 months	61	27.0
	11 months	4	1.8
	12 months	109	48.2
	Total	222	98.2
Missing System		4	1.8
TOTAL		226	100.0

Years of Service

The largest majority of Agriscience teacher respondents had 21 to 30 years of teaching experience at 28.3%. There was a percentage tie between teachers that have 6 to 10 years of experience and teachers that have 11-20 years of experience at 20.4% each. Then the lowest group of teachers with the least amount of experience was teachers with less than five years experience at 19.5%.

Table 25

Years of Agriscience Teaching Experience by Respondents.

	Years Teaching	Frequency	Percent
Valid	Less than 5 years	44	19.5
	6 to 10 years	46	20.4
	11-20 years	46	20.4
	21-30 years	64	28.3
	31 or more years	23	10.2
	Total	223	98.7
Missing System		3	1.3
TOTAL		226	100.0

Agriscience Teachers Attitudes towards FFA Membership

Table 26 illustrates the perceptions of the Agriscience education teachers in Alabama. The top ten reasons listed in order of importance were: (1) "I feel it is my job as an Agriscience Teacher to recruit and encourage students to become members of the FFA", (2) "I believe it is important for my program to involved Chapter Officers in recruiting students to join the FFA", (3) "I feel some of my students do not join the FFA due to them being placed in Agriscience classes by counselors or administrators without ever registering for the class", (4) "I feel that the FFA is the best teaching tool I have as an Agriscience Teacher", (5) "I feel that the major reason Alabama FFA membership has dropped is due to the majority of New Agriscience Teachers not being placed on 12 month contracts", (6) "I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama", (7) "I feel that the decrease in State Staff

positions for AgEd in Alabama has contributed to the decrease in FFA membership", (8) "I feel that students being involved in school sports is a contributing factor for students not joining the FFA", (9) "I feel that students are more interested in video games and social networking than becoming FFA members", and (10) "I feel it is important for my FFA Chapter to have 100% membership".

Other reasons listed in order of importance were: (11) "I feel that the student's low socio-economic condition at home is a big reason they do not join the FFA", (12) "I feel students do not become FFA members due to it not being relevant to their current interests", (13) "I feel that the process of enrolling students in the FFA has gotten too complicated for Agriscience Teachers", (14) "I feel students do not want to join the FFA due to them being removed from the farm for several generations", and (15) "I feel students do not become FFA members due to them having limited resources for Supervised Agricultural Experience Programs".

The least five important perspectives given by the Agriscience teachers involving FFA membership: (16) "I feel my students do not become FFA members due to my lack of motivation as the FFA Advisor", (17) "I feel that students do not want to become FFA members due to the negative image towards farming", (18) "I feel that the students do not join the FFA because the dues are too high for state and national membership", (19) "I feel students do not join the FFA due to them not having transportation to and from FFA events", and (20) "I feel that the students do not want to join the FFA due to their dislike of the FFA jacket".

Table 26

Agriscience Teachers Attitudes Towards FFA Membership.

Questions	N	Mean	Std. Deviation	Rank
I feel it is my job as an Agriscience Teacher to recruit and encourage students to become members of the FFA.	223	1.56	.786	1
I believe it is important for my program to involved Chapter Officers in recruiting students to join the FFA.	223	1.79	.706	2
I feel some of my students do not join the FFA due to them being placed in Agriscience classes by counselors or administrators without ever registering for the class.	223	1.96	.859	3
I feel that the FFA is the best teaching tool I have as an Agriscience Teacher.	223	1.98	1.088	4
I feel that the major reason Alabama FFA membership has dropped is due to the majority of New Agriscience Teachers not being placed on 12 month contracts.	222	2.26	1.252	5
I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.	222	2.43	1.021	6
I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership.	222	2.52	1.075	7

I feel that students being involved in school sports is a contributing factor for students not joining the FFA.	223	2.89	1.184	8
I feel that students are more interested in video games and social networking than becoming FFA members.	223	2.92	1.237	9
I feel it is important for my FFA Chapter to have 100% membership.	222	2.94	1.242	10
I feel that the student's low socio-economic condition at home is a big reason they do not join the FFA.	212	3.06	1.301	11
I feel students do not become FFA members due to it not being relevant to their current interests.	222	3.11	1.016	12
I feel that the process of enrolling students in the FFA has gotten too complicated for Agriscience Teachers.	222	3.12	1.199	13
I feel students do not want to join the FFA due to them being removed from the farm for several generations.	223	3.15	1.100	14
I feel students do not become FFA members due to them having limited resources for Supervised Agricultural Experience Programs.	223	3.35	1.014	15

I feel my students do not become FFA members due to my lack of motivation as the FFA Advisor.	223	3.35	1.236	16
I feel that students do not want to become FFA members due to the negative image towards farming.	222	3.55	.991	17
I feel that the students do not join the FFA because the dues are too high for state and national membership	223	3.57	1.067	18
I feel students do not join the FFA due to them not having transportation to and from FFA events.	222	3.58	.975	19
I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.	223	3.76	1.028	20

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix U.

Alabama State Staff Attitudes towards FFA Membership

Table 27 illustrates the perceptions of the Alabama State FFA Staff regarding the FFA membership. The top ten reasons listed in order of importance were: (1) "I feel that many Agriscience Teachers/FFA Advisors do not encourage their students to join the Alabama FFA Association", (2) "Current established Agriscience Teachers should be held more accountable for not encouraging students to join the FFA", (3) "I feel that the State AgEd staff needs to be increased to 5 to be more effective for the AgEd teachers and students in the state", (4) "I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership", (5) "I feel local system

administrators have hurt FFA membership by shutting down Agriscience programs to replace it with a different type program", (6) "I feel that the Career Tech Initiative money used for extended contracts should require Agriscience teachers to have above 50% membership to qualify", (7) "I feel that I spend the majority of my time doing required things that do not relate to Agriscience Education instead of going out and doing site visits at each of the schools in my district", (8) "Business and Industry Certification requirements should stipulate that every Agriscience Teacher should have at least 50% membership in their FFA Chapters", (9) "I feel that the State AgEd staff needs more secretaries to be more effective at doing our jobs", and (10) "I feel that the major reason the Alabama FFA membership has dropped is due to the majority of new Agriscience teachers are not being placed on 12 month contracts".

Other reasons listed in order of importance were: (11) "I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama", (12) "I feel that the local system administrators have hurt the FFA membership by not hiring certified Agriscience teachers to fill open positions", (13) "I feel that Agriscience Education and the FFA will flourish under the new directives coming from the State Department of Education", (14) "I believe that Agriscience teachers should take a more active role in raising money for the Alabama FFA Foundation", and (15) "I feel the State and District FFA Officers should play more of an active role recruiting potential FFA members across the state".

The least five important perspectives given by the State FFA Staff involving FFA membership: (16) "I feel students do not want to join the FFA due to them being removed from the farm for several generations", (17) "I feel that students do not want to become

FFA members due to the negative image towards farming", (18) "I feel students do not become FFA members due to them having limited resources for SAEP's", (19) "I feel that many of the FFA contests and Awards are not very appealing to student interests", and (20) "I feel that the students do not want to join the FFA due to their dislike of the FFA jacket".

Table 27

State Staff's Attitudes Towards FFA Membership.

Questions	N	Mean	Std. Deviation	Rank
I feel that many Agriscience Teachers/FFA Advisors do not encourage their students to join the Alabama FFA Association.	3	1.33	.577	1
Current established Agriscience Teachers should be held more accountable for not encouraging students to join the FFA.	3	1.33	.577	2
I feel that the State AgEd staff needs to be increased to 5 to be more effective for the AgEd teachers and students in the state.	3	1.67	.577	3
I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership.	3	2.00	1.732	4
I feel local system administrators have hurt FFA membership by shutting down Agriscience programs to replace it with a different type program.	3	2.00	.000	5
I feel that the Career Tech Initiative money used for extended contracts should require Agriscience teachers to have above 50% membership to qualify.	3	2.00	.000	6

I feel that I spend the majority of my time doing required things that do not relate to Agriscience Education instead of going out and doing site visits at each of the schools in my district.	3	2.00	1.000	7
Business and Industry Certification requirements should stipulate that every Agriscience Teacher should have at least 50% membership in their FFA Chapters.	3	2.00	1.000	8
I feel that the State AgEd staff needs more secretaries to be more effective at doing our jobs.	3	2.33	.577	9
I feel that the major reason the Alabama FFA membership has dropped is due to the majority of new Agriscience teachers are not being placed on 12 month contracts.	3	2.67	.577	10
I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.	3	2.67	1.155	11
I feel that the local system administrators have hurt the FFA membership by not hiring certified Agriscience teachers to fill open positions.	3	2.67	1.155	12

I feel that Agriscience Education and the FFA will flourish under the new directives coming from the State Department of Education.	3	2.67	.577	13
I believe that Agriscience teachers should take a more active role in raising money for the Alabama FFA Foundation.	3	2.67	1.155	14
I feel the State and District FFA Officers should play more of an active role recruiting potential FFA members across the state.	3	3.00	1.000	15
I feel students do not want to join the FFA due to them being removed from the farm for several generations.	3	4.00	.000	16
I feel that students do not want to become FFA members due to the negative image towards farming.	3	4.00	.000	17
I feel students do not become FFA members due to them having limited resources for SAEP's.	3	4.00	.000	18
I feel that many of the FFA contests and Awards are not very appealing to student interests.	3	4.00	.000	19

I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.	3	4.33	.577	20

Note: Tables showing frequencies and percentages for each of the responses can be found in Appendix V.

Chapter 5

Conclusions, Implications, Recommendations, and Summary

Purpose

The major purpose of this study was to identify the factors which prevent agriscience students in Alabama from participating in the FFA. As a means of accomplishing this objective, answers to the following questions were sought:

1. What are the perceptions of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association?
2. What are the perceptions of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association?
3. What are the perceptions of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association?

Procedure

The target populations for this study were students enrolled in high school agriscience education programs in Alabama, the Agriscience teachers in Alabama, and the State FFA Staff members in Alabama during the Spring Semester of the 2012-2013 school year. The population for this study included the 305 Agriscience teachers/FFA Advisors in Alabama, the 3 Alabama FFA State Staff members, as well as one class of agriscience students that each agriscience teacher will be asked to administer the survey.

The state of Alabama is divided into 3 FFA districts, those being the North, Central, and South (See Appendix H). The researcher developed a Qualtrics generated survey for each of the different populations in the study (See Appendix J, K, & L) and emailed all 305 Agriscience teachers in the State of Alabama and first asked for each of the Agriscience teachers to take the Agriscience Teacher Survey related to FFA membership, but for them to also choose a class of their agriscience students and have them take the FFA member or Non FFA member surveys depending on if the agriscience students are an FFA member or not (See Appendix N). The researcher also surveyed the three state staff members by emailing them a Qualtrics generated survey as well (See Appendix M). The entire populations of all groups were surveyed in an effort to maximize the number of surveys returned.

Four different questionnaires were developed by the researcher to collect demographic and enrollment information as well as information on why FFA members and non-FFA members chose to join or not join the FFA, to collect information from Agriscience teachers on their feelings related to FFA membership, and also information was collected from the State FFA Staff on their perspective about the FFA membership in Alabama. The instrument was pilot tested on a group similar to the actual sample and was checked for clarity by a panel of agricultural education teachers in Alabama.

Data were collected using the researcher designed questionnaires developed in Qualtrics. An introductory letter explaining the study and asking for participation was e-mailed to every Agriscience teacher in the state of Alabama on April 18, 2013 with explanations on how to print the parental permission letters and to send them home with the students prior to them taking any of the surveys (See Appendix N). On April 25,

2013 (See Appendix O), May 2, 2013 (See Appendix P), and May 9, 2013 (See Appendix Q), follow-up emails was sent to all 305 Agriscience Teachers in the state as a reminder to teachers who had not taken time to take the survey or have one of their classes take the surveys to please do so. The survey ended on May 17, 2013.

Data from the study was downloaded into SPSS which were used to construct data files. Statistical analysis of the data files were completed using SPSS. Descriptive statistics were used to summarize the data; Chi Square Crosstabs and T Tests were used to determine significant differences between FFA members and non-FFA members on selected variables.

Summary of Findings

Characteristics of Students Enrolled in Agriscience Courses

The typical respondents enrolled in an agriscience course in Alabama during the 2013 school year was from the North FFA District of Alabama (See Appendix H), he was a 15 year old male with a Caucasian-American background. One third of his classmates were female; nearly one fourth of his classmates were a year older, and approximately 18.1% were African America (Black). He had very few Hispanic-Americans, Asian-American and students that were classified as other in his classes.

The typical student was a ninth grader who lived in a small town of 5,000 or fewer people. A little over a third of his classmates also lived in a rural area although not on a farm or ranch. Less than 0.8% of his classmates lived in a city with a population of 50,000 or more. He had self-reported grades of mostly B's and had not been a member of 4-H, although nearly one-third of his friends belonged to that organization. He, along with nearly half of his classmates was a member of the FFA.

Why FFA Students Enrolled in Agriscience Classes

FFA members in the study tended to enroll in agriscience classes because of these major reasons ranked in order: (1) "I thought I would like this class", (2) "Agriscience classes are fun", (3) "This class will benefit me later in life", (4) "I thought I would like the teacher", (5) "I wanted to work in the shop", (6) "I can be a member of the FFA", (7) "The Ag program in the school is well respected", (8) "This class will prepare me for a career in agriculture", (9) "This course fit into my class schedule", and (10) "The teacher was a role model in the community".

Other reasons listed in order of importance were: (11) "My involvement in Ag at home got me interested", (12) "Being in this class gives me a sense of acceptance and belonging", (13) "I needed an elective", (14) "My friends are in the class" and (15) "A family member suggested I take this class".

The least five important reasons given by FFA members for enrolling in agriscience courses were: (16) "My friends suggested I take this class", (17) "I heard it was an easy A", (18) "My counselor of principal suggested I take this class", (19) "I was put in this class by the counselor without ever registering for it", and (20) "My involvement in 4-H got me interested in this class".

Why Non-FFA Students Enrolled in Agriscience Classes

Non-FFA members in the study tended to enroll in agriscience classes because of these major reasons ranked in order: (1) "This course fit into my class schedule", (2) "Agriscience classes are fun", (3)"I wanted to work in the shop", (4) "I thought I would like this class", (5) "I thought I would like the teacher", (6) "I needed and elective class", (7) "I was put in this class by my counselor without ever registering for it", (8) "The

teacher was a role model in the community", (9) "I heard it was an easy A", and (10) "My friends are in the class".

Other listed in order of importance were: (11) "The Ag program in the high school is well respected", (12) "My counselor or principal suggested I take this class", (13) "This class will benefit me later in life", (14) "My friends suggested I take this class", and (15) "Being in this class gives me a sense of acceptance and belonging".

The five least important reasons given by FFA members for enrolling in agriscience courses were; (16) "This class will prepare me for a career in agriculture", (17) "My involvement in agriculture at home got me interested", (18) "A family member suggested I take this class", (19) "I can be a member of the FFA", and (20) "My involvement in 4-H got me interested in this class".

Differences among FFA and Non FFA Members on Demographic and Enrollment Variables

Significant differences were found between FFA members and non-FFA members on the enrollment variables. While there was some agreement between the two groups on the important reasons, FFA members tended to rate most of the reasons higher than non-FFA members.

An Independent Samples T Test comparing FFA members and non FFA members on the enrollment variables was performed to determine the most important differences between FFA and non-FFA members. The most important factors upon which the two groups varied were (listed in order of importance): (1) "I enrolled in this agriscience class so I can be an FFA member", (2) "I enrolled in this agriscience class because of my involvement in agriculture at home", (3) "I enrolled in this agriscience class because this

class will benefit me later in life", (4) "I enrolled in this agriscience class because this class will prepare me for a career in agriculture", (5) "I enrolled in this agriscience class because I needed an elective class", (6) "I enrolled in this agriscience class because the agriscience program in this school is well respected", and (7) "I enrolled in this agriscience class because this course fit into my class schedule".

Agriscience Teachers Attitudes towards FFA Membership

The top ten Agriscience teachers attitudes towards FFA Membership listed in order of importance were: (1) "I feel it is my job as an Agriscience Teacher to recruit and encourage students to become members of the FFA", (2) "I believe it is important for my program to involved Chapter Officers in recruiting students to join the FFA", (3) "I feel some of my students do not join the FFA due to them being placed in Agriscience classes by counselors or administrators without ever registering for the class", (4) "I feel that the FFA is the best teaching tool I have as an Agriscience Teacher", (5) "I feel that the major reason Alabama FFA membership has dropped is due to the majority of New Agriscience Teachers not being placed on 12 month contracts", (6) "I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama", (7) "I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership", (8) "I feel that students being involved in school sports is a contributing factor for students not joining the FFA", (9) "I feel that students are more interested in video games and social networking than becoming FFA members", and (10) "I feel it is important for my FFA Chapter to have 100% membership".

Other reasons listed in order of importance were: (11) "I feel that the student's low socio-economic condition at home is a big reason they do not join the FFA", (12) "I

feel students do not become FFA members due to it not being relevant to their current interests", (13) "I feel that the process of enrolling students in the FFA has gotten too complicated for Agriscience Teachers", (14) "I feel students do not want to join the FFA due to them being removed from the farm for several generations", and (15) "I feel students do not become FFA members due to them having limited resources for Supervised Agricultural Experience Programs".

The least five important perspectives given by the Agriscience teachers involving FFA membership: (16) "I feel my students do not become FFA members due to my lack of motivation as the FFA Advisor", (17) "I feel that students do not want to become FFA members due to the negative image towards farming", (18) "I feel that the students do not join the FFA because the dues are too high for state and national membership", (19) "I feel students do not join the FFA due to them not having transportation to and from FFA events", and (20) "I feel that the students do not want to join the FFA due to their dislike of the FFA jacket".

Alabama State Staff Attitudes towards FFA Membership

The top ten Alabama State Staff attitudes towards FFA Membership listed in order of importance were: (1) "I feel that many Agriscience Teachers/FFA Advisors do not encourage their students to join the Alabama FFA Association", (2) "Current established Agriscience Teachers should be held more accountable for not encouraging students to join the FFA", (3) "I feel that the State AgEd staff needs to be increased to 5 to be more effective for the AgEd teachers and students in the state", (4) "I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership", (5) "I feel local system administrators have hurt FFA membership by

shutting down Agriscience programs to replace it with a different type program", (6) "I feel that the Career Tech Initiative money used for extended contracts should require Agriscience teachers to have above 50% membership to qualify", (7) "I feel that I spend the majority of my time doing required things that do not relate to Agriscience Education instead of going out and doing site visits at each of the schools in my district", (8) "Business and Industry Certification requirements should stipulate that every Agriscience Teacher should have at least 50% membership in their FFA Chapters", (9) "I feel that the State AgEd staff needs more secretaries to be more effective at doing our jobs", and (10) "I feel that the major reason the Alabama FFA membership has dropped is due to the majority of new Agriscience teachers are not being placed on 12 month contracts".

Other reasons listed in order of importance were: (11) "I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama", (12) "I feel that the local system administrators have hurt the FFA membership by not hiring certified Agriscience teachers to fill open positions", (13) "I feel that Agriscience Education and the FFA will flourish under the new directives coming from the State Department of Education", (14) "I believe that Agriscience teachers should take a more active role in raising money for the Alabama FFA Foundation", and (15) "I feel the State and District FFA Officers should play more of an active role recruiting potential FFA members across the state".

The least five important perspectives given by the State FFA Staff involving FFA membership: (16) "I feel students do not want to join the FFA due to them being removed from the farm for several generations", (17) "I feel that students do not want to become FFA members due to the negative image towards farming", (18) "I feel students do not

become FFA members due to them having limited resources for SAEP's", (19) "I feel that many of the FFA contests and Awards are not very appealing to student interests", and (20) "I feel that the students do not want to join the FFA due to their dislike of the FFA jacket".

Conclusions

The following conclusions were based on the interpretations of the data presented in the study and are restricted to the target population which was students enrolled in agriscience courses in Alabama during the 2012-13 school year:

1. There is not much diversity among students enrolled in agriscience classes in Alabama. A large majority (75.6%) are Caucasian-American with the largest minority group being African American (Black) at 18.1%.
2. There has been a significant increase in female enrollment in agriscience in the past 40+ years. Whereas the organization was once only for males, over one-third of the students in this study were found to be females.
3. A large majority of the agriscience students in Alabama tend to drop out of agriscience by their senior year. Over a third of the students in the study were 9th graders (34.4%) and only 11.8 % were 12th graders.
4. Although there is a significant population of students that actually live on a small farm or ranch with 10.9%, but the majority of agriscience students hail from small towns of 5000 people or fewer (42.4%) and rural areas that are not considered a farm or ranch (35.5%).

5. A significant number of students who are enrolled in agriscience courses said they are at the present time or were also 4-H members. Nearly one-third of the students in the study indicated they were 4-H members (32.3%).
6. It is close to being a dead heat between enrollment in agriscience and membership in the FFA. A little over half of the students enrolled in agriscience classes indicated they were not members of the FFA with 49.7% as compared to 49.5% said they were FFA members.
7. The major reasons why FFA members enroll in agriscience courses are because of the appeal of the class, the opportunity to participate in the FFA, friendships, and the charisma of the teacher.
8. The major reasons why non-FFA members enroll in agriscience courses is because of the availability of scheduling, appeal of the class, friendships, and charisma of the teacher.
9. The major reasons why agriscience students join the FFA is because they wanted to be a member, that it will benefit them later in life, learning things which will help them acquire an agricultural career, and working with animals.
10. The major reasons why agriscience students do not join the FFA pertain to a general perception that FFA activities are neither appropriate nor exciting to them. Time constraints from other extracurricular activities, and they do not have a sense of belonging to the group. They feel they are regarded as outsiders when it comes to FFA activities.
11. When all other variables are accounted for, the most important reason why agriscience students in Alabama join the FFA is because of a previous interest in

and desire to join the organization. Another important variable includes a previous involvement with agriculture at home. Students with higher grades are more likely to join the FFA as are females. Students who tend to take agriscience courses as a means of meeting an elective are less likely to join the FFA.

Recommendations

The following recommendations are made by the investigator as a result of having made this study:

1. Efforts need to be made by agriscience teachers, state supervisory staff, teacher educators and other agricultural educators to recruit students from diverse backgrounds in agriscience programs. Since charisma of the teacher was listed by the students as one reason why they enroll in agriscience courses, it is not illogical to assume that more minority teachers will attract minority students. A special effort should be made by teacher educators to recruit more minorities as potential agriscience teachers.
2. Efforts should be increased to recruit more females into agriscience courses. Although there has been a significant increase in female enrollment over the years, females are still a minority in agriscience courses and represent a potential group that could be recruited. One of the benefits of recruiting more females is that they are more likely to join the FFA.
3. Retention strategies for keeping students in agriscience courses need to be explored. This study reveals a tremendous "drop-out" of students from the 9^{th} to the 12^{th} grade. Studies need to be conducted to determine the reason for this low rate of retention.

4. Efforts should continue to be made to increase agriscience programs in urban areas. The "heart" of agriscience programs appears to be still in the small towns of 5000 people or fewer and rural areas. While it is important to retain these programs, it is obvious that the biggest growth area for agriscience and FFA programs is in the urban setting.
5. Efforts should continue to be made in developing good relationships with local and state 4-H personnel. A significant portion (nearly one-third) of students in agriscience are members of 4-H. It may be possible that this membership accounts for the student's knowledge and interest in FFA prior to enrolling in agriscience courses. This is especially important as this previous knowledge and interest are the primary reasons why students enroll in agriscience and join the FFA.
6. Special pre-service and in-service programs need to be developed for agriscience teachers to help them identify ways of narrowing the gap between enrollment in agriscience and membership in the FFA. Information found in this study which helps explain why students do and do not join the FFA needs to be shared with teachers and prospective teachers. Specifically, agricultural educators in Alabama need to identify ways to "sell" the benefits of an FFA program to students who feel the activities are not appropriate to them. This may include expanding current activities or programs, but more importantly, it means developing an atmosphere where the student feels he or she can, and should, belong to the organization. At the same time, it is important that the program retain the aspects which attract students who have an interest in animals, enjoy competition, value

meeting new people, and have an interest in agricultural careers. Marketing ideas and suggestions from the National FFA Local Program Success Initiative need to be reviewed and adapted for use in Alabama.

7. Additional information about agriculture, agriscience, and the FFA needs to be provided to the general public. It is apparent that the major reason students enroll in agriscience classes is because of an interest in agriculture and a desire to join the FFA. The major reason students don't join the FFA is because of an interest in other activities and a perception that the organization has little to offer them. A positive attitude toward agriculture and the FFA at an early age may be the most important means of increasing enrollment in agriscience and the FFA. The positive attitude must be aimed not only at young people, but also toward those who most influence the young people.
8. Agricultural educators need to review the reasons why students with lower grades are less likely to join the FFA.

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Appendices

Appendix A

Permission to use the Alabama FFA Membership Data

ALABAMA FFA ASSOCIATION
STATE OF ALABAMA
DEPARTMENT OF EDUCATION

March 7, 2013

MEMORANDUM

TO: To Whom It May Concern

FROM: Jacob Davis, State FFA Advisor

SUBJECT: FFA Membership Data

Terry Holder has permission to use the Alabama FFA membership data in his dissertation.

Mailing: P.O. BOX 302101 – MONTGOMERY, AL 36130-2101
Shipping: GORDON PERSONS BUILDING – 50 NORTH RIPLEY STREET – MONTGOMERY, AL 36104-3744
OFFICE (334) 242-9114 FAX (334) 353-8406

Appendix B

Alabama FFA Membership Data

Alabama Agriscience Education/FFA Statistical Information								
School Year	No. of Agriscience Teachers	No. of Agriscience Programs	No. of Agriscience Students	No. of FFA Chapters	No. of FFA Members	% of Membership	No. of Agriscience State Staff	No. of Support Staff
2012-2013	305	350	27,705	282	13,818	49.9%	3	2
2011-2012	304	349	26,895	281	13,452	50.0%	3	2
2010-2011	303	346	35,910	278	13,868	38.6%	4	2
2009-2010	308	322	35,795	279	14,633	40.9%	4	2
2008-2009	313	286	34,643	283	15,067	43.5%	4	2
2007-2008	315	302	34,520	289	15,132	43.8%	4	2
2006-2007	321	303	35,079	287	14,024	40.0%	4	2
2005-2006	327	297	35,132	276	14,592	41.5%	3	2
2004-2005	336	301	35,310	235	13,347	37.8%	3	3
2003-2004	339	319	35,626	271	14,392	40.4%	3	3
2002-2003	342	327	34,122	231	12,982	38.0%	3	3
2001-2002	345	329	32,204	295	15,940	49.5%	3	3
2000-2001	348	334	29,217	315	15,950	54.6%	3	3
1999-2000	353	337	32,174	307	16,704	51.9%	3	4
1998-1999	359	340	30,472	323	17,814	58.5%	3	4
1997-1998	364	343	36,035	337	18,005	50.0%	4	4
1996-1997	362	341	34,697	332	19,082	55.0%	4	4
1995-1996	365	341	30,891	333	22,198	71.9%	4	4
1994-1995	367	348	32,898	334	22,779	69.2%	4	4
1993-1994	372	354	32,910	337	22,060	67.0%	4	4
1992-1993	372	348	33,555	347	22,546	67.2%	4	5
1991-1992	376	372	33,648	346	21,962	65.3%	4	5
1990-1991	378	371	31,452	344	22,469	71.4%	10	5
1989-1990	377	368	31,944	344	23,096	72.3%	10	5
1988-1989	377	368	32,010	355	24,018	75.0%	10	5
1987-1988	378	369	31,850	356	23,850	74.9%	10	5
1986-1987	379	371	31,504	356	23,436	74.4%	11	5
1985-1986	377	369	31,805	367	23,928	75.2%	11	6
1984-1985	383	368	32,100	366	24,032	74.9%	11	6
1983-1984	389	370	32,433	370	24,670	76.1%	11	6
1982-1983	392	372	32,657	373	24,740	75.8%	11	6
1981-1982	396	375	32,780	377	24,849	75.8%	11	6

Appendix C

Institutional Review Board Approval Letter

Office of Research Compliance
115 Ramsay Hall, basement
Auburn University, AL 36849

AUBURN
UNIVERSITY

Telephone: 334-844-5966
Fax: 334-844-4391
irbadmin@auburn.edu

April 8, 2013

MEMORANDUM TO: Mr. Terry Holder
Department of Curriculum and Teaching

PROTOCOL TITLE: "Factors Influencing Agriscience Students from Obtaining Membership in the Alabama FFA Association"

IRB FILE NO.: 13-126 EX 1304

APPROVAL DATE: April 4, 2013
EXPIRATION DATE: April 3, 2016

The referenced protocol was approved "Exempt" by the IRB under its FederalWide Assurance, number 0001104, and per 45 CFR 46.101 (b)(2):

> (2) "Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
> (ii) any disclosure of the human subjects' response outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."

Note the following:

1. CONSENTS AND/OR INFORMATION LETTERS: Only use documents that have been approved by the IRB with an approval stamp or approval information added.
2. RECORDS: Keep this and all protocol approval documents in your files. Please reference the complete protocol number in any correspondence.
3. MODIFICATIONS: You must request approval of any changes to your protocol before implementation. Some changes may affect the assigned review category.
4. RENEWAL: Your protocol will expire in three (3) years. Submit a renewal a month before expiration. If your protocol expires and is administratively closed, you will have to submit a new protocol.
5. FINAL REPORT: When your study is complete, please notify the Office of Research Compliance, Human Subjects.

If you have any questions concerning this Board action, please contact the Office of Research Compliance.

Sincerely,

Christopher Correia, Ph.D.
Chair of the Institutional Review Board #2
for the Use of Human Subjects in Research

cc: Dr. Brian Parr

Appendix D

Information Letter

AUBURN
UNIVERSITY

The Auburn University Institutional Review Board has approved this document for use from 4/4/13 to 4/3/14 Protocol # 13-126 EX 1304

(NOTE: DO NOT SIGN UNLESS AN APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT)

INFORMATION LETTER for a Research Study entitled

"Factors Influencing Agriscience Students from Obtaining Membership in the Alabama FFA Association"

You are invited to participate in a research study to: 1) Determine what the perceptions are of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association? 2) Determine what the perceptions are of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association? 3) Determine what the perceptions are of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association? You have been selected as a possible participant because you are an agriscience educator/FFA Advisor in the state of Alabama or a State Staff member for the Alabama State Department of Education, and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a short questionnaire about what factors you feel influence agriscience students from obtaining membership in the Alabama FFA Association? Your total time commitment will be approximately twenty (10) minutes.

Are there any risks or discomforts? No, there are no risks associated with participating in this study and your participation is strictly voluntary.

Are there any benefits to yourself or others? The benefits to your participation in this study are that this study will hopefully serve as a supplement for agriscience teachers, the Alabama FFA Association and others who are interested in the progress of the FFA. This study will hopefully identify both the reasons why students join the FFA and why they do not. Information that will be pertained to barriers that prevent agriscience students in Alabama from joining the FFA will also be obtained. Such information will be of utmost importance to educational personnel in designing FFA programs and activities which meet student needs in the future.

Will you receive compensation for participating? Unfortunately we will not be able to offer compensation to you for participating in this study.

Are there any costs: If you decide to participate, you will not be liable for any costs resulting from this research project.

If you change your mind about participating, you can be withdrawn from this study at any time. Your participation is completely voluntary. If you choose to withdraw, your data can be

withdrawn as long as it is identifiable. Your decision about whether or not to participate will not jeopardize your future relations with Auburn University, the Department of Curriculum and Teaching, the state FFA association, Mr. Terry J. Holder, or Dr. Brian Parr.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by coding any and all data that we collect from you. Additionally, this data will be securely stored on the Qualtrics data base in Provo, UT for a period of four months, until the research study has been completed.

If you have questions about this study, *please ask them now* or contact Mr. Terry J. Holder at (205) 283-3119 or Dr. Brian Parr at (334) 844-6995.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or email at hsubjec@auburn.edu or IRBChair@aauburn.edu.

Terry J. Holder, Investigator — 3-8-12 — Date

Terry J. Holder
Printed Name

Dr. Brian Parr, Faculty Advisor — 3-8-12 — Date

Brian Parr
Printed Name

The Auburn University Institutional Review Board has approved this document for use from 4/4/13 to 4/3/16
Protocol # 13-126 EX 1304

Appendix E

Minor Assent Letter

AUBURN

UNIVERSITY

MINOR ASSENT for a Research Study entitled

"Factors Influencing Agriscience Students from Obtaining Membership in the Alabama FFA Association"

You are invited to participate in a research study to determine what the perceptions are of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association?

If you (the student) decide you want to be in this study, you will complete a short questionnaire given by your Agriscience teacher/FFA Advisor. This questionnaire should take less than 20 minutes to complete. This questionnaire will ask short questions on how you (the student) feel about agriscience education and FFA enrollment.

The investigator believes that students such as you are a key element in understanding how agriscience education students perceive enrollment in the Alabama FFA Association.

If you have decided to help us, please sign this form and return it to the address listed below.

MR. TERRY J. HOLDER
2008 OAK MEADOWS PLACE
BIRMINGHAM, AL 35242

Students Signature	Printed Name	Date
Investigator Signature	Terry J. Holder	3-3-13
	Printed Name	Date
Faculty Advisor	Brian Parr	3-4-13
	Printed Name	Date

The Auburn University Institutional Review Board has approved this document for use from 4/4/13 to 4/3/14 Protocol # 13-126 EX 1304

Appendix F

Parental Information Letter

AUBURN
UNIVERSITY

The Auburn University Institutional Review Board has approved this document for use from 4/4/13 to 4/3/14 Protocol # 13-126 EX 1304

(NOTE: DO NOT SIGN UNLESS AN APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT)

PARENTAL INFORMATION for a Research Study entitled

"Factors Influencing Agriscience Students from Obtaining Membership in the Alabama FFA Association"

Your child is invited to participate in a research study to: 1) Determine what the perceptions are of Agriscience students about the factors that have contributed to the decline in membership in the Alabama FFA Association? 2) Determine what the perceptions are of Agriscience Teachers/FFA Advisors about the factors that have contributed to the decline in membership in the Alabama FFA Association? 3) Determine what the perceptions are of the State Staff for Agriscience Education for the Alabama State Department of Education about the factors that have contributed to the decline in membership in the Alabama FFA Association? Since your child is age 18 or younger we must have your permission to include him/her in the study.

What will be involved if your child participates? If you decide to allow your child to participate in this research study, your child will be asked to complete a short questionnaire about Demographics, Why they chose to be in Agriscience Education, and why you joined or did not join the Alabama FFA Association? Your child's total time commitment will be approximately twenty (20) minutes.

Are there any risks to my child's participation in this study? What are the costs to participate? Will my child receive any compensation for his or her participation? No, there are no risks associated with participating in this study and your participation is strictly voluntary. There are no costs associated with participating in this study. You will not receive any compensation for participating in this study.

What are the benefits to my child if he or she participates? The benefits to your child's participation in this study are that this study will hopefully serve as a supplement for agriscience teachers, the Alabama FFA Association and others who are interested in the progress of the FFA. This study will hopefully identify both the reasons why students join the FFA and why they do not. Information that will be pertained to barriers that prevent agriscience students in Alabama from joining the FFA will also be obtained. Such information will be of utmost importance to educational personnel in designing FFA programs and activities which meet student needs in the future.

If you (or your child) change your mind about your child's participation, your child can be withdrawn from this study at any time. Your child's participation is completely voluntary. However, because your child's data will be recorded as anonymous and cannot be used to identify him or her, his or her data will not be able to be withdrawn from the study. Also, if you

decide *not* to have your child included in this study, please sign and return page 3 of this form to the researcher at the address listed below. Your decision about whether or not to allow your child to participate will not jeopardize your child's future relations with Auburn University, the Department of Curriculum and Teaching, Mr. Terry J. Holder, or Dr. Brian Parr.

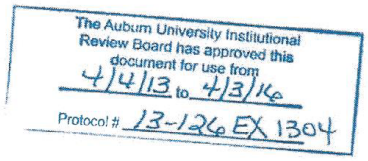
Your child's privacy will be protected. Any information obtained in connection with this study will remain anonymous. The data collected will be protected through storage in a secure filing cabinet inside a locked office. Information obtained through your child's participation may be presented at a professional meeting for agricultural education.

If you (or your child) have questions about this study, *please ask them now* or contact Mr. Terry J. Holder at (205) 283-3119 or Dr. Brian Parr at (334) 844-6995. A copy of this document will be given to you to keep.

If you have questions about your child's rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or email at hsubjec@auburn.edu or IRBChair@aauburn.edu.

If you <u>do not</u> want your child to participate, please sign and return the following page.

If you <u>do</u> want your child to participate you do not need to return that page.



(NOTE: DO NOT SIGN UNLESS AN APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT)

PARENTAL INFORMATION for a Research Study entitled

"Factors Influencing Agriscience Students from Obtaining Membership in the Alabama FFA Association"

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH FOR YOUR CHILD TO PARTCIPATE IN THIS RESEARCH STUDY.

UNLESS THE RESEARCHER RECIEVES NOTIFICATION FROM YOU THAT YOU DO NOT WISH FOR YOUR CHILD TO PARTICIPATE, YOUR CHILD AND HIS/HER DATA WILL BE INCLUDED IN THIS STUDY.

IF YOU DO NOT WISH FOR YOUR CHILD TO PARTICIPATE, PLEASE CHECK THE APPROPRIATE LINE BELOW AND SIGN AND MAIL THIS SIGNATURE PAGE TO THE FOLLOWING ADDRESS:

MR. TERRY J. HOLDER
2008 OAK MEADOWS PLACE
BIRMINGHAM, AL 35242

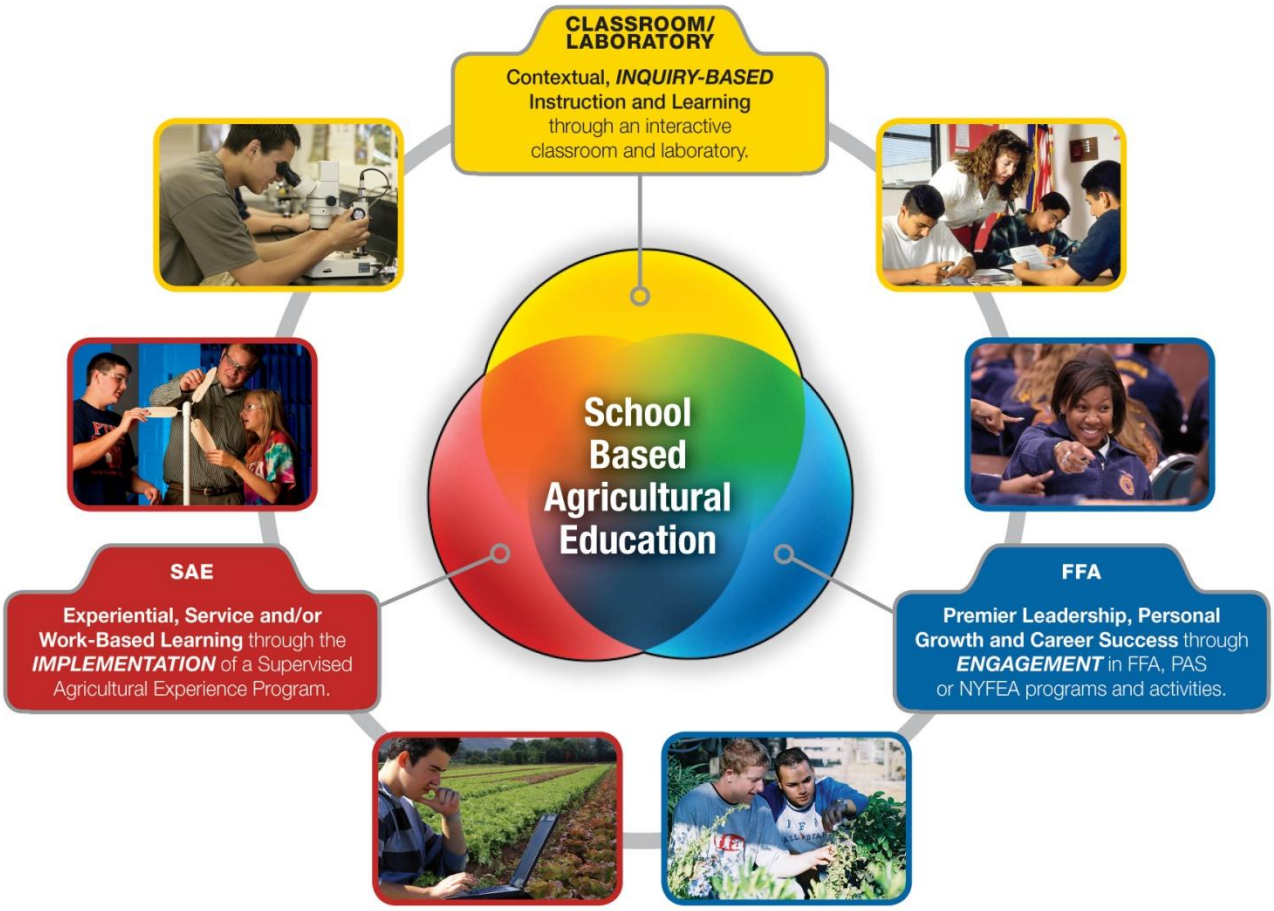
_____ I DO NOT WISH FOR MY CHILD'S INFORMATION TO BE INCLUDED IN THIS STUDY.

_____	_____
Parent/Guardian Signature	Terry J. Holder, Investigator
_____	3-3-13
Date	Date
_____	_____
Printed Name	Dr. Brian Parr, Faculty Advisor
_____	3-4-13
Child's Name	Date

The Auburn University Institutional Review Board has approved this document for use from 4/4/13 to 4/3/14
Protocol # 13-126 EX 1304

Appendix G

Agriscience Education Three Circle Model


CLASSROOM/
LABORATORY
Contextual, INQUIRY-BASED
Instruction and Learning
through an interactive
classroom and laboratory.
School
Based
Agricultural
Education
SAE
Experiential, Service and/or
Work-Based Learning through the
IMPLEMENTATION of a Supervised
Agricultural Experience Program.
FFA
Premier Leadership, Personal
Growth and Career Success through
ENGAGEMENT in FFA, PAS
or NYFEA programs and activities.

Appendix H

Alabama FFA District Map

Alabama FFA District Map

Appendix I

Alabama FFA District Statistics

FFA Membership Totals 2012-2013			
	Total	**# teachers**	**per teacher**
North	6468	125	52
Central	3436	102	34
South	3914	78	50
Total	**13818**	305	45

Membership Totals 2011-2012			
	Total	**#Teachers**	**# per teacher**
North	5870	124	47
Central	3451	97	36
South	4135	85	49
Total	**13456**		

Membership Totals 2010-2011			
	12-13 totals	**11-12 Totals**	**Difference**
North	6468	5870	598
Central	3436	3451	-15
South	3914	4135	-221
			0
Totals	13818	13456	362

Membership Past Five Years			
	Year	**Total Members**	**Difference**
AgCn Began	2011-2012	13,451	(417)
	2010-2011	13,868	(765)
	2009-2010	14,633	(434)
	2008-2009	15,067	(65)
RFP Began	2007-2008	15,132	

Appendix J

Agriscience Teacher Survey Instrument

Agriscience Teacher Survey: Alabama FFA Membership

Please respond to the following statements by clicking on the answer that most closely matches your feelings on the topic.

Which FFA District do you teach in?

North Central South

What is the length of your current teaching contract?

9 months 9.5 months 10 months 11 months 12 months

How many years of Agriscience Teaching experience do you currently have?

Less than 5 years 6 to 10 years 11-20 years 21-30 years 31 or more years

I feel it is my job as an Agriscience Teacher to recruit and encourage students to become members of the FFA.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that students are more interested in video games and social networking than becoming FFA members.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that the major reason Alabama FFA membership has dropped is due to the majority of New Agriscience Teachers not being placed on 12 month contracts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that students being involved in school sports is a contributing factor for students not joining the FFA.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the students do not join the FFA because the dues are too high for state and national membership.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not become FFA members due to it not being relevant to their current interests.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not want to join the FFA due to them being removed from the farm for several generations.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel some of my students do not join the FFA due to them being placed in Agriscience classes by counselors or administrators without ever registering for my class.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the FFA is the best teaching tool I have as an Agriscience Teacher.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the process of enrolling students in the FFA has gotten too complicated for Agriscience Teachers.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that students do not want to become FFA members due to the negative image towards farming.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not become FFA members due to them having limited resources for Supervised Agricultural Experience Programs.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel my students do not become FFA members due to my lack of motivation as the FFA Advisor.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I believe it is important for my program to involved Chapter Officers in recruiting students to join the FFA.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not join the FFA due to them not having transportation to and from FFA events.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the student's low socio-economic condition at home is a big reason they do not join the FFA.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel it is important for my FFA Chapter to have 100% membership.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

>>

THANK YOU FOR YOUR TIME!

Appendix K

Alabama FFA Member Survey Instrument

Agriscience Student Survey for FFA Members

Alabama FFA Membership

Please respond to the following statements by clicking on the answer that most closely matches your feelings on the topic.

What FFA District is your FFA Chapter or school in? (If you do not know, please ask your Agriscience teacher)

North | Central | South

I am _____.

14 YEARS OLD OR YOUNGER | 15 YEARS OLD | 16 YEARS OLD | 17 YEARS OLD | 18 YEARS OLD OR OLDER

My gender is_____.

Male

Female

I consider myself as a (an)

AFRICAN-AMERICAN (BLACK) | CAUCASIAN-AMERICAN (WHITE, NON-HISPANIC) | HISPANIC-AMERICAN (INCLUDES PEOPLE OF MEXICAN, PUERTO RICAN, CUBAN CENTRAL OR AMERICAN DESCENT) | ASIAN-AMERICAN OR PACIFIC ISLANDER | Other

I am in the ____ grade in school.

8th or Below | 9th | 10th | 11th | 12th

I live _____. (If you are unsure, please ask your Agriscience teacher)

ON A SMALL FARM OR RANCH THAT MY PARENTS/GUARDIAN OWN, MANAGE, OR WORK.	IN A RURAL AREA, BUT NOT ON A FARM OR RANCH.	IN A SMALL TOWN OF 5000 PEOPLE OR FEWER.	IN A SMALL CITY OR SUBURB WITH A POPULATION GREATER THAN 5,000 BUT FEWER THAN 50,000 PEOPLE.	IN AN URBAN AREA, A LARGE CITY OF MORE THAN 50,000 PEOPLE.

Which is the best estimation of your overall grades in school?

MOSTLY A's	MOSTLY B's	B's AND C's	MOSTLY C's AND BELOW

Are you now, or have you ever been, a member of 4-H? (If you are unsure, please ask your Agriscience teacher)

Yes	No

Are you presently a member of the FFA? (If you are unsure, please ask your Agriscience teacher)

Yes	No

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THE TEACHER.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE TEACHER WAS A ROLE MODEL IN THE COMMUNITY.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS SO I CAN BE A MEMBER OF THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I WANTED TO WORK IN THE SHOP.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE AGRISCIENCE CLASSES ARE FUN.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS COURSE FIT INTO MY CLASS SCHEDULE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN AGRICULTURE AT HOME GOT ME INTERESTED IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE A FAMILY MEMBER SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY COUNSELOR OR PRINCIPAL SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE BEING IN THIS CLASS GIVES ME A SENSE OF ACCEPTANCE AND BELONGING.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN 4-H GOT ME INTERESTED IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS ARE IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL BENEFIT ME LATER IN LIFE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL PREPARE ME FOR A CAREER IN AGRICULTURE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I NEEDED AN ELECTIVE CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I AM TAKING THIS AGRISCIENCE CLASS BECAUSE I WAS PUT IN THIS CLASS BY MY COUNSELOR WITHOUT REGISTERING FOR IT.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE AGRISCIENCE PROGRAM IN THIS SCHOOL IS WELL RESPECTED.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I HEARD IT WAS AN EASY "A".

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I ENJOY WORKING WITH ANIMALS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO PARTICIPATE IN FAIRS AND LIVESTOCK SHOWS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I ENJOYED THE VARIETY OF CONTESTS THE FFA OFFERS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO EARN MY STATE FFA DEGREE

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO EARN MY AMERICAN FFA DEGREE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE THE MEMBERSHIP WAS REQUIRED FOR THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE MY FRIENDS WERE IN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I AM STRONGLY INFLUENCED BY MY FAMILY TO BE IN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I FELT THE FFA WILL HELP ME ACQUIRE A GOOD JOB LATER IN LIFE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANT TO BECOME OR PRESENTLY AM AN FFA OFFICER.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO MEET NEW PEOPLE FROM OTHER FFA CHAPTERS AND TOWNS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I THOUGHT BEING A MEMBER WOULD GIVE ME A SENSE OF ACCEPTANCE AND BELONGING.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I BELIEVED IT WOULD BENEFIT ME IN LATER LIFE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE THE ADVISOR(S) IS/ARE WELL RESPECTED IN MY COMMUNITY.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE THE ADVISOR RECRUITED ME.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE THE COUNSELOR OR PRINCIPAL RECRUITED ME TO

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO BE A MEMBER.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE MY FRIENDS RECRUITED ME TO BE IN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I THOUGHT THERE WAS A CAREER IN AGRICULTURE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I BECAME A MEMBER OF THE FFA BECAUSE I LIKED THE JACKETS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

>>

Appendix L

Alabama Non FFA Member Survey Instrument

Agriscience Student Survey for NON FFA Members
Alabama FFA Membership

Please respond to the following statements by clicking on the answer that most closely matches your feelings on the topic.

What FFA District is your FFA Chapter or school in? (If you do not know, please ask your Agriscience teacher)

North Central South

I am _____.

14 YEARS OLD OR YOUNGER | 15 YEARS OLD | 16 YEARS OLD | 17 YEARS OLD | 18 YEARS OLD OR OLDER

My gender is_____.

Male

Female

I consider myself as a (an)

AFRICAN-AMERICAN (BLACK) | CAUCASIAN-AMERICAN (WHITE, NON-HISPANIC) | HISPANIC-AMERICAN (INCLUDES PEOPLE OF MEXICAN, PUERTO RICAN, CUBAN CENTRAL OR AMERICAN DESCENT) | ASIAN-AMERICAN OR PACIFIC ISLANDER | Other

I am in the ____ grade in school.

8th or Below | 9th | 10th | 11th | 12th

I live _____. (If you are unsure, please ask your Agriscience teacher)

ON A SMALL FARM OR RANCH THAT MY PARENTS/GUARDIAN OWN, MANAGE, OR WORK.	IN A RURAL AREA, BUT NOT ON A FARM OR RANCH.	IN A SMALL TOWN OF 5000 PEOPLE OR FEWER.	IN A SMALL CITY OR SUBURB WITH A POPULATION GREATER THAN 5,000 BUT FEWER THAN 50,000 PEOPLE.	IN AN URBAN AREA, A LARGE CITY OF MORE THAN 50.000 PEOPLE.
○	○	○	○	○

Which is the best estimation of your overall grades in school?

MOSTLY A's	MOSTLY B's	B's AND C's	MOSTLY C's AND BELOW
○	○	○	○

Are you now, or have you ever been, a member of 4-H? (If you are unsure, please ask your Agriscience teacher)

Yes	No
○	○

Are you presently a member of the FFA? (If you are unsure, please ask your Agriscience teacher)

Yes	No
○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THE TEACHER.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE TEACHER WAS A ROLE MODEL IN THE COMMUNITY.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS SO I CAN BE A MEMBER OF THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I WANTED TO WORK IN THE SHOP.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE AGRISCIENCE CLASSES ARE FUN.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS COURSE FIT INTO MY CLASS SCHEDULE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN AGRICULTURE AT HOME GOT ME INTERESTED IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE A FAMILY MEMBER SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY COUNSELOR OR PRINCIPAL SUGGESTED I TAKE THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE BEING IN THIS CLASS GIVES ME A SENSE OF ACCEPTANCE AND BELONGING.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN 4-H GOT ME INTERESTED IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS ARE IN THIS CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL BENEFIT ME LATER IN LIFE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL PREPARE ME FOR A CAREER IN AGRICULTURE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I NEEDED AN ELECTIVE CLASS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I AM TAKING THIS AGRISCIENCE CLASS BECAUSE I WAS PUT IN THIS CLASS BY MY COUNSELOR WITHOUT REGISTERING FOR IT.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE AGRISCIENCE PROGRAM IN THIS SCHOOL IS WELL RESPECTED.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I HEARD IT WAS AN EASY "A".

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE STUDENTS IN THE FFA WERE NOT LIKE ME.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE CEREMONIES, CONTESTS, AWARDS, AND ACTIVITIES OF THE FFA DID NOT INTEREST ME.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I HAD NEGATIVE EXPERIENCES IN MY CONTACTS WITH FFA MEMBERS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MY FRIENDS WERE NOT IN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MY FAMILY DID NOT APPROVE OF THE FFA PROGRAM.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I FELT LIKE I WAS DISCRIMINATED BY THE FFA ADVISOR(S) AND MEMBERS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WILL NOT HELP ME IN MY FUTURE CAREER GOALS.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA DID NOT OFFER SCHOLARSHIPS FOR COLLEGE.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WAS FOR PEOPLE WHO LIVE ON FARMS AND RANCHES.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MEMBERS OF THE FFA ARE LOOKED UPON AS "NERDS."

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT HAVE THE MONEY TO JOIN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA'S UNIFORMS ARE NOT COOL.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
○	○	○	○	○

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT FEEL LIKE I BELONGED IN THE FFA.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT HAVE TIME FOR EXTRACURRICULAR ACTIVITIES.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE AGRICULTURE IS A LOW PAYING OCCUPATION.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I HAD TOO MANY OTHER ACTIVITIES.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WAS DISCOURAGED BY SPONSORS OF OTHER ACTIVITIES.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

>>

Appendix M

Alabama State FFA Staff Survey Instrument

Agriscience State Staff Survey: Alabama FFA Membership

Please indicate your feelings on the following statements by clicking on the answer that most closely matches your feelings on the topic.

I feel that the major reason the Alabama FFA membership has dropped is due to the majority of new Agriscience Teachers are not being placed on 12 months contracts.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not want to join the FFA due to them being removed from the farm for several generations.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that students do not want to become FFA members due to the negative image towards farming.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel students do not become FFA members due to them having limited resources for Supervised Agricultural Experience Programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that many Agrisceince Teachers/FFA Advisors do not encourage their students to join the Alabama FFA Association.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that the local system administrators have hurt the FFA membership by not hiring certified Agriscience teachers to fill open positions.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel local system administrators have hurt FFA membership by shutting down Agriscience programs to replace it with a different type program.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel the State and District FFA Officers should play more of an active role recruiting potential FFA members across the state.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that the Career Tech Initiative money used for extended contracts should require Agriscience teachers to have above 50% membership to qualify.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel that I spend the majority of my time doing required things that do not relate to Agriscience Education instead of going out and doing site visits at each of the schools in my district.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that many of the FFA contests and Awards are not very appealing to student interests.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that Agriscience Education and the FFA will flourish under the new directives coming from the State Department of Education.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the State AgEd staff needs to be increased to 5 to be more effective for the AgEd teachers and students in the state.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the State AgEd staff needs more secretaries to be more effective at doing our jobs.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I feel that the Alabama FFA and Agriscience Education is still the best youth organization and program in the state.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

I believe that Agriscience teachers should take a more active role in raising money for the Alabama FFA Foundation.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

Current established Agriscience Teachers should be held more accounatable for not encouraging students to join the FFA.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

Business and Industry Certifictaion reuirements should stipulate that every Agriscience Teacher should have at least 50% FFA membership in thier FFA Chapter.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

>>

THANK YOU FOR YOUR TIME!

Appendix N

Survey Request #1 Email

To:

Cc:
Subject: Alabama FFA Membership Survey
Attachments: IRB Information Letter.pdf; IRB Minor Assent Form.pdf; IRB Parental Information Form.pdf

Dear fellow Alabama Ag. Teachers,

My name is Terry J. Holder, but most of you know me as TJ, Ag teacher at Oak Grove High School and I need your assistance as I complete my Doctorate at Auburn this summer. I am conducting a research project that will involve studying the FFA Membership in Alabama by surveying teachers like yourself and also current FFA members and current NON FFA members that are enrolled in one or more of your classes.

The survey's are online and the Ag teacher survey will only take about 5 minutes of your time, but I would like to ask you to choose one of your Agriscience classes that you can arrange to get on some computers and take the other surveys that will take approximately 5-10 minutes of their class time. If everyone in the class is an FFA member, then that's great, just have them take the FFA member survey. But, if some of your students did not choose to join the FFA this year, have them take the NON FFA Member survey. All the survey's can be found on the alabamaffa.org website to make it easier to access from computer labs or at home. Hopefully this survey will help us have a better understanding of how and why our FFA membership has dropped from close to 25,000 in 1982 to less than 15,000 today. You and your student's feelings on the matter will be invaluable for this study.

According to proper research protocol through Auburn University we have to issue information sheets to all participants and also minor consent forms for students under 18 years of age. None have to be returned to me unless a parent decides to NOT allow their child to participate; If so, they should sign the form and mail them to me at the address provided on the form. The forms are attached to this email. If you have anything that would need to be returned to me, please let me know and I will take care of all the shipping and handling expenses and also I will gladly reimburse you for any paper, etc. expenses that you incur, if needed.

I would like to thank you in advance for participating in this study. Please do not hesitate to contact me if you have any questions. My email address is tholder@jefcoed.com and my cell # is 205.283.3119.

Sincerely,

Terry J. "TJ" Holder

Please click on links below or use the URL address to get to the survey. Also, Jacob Davis added the links to the alabamaffa.org webpage to make it easier for you to take your students to a computer lab and find the appropriate survey instrument. These surveys will remain active for at least 2 weeks.

Alabama Agriscience Teacher Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_dopeOg69dtSo80k

Current Alabama FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_ctKNqD73GPv4hCJ

NON FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_abKcOBNqYunjNOt

Or go to www.alabamaffa.org and click on the links that are on the main homepage.

Appendix O

Survey Request #2 Email

To:

Cc:
Subject: Request #2 Alabama FFA Membership Survey

Fellow Ag Teachers/FFA Advisors,

I know we are all busy at this time of the year with competitions and preparing for FFA Banquets, but if you could take a few moments to complete the short Ag teacher survey and take a few minutes of class time for your students to complete the FFA member and non FFA member surveys, I would be forever grateful. The success of this study and me graduating this summer hinges on whether or not we have enough respondents to complete this study. The survey can be found on the Alabama FFA website at www.alabamaffa.org or by clicking on the links at the bottm of this email.

Thank you for your time!

TJ Holder

This is the email sent on 4/11/13

Dear fellow Alabama Ag. Teachers,

My name is Terry J. Holder, but most of you know me as TJ, Ag teacher at Oak Grove High School and I need your assistance as I complete my Doctorate at Auburn this summer. I am conducting a research project that will involve studying the FFA Membership in Alabama by surveying teachers like yourself and also current FFA members and current NON FFA members that are enrolled in one or more of your classes.

The survey's are online and the Ag teacher survey will only take about 5 minutes of your time, but I would like to ask you to choose one of your Agriscience classes that you can arrange to get on some computers and take the other surveys that will take approximately 5-10 minutes of their class time. If everyone in the class is an FFA member, then that's great, just have them take the FFA member survey. But, if some of your students did not choose to join the FFA this year, have them take the NON FFA Member survey. All the survey's can be found on the alabamaffa.org website to make it easier to access from computer labs or at home. Hopefully this survey will help us have a better understanding of how and why our FFA membership has dropped from close to 25,000 in 1982 to less than 15,000 today. You and your student's feelings on the matter will be invaluable for this study.

According to proper research protocol through Auburn University we have to issue information sheets to all participants and also minor consent forms for students under 18 years of age. None have to be returned to me unless a parent decides to NOT allow their child to participate; If so, they should sign the form and mail them to me at the address provided on the form. The forms are attached to this email. If you have anything that would need to be returned to me, please let me know and I will take care of all the shipping and handling expenses and also I will gladly reimburse you for any paper, etc. expenses that you incur, if needed.

I would like to thank you in advance for participating in this study. Please do not hesitate to contact me if you have any questions. My email address is tholder@jefcoed.com and my cell # is 205.283.3119.

Sincerely,

Terry J. "TJ" Holder

Please click on links below or use the URL address to get to the survey. Also, Jacob Davis added the links to the alabamaffa.org webpage to make it easier for you to take your students to a computer lab and find the appropriate survey instrument. These surveys will remain active for at least 2 weeks.

Alabama Agriscience Teacher Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_dopeOg69dtSo80k

2

Current Alabama FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_ctKNqD73GPv4hCJ

NON FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_abKcOBNqYunjNOt

Or go to www.alabamaffa.org and click on the links that are on the main homepage.

Appendix P

Survey Request #3 Email

To:

Cc:
Subject: Request #3 Alabama FFA Membership Survey

Teachers,

If you have not already done so, please take time to complete the Ag teachers survey listed at the bottom of this email or go to www.alabamaffa.org and also get as many students as possible to complete the FFA member survey or the Non-FFA member survey as well. Your time and support will be greatly appreciated! Thank you in advance for your cooperation.

Sincerely,

Terry J. Holder

This is the email sent on 4/18/13

Fellow Ag Teachers/FFA Advisors,

I know we are all busy at this time of the year with competitions and preparing for FFA Banquets, but if you could take a few moments to complete the short Ag teacher survey and take a few minutes of class time for your students to complete the FFA member and non FFA member surveys, I would be forever grateful. The success of this study and me graduating this summer hinges on whether or not we have enough respondents to complete this study. The survey can be found on the Alabama FFA website at www.alabamaffa.org or by clicking on the links at the bottm of this email.

Thank you for your time!

TJ Holder

This is the email sent on 4/11/13

Dear fellow Alabama Ag. Teachers,

My name is Terry J. Holder, but most of you know me as TJ, Ag teacher at Oak Grove High School and I need your assistance as I complete my Doctorate at Auburn this summer. I am conducting a research project that will involve studying the FFA Membership in Alabama by surveying teachers like yourself and also current FFA members and current NON FFA members that are enrolled in one or more of your classes.

The survey's are online and the Ag teacher survey will only take about 5 minutes of your time, but I would like to ask you to choose one of your Agriscience classes that you can arrange to get on some computers and take the other surveys that will take approximately 5-10 minutes of their class time. If everyone in the class is an FFA member, then that's great, just have them take the FFA member survey. But, if some of your students did not choose to join the FFA this year, have them take the NON FFA Member survey. All the survey's can be found on the alabamaffa.org website to make it easier to access from computer labs or at home. Hopefully this survey will help us have a better understanding of how and why our FFA membership has dropped from close to 25,000 in 1982 to less than 15,000 today. You and your student's feelings on the matter will be invaluable for this study.

According to proper research protocol through Auburn University we have to issue information sheets to all participants and also minor consent forms for students under 18 years of age. None have to be returned to me unless a parent decides to NOT allow their child to participate; If so, they should sign the form and mail them to me at the address provided on the form. The forms are

attached to this email. If you have anything that would need to be returned to me, please let me know and I will take care of all the shipping and handling expenses and also I will gladly reimburse you for any paper, etc. expenses that you incur, if needed.

I would like to thank you in advance for participating in this study. Please do not hesitate to contact me if you have any questions. My email address is tholder@jefcoed.com and my cell # is 205.283.3119.

Sincerely,

Terry J. "TJ" Holder

Please click on links below or use the URL address to get to the survey. Also, Jacob Davis added the links to the alabamaffa.org webpage to make it easier for you to take your students to a computer lab and find the appropriate survey instrument. These surveys will remain active for at least 2 weeks.

Alabama Agriscience Teacher Survey or use this web address
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Current Alabama FFA Member Survey or use this web address
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NON FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_abKcOBNqYunjNOt

Or go to www.alabamaffa.org and click on the links that are on the main homepage.

Appendix Q

Survey Request #4 Email

To:

Cc:
Subject: Request #4 Alabama FFA Membership Survey

FFA Advisors,

If you haven't already done so, I desperately need your help to complete the Ag Teacher Survey and get as many Agriscience students to complete the appropriate surveys as possible. My deadline is one week from today and I'm nowhere near the numbers I need to complete my dissertation. I especially need more from the central and south districts for this to be an accurate study for the entire state. You can still find all the surveys on the Alabama FFA website or at the bottom of this email. Thank you again for your cooperation and support.

TJ

Subject: Request #3 Alabama FFA Membership Survey

Teachers,

If you have not already done so, please take time to complete the Ag teachers survey listed at the bottom of this email or go to www.alabamaffa.org and also get as many students as possible to complete the FFA member survey or the Non-FFA member survey as well. Your time and support will be greatly appreciated! Thank you in advance for your cooperation.

Sincerely,

Terry J. Holder

This is the email sent on 4/18/13

Fellow Ag Teachers/FFA Advisors,

I know we are all busy at this time of the year with competitions and preparing for FFA Banquets, but if you could take a few moments to complete the short Ag teacher survey and take a few minutes of class time for your students to complete the FFA member and non FFA member surveys, I would be forever grateful. The success of this study and me graduating this summer hinges on whether or not we have enough respondents to complete this study. The survey can be found on the Alabama FFA website at www.alabamaffa.org or by clicking on the links at the bottm of this email.

Thank you for your time!

TJ Holder

This is the email sent on 4/11/13

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I would like to thank you in advance for participating in this study. Please do not hesitate to contact me if you have any questions. My email address is tholder@jefcoed.com and my cell # is 205.283.3119.

Sincerely,

Terry J. "TJ" Holder

Please click on links below or use the URL address to get to the survey. Also, Jacob Davis added the links to the alabamaffa.org webpage to make it easier for you to take your students to a computer lab and find the appropriate survey instrument. These surveys will remain active for at least 2 weeks.

Alabama Agriscience Teacher Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_dopeOg69dtSo80k

Current Alabama FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_ctKNqD73GPv4hCJ

NON FFA Member Survey or use this web address
https://auburn.qualtrics.com/SE/?SID=SV_abKcOBNqYunjNOt

Or go to www.alabamaffa.org and click on the links that are on the main homepage.

Appendix R

Frequencies and Percentage Tables for Student Responses to Questions about Enrollment Information

Table 28

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	322	29.3	29.7	29.7
	Agree	552	50.2	50.8	80.5
	Neither Agree nor Disagree	147	13.4	13.5	94.0
	Disagree	40	3.6	3.7	97.7
	Strongly Disagree	25	2.3	2.3	100.0
	Total	1086	98.7	100.0	
Missing	System	14	1.3		
Total		1100	100.0		

Table 29

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE TEACHER WAS A ROLE MODEL IN THE COMMUNITY.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	138	12.5	12.7	12.7
	Agree	515	46.8	47.3	60.0
	Neither Agree nor Disagree	322	29.3	29.6	89.5
	Disagree	68	6.2	6.2	95.8
	Strongly Disagree	46	4.2	4.2	100.0
	Total	1089	99.0	100.0	
Missing	System	11	1.0		
Total		1100	100.0		

Table 30

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I THOUGHT I WOULD LIKE THE TEACHER.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	238	21.6	21.8	21.8
	Agree	559	50.8	51.3	73.1
	Neither Agree nor Disagree	206	18.7	18.9	92.0
	Disagree	48	4.4	4.4	96.4
	Strongly Disagree	39	3.5	3.6	100.0
	Total	1090	99.1	100.0	
Missing	System	10	.9		
Total		1100	100.0		

Table 31

I ENROLLED IN THIS AGRISCIENCE CLASS SO I CAN BE A MEMBER OF THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	177	16.1	16.3	16.3
	Agree	297	27.0	27.4	43.8
	Neither Agree nor Disagree	240	21.8	22.2	65.9
	Disagree	191	17.4	17.6	83.6
	Strongly Disagree	178	16.2	16.4	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 32

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I WANTED TO WORK IN THE SHOP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	271	24.6	24.9	24.9
	Agree	527	47.9	48.3	73.2
	Neither Agree nor Disagree	172	15.6	15.8	89.0
	Disagree	87	7.9	8.0	97.0
	Strongly Disagree	33	3.0	3.0	100.0
	Total	1090	99.1	100.0	
Missing	System	10	.9		
Total		1100	100.0		

Table 33

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE AGRISCIENCE CLASSES ARE FUN.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	269	24.5	24.8	24.8
	Agree	561	51.0	51.8	76.6
	Neither Agree nor Disagree	177	16.1	16.3	92.9
	Disagree	49	4.5	4.5	97.4
	Strongly Disagree	28	2.5	2.6	100.0
	Total	1084	98.5	100.0	
Missing	System	16	1.5		
Total		1100	100.0		

Table 34

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS COURSE FIT INTO MY CLASS SCHEDULE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	173	15.7	15.9	15.9
	Agree	574	52.2	52.7	68.5
	Neither Agree nor Disagree	245	22.3	22.5	91.0
	Disagree	62	5.6	5.7	96.7
	Strongly Disagree	36	3.3	3.3	100.0
	Total	1090	99.1	100.0	
Missing	System	10	.9		
Total		1100	100.0		

Table 35

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN AGRICULTURE AT HOME GOT ME INTERESTED...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	132	12.0	12.2	12.2
	Agree	364	33.1	33.6	45.8
	Neither Agree nor Disagree	259	23.5	23.9	69.7
	Disagree	241	21.9	22.3	92.0
	Strongly Disagree	87	7.9	8.0	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 36

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE A FAMILY MEMBER SUGGESTED I TAKE THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	78	7.1	7.2	7.2
	Agree	284	25.8	26.1	33.3
	Neither Agree nor Disagree	311	28.3	28.6	61.9
	Disagree	295	26.8	27.1	89.1
	Strongly Disagree	119	10.8	10.9	100.0
	Total	1087	98.8	100.0	
Missing	System	13	1.2		
Total		1100	100.0		

Table 37

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS SUGGESTED I TAKE THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	69	6.3	6.4	6.4
	Agree	375	34.1	34.6	40.9
	Neither Agree nor Disagree	264	24.0	24.3	65.3
	Disagree	297	27.0	27.4	92.6
	Strongly Disagree	80	7.3	7.4	100.0
	Total	1085	98.6	100.0	
Missing	System	15	1.4		
Total		1100	100.0		

Table 38

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY COUNSELOR OR PRINCIPAL SUGGESTED I TAKE THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	5.3	5.4	5.4
	Agree	343	31.2	31.7	37.1
	Neither Agree nor Disagree	335	30.5	31.0	68.0
	Disagree	241	21.9	22.3	90.3
	Strongly Disagree	105	9.5	9.7	100.0
	Total	1082	98.4	100.0	
Missing	System	18	1.6		
Total		1100	100.0		

Table 39

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE BEING IN THIS CLASS GIVES ME A SENSE OF ACCEPTANCE AND...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	111	10.1	10.2	10.2
	Agree	354	32.2	32.7	42.9
	Neither Agree nor Disagree	336	30.5	31.0	74.0
	Disagree	211	19.2	19.5	93.4
	Strongly Disagree	71	6.5	6.6	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 40

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY INVOLVEMENT IN 4-H GOT ME INTERESTED IN THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	2.8	2.9	2.9
	Agree	139	12.6	12.9	15.7
	Neither Agree nor Disagree	296	26.9	27.4	43.1
	Disagree	261	23.7	24.2	67.3
	Strongly Disagree	353	32.1	32.7	100.0
	Total	1080	98.2	100.0	
Missing	System	20	1.8		
Total		1100	100.0		

Table 41

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE MY FRIENDS ARE IN THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	84	7.6	7.8	7.8
	Agree	520	47.3	48.0	55.8
	Neither Agree nor Disagree	258	23.5	23.8	79.6
	Disagree	152	13.8	14.0	93.6
	Strongly Disagree	69	6.3	6.4	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 42

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL BENEFIT ME LATER IN LIFE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	222	20.2	20.5	20.5
	Agree	486	44.2	44.9	65.4
	Neither Agree nor Disagree	172	15.6	15.9	81.3
	Disagree	140	12.7	12.9	94.2
	Strongly Disagree	63	5.7	5.8	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 43

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THIS CLASS WILL PREPARE ME FOR A CAREER IN AGRICULTURE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	156	14.2	14.4	14.4
	Agree	391	35.5	36.0	50.4
	Neither Agree nor Disagree	275	25.0	25.3	75.7
	Disagree	184	16.7	16.9	92.6
	Strongly Disagree	80	7.3	7.4	100.0
	Total	1086	98.7	100.0	
Missing	System	14	1.3		
Total		1100	100.0		

Table 44

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I NEEDED AN ELECTIVE CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	104	9.5	9.6	9.6
	Agree	569	51.7	52.4	62.0
	Neither Agree nor Disagree	226	20.5	20.8	82.8
	Disagree	130	11.8	12.0	94.8
	Strongly Disagree	57	5.2	5.2	100.0
	Total	1086	98.7	100.0	
Missing	System	14	1.3		
Total		1100	100.0		

Table 45

I AM TAKING THIS AGRISCIENCE CLASS BECAUSE I WAS PUT IN THIS CLASS BY MY COUNSELOR WITHOUT REGISTERI...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	193	17.5	17.8	17.8
	Agree	263	23.9	24.2	42.0
	Neither Agree nor Disagree	231	21.0	21.3	63.3
	Disagree	250	22.7	23.0	86.4
	Strongly Disagree	148	13.5	13.6	100.0
	Total	1085	98.6	100.0	
Missing	System	15	1.4		
Total		1100	100.0		

Table 46

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE THE AGRISCIENCE PROGRAM IN THIS SCHOOL IS WELL RESPECTE...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	157	14.3	14.5	14.5
	Agree	510	46.4	47.1	61.6
	Neither Agree nor Disagree	278	25.3	25.7	87.3
	Disagree	87	7.9	8.0	95.3
	Strongly Disagree	51	4.6	4.7	100.0
	Total	1083	98.5	100.0	
Missing	System	17	1.5		
Total		1100	100.0		

Table 47

I ENROLLED IN THIS AGRISCIENCE CLASS BECAUSE I HEARD IT WAS AN EASY "A".

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	114	10.4	10.5	10.5
	Agree	384	34.9	35.5	46.1
	Neither Agree nor Disagree	278	25.3	25.7	71.8
	Disagree	190	17.3	17.6	89.4
	Strongly Disagree	115	10.5	10.6	100.0
	Total	1081	98.3	100.0	
Missing	System	19	1.7		
Total		1100	100.0		

Appendix S

Frequencies and Percentage Tables for FFA Member Responses to Questions about Membership in the FFA

Table 48

I BECAME A MEMBER OF THE FFA BECAUSE I ENJOY WORKING WITH ANIMALS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	132	23.1	23.4	23.4
	Agree	227	39.7	40.2	63.7
	Neither Agree nor Disagree	138	24.1	24.5	88.1
	Disagree	52	9.1	9.2	97.3
	Strongly Disagree	15	2.6	2.7	100.0
	Total	564	98.6	100.0	
Missing	System	8	1.4		
Total		572	100.0		

Table 49

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO PARTICIPATE IN FAIRS AND LIVESTOCK SHOWS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	85	14.9	15.3	15.3
	Agree	180	31.5	32.3	47.6
	Neither Agree nor Disagree	178	31.1	32.0	79.5
	Disagree	89	15.6	16.0	95.5
	Strongly Disagree	25	4.4	4.5	100.0
	Total	557	97.4	100.0	
Missing	System	15	2.6		
Total		572	100.0		

Table 50

I BECAME A MEMBER OF THE FFA BECAUSE I ENJOYED THE VARIETY OF CONTESTS THE FFA OFFERS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	128	22.4	22.9	22.9
	Agree	222	38.8	39.7	62.6
	Neither Agree nor Disagree	141	24.7	25.2	87.8
	Disagree	52	9.1	9.3	97.1
	Strongly Disagree	16	2.8	2.9	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 51

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO EARN MY STATE FFA DEGREE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	82	14.3	14.6	14.6
	Agree	178	31.1	31.8	46.4
	Neither Agree nor Disagree	197	34.4	35.2	81.6
	Disagree	78	13.6	13.9	95.5
	Strongly Disagree	25	4.4	4.5	100.0
	Total	560	97.9	100.0	
Missing	System	12	2.1		
Total		572	100.0		

Table 52

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO EARN MY AMERICAN FFA DEGREE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	79	13.8	14.2	14.2
	Agree	125	21.9	22.5	36.7
	Neither Agree nor Disagree	243	42.5	43.7	80.4
	Disagree	83	14.5	14.9	95.3
	Strongly Disagree	26	4.5	4.7	100.0
	Total	556	97.2	100.0	
Missing	System	16	2.8		
Total		572	100.0		

Table 53

I BECAME A MEMBER OF THE FFA BECAUSE THE MEMBERSHIP WAS REQUIRED FOR THIS CLASS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	8.4	8.6	8.6
	Agree	133	23.3	23.8	32.4
	Neither Agree nor Disagree	185	32.3	33.2	65.6
	Disagree	136	23.8	24.4	90.0
	Strongly Disagree	56	9.8	10.0	100.0
	Total	558	97.6	100.0	
Missing	System	14	2.4		
Total		572	100.0		

Table 54

I BECAME A MEMBER OF THE FFA BECAUSE MY FRIENDS WERE IN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	9.1	9.3	9.3
	Agree	172	30.1	30.8	40.1
	Neither Agree nor Disagree	181	31.6	32.4	72.5
	Disagree	117	20.5	20.9	93.4
	Strongly Disagree	37	6.5	6.6	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 55

I BECAME A MEMBER OF THE FFA BECAUSE I AM STRONGLY INFLUENCED BY MY FAMILY TO BE IN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	62	10.8	11.1	11.1
	Agree	170	29.7	30.4	41.5
	Neither Agree nor Disagree	165	28.8	29.5	71.0
	Disagree	123	21.5	22.0	93.0
	Strongly Disagree	39	6.8	7.0	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 56

I BECAME A MEMBER OF THE FFA BECAUSE I FELT THE FFA WILL HELP ME ACQUIRE A GOOD JOB LATER IN LIFE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	23.6	24.3	24.3
	Agree	239	41.8	43.0	67.3
	Neither Agree nor Disagree	119	20.8	21.4	88.7
	Disagree	47	8.2	8.5	97.1
	Strongly Disagree	16	2.8	2.9	100.0
	Total	556	97.2	100.0	
Missing	System	16	2.8		
Total		572	100.0		

Table 57

I BECAME A MEMBER OF THE FFA BECAUSE I WANT TO BECOME OR PRESENTLY AM AN FFA OFFICER.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	97	17.0	17.3	17.3
	Agree	165	28.8	29.5	46.8
	Neither Agree nor Disagree	170	29.7	30.4	77.1
	Disagree	112	19.6	20.0	97.1
	Strongly Disagree	16	2.8	2.9	100.0
	Total	560	97.9	100.0	
Missing	System	12	2.1		
Total		572	100.0		

Table 58

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO MEET NEW PEOPLE FROM OTHER FFA CHAPTERS AND TOWNS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	89	15.6	16.0	16.0
	Agree	199	34.8	35.7	51.7
	Neither Agree nor Disagree	166	29.0	29.8	81.5
	Disagree	81	14.2	14.5	96.1
	Strongly Disagree	22	3.8	3.9	100.0
	Total	557	97.4	100.0	
Missing	System	15	2.6		
Total		572	100.0		

Table 59

I BECAME A MEMBER OF THE FFA BECAUSE I THOUGHT BEING A MEMBER WOULD GIVE ME A SENSE OF ACCEPTANCE AN...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	79	13.8	14.1	14.1
	Agree	185	32.3	33.1	47.2
	Neither Agree nor Disagree	192	33.6	34.3	81.6
	Disagree	76	13.3	13.6	95.2
	Strongly Disagree	27	4.7	4.8	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 60

I BECAME A MEMBER OF THE FFA BECAUSE I BELIEVED IT WOULD BENEFIT ME IN LATER LIFE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	154	26.9	27.5	27.5
	Agree	248	43.4	44.4	71.9
	Neither Agree nor Disagree	104	18.2	18.6	90.5
	Disagree	37	6.5	6.6	97.1
	Strongly Disagree	16	2.8	2.9	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 61

I BECAME A MEMBER OF THE FFA BECAUSE THE ADVISOR(S) IS/ARE WELL RESPECTED IN MY COMMUNITY.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	143	25.0	25.5	25.5
	Agree	193	33.7	34.5	60.0
	Neither Agree nor Disagree	157	27.4	28.0	88.0
	Disagree	49	8.6	8.8	96.8
	Strongly Disagree	18	3.1	3.2	100.0
	Total	560	97.9	100.0	
Missing	System	12	2.1		
Total		572	100.0		

Table 62

I BECAME A MEMBER OF THE FFA BECAUSE THE ADVISOR RECRUITED ME.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	75	13.1	13.4	13.4
	Agree	122	21.3	21.8	35.2
	Neither Agree nor Disagree	197	34.4	35.2	70.5
	Disagree	129	22.6	23.1	93.6
	Strongly Disagree	36	6.3	6.4	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 63

I BECAME A MEMBER OF THE FFA BECAUSE THE COUNSELOR OR PRINCIPAL RECRUITED ME TO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	4.0	4.1	4.1
	Agree	70	12.2	12.6	16.7
	Neither Agree nor Disagree	224	39.2	40.2	56.9
	Disagree	176	30.8	31.6	88.5
	Strongly Disagree	64	11.2	11.5	100.0
	Total	557	97.4	100.0	
Missing	System	15	2.6		
Total		572	100.0		

Table 64

I BECAME A MEMBER OF THE FFA BECAUSE I WANTED TO BE A MEMBER.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	191	33.4	34.4	34.4
	Agree	228	39.9	41.1	75.5
	Neither Agree nor Disagree	100	17.5	18.0	93.5
	Disagree	24	4.2	4.3	97.8
	Strongly Disagree	12	2.1	2.2	100.0
	Total	555	97.0	100.0	
Missing	System	17	3.0		
Total		572	100.0		

Table 65

I BECAME A MEMBER OF THE FFA BECAUSE MY FRIENDS RECRUITED ME TO BE IN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	7.7	7.9	7.9
	Agree	135	23.6	24.2	32.0
	Neither Agree nor Disagree	198	34.6	35.4	67.4
	Disagree	138	24.1	24.7	92.1
	Strongly Disagree	44	7.7	7.9	100.0
	Total	559	97.7	100.0	
Missing	System	13	2.3		
Total		572	100.0		

Table 66

I BECAME A MEMBER OF THE FFA BECAUSE I THOUGHT THERE WAS A CAREER IN AGRICULTURE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	121	21.2	21.5	21.5
	Agree	177	30.9	31.4	52.9
	Neither Agree nor Disagree	192	33.6	34.1	87.0
	Disagree	52	9.1	9.2	96.3
	Strongly Disagree	21	3.7	3.7	100.0
	Total	563	98.4	100.0	
Missing	System	9	1.6		
Total		572	100.0		

Table 67

I BECAME A MEMBER OF THE FFA BECAUSE I LIKED THE JACKETS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	79	13.8	14.1	14.1
	Agree	92	16.1	16.4	30.5
	Neither Agree nor Disagree	174	30.4	31.0	61.5
	Disagree	121	21.2	21.6	83.1
	Strongly Disagree	95	16.6	16.9	100.0
	Total	561	98.1	100.0	
Missing	System	11	1.9		
Total		572	100.0		

Appendix T

Frequencies and Percentage Tables for Non-FFA Member Responses to Questions about Barriers to Membership in the FFA

Table 68

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE STUDENTS IN THE FFA WERE NOT LIKE ME.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	2.3	2.3	2.3
	Agree	261	49.4	49.9	52.2
	Neither Agree nor Disagree	108	20.5	20.7	72.8
	Disagree	84	15.9	16.1	88.9
	Strongly Disagree	58	11.0	11.1	100.0
	Total	523	99.1	100.0	
Missing	System	5	.9		
Total		528	100.0		

Table 69

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE CEREMONIES, CONTESTS, AWARDS, AND ACTIVITIES OF THE...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	5.3	5.4	5.4
	Agree	302	57.2	58.0	63.3
	Neither Agree nor Disagree	99	18.8	19.0	82.3
	Disagree	49	9.3	9.4	91.7
	Strongly Disagree	43	8.1	8.3	100.0
	Total	521	98.7	100.0	
Missing	System	7	1.3		
Total		528	100.0		

Table 70

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I HAD NEGATIVE EXPERIENCES IN MY CONTACTS WITH FFA MEMB...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	2.5	2.5	2.5
	Agree	255	48.3	48.6	51.0
	Neither Agree nor Disagree	109	20.6	20.8	71.8
	Disagree	94	17.8	17.9	89.7
	Strongly Disagree	54	10.2	10.3	100.0
	Total	525	99.4	100.0	
Missing	System	3	.6		
Total		528	100.0		

Table 71

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MY FRIENDS WERE NOT IN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	3.0	3.1	3.1
	Agree	260	49.2	49.7	52.8
	Neither Agree nor Disagree	97	18.4	18.5	71.3
	Disagree	94	17.8	18.0	89.3
	Strongly Disagree	56	10.6	10.7	100.0
	Total	523	99.1	100.0	
Missing	System	5	.9		
Total		528	100.0		

Table 72

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MY FAMILY DID NOT APPROVE OF THE FFA PROGRAM.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	1.1	1.2	1.2
	Agree	145	27.5	27.8	29.0
	Neither Agree nor Disagree	207	39.2	39.7	68.7
	Disagree	96	18.2	18.4	87.1
	Strongly Disagree	67	12.7	12.9	100.0
	Total	521	98.7	100.0	
Missing	System	7	1.3		
Total		528	100.0		

Table 73

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I FELT LIKE I WAS DISCRIMINATED BY THE FFA ADVISOR(S) A...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	1.1	1.1	1.1
	Agree	142	26.9	27.2	28.3
	Neither Agree nor Disagree	211	40.0	40.3	68.6
	Disagree	91	17.2	17.4	86.0
	Strongly Disagree	73	13.8	14.0	100.0
	Total	523	99.1	100.0	
Missing	System	5	.9		
Total		528	100.0		

Table 74

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WILL NOT HELP ME IN MY FUTURE CAREER GOALS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	4.7	4.8	4.8
	Agree	272	51.5	52.1	56.9
	Neither Agree nor Disagree	105	19.9	20.1	77.0
	Disagree	69	13.1	13.2	90.2
	Strongly Disagree	51	9.7	9.8	100.0
	Total	522	98.9	100.0	
Missing	System	6	1.1		
Total		528	100.0		

Table 75

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA DID NOT OFFER SCHOLARSHIPS FOR COLLEGE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	1.1	1.1	1.1
	Agree	133	25.2	25.4	26.5
	Neither Agree nor Disagree	234	44.3	44.7	71.2
	Disagree	98	18.6	18.7	89.9
	Strongly Disagree	53	10.0	10.1	100.0
	Total	524	99.2	100.0	
Missing	System	4	.8		
Total		528	100.0		

Table 76

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WAS FOR PEOPLE WHO LIVE ON FARMS AND RANCHES.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	8.5	8.6	8.6
	Agree	234	44.3	44.5	53.0
	Neither Agree nor Disagree	105	19.9	20.0	73.0
	Disagree	95	18.0	18.1	91.1
	Strongly Disagree	47	8.9	8.9	100.0
	Total	526	99.6	100.0	
Missing	System	2	.4		
Total		528	100.0		

Table 77

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE MEMBERS OF THE FFA ARE LOOKED UPON AS "NERDS."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	1.9	1.9	1.9
	Agree	183	34.7	34.8	36.7
	Neither Agree nor Disagree	171	32.4	32.5	69.2
	Disagree	91	17.2	17.3	86.5
	Strongly Disagree	71	13.4	13.5	100.0
	Total	526	99.6	100.0	
Missing	System	2	.4		
Total		528	100.0		

Table 78

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT HAVE THE MONEY TO JOIN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	2.7	2.7	2.7
	Agree	122	23.1	23.3	26.0
	Neither Agree nor Disagree	100	18.9	19.1	45.1
	Disagree	236	44.7	45.1	90.2
	Strongly Disagree	51	9.7	9.8	100.0
	Total	523	99.1	100.0	
Missing	System	5	.9		
Total		528	100.0		

Table 79

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA'S UNIFORMS ARE NOT COOL.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	7.6	7.6	7.6
	Agree	238	45.1	45.4	53.1
	Neither Agree nor Disagree	100	18.9	19.1	72.1
	Disagree	94	17.8	17.9	90.1
	Strongly Disagree	52	9.8	9.9	100.0
	Total	524	99.2	100.0	
Missing	System	4	.8		
Total		528	100.0		

Table 80

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT FEEL LIKE I BELONGED IN THE FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	4.0	4.0	4.0
	Agree	294	55.7	56.0	60.0
	Neither Agree nor Disagree	110	20.8	21.0	81.0
	Disagree	61	11.6	11.6	92.6
	Strongly Disagree	39	7.4	7.4	100.0
	Total	525	99.4	100.0	
Missing	System	3	.6		
Total		528	100.0		

Table 81

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I DID NOT HAVE TIME FOR EXTRACURRICULAR ACTIVITIES.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	3.8	3.8	3.8
	Agree	286	54.2	54.9	58.7
	Neither Agree nor Disagree	105	19.9	20.2	78.9
	Disagree	67	12.7	12.9	91.7
	Strongly Disagree	43	8.1	8.3	100.0
	Total	521	98.7	100.0	
Missing	System	7	1.3		
Total		528	100.0		

Table 82

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE AGRICULTURE IS A LOW PAYING OCCUPATION.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	2.5	2.5	2.5
	Agree	258	48.9	49.2	51.7
	Neither Agree nor Disagree	112	21.2	21.4	73.1
	Disagree	91	17.2	17.4	90.5
	Strongly Disagree	50	9.5	9.5	100.0
	Total	524	99.2	100.0	
Missing	System	4	.8		
Total		528	100.0		

Table 83

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE I HAD TOO MANY OTHER ACTIVITIES.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	4.5	4.6	4.6
	Agree	296	56.1	56.7	61.3
	Neither Agree nor Disagree	103	19.5	19.7	81.0
	Disagree	62	11.7	11.9	92.9
	Strongly Disagree	37	7.0	7.1	100.0
	Total	522	98.9	100.0	
Missing	System	6	1.1		
Total		528	100.0		

Table 84

I DID NOT BECOME A MEMBER OF THE FFA BECAUSE THE FFA WAS DISCOURAGED BY SPONSORS OF OTHER ACTIVITIES...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	1.1	1.1	1.1
	Agree	230	43.6	44.0	45.1
	Neither Agree nor Disagree	138	26.1	26.4	71.5
	Disagree	96	18.2	18.4	89.9
	Strongly Disagree	53	10.0	10.1	100.0
	Total	523	99.1	100.0	
Missing	System	5	.9		
Total		528	100.0		

Appendix U

Frequencies and Percentage Tables for Agriscience Teacher Responses to Questions Regarding FFA Membership

Table 85

I feel it is my job as an Agriscience Teacher to recruit and encourage students to become members of...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	123	54.4	55.2	55.2
	Agree	89	39.4	39.9	95.1
	Neutral	2	.9	.9	96.0
	Disagree	5	2.2	2.2	98.2
	Strongly Disagree	4	1.8	1.8	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

Table 86

I feel that students are more interested in video games and social networking than becoming FFA members.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	12.8	13.1	13.1
	Agree	67	29.6	30.2	43.2
	Neutral	41	18.1	18.5	61.7
	Disagree	61	27.0	27.5	89.2
	Strongly Disagree	24	10.6	10.8	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 87

I feel that the major reason Alabama FFA membership has dropped is due to the majority of New Agriscience teachers not being placed in 12 month contracts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	83	36.7	37.4	37.4
	Agree	61	27.0	27.5	64.9
	Neutral	23	10.2	10.4	75.2
	Disagree	48	21.2	21.6	96.8
	Strongly Disagree	7	3.1	3.2	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 88

I feel that students being involved in school sports is a contributing factor for students not joining the FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	12.4	12.6	12.6
	Agree	70	31.0	31.5	44.1
	Neutral	32	14.2	14.4	58.6
	Disagree	80	35.4	36.0	94.6
	Strongly Disagree	12	5.3	5.4	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 89

I feel that the students do not join the FFA because the dues are too high for state and national me...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	3.5	3.6	3.6
	Agree	38	16.8	17.0	20.6
	Neutral	32	14.2	14.3	35.0
	Disagree	108	47.8	48.4	83.4
	Strongly Disagree	37	16.4	16.6	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

Table 90

I feel students do not become FFA members due to it not being relevant to their current interests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	3.1	3.2	3.2
	Agree	69	30.5	31.2	34.4
	Neutral	50	22.1	22.6	57.0
	Disagree	82	36.3	37.1	94.1
	Strongly Disagree	13	5.8	5.9	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 91

I feel students do not want to join the FFA due to them being removed from the farm for several gene...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	5.3	5.4	5.4
	Agree	68	30.1	30.8	36.2
	Neutral	33	14.6	14.9	51.1
	Disagree	92	40.7	41.6	92.8
	Strongly Disagree	16	7.1	7.2	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 92

I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA membership.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	14.6	14.9	14.9
	Agree	98	43.4	44.3	59.3
	Neutral	42	18.6	19.0	78.3
	Disagree	40	17.7	18.1	96.4
	Strongly Disagree	8	3.5	3.6	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 93

I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	16.4	16.7	16.7
	Agree	97	42.9	43.9	60.6
	Neutral	45	19.9	20.4	81.0
	Disagree	38	16.8	17.2	98.2
	Strongly Disagree	4	1.8	1.8	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 94

I feel some of my students do not join the FFA due to them being placed in Agriscience classes by co...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	28.8	29.1	29.1
	Agree	122	54.0	54.7	83.9
	Neutral	15	6.6	6.7	90.6
	Disagree	21	9.3	9.4	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

Table 95

I feel that the FFA is the best teaching tool I have as an Agriscience Teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	96	42.5	43.0	43.0
	Agree	70	31.0	31.4	74.4
	Neutral	27	11.9	12.1	86.5
	Disagree	26	11.5	11.7	98.2
	Strongly Disagree	4	1.8	1.8	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

Table 96

I feel that the process of enrolling students in the FFA has gotten too complicated for Agriscience...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	13.7	14.0	14.0
	Agree	41	18.1	18.6	32.6
	Neutral	33	14.6	14.9	47.5
	Disagree	103	45.6	46.6	94.1
	Strongly Disagree	13	5.8	5.9	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 97

I feel that students do not want to become FFA members due to the negative image towards farming.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	2.2	2.3	2.3
	Agree	42	18.6	19.0	21.3
	Neutral	25	11.1	11.3	32.6
	Disagree	125	55.3	56.6	89.1
	Strongly Disagree	24	10.6	10.9	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Table 98

I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	2.2	2.3	2.3
	Agree	29	12.8	13.1	15.3
	Neutral	33	14.6	14.9	30.2
	Disagree	102	45.1	45.9	76.1
	Strongly Disagree	53	23.5	23.9	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 99

I feel students do not become FFA members due to them having limited resources for SAEP's.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	3.5	3.6	3.6
	Agree	50	22.1	22.7	26.4
	Neutral	37	16.4	16.8	43.2
	Disagree	110	48.7	50.0	93.2
	Strongly Disagree	15	6.6	6.8	100.0
	Total	220	97.3	100.0	
Missing	System	6	2.7		
Total		226	100.0		

Table 100

I feel my students do not become FFA members due to my lack of motivation as the FFA Advisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	4.4	4.5	4.5
	Agree	70	31.0	31.5	36.0
	Neutral	18	8.0	8.1	44.1
	Disagree	80	35.4	36.0	80.2
	Strongly Disagree	44	19.5	19.8	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 101

I believe it is important for my program to involved Chapter Officers in recruiting students to join...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	34.1	34.7	34.7
	Agree	120	53.1	54.1	88.7
	Neutral	19	8.4	8.6	97.3
	Disagree	6	2.7	2.7	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 102

I feel students do not join the FFA due to them not having transportation to and from FFA events.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	3.1	3.2	3.2
	Agree	32	14.2	14.4	17.6
	Neutral	33	14.6	14.9	32.4
	Disagree	125	55.3	56.3	88.7
	Strongly Disagree	25	11.1	11.3	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

Table 103

I feel that the student's low socio-economic condition at home is a big reason they do not join the...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	10.6	12.1	12.1
	Agree	68	30.1	34.3	46.5
	Neutral	25	11.1	12.6	59.1
	Disagree	62	27.4	31.3	90.4
	Strongly Disagree	19	8.4	9.6	100.0
	Total	198	87.6	100.0	
Missing	System	28	12.4		
Total		226	100.0		

Table 104

I feel it is important for my FFA Chapter to have 100% membership.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	15.5	15.8	15.8
	Agree	54	23.9	24.4	40.3
	Neutral	36	15.9	16.3	56.6
	Disagree	80	35.4	36.2	92.8
	Strongly Disagree	16	7.1	7.2	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

Appendix V

Frequencies and Percentage Tables for State FFA Staff Responses to Questions Regarding FFA Membership

Table 105

I feel that the major reason the Alabama FFA membership has dropped is due to the majority of new Ag teachers not being place on 12 month contracts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	33.3	33.3	33.3
	Neutral	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Table 106

I feel students do not want to join the FFA due to them being removed from the farm for several generations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	100.0	100.0	100.0

Table 107

I feel that the decrease in State Staff positions for AgEd in Alabama has contributed to the decrease in FFA Membership.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	66.7	66.7	66.7
	Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 108

I feel that the "No Child Left Behind Act" has had a negative impact on FFA membership in Alabama.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	66.7	66.7	66.7
	Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 109

I feel that students do not want to become FFA members due to the negative image towards farming.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	100.0	100.0	100.0

Table 110

I feel that the students do not want to join the FFA due to their dislike of the FFA jacket.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	66.7	66.7	66.7
	Strongly Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 111

I feel students do not become FFA members due to them having limited resources for SAEP's.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	100.0	100.0	100.0

Table 112

I feel that many Agriscience Teachers/FFA Advisors do not encourage their students to join the Alabama FFA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	66.7	66.7	66.7
	Agree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 113

I feel that the local system administrators have hurt the FFA membership by not hiring certified Agriscience Teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	66.7	66.7	66.7
	Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 114

I feel local system administrators have hurt FFA membership by shutting down Agriscience programs to...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	100.0	100.0	100.0

Table 115

I feel the State and District FFA Officers should play more of an active role recruiting potential F...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	33.3	33.3	33.3
	Neutral	1	33.3	33.3	66.7
	Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 116

I feel that the Career Tech Initiative money used for extended contracts should require Agriscience...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	100.0	100.0	100.0

Table 117

I feel that I spend the majority of my time doing required things that do not relate to Agriscience...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	33.3	33.3	33.3
	Agree	1	33.3	33.3	66.7
	Neutral	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 118

I feel that many of the FFA contests and Awards are not very appealing to student interests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	100.0	100.0	100.0

Table 119

I feel that Agriscience Education and the FFA will flourish under the new directives coming from the...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	33.3	33.3	33.3
	Neutral	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Table 120

I feel that the State AgEd staff needs to be increased to 5 to be more effective for the AgEd teachers in the state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	33.3	33.3	33.3
	Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Table 121

I feel that the State AgEd staff needs more secretaries to be more effective at doing our jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	66.7	66.7	66.7
	Neutral	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 122

I feel that the Alabama FFA and Agriscience Education is still the best youth organization and program in the state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	100.0	100.0	100.0

Table 123

I believe that Agriscience teachers should take a more active role in raising money for the Alabama...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	66.7	66.7	66.7
	Disagree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 124

Current established Agriscience Teachers should be held more accountable for not encouraging students to become FFA members.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	66.7	66.7	66.7
	Agree	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 125

Business and Industry Certification requirements should stipulate that every Agriscience Teacher should have at least 50% FFA membership.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	33.3	33.3	33.3
	Agree	1	33.3	33.3	66.7
	Neutral	1	33.3	33.3	100.0
	Total	3	100.0	100.0	