A model for a leadership development component of vocational agriculture programs in Jamaica

Winston Igol Samuel Haye
Iowa State University

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by

Winston Igot Samuel Haye

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INTRODUCTION

In January of 1969, the government of Jamaica officially embarked on an agricultural education program. This program provided for the teaching of vocational agriculture in primary, secondary, and high schools as an integral part of the education system in the country. The government appointed three professional agriculturalists (including the writer of this document) to implement and supervise the program.

Each school was allotted land and facilities for the establishment of a tutorial school farm. These farms consist of land acreage ranging from five to twenty-five acres in size. The students with instructions from the vocational agriculture teachers conduct various supervised occupational experience programs on the school farms. Some of the programs include the growing of vegetables, bananas, coffee, cocoa, citrus, afforestation, and corn. There are also other programs which include the rearing of cattle, rabbits, poultry, and hogs. These programs are developed from the classroom instructions given by the vocational agriculture teachers.

There is a lack of a leadership development program paralleling that of the Future Farmers of America. A leadership program that would enable students to develop leadership skills does not exist. Leadership activities could be provided through group projects with students serving as leaders on a rotation basis. In addition, arrangements could be made for students to participate in other leadership activities, such as public speaking, conduct of meetings, parliamentary procedure, and cooperative
activities. At this time students are graduating from these institutions with limited sense of direction.

In a speech to the participants in the "National Consultation on Leadership Seminar" held in Kingston recently, Governor General Glasspole (39) said: "It is vital to have young men and women trained to be able to lead our young folks on the basis of reasoning and good judgement." Speaking at the same seminar, Dr. Phillis McPherson Russel (39) remarked that "growth and development of people was essential and that a modern concept of leadership was necessary."

According to an Agency for Public Information report (38), Bennett, one of the Agricultural Education Officers, explained that although there has been quite an interest in agricultural education in the 1940's and early 50's, this has diminished greatly in the schools in the late 1950's. In addition, young people were being "turned off" from farming during this period, money and land were hard to come by, and agriculture simply was not profitable. As a result, he said: "We face a very grave situation: not only with the export-import balance, but the fact that the average age of our farmer is between 55 and 60."

The increasing disparity between the scarcity of skilled manpower and the lack of occupational opportunity for the unskilled labor in this country has placed stress on the educational system. A major responsibility of the vocational agriculture teacher, then, is to provide learning activities relevant to actual or anticipated employment opportunities for all secondary and high school students enrolled in vocational agriculture.
Generally recognized today is the need for accelerated change to keep educational programs and practices in tune with demands created by the rapid expansion of knowledge, an intensely competitive society, the expanding population, new ways of living, and the changes created by automation.

General Background for the Study

There has been a revision of existing vocational agriculture programs and new programs in vocational agriculture developed at the primary and high school levels. However, the leadership development component has not been established as one of the three components that have made vocational agriculture programs successful in the United States and other countries throughout the world. The other components being classroom instruction and occupational experience programs which are already in existence. The adoption of a leadership program could bring about a change in the attitudes of students toward agriculture. This in turn would result in the development of skills that will help the students in their occupational and organizational activities in life.

Vocational agriculture programs were redesigned to provide a scientific approach to agricultural studies and to demonstrate to students that agriculture could be a profitable concern. Priorities were to dignify the image of agriculture, especially in schools; to raise from the school garden level, designated to "dull" students, to the "tutorial farm level"; to increase the training of vocational
agriculture teachers; to initiate vocational agriculture in as many
schools as possible; and, to involve girls as well as boys.

Statement of the Problem

Sixty percent of the Jamaican population of two million people are
between the ages of fifteen and twenty-five. Approximately 60 percent of
the entire population live in the cities. There is an urgent need to get
the young people of these ages engaged in meaningful learning activities,
whereby they can develop skills especially in the areas of leadership,
cooperation, and citizenship. These skills would enable them to help
themselves and their country.

Jamaica is mainly an agricultural country. Therefore, the chief
means of harnessing and utilizing its human resources is through some
meaningful agricultural education program. The vocational agriculture
education program includes classroom instruction and a land laboratory
where supervised agricultural programs are conducted. However, the
students need to develop leadership skills to further diffuse the inno-
vations they have gained through classroom instructions and their super-
vised occupational experience programs. This would enable them to become
more proficient in their future occupational and organizational activities.
There are many occupations that require proficiencies in leadership
skills. Since many students are inadequate in this area, they are denied
certain employment opportunities. This has been a growing problem which
has resulted in mass migration of youth from rural areas into the cities.
This movement compounds the problem in that there are no jobs for them
in the cities. Instead of returning to the rural areas, they abandon themselves there. The formation of an organization similar to that of the F.F.A. could help to solve this problem.

The Future Farmers of America, more commonly referred to as the F.F.A., has been a highly successful leadership development organization. It is an integral part of the vocational agriculture program in the schools. Due to the success of this organization, its program has been adopted by several other countries. Some of these countries are England, Scotland, Japan, The Phillipine Islands, Peru, Thailand, Colombia, Costa Rica, Mexico, Panama, and Puerto Rico.

This research was designed to develop a leadership model which could become an integral part of the vocational agriculture program in Jamaica. The research features the identification of selected F.F.A. activities that could be transported to Jamaica to serve as a base for leadership training in vocational agriculture.

Purpose and Objectives of the Study

The purpose of this study was to develop a model for a leadership component in the vocational agriculture programs in Jamaica. The specific objectives of the study were:

1) To identify the educational and professional qualifications of selected school administrators and vocational agriculture teachers in Jamaica.

2) To identify selected school and community features which would support the development of the leadership component.
3) To determine the attitude of school administrators towards selected leadership development learning activities.
4) To determine the attitude of vocational agriculture teachers towards selected leadership development learning activities.
5) To develop a leadership program model that will provide students with the leadership skills needed for careers in agriculture in Jamaica.

Need for the Study

This study will lead to further development of the vocational agriculture program in Jamaica. It will present a leadership development model that can be initiated and evaluated in Jamaica's vocational agriculture programs.

The study will provide a base for the expansion of the existing philosophy on vocational agriculture. Aims and purposes to develop leadership skills needed for careers in agriculture will be added. New approaches to structuring vocational agriculture programs to include a leadership development component will be identified. The testing of these approaches would take place after conducting pilot programs in selected schools.

The adoption-diffusion principles utilized to initiate educational change by transporting educational methodology from the United States to Jamaica could be adapted for similar use in other countries.
Assumptions Basic to the Study

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

1) That successful leadership development activities can be transported from the United States and adopted by Jamaican schools.

2) That Jamaica's existing philosophy for vocational agriculture can be revised to include aims and purposes to develop leadership skills.

Definition of Terms

The following definition of terms are basic to this study:

**Allotted:** Is the orderly distribution of land.

**Adoption:** The full scale integration of a practice into an ongoing operation.

**Attitude:** Is a mental position, a feeling or emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

**Abandon:** To give up or leave completely.

**Component:** Part of a whole.

**Compound:** To increase; in this case also means to make worse.

**Diffusion:** The essence of the diffusion process is the human interaction in which one person communicates a new idea to another person or group.
Embark: To set out to do something.

Era: Period of time.

Feasibility: Means the possibility of getting something done.

Future Farmers: Is a national leadership development organization
of America, or of, by, and for students enrolled in vocational
F.F.A. agriculture under the provisions of the National

Vocational Education Act.

Future Farmers: Is a proposed national leadership organization
of Jamaica, or of, by, and for students enrolled in vocational
F.F.J. agriculture in Jamaica.

Harnessing: Putting together.

Implement: To put into practice.

Innovation: The bringing about of a new idea in a social
system.

Inadequacy: Not having enough of.

Implication: Involvement or support.

Inauguration: Induction, or bringing into being.

Integral: Necessary to completeness.

Leadership: Is the process of influencing the activities of
Development an individual or group towards goal achievement
in a given situation.

Leadership Learning: Are those activities that are carried out by
Activities vocational agriculture students in the F.F.A.
Model, or: A plan for implementing leadership learning
Working Model activities in vocational agriculture.
Proficiency: Refers to good qualities.
Participate: To share or take part.
Paralleling: To make similar.
School Administrators: Are those individuals who are appointed to be the head of a school.
Skill: Is the ability to use one's knowledge effectively and readily in execution of performance; the ability to analyze.
Supervisor: Is one who spends over 50 percent of his time in managerial work.
Supervised: These terms collectively relate to a series of planned learning experiences, which are part of an instructional program and are designed to develop competencies in agriculture.

S.O.E. program:

Schools (Jamaica)
a. High schools: Are those schools which enroll students from the age of nine years. The grades of the school range from four through twelve.
b. Secondary: Are the former Junior Secondary schools that have been converted to Secondary schools by the addition of two grades. These schools enroll students from
the age of twelve years. The grades range from seven through eleven.

c. Technical: High Schools

Are those high schools which have a technical and vocational section in their program. The grades range from seven through twelve.
d. Primary: schools

Are those schools which enroll students from one through six grades, starting at the age of six years.

Supplement:

Something added to complete or improve.

Synthesize:

To make by combining.

Tutorial farm:

Refers to the land areas, where supervised occupational experience programs are conducted.

land laboratory, or school farm

Utilize:

To use.

Vocational: agriculture program

All those activities and experiences in agriculture under the direction of a school through which one learns about a primary work role in agriculture.

Vocational: agriculture teacher

Is an individual who has received some formal training in the field of agriculture.
DESIGN OF THE STUDY

The primary objective of this study was to develop a model for leadership development as a component of the vocational agriculture program in Jamaica. The purposes of this chapter are to describe the design for the study, the method by which the population for the study was determined, and the method of data collection and analysis.

Design

This research could be thought of as a descriptive study. Isaacs and Michael (18) stated that the purpose of a descriptive study is: "To describe systematically a situation or area of interest factually and accurately. . .as in a case study." Good (15) reported that "the basic approach of the case study is to deal with all pertinent aspects of one thing or situation, with the unit for study an individual or a social institution. . . ." Hillway (16) further stated that the case study method can be used effectively in combination with a survey. When used in conjunction with a qualitative survey, the case study draws attention to information that cannot be obtained successfully in any other way and this can be justified scientifically.

The gathering of data pertaining to the qualifications of school administrators and vocational agriculture teachers and the rating of leadership activities by administrators and teachers was descriptive in nature. The method used to identify school and community features that
could not be obtained successfully in any other way took on the appearance of a case study.

McGrath, Jelinek, and Wochner (24) suggested that descriptive research can be meaningful and helpful in diagnosing a situation, or in proposing a new and better program. Descriptive studies are needed before most types of problems can be fully analyzed. As the descriptive design is used here, it becomes the spring-board to action research. McGrath, Jelinek, and Wochner (24) emphasized the importance of combining descriptive with action research to give an organized, investigative activity to enhance curriculum improvement.

The Population

The population for this study was the forty Jamaican high schools equipped with vocational agriculture teachers during the 1975-76 school year. From this population, a stratified random sample of twelve schools was selected. Mendenhall et al. (26) defined stratified random sample as "one obtained by separating the population elements into non-overlapping groups, called strata, and then selecting a simple random sample from each stratum."

Method used in selecting sample

The researcher visited the office of the Ministry of Education located in Kingston, Jamaica. A list of the schools equipped with vocational agriculture teachers was obtained from one of the agricultural education officers. The list contained forty schools throughout
the Island. Jamaica is divided into fourteen parishes, which are equivalent to counties in the United States. Two of these parishes, namely Kingston, which is the capital of the Island, and Saint Andrew, which is adjacent to Kingston, are mainly urban areas. The schools in these parishes have no vocational agriculture programs. Therefore, the twelve schools that were selected came from the twelve rural parishes. Each parish contains a minimum of three schools equipped with vocational agriculture teachers. The selection of each school was done by placing the names of the schools in each parish in a hat. A draw was then made for the selected school. This was done twelve times in order to obtain the stratified random sample for the study. The administrators selected for the study were the individuals who head the various institutions. The vocational agriculture teachers were those who head the vocational agriculture departments in the schools. The twelve schools selected and the parishes they represent are as follows: (A map showing the geographic location of the schools in Jamaica appears in Appendix A.)

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<thead>
<tr>
<th>SCHOOLS</th>
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<td>Port Maria Secondary</td>
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<td>Old Harbour Secondary</td>
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<td>Alexandria Secondary</td>
<td>Saint Ann</td>
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<tr>
<td>Bellfield Secondary</td>
<td>Manchester</td>
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<td>Muschette Secondary</td>
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Instrumentation

The study required the development of three data gathering instruments to be used in personal interviews. The instruments constructed and the procedure followed in their development are discussed below:

**Teacher interview schedule**  This questionnaire included eleven open-end items. In addition to personal data, the instrument was used to gather data relating to the vocational agriculture program.

**Administrator interview schedule**  This questionnaire included ten open-end items designed to assess personal qualifications and variables related to the school system.

**Teacher and administrator attitude scale**  Edwards (11) suggested that an attitude scale provides a quick and convenient measure of attitude. Edwards (11) further advocated that attitude scales also provide us with one means of obtaining assessment of the degree of effect that individuals may associate with some psychological object.

A list of 120 leadership learning activities was taken from "A Guide for Use in Planning F.F.A. Programs of Activities" (41). Leadership learning activities were also gleaned from twelve programs of activities.
obtained from vocational agriculture teachers of the top twelve Iowa F.F.A. chapters for the year 1975.

A panel of six teachers representing the above mentioned F.F.A. chapters were used as jurors to further refine and validate the list of activities. They were asked to rate the importance of each activity in the establishment of a local F.F.A. chapter. Panel members evaluated activities using a five point rating scale: Very Important (VI), Somewhat Important (SI), Important (I), Little Importance (LI), and Not Important (NI). The panel rated seventy-five learning activities as Very Important, Somewhat Important, and Important. These seventy-five leadership learning activities constituted the attitude scale which was used to measure the attitude of the school administrator and vocational agriculture teacher towards leadership learning activities. The seventy-five items on the attitude scale represented nine categories of leadership as follows:

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<td>Supervised occupational experience</td>
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<td>Cooperation</td>
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<td>Community service</td>
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<td>Leadership</td>
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<td>Earnings, savings, and investments</td>
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<td>Conduct of meetings</td>
<td>8</td>
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<td>Scholarship</td>
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<td>Recreation</td>
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<td>Public relations</td>
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<td><strong>75</strong></td>
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Teachers and administrators attitude scales consisted of the same leadership learning activities. Both groups were asked to rate each of the seventy-five activities using the following five point scale:

5---------Very Important
4---------Somewhat Important
3---------Important
2---------Little Importance
1---------Not Important

Collection of Data

The vocational agriculture teachers and school administrators in the twelve selected schools were informed of the study by letter which requested their cooperation. A copy of the appropriate data collection instruments accompanied the letters. (See Appendix C.) The investigator visited all the schools during the month of January 1976 to collect the data for the study. These visits also enabled the investigator to observe school facilities and programs. This procedure helped to establish rapport among the respondents which enhanced communications when the interviews were conducted. Each teacher was interviewed in his vocational agriculture department using the teacher interview schedule. The administrator was interviewed in his office using the administrator interview schedule. Each teacher and administrator also completed the attitude scale during the researcher's visit to the schools.
A copy of the instruments used in the study can be located in Appendix B.

Case Study

A case study was conducted on two schools with innovative vocational agriculture programs, namely:

1) Vere Technical High School located in the parish of Clarendon, and
2) Trinityville Secondary School in the parish of Saint Thomas.

Procedure in conducting the case study

1) Conducted detailed interviews with the school administrators and vocational agriculture teachers. These interviews included the following:
   a. Year school started operation.
   b. Number of teachers formerly on staff.
   c. Number of teachers presently on staff.
   d. Number of students formerly enrolled.
   e. Number of students presently enrolled.
   f. Number of courses formerly taught.
   g. Number of courses presently taught.
   h. History of the vocational agriculture program.
   i. Vocational agriculture staff structure.
   j. Vocational agriculture achievement.
   k. School organizations.
   l. School facilities for vocational agriculture.
2) Visited the supervised occupational experience programs at the homes of selected students.

3) Held discussions with selected students and parents.

Analysis of Data

The following brief description of the analysis procedure is included to provide the reader an overview of the statistical treatment of the data.

1) Mean scores and percentages were calculated to analyze school personnel qualifications and school and community characteristics.

2) Mean scores and standard deviations were calculated for each learning activity.

3) Mean scores and standard deviations were calculated for each category of learning activities.

4) t-values were calculated to test for significant differences between the mean scores of teachers and administrators when items were grouped according to categories.

According to Snedecor and Cochran (36), the t-test may be used when experiments are designed to make comparisons between two groups of equal size.
REVIEW OF THE LITERATURE

The related literature cited in this chapter is divided into four major sections: (1) The Future Farmers of America, (2) Leadership Organizations in Other Countries, (3) Present Agricultural Education Program in Jamaica, and (4) Adoption and Diffusion of Educational Innovations.

The Future Farmers of America

The Future Farmers of America (F.F.A.) is a national organization of students studying vocational agriculture in public high schools throughout the United States and its territories under the provisions of Federal Legislation. The F.F.A. was organized in Kansas City, Missouri in November 1928. At that meeting thirty-three official delegates representing eighteen states were present. In 1939, the organization purchased twenty-eight and one-half acres of land which was part of George Washington's estate and established the National F.F.A. camp (40).

The F.F.A. is one of the few organizations to be honored with a Federal charter by the Congress of the United States. Recognizing the good work accomplished by the organization in 1928, Congress granted the F.F.A. its charter in 1930. Prior to that time, the organization had operated under the laws of Virginia. The charter provides for the establishment of a supply service, an official magazine, and a foundation. The charter provides that the National F.F.A. Advisor shall be the director of the Agricultural Education Branch in the Office of Education,
Department of Health, Education, and Welfare. It further provides for a governing body of nine members, which shall include the chief of the Agricultural Education Section who shall act as chairman. This governing body is called the National F.F.A. Board of Directors (40).

Purpose of the F.F.A.

In addition to the primary aim of developing agricultural leadership, cooperation, and citizenship, the F.F.A. Manual (40) states that the organization has a number of specific aims and purposes. They are as follows:

1) To develop competent aggressive rural and agricultural leadership.

2) To create and nurture a love of country.

3) To strengthen the confidence of students of vocational agriculture in themselves and their work.

4) To create more interest in the intelligent choice of agricultural occupations.

5) To encourage members in development of individual farming programs and establishment in agricultural careers.

6) To encourage members to improve the farm home and its surroundings.

7) To participate in worthy undertakings for the improvement of agriculture.

8) To develop character training for useful citizenship and foster patriotism.
9) To participate in cooperative effort.
10) To encourage and practice thrift.
11) To encourage improvement in scholarship.
12) To provide and encourage the development of organized rural recreational activities.

Petrullo and Bass (27) state that: "Any young man or woman who belongs to an organization with such laudable aims and purposes is truly a part of something worthwhile." The real benefits, however, will be measured by the extent of his or her participation in the organization's activities which are designed to achieve these purposes. McLearen (25) states that F.F.A. members must remember that agriculture includes not only farming and ranching, but also many other fields in which a knowledge of agriculture is needed. In addition to farming, some of these include forestry, rural recreation, processing of agricultural products, ornamental horticulture, farm machinery, rural electricity, and many others.

The place of the F.F.A. in vocational agriculture programs

At the 42nd annual convention, the delegates amended the constitution to extend membership in the F.F.A. to all students of vocational agriculture and to change associate members to alumni membership (40). According to Sledge (34):

"The F.F.A. has served to strengthen instruction for students in vocational agriculture by providing a laboratory for practical training in agriculture, leadership, cooperation, and citizenship. No vocational youth organization enjoys greater freedom of self government than the F.F.A."
Sanders (33) states that:

"The F.F.A. exists today because of a cooperative spirit and a desire on the part of students from fourteen to twenty-one years of age to have a national organization in which they can secure practical business experience, act as their own instructors, and enjoy good fellowship with others who have a common interest in agri-business."

Members strive for improved agriculture, better local communities, a more satisfying home life, and responsible citizenship. Dillon (9) alluded that:

"The F.F.A. organization exists to serve and provide educational experience and activities that will help the individual to become efficient agricultural workers, leaders, and good citizens. How well the organization serves depends on each individual member."

Ross (31), in his book entitled *New Understandings of Leadership*, states that:

"The F.F.A. can't make a leader out of someone who doesn't take part, who doesn't have a cooperative attitude, and who isn't willing to work with his fellow members, for the good of the whole organization."

**F.F.A. activities and contests**

"Through activities and contests, the F.F.A. provides an opportunity for one to take part in competitive events with suitable awards and prizes to the winners. All F.F.A. contests and activities have real purposes and values for they are designed to stimulate interest and to develop abilities and skills needed by leaders. They provide a chance to match your skills and training in agriculture and leadership with those of F.F.A. members from other parts of the state and nation. Competitions might include public speaking, livestock judging, farm mechanics, tractor driving, parliamentary procedure, or competition for awards in many aspects of agricultural business and farming. Someone has stated that it is
impossible to lose an F.F.A. contest. This person undoubtedly recognized that the true value comes from competing, not from always winning." (40)

Ross (30), in his article entitled "Advancement in F.F.A.," remarked that the F.F.A. also recognizes attainment with its degrees of membership. Members are advanced through four degrees. Each degree requires a higher level of performance in areas important to agricultural workers, supervised agricultural experience programs, leadership abilities, knowledge of the F.F.A. organization, participation in cooperative activities, and other criteria are considered in determining the recipients of advanced degrees. Krebs (20) states that "by serving others, you serve yourself." In short, opportunity exists in individuals, and the F.F.A. organization provides ways and means of fulfilling and utilizing these opportunities in an organized systematic manner. So the more interest you show in activities, and the more you take part in their planning and execution, the more you will benefit. The F.F.A. manual (40) states that:

"With a good attitude, a willingness to serve and good genuine interest, one should be able to make considerable progress in his F.F.A. activities, as well as in selecting and advancing towards a career in agriculture or agri-business."

Local F.F.A. chapters

Chapters of the F.F.A. may be established in schools where systematic instruction in vocational agriculture is given under the provisions of the National Vocational Education Act. If the students are interested in forming a chapter, the local teacher of vocational agriculture should
contact the state supervisor who is also state advisor of the F.F.A.

The following steps are necessary for organizing a new chapter:

1) The teacher of vocational agriculture should familiarize himself with the contents of the official F.F.A. manual and obtain necessary information from the state advisor's office, including a copy of "The Advisor's Guide to F.F.A."

2) A meeting of the students in vocational agriculture classes should be called to give them essential information concerning the F.F.A. as would be necessary in order to make an intelligent decision as to the advisability of organizing a chapter. This information should include:
   a) A short history of the F.F.A.
   b) Discussion of aims and objectives of the F.F.A.
   c) Discussion of state constitution and program of activities.
   d) Explanation of membership requirements, degrees, and qualification for advancement.
   e) Annual dues and cost of pins, jackets, and other paraphernalia.
   f) Explanation of relationship of F.F.A. to vocational agriculture emphasizing the fact that the F.F.A. is a student organization.
   g) Discussion of appropriate activities for a chapter in the school. This may include goals and accomplishments of some nearby chapters.
h) Discussions of recreational and fellowship activities.

i) Discussions of the essentials of a good chapter including officer's duties.

3) The teacher should see that a committee of students is appointed to bring in a report recommending or not recommending that a chapter be organized.

4) The student should vote favorably or unfavorably on the matter of setting up a local chapter and applying for a charter.

5) If students decide to organize, the teacher should serve as chairman until a chairman can be elected. The chairman may then appoint a nominating committee to suggest names of members to serve as temporary officers of the local chapter.

6) Following the election of officers, the president should appoint the following committees:

   a) Program of activities.
   b) Constitution and by-laws.

7) Application for charter should be in proper form to the state advisor.

8) Necessary chapter equipment should then be secured from the F.F.A. Supply Service.

9) It will be advisable for the President of the local chapter to appoint other committees after the program of activities has been adopted. Some of them are:

   a) Committee to assume the responsibility of taking the lead to expedite each major activity as set up in the program of
activities (permanent).

b) Committee on series of programs for regular meetings.

c) Committees on special activities (temporary). These committees are usually appointed to carry out special activities that the executive committee decides should be undertaken sometime during the year. After such committees have made a satisfactory report to the chapter, the reports are adopted and the committees discharged with honor (40).

According to Bender and Taylor (4), many chapters provide each of their program committees with a list of the needs the chapter might help meet. The analysis may include:

1) Needs of the chapter members.

2) Needs of the community.

1) Needs of the chapter members could include the following:

   a) Help each member improve his ability to speak in public.

   b) Help each member to understand good parliamentary procedure.

   c) Help each member to improve his ability to write publications in newspapers or F.F.A. newsletters.

   d) Provide opportunity for members to get experience in farming and in non-farming agricultural activities.

2) Needs for the community:

   a) Help the farmers of an area eliminate fire hazards in their buildings.

   b) Sponsor a rural urban day to improve understanding between farmers and city businessmen.
c) Improve landscaping of farm homes.

d) Help improve the agriculture of the community.

**International F.F.A. programs**

The national F.F.A. organization initiated programs on an international scale in 1948 in an exchange program with the National Federation of Young Farmers Clubs of England and the Scottish Association of Young Farmers Clubs. In cooperation with state F.F.A. associations, this program continues today. The F.F.A. assisted in the development of similar organizations in Japan, The Phillipine Islands, Peru, Thailand, Colombia, Costa Rica, Mexico, and Panama. New programs provide opportunities for F.F.A. chapters and members to become actively involved in learning more about agriculture and youth of other countries. There are also F.F.A. members who are interested in obtaining work experience by living and working in other countries and observing different farming methods. Students learn the history, culture, and traditions by living with a farm family for a period of three or six months. Attendance at rural youth meetings, a summer conference, and a two-week study tour are part of the program. Cooperating countries include Austria, Denmark, France, Germany, Holland, New Zealand, Panama, Colombia, Italy, Jamaica, Finland, Sweden, Switzerland, and the United Kingdom. F.F.A. programs may also apply to host a foreign student in their community for a six months period (40).

**Agricultural classroom international**

Agricultural Classroom International is a study program abroad of approximately six weeks
duration during the summer months. This activity concentrates on a study of international agriculture as it relates to import-export problems, agricultural trade agreements, the Common Market (EEC), and the European Free Trade Association. Three weeks of classroom and field trips are followed by a two-week study tour to Amsterdam, Berlin, Bonn, Brussels, and Paris. Applicants should have a definite career interest in agri-business (40).

There are also development projects which involve F.F.A. members and chapters nationwide that assist in solving world hunger problems, improving agriculture education, and establishing rural youth organization in developing nations. Selected projects may range from raising funds or providing books, tools, and seeds for a rural youth group to a major development effort involving exchange of members and teachers. Areas of interest include the developing nations of South America, Africa, and Asia. Projects are selected in cooperation with the Young World Development Program, Food and Agricultural Organization (F.A.O.) of the United Nations and approved by various state and federal agencies (40).

**Evaluation of F.F.A. programs**

"Evaluation of F.F.A. programs are carried out by many people; these include people from both inside and outside the organization. The program of activities committee is usually responsible for evaluating the program they have been directing. As each activity is completed, the proper committee will summarize the accomplishments and record these in the program. It will also conduct an evaluation of the activity to determine whether or not it should be repeated or discontinued next year." (4)
Smith (35) states that:

"Evaluation from individuals outside include teachers, school administrators, and businessmen. They view the program from a different point of view than the people in the organization, and sometimes they feel that different activities would have been more appropriate. Most of them offer valuable advice and information which helps to improve the work of the organization."

Evaluation is an important and essential part of carrying out a good chapter program. The effectiveness of a chapter program is judged on the basis of how well a group succeeds in reaching its goals. Evaluation like planning should be cooperative and involve as many members as possible. To be effective, evaluation must be continuous.

**Leadership Organizations in Other Countries**

The Future Farmers of America organization has served as a model for the establishment of similar organizations in other countries.

The chapters of the Future Farmers of Colombia as described by Donado (10) are designed to give the students of vocational agriculture a series of experience, ability, and dexterity which enables each to do a more efficient job. It improves in each the ability to express himself, to be a leader, to learn the democratic process, to have the desire to serve the community, the ability to make decisions, the love of vocational education, the habit of studying, and research recreation. The clubs which were in different agricultural schools and those created by the National Federation of Coffee Growers have been working separately since 1941.
The Future Farmers of Japan, as explained by Kenjyo (19), is an authorized organization by the Japanese Ministry of Education as a component of the agricultural education program. The teacher's guide issued by the Ministry of Education declared F.F.A. as an effective method to promote agricultural education for young people.

"F.F.J. was first founded in 1950 as a national organization. The aim of the organization is to help members successfully conduct their club activities and develop their knowledge, technique, and experiences, which are required in cooperation of a farm or industries related to agriculture, whereby a contribution may be made for improvement of agriculture in Japan."

The goal of members experience symbolize with three points namely, "Leadership", "Social Character", and "Scientific Character".

In order to obtain these characters, the members plan various activities and join willingly in them. Public speaking contests, judging contests of cattle and farm products, meetings, and conferences are the main activities in the local, state, and national levels. F.F.J. organizes a board of officers, which is managed by the members themselves under the supervision of the adult officers. The staff of the national board of officers includes a president, four vice-presidents, fifteen directors, and three auditors. As for adult representatives, there are two national advisors, two technical counselors, and five other business staff members. These officers keep their position for one year and may be renewed in May at the annual delegate conference. F.F.J. issues a bi-monthly magazine entitled "Leadership". This is largely subscribed to by the members and contributes to the promotion of the cultural
level of the members. For information of the members an organizational newspaper, "F.F.J. News", is also issued and distributed to all members three times each year.

For the education of teachers and adult leaders, a leader training course is held each summer, where teachers and leaders discuss how to improve their teaching methods related to club activities.

"F.F.J. exchanges information with other Future Farmer organizations of the world. It is hoped that the existing friendly relations between these organizations and F.F.J. will contribute greatly towards solution of the world food problems and improvements of human living."

According to Capra (7), the "young students of Puerto Rico", were eager to learn more and were interested in developing supervised exemplary projects on their own farms. For this reason, the teacher of vocational agriculture realized that he has to give special attention in education to those young farmers without regarding the needs of the adult farmer. As this new technique was developed by the teacher, the young group of farmers decided that they should organize an association in the way and manner as the Young Farmers of the states of California and Virginia. A general assembly was held among the young farmers in the age group eighteen to thirty-five years old on May 29, 1971 at Arecibo, Puerto Rico. In that assembly the constitution and by-laws of the association were discussed and approved. They were sent for the consideration of the State Secretary of Education, Doctor Ramon Mellado, and the Advisor of the Association of the State level.
The constitution and by-laws were provisionally approved by the Legal Division of the Department of Education for final approval. On May 16, 1972, the Association with the Board of Directors, all of its members, and advisors were present at a forum in the State Department of Education. "In that magnificent activity the constitution and by-laws of the First Educational Association of Young Farmers of Puerto Rico was officially legalized by the signature of the State Secretary of Education (7)."

In his report on "Future Farmers in Other Lands", Allen (1) stated that in connection with his official duties as director of education for the Near East he is also concerned with a movement patterned directly after the Future Farmers of America. He reported that a former teacher of vocational agriculture from the state of Michigan carried through these principles and ideas to Albania.

A New York State student of vocational agriculture who later became an agriculture instructor organized one of the first "Future Farmers" groups in Bulgaria. A vocational agriculture teacher from the state of Mexico went to Greece as Supervisor of Agricultural Education for the Near East Foundation. After studying the farm youth problems of that country for several years, he decided that the only solution lay in the adaptation of the Future Farmers of America. He called his organization "Future Farmers of Greece". This experimental project has proved to be highly successful and has received nationwide approval.

In Albania, the student body was organized into a modified form of "Future Farmers". The boys adopted the term "Progressive Farmers
of Albania". The students were divided into "Families", each family representing in number the average size of the typical Albanian home. Each family adopted a name. One called itself Bindja (Obedience), another assumed the name Pastertifa (Cleanliness), another Puna (Work). Following the patriarchal system of the country, each family has its chief who is a senior. All of the families together form a village. The name of this rural settlement is Katundi Perparimi (The Village of Progress).

The family chiefs constitute a council, and the council elects its village headman. The members of the community work and play and eat and sleep by families. Each family has its own small farm where the skills learned on the farms and the fields of the larger production units may be applied under more representative conditions. The Progressive Farmers of Albania assist in all activities of their school athletics, social activities, and even a small program of extension organized by the members for the benefit of the farmers of that region.

The Future Farmers of Greece was organized in 1934 and patterned directly after the model developed in the United States. The Near East Foundation maintains in 48 villages in Greece Macedonia a demonstration program dealing with all of the major factors in rural betterment, agricultural education, home welfare, sanitation, and recreation. The Future Farmers of Greece was organized to meet the leisure time needs of this age group, while providing vocational training in agriculture through unit courses. The members have taken as their ideal the
serving of their country by contributing to the upbuilding of their own community.

There are thirteen chapters in the demonstration area with a membership of around four hundred. Among their achievements were the conversion of old stables and tumbled down store-rooms into neat little club rooms. They have organized reading rooms in places that have never known of good books or periodicals; have developed travel libraries using the traditional transportation of the country—the back of the donkey. They have established simple playgrounds for children of the rural schools; they have repaired roads, drained swamps, and helped to beautify drab surroundings. Six chapters planted over 10,000 trees in Future Farmers re-afforestation projects. They engaged in athletics contests and promoted local dramatics. These thirteen chapters, with some financial assistance from the Recreational Supervisor, employ an itinerant music teacher. By this means they have learned to play simple musical instruments and have developed local orchestras. They learned of our activities as well as their own through a mimeographed monthly magazine called the Messenger.

Such activities means much more to those underprivileged people than one can possibly realize. All this work is made possible through the generosity of individuals and organizations here in America. "It is one method of expressing our belief in peace and international brotherhood (1)".

The findings of a study entitled "The Image of the F.F.A.", conducted by Braker and Terry (5), indicated that 1) the F.F.A. provides
a sufficient number and variety of leadership training opportunities for its members; 2) the F.F.A. provides numerous opportunities for development of leadership; and, 3) the training that F.F.A. members receive in leadership cooperation and citizenship prepares the individual to take his place in society.

In his article on "How Scotland Trains her Young Farmers", Gibsone (13) gave the following report:

"A dozen boys in waterproof Sou' Westers and Wellington boots, and carrying rakes and spades, stood on the banks of a little tributary of Scotland's River Clyde. There was snow on the hills, ice on pools in fields and rutted lanes, and the east wind was cold. The man in charge of the group explained to them the soil formation of the bank opposite. The boys looked and listened and then all resumed their walk to action: one party to pile earth on a cart, another to cut and trim the bank, and the third to the byre to attend to the feeding of the herd of cows. At the end of an hour and a half six boys stayed behind to help with the milking. As the remainder made their way back across the bare wintry fields, a sheep jumping a fence, caught a foot behind the wires and hung suspended. The boys stopped to assist the struggling animal. Without fuss one held its horns and others pulled the wires apart. No easy task, but after a minute the frightened sheep rejoined the flock.

"Arriving at their destination, the boys cleaned their implements, washed their boots, and removed their waterboots and started tucking away a good square meal. So passed an afternoon in the lives of some of the pupils of Kersewell College, a new style school recently opened near Cornwell in Lancashire, Scotland, where practical agriculture goes hand in hand with subjects normally associated with a school curriculum (13)".

Such an education, it is hoped, will contribute to the solving of a national problem in the United Kingdom--the drift from the country to the town. More indeed may result from this experiment--a reverse
movement, with townsfolk alive to the opportunities agriculture offers for their sons in the way of a full and satisfying life.

Reid (28) remarked that in addition to getting his mission across to the Kenyan people—that agriculture was not just woman's work, degrading, and beneath the dignity of the warrior, he was also successful in developing a "Young Farmers Club", comparable to the F.F.A., in which students learned judging and began to compete with the previous all European schools and began to win first places in competitions. In 1966 an African Young Farmer Club was announced as the most outstanding Young Farmer Club in Kenya, and it has remained so each year since.

Love (22), in his article on "Our F.F.A. Even Looks Better From Abroad", reported that it is difficult to judge farmers of America unless we have for comparative purposes the opportunity to know what vocational agriculture would be without the F.F.A. This condition, he said, exists in the country of our oldest democratic ally in South East Asia—the Phillipines.

Although the Phillipines has a National Future Farmers of the Phillipines organization, it is only four years old. Only one national meeting has been held, and this was in June, 1957. Very few agriculture schools have active F.F.A. chapters. There are no local, regional, and national project or judging contests, and most chapters have not progressed far enough to enjoy the class association between classroom and chapter activities which we enjoy in the United States. This condition is due, of course, to the youngness of the F.F.P. and not to the lack of ability on the part of the advisors. It takes time to develop supervised
farming programs, chapter programs, and the many and varied activities
normally associated with the F.F.A.

In summarizing, Love (22) concluded as follows:

"To my mind we should thank our lucky stars for the Future Farmers of America. We should not under­
estimate the value of the F.F.A. in the development of our present or future agricultural welfare. At the same time we should take note of the role it can play in the agricultural development of countries like the Philippines.

"If the F.F.A. can help America (in a small but significant way) become the most developed country in the world today, it can help other free nations achieve similar results. We need to extend the F.F.A. hand of friendship to countries like the Phillipines. Why can't some of our F.F.A. chapters affiliate with some of the F.F.P. chapters to encourage their development and help them enjoy benefits we have enjoyed for years? Such long range programs can do a great deal of good toward pro­moting international understanding and broadening the purposes and the outlook of the F.F.A."

Present Agricultural Education Program in Jamaica

According to a Jamaica Weekly Gleaner editorial in June 1975 (42), it was disclosed that over 36,000 students are taking agriculture, nearly 400 schools have either tutorial farms or school gardens, over 100 of the teachers giving instructions have been trained at the Jamaica School of Agriculture, or the Knockalva Agricultural Training Centre.

When the author of this research visited the Ministry of Education to obtain information regarding the schools that were equipped with vocational agriculture teachers in order to conduct his research, he was given a list of only forty schools. It was discovered that some of these
earlier teachers were Peace Corp Volunteers from the United States; some were teachers from Canada and the United Kingdom, who had to return home at the termination of their contracts. Some were pre-trained agriculture teachers who terminated their services to further their studies; and some of the trained agriculture teachers resigned either to take up better paying jobs or to further their education.

It has been disclosed that the Ministry of Education had implemented plans to stabilize the number of vocational agriculture teachers in schools. This was done by offering prospective vocational agriculture teachers scholarships to the Jamaica School of Agriculture, where they will pursue the agricultural education option curriculum. At the completion of their training, they will be placed on contracts to teach in schools for a period of three years. The first group of seventeen teachers are due to graduate from the school of agriculture in July, 1976.

According to the survey undertaken by the author, the schools that are presently engaged in a meaningful and viable agricultural education program are equipped with one to three vocational agriculture teachers. Their qualifications range from pre-trained teachers to a holder of a Bachelor of Science degree in agriculture. There are also teachers from the United States, Canada, and the United Kingdom.

Aims and purposes of the program

According to a report given by Bennett in an agency for public information bulletin (38), the aims and purposes of vocational agriculture programs are as follows:

1) To restructure and reorganize agricultural education.
2) To present a modern scientific approach to the subject.
3) To demonstrate to students that agriculture could be a paying concern.
4) To dignify the image of agriculture in schools.
5) To raise agriculture from the school garden level designated to dull students to the tutorial farm level.
6) To improve the training of vocational agriculture teachers.
7) To incorporate as many schools as possible.
8) To involve girls as well as boys in the program.

Agricultural activities and contests

In a report listed in an agency for public information bulletin (38), an all Island school Agricultural Competition was launched in 1973 as an incentive for the Ministry of Education's agricultural education program, and a move to restructure and revitalize agricultural education, raise the dignity of the vocation and encourage youngsters to take up agriculture as a career.

The prize-giving and exhibition was first held in 1973 at Green Island Secondary School in Hanover and attracted entries from some sixty schools. The number rose to ninety in 1974 when the program was hosted by Vere Technical High School in the parish of Clarendon. Judging for the competition is done over a period of three to four months by teams of judges from the Ministry of Agriculture who visit the schools for preliminary, county, and final judging, usually in March, April, and May.
Each school's agriculture program is marked on farm organization, theory, and practical work. Practical categories include agronomy, livestock, projection of modern and scientific agriculture, tools and machinery, records correlation with the canteen, the home economics center and extra-curricular activities such as 4-H clubs and community involvement.

There are thirty-four prizes offered: cash and agricultural supplies, cups, shields, and scholarships donated by the Ministry of Education, private firms, and individuals. For selection of the champion students, the fifteen most outstanding schools in the agricultural program are asked to send their best boy and girl student for a two day examination at the Jamaica School of Agriculture. They are tested on plant propagation, livestock, vegetable growing, and farm mechanics.

In addition to agricultural exhibits, there are crafts and home economics displays made from school farm projects, a library display, a visual aid exhibit, and continuous entertainment and film shows. The Ministry of Education has also a "Revolving Loan Project", whereby outstanding students are given loans to establish a home project, and to repay the loan over a five year period (38).

Adoption and Diffusion of Educational Innovation

Since this study includes the transporting of educational ideas and the implementation of new ideas, a very brief literature review is included on adoption and diffusion of educational innovation.
New ideas of innovations must be introduced if improvement in education is to take place. In discussing the communication of a new idea, Rogers (29) stated that "the essence of the diffusion process is the human interaction in which one person communicates a new idea to another person." Thus, at its most elemental level of conceptualization, the diffusion process consists of 1) a new idea, 2) individual A who knows about the innovation, and 3) individual B who does not yet know about the innovation.

The subcommittee for the Study of Diffusion of Farm Practices (37) suggested that two inter-related processes help bring new ideas from their source of initial development to acceptance by the ultimate users. . . . The adoption process through which an individual passes from first hearing about a new idea to its final adoption.

The adoption process actually involves decision making. Rogers (29) defined decision making as a "...process by which an evaluation of the meaning and consequences of alternative lines of conduct is made."

"Decision making is thus a process that may be divided into sequence of stages with different types of activity occurring during each stage."

Lionberger (21) listed and described these stages as follows:

- **Awareness**—The first knowledge about a new idea, product, or practice;
- **Interest**—The active seeking of extensive and detailed information about the idea to determine its possible usefulness and applicability;
- **Trial**—The tentative trying out of the practice of idea
accompanied by acquisition of information on how to do it;

**Adoption**—The full scale integration of the practice into the ongoing operation.

Innovation entails diffusion of a new idea through the target system. The diffusion process is the spread of an innovation from its original source to its ultimate users or adopters. In striving for improvement, a person adopts new methods and new ideas as he becomes aware of them and is convinced of their usefulness in his present situation (21).

Rogers (29) suggested that an analysis of the diffusion of innovations consists of four crucial elements: "...1) the innovation, 2) its communication from one individual to another, 3) in a social system, 4) over Time." In the field of education Ross (32) identified three general kinds of forces for change in educational institutions. These changes are:

1) Changes in the social setting or environment in which the educational system functions,

2) The growing body of knowledge in most fields, and

3) The growing body of educational innovations.

Each of these forces are beyond the control of any individual school system yet influence the decision made by each. Ross (32) advanced that changes made in response to these forces are adaptive changes.

Hobbs (17) reported that:

"...one of the reasons why leaders in agriculture education desire to facilitate change is to develop viable programs which take into account the changing social setting and the growing body of knowledge
and educational innovations to effectively meet the changing needs of the agriculture education clientele."

School Administrator and New Ideas

Demeter (8) identified school administrators as the key figures in improving educational practices. "Where they are aware of and sympathetic to an innovation, it tends to prosper. Where they are ignorant of its existence, or apathetic if not hostile, it tends to remain outside the bloodstream of the school."

Hobbs (17) reported that the important consideration from the standpoint of change is that the teacher's and the school administrator's perception of the community's possible reaction to change is used because there is generally a lack of formalized mechanisms to objectively evaluate public reaction prior to making a change. Lacking this information, a school administrator or teacher may be reluctant to make changes because they feel the community would react negatively.

Educational preparation of students for agricultural employment requires the cooperation of industry and business in the community. Burt (6) suggested that industry offer services, its time, its personnel, and its funds in vain unless local educators exercise the necessary leadership in channeling and utilizing industry's interest and efforts.

The teacher and diffusion

The school administrator is not the only individual that affects the innovativeness of the school system. Rogers (29) advocated that an
individual teacher influences the innovativeness of the school system allowing teachers to attend out-of-town educational meetings, workshops, and conferences where they may be exposed to new ideas may be a wise investment for initiating change. Hobbs (17) reported that vocational agriculture teachers may be reluctant to introduce changes because they feel the community would react negatively. Therefore, the teacher may find himself in a cross pressure which frequently results in the resistance to change. The pressure placed on the teacher may be reduced if he involves others in the community in the initial planning.

Gallaher (12) suggested that "...the better teachers in a given school are more likely to accept innovations than the poorer ones; the more educationally secure members of the client group are more likely to accept innovations. ..." Glines (14) suggested that the strategy for change is simple if the school's administrator encourages innovative teachers to innovate. Once this occurs, good teachers find their motivation in personal satisfaction in derived ways of teaching. McComas (23), in a study of the role of vocational agriculture teachers, found that effective teachers of agriculture and their administrators were in agreement concerning the role expectations of teachers.

Research Questions

1) What are the educational and professional qualifications possessed by school administrators?

2) What are the educational and professional qualifications possessed by head vocational agriculture teachers?
3) What are the characteristics of the Jamaica schools that teach vocational agriculture?

4) What is the attitude of the school administrators toward selected leadership learning activities?

5) What is the attitude of vocational agriculture teachers toward selected leadership learning activities?

6) Is there a significant difference between the attitude of school administrators and vocational agriculture teachers toward selected leadership learning activities?

7) What are the existing school and community features that would help support leadership development activities?
The purpose of this chapter is to present the findings of the study. These findings will be presented in four sections:

1) Qualifications of school administrators and vocational agriculture teachers;

2) School and community characteristics;

3) Attitudes of school administrators and vocational agriculture teachers towards leadership learning activities; and

4) Case studies.

Qualifications of School Administrators and Vocational Agriculture Teachers

A personal interview was conducted with twelve school administrators and twelve vocational agriculture teachers to collect personal data concerning their educational and professional qualifications. Data pertaining to the administrators and the teachers will be presented in two separate sections.

Qualifications of school administrators

The data in Table 1 present the educational qualifications of school administrators. Over three-fourths (83.4 percent) possessed either the bachelor of science or bachelor of arts degree, while only 16.4 percent possessed the master of science or master of arts degree. The Ministry of Education requires a school administrator to have a minimum
qualification of a bachelor of arts or bachelor of science degree or their equivalent. Therefore, the results indicated that the qualifications of the administrators were satisfactory. Two of these administrators graduated in the 1960's while ten graduated in the 1970's. Eight were graduates of the University of the West Indies, while four were graduates of American universities. This indicated that the majority of the administrators were educated in the West Indies, which helps to make them more familiar with the schools of Jamaica.

Table 1. Highest degree possessed by school administrators

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>7</td>
<td>58.4</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Master of Science</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2 shows that a majority of the school administrators (41.7 percent) had from one to five years of administrative experience. Equal numbers (25 percent) had from six to ten years and eleven to fifteen years. Only 8.3 percent had over fifteen years of administrative experience. The mean years of administrative experience possessed by the administrators in the sample was 10.5.
Table 2. Years of administrative experience of school administrators

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>6-10</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>over 15 yrs.</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table 3 indicate that the administrators were quite stable in their positions. Seventy-five percent of them held their present positions for a period of one to five years, 16.7 percent from six to ten years, and 8.3 percent for over ten years. The mean of 4.3 years indicated that the administrators were fairly stable in their present schools.

Table 3. Years of tenure school administrators have in their present schools

<table>
<thead>
<tr>
<th>Years of tenure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>over 10 yrs.</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The data presented in Table 4 indicate that the administrators had a good exposure to vocational agriculture. Two-thirds of them had one to five years of administrative experience in a school where vocational agriculture was taught. This is supported by the fact that the mean years was 5.0. One-fourth of the administrators have been in a school system where vocational agriculture had been taught for a period of six to ten years, and 8.3 percent for more than ten years.

Table 4. Years of administrative experience in a school where vocational agriculture was taught

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>6 - 10</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>over 10 yrs.</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data presented in this section describes selected qualifications of the school administrators and provided the answer to research question number one, "What are the educational and professional qualifications possessed by school administrators?" The administrators were well qualified for their position when compared to the requirements established by the Ministry of Education. The mean years of administrative experience was 10.5, 4.3 years of which were in their present positions. The administrators had a mean of 5.0 years of administrative experience in a school where vocational agriculture was taught.
Qualifications of head vocational agriculture teachers

As recorded in Table 5, one-half of the vocational agriculture teachers were trained at the Jamaica School of Agriculture. This institution is recognized as providing a satisfactory standard of training for agriculturalists throughout the country. It could be classified as a semi-professional institution, as the training received there is equivalent to a two-year college degree in the United States. Almost 17 percent of the teachers received their training from Knockalva Agricultural Training Center, which is an institution of only high school calibre. Of the 16.6 percent that had completed four years of college, one was a teacher from a foreign country. The 16.6 percent that was classified as other were also from foreign countries. These results indicate that more trained vocational agriculture teachers could be supplied by the Jamaica School of Agriculture.

Table 5. Highest level of education completed by vocational agriculture teacher

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Two years of college</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Four years of college</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>99.8</td>
</tr>
</tbody>
</table>
The year in which teachers completed their highest level of education is reported in Table 6. More than 66 percent of the teachers completed their studies during the period 1970-76. Equal percentages (16.7 percent) completed their education in the 1950-59 and 1960-69 periods.

Table 6. Year highest level of education was completed

<table>
<thead>
<tr>
<th>Year completed</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950 - 1959</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>1960 - 1969</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>1970 - 1976</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The distribution of teachers according to areas of specialization is shown in Table 7. More than one-half of the teachers specialized in general agriculture. There were 16.7 percent in the animal science area, while equal numbers (8.3 percent) were in agricultural education, horticulture, and dairying areas. The objective of the Jamaica School of Agriculture was to train teachers as extension specialists. There was no specialized training for teachers of vocational agriculture.

The data in Table 8 show that one-half of the teachers in the sample taught five hours per day, while 41.7 percent taught four hours per day, and 8.3 percent taught six hours per day. All schools operated on an eight-period school day. Therefore, it appears that all the teachers
could devote at least one more hour to teaching or other agricultural activities. This is supported by the fact that the mean teaching hours per day was only 4.5.

Table 7. Education specialization of vocational agriculture teachers

<table>
<thead>
<tr>
<th>Education specialization</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General agriculture</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Animal science</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Dairying</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Horticulture</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Agricultural education</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8. Hours taught by vocational agriculture teachers per day

<table>
<thead>
<tr>
<th>Hours taught per day</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 9, three-fourths of the teachers had five years or less of teaching experience. The mean years of experience possessed by the teachers in the sample was 3.6. This indicates that these Jamaica schools
were experiencing a high rate of turnover of vocational agriculture teachers.

Table 9. Years of teaching experience of vocational agriculture teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>11 - 15</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the teachers (91.7 percent) have been teaching in their present schools for a period of one to five years, while only 8.3 percent have been teaching in their present schools for more than five years. Data pertaining to teacher tenure are shown in Table 10. The mean number of years the teachers had taught in their present schools was 2.3. This indicates a lack of stability among vocational agriculture teachers in their present positions.

Table 10. Years of tenure of vocational agriculture teachers in their present positions

<table>
<thead>
<tr>
<th>Years of tenure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The data presented in this section described the qualifications of the vocational agriculture teachers and provided the answer to research question number two, "What are the qualifications of the head vocational agriculture teachers?" The results revealed that only one-half of the teachers in the sample possessed the level of education required to teach vocational agriculture by the Ministry of Education. There is an urgent need for more qualified teachers of vocational agriculture. A majority of the teachers graduated in the 1970's. This showed a limited amount of teaching experience among the teachers. The area of educational specialization proved satisfactory in that 58.3 percent of the teachers specialized in general agriculture. This enables them to relate to the students in more areas of agriculture than those teachers who specialized in a certain area. Agricultural education was not offered at the Jamaica School of Agriculture. The mean hours of teaching done each day was 4.5. This indicated that teachers could spend at least one more hour each day in some meaningful activity for the benefit of the students. Three-fourths of the teachers had five years or less of teaching experience. This indicated that these Jamaican schools were experiencing a high rate of turnover of vocational agriculture teachers. The mean teaching years was 3.6.

Selected School and Community Characteristics

To obtain information relating to the school environment, demographic data were collected from school administrators and vocational agriculture teachers.
The data in Table 11 show the population of the towns where the sample schools were located. The largest percentage of the schools (58.3 percent) were located in towns that had a population of 5,000 to 10,000 people, while 25.0 percent were in towns where the population was below 5,000, and 16.7 percent in areas where the population was over 10,000 people. The mean population for the towns where the twelve sample schools were located was 9,000.

Six of the twelve schools had three vocational agriculture teachers each, two had four each, three had one each, and one had two. Therefore, the twelve schools studied had a mean of 2.58 teachers each. The schools were on a shift system. They operated two times each day with two groups of students and two groups of teachers. The mean enrollment was 900.

This section provided the answer to research question number three, "What are the characteristics of school and community?" The results indicated that the majority of the schools in the sample were located in towns where the mean population was 9,000. This was considered as small in the Jamaican situation.

Attitudes Toward Leadership Learning Activities

An attitude scale was developed to assess the attitudes of school administrators and vocational agriculture teachers toward leadership learning activities. The attitude scale included seventy-five activities. The respondents were asked to rate each activity in terms of its importance in the vocational agriculture program.
Table 11. Population of towns where schools were located

<table>
<thead>
<tr>
<th>Population of town</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5,000</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>5,000 to 10,000</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Over 10,000</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Attitudes of administrators

The administrators did not rate any of the leadership learning activities as "very important", nor did they rate any as "not important". However, they rated twenty-eight of the learning activities as "somewhat important", as indicated in Table 12. These activities had a mean score range of 4.00 to 4.99.

Twenty of the learning activities rated as "somewhat important" by the school administrators were in supervised occupational experience, cooperation, community service, and scholarship categories. The activity entitled "conduct demonstration plots and animal experiments" received the highest mean score rating, 4.83. None of the activities pertaining to conduct of meetings received a rating of 4.0 or greater by the administrators.

Forty-one items were rated by the school administrators as "important", mean score range of 3.00 to 3.99. These leadership learning
Table 12. Leadership learning activities with mean scores ranging from 4.00 to 4.99 rated by administrators as "somewhat important"

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Conduct demonstration plots and animal experiments.</td>
<td>4.83</td>
<td>.33</td>
</tr>
<tr>
<td>6</td>
<td>Have soil conservation representative explain the proper use of chemicals on crops.</td>
<td>4.58</td>
<td>.50</td>
</tr>
<tr>
<td>18</td>
<td>Participate in crop and/or livestock improvement activities.</td>
<td>4.58</td>
<td>.50</td>
</tr>
<tr>
<td>22</td>
<td>Have seniors make a study of farm organizations.</td>
<td>4.58</td>
<td>.50</td>
</tr>
<tr>
<td>10</td>
<td>Arrange for students to receive work experience.</td>
<td>4.42</td>
<td>.67</td>
</tr>
<tr>
<td>34</td>
<td>Beautify school by seeding and fertilizing the lawns, landscape school area, and renovate play ground.</td>
<td>4.41</td>
<td>.66</td>
</tr>
<tr>
<td>11</td>
<td>Arrange for students to receive work experience in soil and water conservation by setting up working arrangements with Soil Conservation District Representative.</td>
<td>4.33</td>
<td>.66</td>
</tr>
<tr>
<td>13</td>
<td>Establish a cooperative. Draw up a constitution and by-laws, have members serve as the board of directors, hire a member as the manager, sell shares on the basis of hours worked, declare dividends, and in general operate as a cooperative business.</td>
<td>4.33</td>
<td>.66</td>
</tr>
<tr>
<td>33</td>
<td>Conserve water and soil by constructing waterways, contours, terraces, windbrakes, and using cover crops.</td>
<td>4.33</td>
<td>.50</td>
</tr>
<tr>
<td>2</td>
<td>Show films of agricultural subjects.</td>
<td>4.25</td>
<td>.50</td>
</tr>
<tr>
<td>9</td>
<td>Attend agricultural machinery demonstrations.</td>
<td>4.25</td>
<td>.67</td>
</tr>
</tbody>
</table>
Table 12. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Recognize members who practice thrift.</td>
<td>4.23</td>
<td>.66</td>
</tr>
<tr>
<td>48</td>
<td>Have representative from a commercial bank or credit association speak on proper credit procedures.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>67</td>
<td>Show slides on agriculture career opportunities.</td>
<td>4.25</td>
<td>.66</td>
</tr>
<tr>
<td>4</td>
<td>Participate in shows, fairs, and livestock contests.</td>
<td>4.17</td>
<td>.50</td>
</tr>
<tr>
<td>17</td>
<td>Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>19</td>
<td>Provide effort and funds to complete needed school project such as landscaping or equipment.</td>
<td>4.16</td>
<td>.50</td>
</tr>
<tr>
<td>63</td>
<td>Consider attitude improvement participation.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>1</td>
<td>Explain the value of record keeping to students.</td>
<td>4.0</td>
<td>.33</td>
</tr>
<tr>
<td>7</td>
<td>Show a film on the proper use of sanitation practices.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>16</td>
<td>Arrange for class to visit a local cooperative facility.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>21</td>
<td>Have extension officer speak to class on services his office has to offer.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>28</td>
<td>Provide information on jobs and new and improved agricultural practices by means of meetings, leaflets, bulletins, and cooperation with extension services.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>46</td>
<td>Select a committee chairman.</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>62</td>
<td>Present an award to the member with the best grade point average in agriculture.</td>
<td>4.0</td>
<td>.66</td>
</tr>
</tbody>
</table>
Table 12. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Leadership activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>Secure sponsors from the community for scholarship awards.</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>69</td>
<td>Sponsor an educational tour of a farm.</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>72</td>
<td>Prepare and display an educational exhibit.</td>
<td>4.0</td>
<td>.66</td>
</tr>
</tbody>
</table>
activities along with mean scores and standard deviations are presented in Table 13. These activities were mainly in the categories of community service, leadership, earnings, savings and investment, and conduct of meetings.

Six of the leadership learning activities were rated by the administrators as of "little importance", mean score range of 2.00 to 2.99. A presentation of these leadership learning activities with their mean scores and standard deviations is given in Table 14. These activities were mainly in the areas of community service and public relations.

This section provided data to answer research question number four, "What is the attitude of school administrators toward leadership learning activities?" Administrators rated all but six of the activities as "somewhat important" or "important" learning experiences in the vocational agriculture program.

**Attitudes of teachers**

The attitudes of the teachers were somewhat similar to those of the administrators in that there were no "very important" or "not important" ratings. However, they rated all the learning activities as either "somewhat important" or "important". There were no "little importance" ratings. The teachers rated forty-three of the learning activities as "somewhat important". These activities, their mean scores, and standard deviations are presented in Table 15. Twenty of the learning activities rated as "somewhat important" by the vocational agriculture teachers were in supervised occupational experience, cooperation, earnings, savings,
Table 13. Leadership learning activities with mean scores ranging from 3.00 to 3.99 rated by administrators as "important"

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Conduct tours of leading commercial operations.</td>
<td>3.92</td>
<td>.83</td>
</tr>
<tr>
<td>23</td>
<td>Sponsor a school fair, community fair, garden show, or livestock show.</td>
<td>3.91</td>
<td>1.0</td>
</tr>
<tr>
<td>47</td>
<td>Schedule regular meetings of program of activities committee.</td>
<td>3.91</td>
<td>1.0</td>
</tr>
<tr>
<td>15</td>
<td>Serve as guides and teachers for elementary school conservation tours and instruction.</td>
<td>3.83</td>
<td>.83</td>
</tr>
<tr>
<td>24</td>
<td>Assist in sponsoring a community fair, home or garden show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.</td>
<td>3.83</td>
<td>1.0</td>
</tr>
<tr>
<td>45</td>
<td>Appoint all members to a program of activities committee at start of school year.</td>
<td>3.83</td>
<td>1.1</td>
</tr>
<tr>
<td>65</td>
<td>Organize a field trip to a vocational technical school.</td>
<td>3.83</td>
<td>.83</td>
</tr>
<tr>
<td>12</td>
<td>Have Soil Conservation representative speak to class.</td>
<td>3.75</td>
<td>.50</td>
</tr>
<tr>
<td>14</td>
<td>Purchase and loan equipments needed by members.</td>
<td>3.75</td>
<td>.83</td>
</tr>
<tr>
<td>39</td>
<td>Provide parliamentary procedure training to all vocational agriculture students through instructions and participation in parliamentary law activities.</td>
<td>3.75</td>
<td>1.1</td>
</tr>
<tr>
<td>53</td>
<td>Require secretary to have the meeting minutes up to date.</td>
<td>3.66</td>
<td>1.0</td>
</tr>
<tr>
<td>57</td>
<td>Recognize members with perfect attendance at meetings.</td>
<td>3.66</td>
<td>1.1</td>
</tr>
<tr>
<td>59</td>
<td>Invite parents to attend at least one meeting.</td>
<td>3.66</td>
<td>1.0</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>70</td>
<td>Prepare a weekly news column concerning agricultural information.</td>
<td>3.66</td>
<td>1.0</td>
</tr>
<tr>
<td>8</td>
<td>Conduct tractor driving and maintenance contests.</td>
<td>3.58</td>
<td>.83</td>
</tr>
<tr>
<td>26</td>
<td>Present speeches, demonstrations, panel, and slide series to community organizations explaining the importance of agriculture.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>42</td>
<td>Hold mock meetings in class to provide training in leadership and parliamentary procedure for all students.</td>
<td>3.58</td>
<td>1.3</td>
</tr>
<tr>
<td>43</td>
<td>Participate in local, state, and national training schools, conferences, or similar activities.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>44</td>
<td>Provide financial assistance to members attending leadership training camps, schools, conferences, or similar activities.</td>
<td>3.58</td>
<td>.83</td>
</tr>
<tr>
<td>50</td>
<td>Provide board of education with copy of budget and net worth statement.</td>
<td>3.58</td>
<td>.5</td>
</tr>
<tr>
<td>52</td>
<td>Provide simulated experience in financial record keeping for the treasurer.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>54</td>
<td>Prepare meeting times and dates on school calendar with approval of school administration.</td>
<td>3.58</td>
<td>1.3</td>
</tr>
<tr>
<td>58</td>
<td>Hold orientation meetings for prospective members.</td>
<td>3.58</td>
<td>1.3</td>
</tr>
<tr>
<td>61</td>
<td>Present an award to the member with the best grade point average in agriculture.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>29</td>
<td>Help needy families, disabled citizens, and/or senior citizens by performing chores and supplying financial assistance.</td>
<td>3.41</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 13. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.</td>
<td>3.41</td>
<td>1.0</td>
</tr>
<tr>
<td>35</td>
<td>Sponsor work day programs at elementary schools and have students plant trees.</td>
<td>3.41</td>
<td>1.0</td>
</tr>
<tr>
<td>38</td>
<td>Invite speech teacher to help judge speeches.</td>
<td>3.41</td>
<td>1.0</td>
</tr>
<tr>
<td>41</td>
<td>Conduct regular meetings according to accepted parliamentary procedure.</td>
<td>3.41</td>
<td>1.3</td>
</tr>
<tr>
<td>56</td>
<td>Provide a copy of meeting minutes to the school administration.</td>
<td>3.41</td>
<td>1.1</td>
</tr>
<tr>
<td>66</td>
<td>Have representative from agricultural industry speak at meeting.</td>
<td>3.41</td>
<td>1.0</td>
</tr>
<tr>
<td>20</td>
<td>Conduct a field trip to the parish agriculture office.</td>
<td>3.33</td>
<td>1.0</td>
</tr>
<tr>
<td>25</td>
<td>Help construct or repair facilities for local and/or parish fair and similar events.</td>
<td>3.33</td>
<td>1.1</td>
</tr>
<tr>
<td>40</td>
<td>Conduct parliamentary procedure demonstration to other classes.</td>
<td>3.33</td>
<td>1.3</td>
</tr>
<tr>
<td>51</td>
<td>Use official secretary and treasurer book.</td>
<td>3.33</td>
<td>1.1</td>
</tr>
<tr>
<td>71</td>
<td>Present a public program to a school assembly or community organization.</td>
<td>3.33</td>
<td>1.0</td>
</tr>
<tr>
<td>36</td>
<td>Require all vocational agriculture students to write a speech and present it to class.</td>
<td>3.25</td>
<td>.83</td>
</tr>
<tr>
<td>55</td>
<td>Hold at least one meeting each month at a regular scheduled time.</td>
<td>3.25</td>
<td>1.1</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>75</td>
<td>Invite faculty members to be judges of appropriate contests.</td>
<td>3.25</td>
<td>1.0</td>
</tr>
<tr>
<td>27</td>
<td>Set up displays and have demonstrations at local shopping centers, business, civic, agricultural and/or youth organizations.</td>
<td>3.16</td>
<td>1.0</td>
</tr>
<tr>
<td>37</td>
<td>Select members from each class to present speeches at meetings.</td>
<td>3.16</td>
<td>.83</td>
</tr>
</tbody>
</table>
Table 14. Leadership learning activities with mean scores ranging from 2.0 to 2.99 rated by administrators as of "little importance"

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Provide each member with an agenda prior to meeting.</td>
<td>2.92</td>
<td>1.3</td>
</tr>
<tr>
<td>68</td>
<td>Sponsor a field day of athletic competition in cooperation with other schools.</td>
<td>2.75</td>
<td>1.0</td>
</tr>
<tr>
<td>30</td>
<td>Organize community service projects in cooperation with local churches.</td>
<td>2.58</td>
<td>1.0</td>
</tr>
<tr>
<td>32</td>
<td>Clean up the community by painting buildings, tearing down old buildings, removing junk autos, mowing vacant lots, and sweeping the sidewalks.</td>
<td>2.58</td>
<td>1.1</td>
</tr>
<tr>
<td>73</td>
<td>Hold a faculty reception.</td>
<td>2.58</td>
<td>1.1</td>
</tr>
<tr>
<td>74</td>
<td>Sponsor a school faculty luncheon or breakfast.</td>
<td>2.58</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 15. Leadership learning activities with mean scores ranging from 4.00 to 4.99 rated by teachers as "somewhat important"

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the value of record keeping to students.</td>
<td>4.75</td>
<td>.50</td>
</tr>
<tr>
<td>10</td>
<td>Arrange for students to receive work experience.</td>
<td>4.75</td>
<td>.50</td>
</tr>
<tr>
<td>21</td>
<td>Have extension officer speak to class on services his office has to offer.</td>
<td>4.66</td>
<td>.50</td>
</tr>
<tr>
<td>28</td>
<td>Provide information on jobs and new and improved agricultural practices by means of meetings, leaflets, bulletins, and cooperation with extension services.</td>
<td>4.66</td>
<td>.33</td>
</tr>
<tr>
<td>34</td>
<td>Beautify school by seeding and fertilizing the lawns, landscape school area, and renovating play fields.</td>
<td>4.66</td>
<td>.50</td>
</tr>
<tr>
<td>53</td>
<td>Require secretary to have the meeting minutes up-to-date.</td>
<td>4.50</td>
<td>.33</td>
</tr>
<tr>
<td>62</td>
<td>Present an award to the member who has shown the most progress.</td>
<td>4.50</td>
<td>.66</td>
</tr>
<tr>
<td>63</td>
<td>Consider attitude improvement participation.</td>
<td>4.50</td>
<td>.50</td>
</tr>
<tr>
<td>67</td>
<td>Show slides on agriculture career opportunities.</td>
<td>4.50</td>
<td>.66</td>
</tr>
<tr>
<td>69</td>
<td>Sponsor an education tour to a farm.</td>
<td>4.50</td>
<td>.50</td>
</tr>
<tr>
<td>2</td>
<td>Show films of agriculture subjects.</td>
<td>4.42</td>
<td>.50</td>
</tr>
<tr>
<td>15</td>
<td>Serve as guides and teachers for elementary school conservation tours and instruction.</td>
<td>4.41</td>
<td>.66</td>
</tr>
<tr>
<td>33</td>
<td>Conserve water and soil by constructing waterways, contours, terraces, windbreaks, and using cover crops.</td>
<td>4.41</td>
<td>.66</td>
</tr>
</tbody>
</table>
Table 15. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>Invite parents to attend at least one meeting.</td>
<td>4.41</td>
<td>.33</td>
</tr>
<tr>
<td>61</td>
<td>Present an award to the member with the best grade point average in agriculture.</td>
<td>4.33</td>
<td>.66</td>
</tr>
<tr>
<td>66</td>
<td>Have representative from agricultural industry speak at meeting.</td>
<td>4.33</td>
<td>.50</td>
</tr>
<tr>
<td>5</td>
<td>Conduct demonstration plots and animal experiments.</td>
<td>4.25</td>
<td>1.0</td>
</tr>
<tr>
<td>6</td>
<td>Have soil conservation representative explain the proper use of chemicals on crops.</td>
<td>4.25</td>
<td>.83</td>
</tr>
<tr>
<td>7</td>
<td>Show a film on the use of proper sanitation practices.</td>
<td>4.25</td>
<td>.67</td>
</tr>
<tr>
<td>45</td>
<td>Appoint all members to a program of activities committee at start of school year.</td>
<td>4.25</td>
<td>.50</td>
</tr>
<tr>
<td>52</td>
<td>Provide simulated experience in financial record keeping for the treasurer.</td>
<td>4.25</td>
<td>.50</td>
</tr>
<tr>
<td>65</td>
<td>Organize a field trip to a vocational technical school.</td>
<td>4.25</td>
<td>.66</td>
</tr>
<tr>
<td>51</td>
<td>Use official secretary and treasurer books.</td>
<td>4.16</td>
<td>.50</td>
</tr>
<tr>
<td>70</td>
<td>Prepare a weekly news column concerning agricultural information.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>3</td>
<td>Conduct tours of leading commercial operations.</td>
<td>4.10</td>
<td>.83</td>
</tr>
<tr>
<td>4</td>
<td>Participate in shows, fairs, and livestock contests.</td>
<td>4.10</td>
<td>.90</td>
</tr>
<tr>
<td>9</td>
<td>Attend agricultural machinery demonstrations.</td>
<td>4.10</td>
<td>.83</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>11</td>
<td>Arrange for students to receive work experience in soil and water conservation by setting up working arrangements with Soil Conservation District representative.</td>
<td>4.10</td>
<td>1.0</td>
</tr>
<tr>
<td>18</td>
<td>Participate in crop and/or livestock improvement activities.</td>
<td>4.10</td>
<td>1.0</td>
</tr>
<tr>
<td>19</td>
<td>Provide effort and funds to complete needed school project such as landscaping or equipment.</td>
<td>4.10</td>
<td>1.0</td>
</tr>
<tr>
<td>16</td>
<td>Arrange for class to visit a local cooperative facility.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>22</td>
<td>Have seniors make a study of farm organizations.</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>25</td>
<td>Help construct or repair facilities for local and/or parish fair and similar events.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>44</td>
<td>Provide financial assistance to members attending leadership training camps, schools, conferences or similar activities.</td>
<td>4.0</td>
<td>1.1</td>
</tr>
<tr>
<td>47</td>
<td>Schedule regular meetings of program of activities committee.</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>48</td>
<td>Recognize members who practice thrift.</td>
<td>4.0</td>
<td>1.1</td>
</tr>
<tr>
<td>49</td>
<td>Have representative from a commercial bank or credit association speak on proper credit procedures.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>54</td>
<td>Prepare meeting time and date on school calendar with approval of school administration.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>55</td>
<td>Hold at least one meeting each month at a regular scheduled time.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>57</td>
<td>Recognize members with perfect attendance at meetings.</td>
<td>4.0</td>
<td>0.66</td>
</tr>
<tr>
<td>61</td>
<td>Present an award to the member with the best grade point average in agriculture.</td>
<td>4.0</td>
<td>0.66</td>
</tr>
<tr>
<td>72</td>
<td>Prepare and display an educational exhibit.</td>
<td>4.0</td>
<td>0.66</td>
</tr>
</tbody>
</table>
and investments, and scholarship. The activities entitled "explain the value of record keeping to students" and "arrange for students to receive work experience" received the highest rating. They both received a mean score rating of 4.75. None of the activities relating to public relations received a rating of 4.0 or above by the vocational agriculture teachers. Thirty-two of the learning activities were rated as "important", mean score range of 3.0 to 3.99. These activities and their mean scores and standard deviations are presented in Table 16. They were mainly in the categories of leadership, community service, cooperation, and public relations.

This section provided data to answer research question number five, "What is the attitude of vocational agriculture teachers toward leadership learning activities?" Since all activities were rated "somewhat important" or "important", it may be concluded that the vocational agriculture teachers had a favorable attitude toward all activities studied.

Differences between attitudes of administrators and head teachers

The t-test statistical procedure was used to test for significant differences between the mean rating scores of the two groups. Snedecor and Cochran (36) suggested that this test can be used when experiments are conducted between two groups of equal size.

Table 17 presents the data for the administrators and teachers by categories of leadership learning activities. Significant t-values were observed for three of the nine categories. These were earnings, savings and investments; scholarship; and public relations.
Table 16. Leadership learning activities with mean scores ranging from 3.00 to 3.99 as rated by teachers as "important"

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activities</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Sponsor work day programs at elementary schools and have students plant trees.</td>
<td>3.92</td>
<td>1.1</td>
</tr>
<tr>
<td>36</td>
<td>Require all vocational agriculture students to write a speech and present it to class.</td>
<td>3.92</td>
<td>1.1</td>
</tr>
<tr>
<td>47</td>
<td>Schedule regular meetings of program of activities committee.</td>
<td>3.92</td>
<td>1.0</td>
</tr>
<tr>
<td>56</td>
<td>Provide a copy of meeting minutes to the school administration.</td>
<td>3.92</td>
<td>1.0</td>
</tr>
<tr>
<td>75</td>
<td>Invite faculty members to be judges of appropriate contests.</td>
<td>3.91</td>
<td>1.0</td>
</tr>
<tr>
<td>16</td>
<td>Arrange for class to visit a local cooperative facility.</td>
<td>3.83</td>
<td>1.0</td>
</tr>
<tr>
<td>8</td>
<td>Conduct tractor driving and maintenance contests.</td>
<td>3.75</td>
<td>.83</td>
</tr>
<tr>
<td>22</td>
<td>Have seniors make a study of farm organizations.</td>
<td>3.75</td>
<td>1.0</td>
</tr>
<tr>
<td>37</td>
<td>Select members from each class to present speeches at meetings.</td>
<td>3.75</td>
<td>.83</td>
</tr>
<tr>
<td>39</td>
<td>Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.</td>
<td>3.75</td>
<td>1.1</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>43</td>
<td>Participate in local, state, and national training schools, conferences, or similar activities.</td>
<td>3.75</td>
<td>1.0</td>
</tr>
<tr>
<td>58</td>
<td>Hold orientation meeting for prospective members.</td>
<td>3.75</td>
<td>1.0</td>
</tr>
<tr>
<td>12</td>
<td>Have Soil Conservation representative speak to class.</td>
<td>3.67</td>
<td>.33</td>
</tr>
<tr>
<td>13</td>
<td>Establish a cooperative. Draw up a constitution and by-laws, have members serve as the board of directors, hire a member to the manager, sell shares on the basis of hours worked, declare dividends, and in general operate as a cooperative business.</td>
<td>3.67</td>
<td>1.3</td>
</tr>
<tr>
<td>38</td>
<td>Invite speech teacher to help judge speeches.</td>
<td>3.66</td>
<td>1.3</td>
</tr>
<tr>
<td>44</td>
<td>Provide financial assistance to members attending leadership training camps, schools, conferences, or similar activities.</td>
<td>3.66</td>
<td>1.0</td>
</tr>
<tr>
<td>60</td>
<td>Present an award to the member who has the best grade point average in agriculture.</td>
<td>3.66</td>
<td>1.1</td>
</tr>
<tr>
<td>24</td>
<td>Assist in sponsoring a community fair, home or garden show, livestock show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.</td>
<td>3.58</td>
<td>1.1</td>
</tr>
<tr>
<td>25</td>
<td>Help construct or repair facilities for local and/or parish fair and similar events.</td>
<td>3.58</td>
<td>1.1</td>
</tr>
<tr>
<td>27</td>
<td>Set up displays and have demonstrations at local shopping centers, business, civic, agricultural and/or youth organizations.</td>
<td>3.58</td>
<td>1.1</td>
</tr>
<tr>
<td>42</td>
<td>Hold mock meetings in class or provide training in leadership and parliamentary procedure for all students.</td>
<td>3.58</td>
<td>1.1</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activities</td>
<td>Mean scores</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>71</td>
<td>Present a public program to a school assembly or community organization.</td>
<td>3.41</td>
<td>.83</td>
</tr>
<tr>
<td>31</td>
<td>Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.</td>
<td>3.33</td>
<td>1.3</td>
</tr>
<tr>
<td>40</td>
<td>Conduct parliamentary procedure demonstration to other classes.</td>
<td>3.33</td>
<td>1.3</td>
</tr>
<tr>
<td>30</td>
<td>Organize community service projects in cooperation with local churches.</td>
<td>3.25</td>
<td>.83</td>
</tr>
<tr>
<td>32</td>
<td>Clean up the community by painting buildings, tearing down old buildings, removing junk autos, mowing vacant lots, and sweeping the sidewalks.</td>
<td>3.25</td>
<td>1.1</td>
</tr>
<tr>
<td>39</td>
<td>Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.</td>
<td>3.25</td>
<td>1.3</td>
</tr>
<tr>
<td>68</td>
<td>Sponsor a field day of athletic competition in cooperation with other schools.</td>
<td>3.16</td>
<td>1.1</td>
</tr>
<tr>
<td>29</td>
<td>Help needy families, disabled citizens by performing chores and supplying financial assistance.</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>73</td>
<td>Hold a faculty reception.</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>74</td>
<td>Sponsor a school faculty luncheon or breakfast.</td>
<td>3.0</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 17. Attitudinal differences between administrators and teachers on categories of leadership learning activities

<table>
<thead>
<tr>
<th>Category number</th>
<th>Learning activity category</th>
<th>Item numbers</th>
<th>Administrator response</th>
<th>Teacher response</th>
<th>Degrees of freedom</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Supervised occupational experience</td>
<td>1 - 12</td>
<td>4.17</td>
<td>.35</td>
<td>4.2</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Cooperation</td>
<td>13 - 22</td>
<td>4.03</td>
<td>.40</td>
<td>4.0</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Community service</td>
<td>23 - 35</td>
<td>3.50</td>
<td>1.8</td>
<td>3.72</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Leadership</td>
<td>36 - 47</td>
<td>3.25</td>
<td>.23</td>
<td>3.69</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Earnings, savings and investments</td>
<td>48 - 52</td>
<td>3.72</td>
<td>.45</td>
<td>4.06</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>Conduct of meetings</td>
<td>53 - 60</td>
<td>3.82</td>
<td>.75</td>
<td>4.28</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Scholarship</td>
<td>61 - 67</td>
<td>3.85</td>
<td>.30</td>
<td>4.32</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>Recreation</td>
<td>68 - 69</td>
<td>3.35</td>
<td>1.3</td>
<td>3.8</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>Public relations</td>
<td>70 - 75</td>
<td>3.41</td>
<td>.23</td>
<td>4.01</td>
<td>22</td>
</tr>
</tbody>
</table>

**Significant at the .01 level of probability.
*Significant at the .05 level of probability.
The differences between the two groups on scholarship and public relations categories were significant at the .01 level of probability. The difference between the two groups on the earnings, savings and investments category of leadership learning activities was significant at the .05 level of probability. No significant differences were observed between the two groups for the other six categories of leadership learning activities. These categories were supervised occupational experience, cooperation, community service, leadership, conduct of meetings, and recreation.

The scholarship category of leadership learning activities received the highest mean score rating, 4.32. This rating was given by the teacher group. The administrator group gave supervised occupational experience leadership learning activities the highest mean score rating, 4.17. Recreational activities received the lowest mean score rating, 3.35. This rating was given by the administrators.

It is interesting to note that the three activities that received the highest rating by both groups pertained to supervised occupational experience. This indicated that both groups have a very strong feeling of importance for supervised occupational experience activities. A complete list of the leadership learning activities with the mean scores and standard deviations is located in Appendix D.

This section provided data to answer research question number six, "Is there a significant difference between school administrators and vocational agriculture teachers towards the leadership learning activities?" There was a significant difference between the attitudes of school
administrators and vocational agriculture teachers for three categories of leadership learning activities. These were earnings, savings, and investments; scholarship; and public relations. No significant differences were observed for the other nine categories.

Case Study

A case study was conducted on two schools with innovative agricultural programs, namely: Vere Technical High School located in the parish of Clarendon, and Trinityville Secondary School located in the parish of Saint Thomas.

Vere Technical High School

Vere Technical High School was established in January, 1961. This came as a result of the need for students to be trained in academic subjects together with subjects of a technical nature. This enabled students with varying backgrounds and aptitudes to have a wider selection of career education.

Geographic location The school is situated in the southern section of the parish. The second largest sugar factory in Jamaica and one of the Bauxite Mining Companies are located in the area.

Early history The school started with sixty-two students and ten teachers. Emphasis was placed on science and technology. The main subjects taught were English, mathematics, general science, Spanish, social studies, commercial art, physical education, and English literature. After two years of general studies, students were allowed to specialize in agricultural areas such as general agriculture, agriculture
practice, and agricultural science. In the commercial department courses such as commercial economics, principles of accounts, shorthand, typing, and office practice were taught. The courses taught in the home economics department were cooking and nutrition, dress designing, home management, and food science.

**Extended areas** Because of the great demand in the science and technology areas, which came about as a result of the presence of the bauxite and sugar industries, the school enrollment has increased to 872 students with forty-five teachers. Science subjects including chemistry, physics, health science, and zoology have been added in recent years. The technical and vocational subject areas included are: building construction, building and engineering drawing, engineering workshop (theory and practice), building and engineering science, metal work, welding, electrical installation, motor vehicle mechanics, craft studies, process instrumentation, industrial chemistry, and surveying.

**The agricultural program** The school started out with five acres of land being used as a "Land Laboratory". It has now been increased to twenty-five acres with the main emphasis being placed on Agronomy and Animal Husbandry. Since 1970, all students received one-hour orientation in agriculture. Students who showed aptitude were selected to specialize in one of the several areas in agriculture.

At present the school has successfully established the following projects:

1) Poultry,
2) Pig,
3) Rabbit,  
4) Beef cattle,  
5) Dairy,  
6) Fish farming,  
7) Vegetables,  
8) Plant propagation,  
9) Genetic project on Mendellion theory with corn, and  
10) Farm machinery.

Students work in groups in each of these projects and operate on a rotational basis every two weeks when a leader is chosen for each group. Students also participate in home projects including rabbit, poultry rearing, and vegetable production.

**Staff organization** There was an established agricultural department with a qualified and experienced agriculturalist in charge and two trained agriculturalists as his assistants. There were three other semi-professionals that assist in project work, along with some assistance from the student specialists. There were 220 students enrolled in agriculture.

**Achievements** The school has successfully run a miniature cooperative vegetable project, and they were embarking on a larger project. They have recently acquired sixty acres of lands on which they planned to establish permanent crops such as mangoes, coconuts, citrus, and vegetables as the short term crops. They also planned to increase their beef cattle, poultry, and goat projects.
The students participate in the National Agriculture Competition and have won the following prizes in the 1975 competition:

1) Most outstanding high school award
2) Best boy of the year award
3) Best girl of the year award
4) Home economics trophy for processing agricultural projects
5) Trophy for best total animal project
6) Second for highest quality and quantity of exhibits.

School organizations The school had recently embarked on a supervised occupational experience program whereby students spend part of their training period getting experience by working on a farm or in agricultural industries. Students also participated in 4-H club work, and there was a Parent-Teachers Association group which was involved in the welfare of the students.

It was pointed out by the principal that community participation in the affairs of the school has been very good. A survey of some of the parents' farms show the average size to be five acres. Because of the lack of adequate farming areas, students were being encouraged to participate in the cooperative farm being developed at the school in order to obtain enough farming experience. At the completion of their course, the students would either seek employment in agriculture or industry, or practice farming on their own.
Trinityville Secondary School

Early history The Trinityville Secondary School started as a Junior Secondary School in September, 1970 with an enrollment of 620 students and twenty-two teachers. Because of the absence of second cycle secondary schools, all the Junior Secondary Schools have been converted into Secondary Schools with the addition of two or more grades. Therefore, the Trinityville Secondary had an enrollment of 810 students with thirty-five teachers.

Geographic location The school is situated in the western section of the parish of Saint Thomas. This parish is among the leading agricultural parishes. Up until two years ago a sugarcane factory was located approximately three miles from the school, but this has now been abandoned and a dairy cooperative now established in its place.

Courses taught The principal subjects taught were in the general and social science areas and the technical and vocational areas such as agriculture, home economics, industrial arts, arts and crafts, farm machinery, and welding.

Extended areas The newly established grades ten and eleven were designed to accommodate students who have a special interest and aptitude for one of the technical and vocational areas.

The agricultural program The school started out initially with five acres of land to serve as a laboratory or tutorial farm practice. This has now been increased to twenty acres. The school had successfully established the following projects:

1) Livestock
2) Nursery work (vegetables)

3) Farm mechanics

4) Soil conservation

5) Grass identification

6) Food forest.

Students work together in project groups on a rotational basis of two weeks on all the above projects. A group leader was appointed by the vocational agriculture teacher at the beginning of each two week cycle. There were thirty students in grades ten and eleven who were specializing in some aspects of the program. At the completion of their training, they either seek entry in a more advanced agricultural institution, or seek employment in agricultural organizations or industries, or practice farming on their own.

**Staff organization** There was an established agricultural department with three agricultural teachers, one served as head of the department. In addition to the staff, the teachers obtained assistance from the student specialists.

**School organization** The students participated in the following organizations:

1) 4-H Clubs

2) Scouting

3) Cadet training

4) Student Christian Movement

5) Red Cross

6) Girl Guides
There was also an active parent teachers association, which participated in the affairs of the students. Some students participated in home projects such as poultry, rabbit rearing, and vegetable production. A visit to some of these farms indicated that students established a high degree of efficiency and interest in the running of these projects.

The average size of the family farm was approximately ten acres; therefore, in most cases the students had enough lands to establish a small project.

Achievements The school participated in the National Agricultural Competition and was successful in winning the prize for the best secondary school agricultural program in the Island for the year 1975. They also won the prize for the best animal project in the Island and the best school in the region of Surrey. In addition to this, they also won the parish 4-H Club Shield.

Summary of case studies

The schools selected for this indepth study could serve as pilot schools for testing the leadership development model proposed in this study.

The findings showed that both schools had three teachers each in their vocational agriculture departments. They both provided instructions in animal and crop science. Several of the students in the program also had agricultural projects at home. They were both champion schools in the National Competition. They both had several organizations in their schools that could be used to enhance leadership development of students.
The Vere Technical High School had successfully operated a small cooperative and was preparing to launch a larger project. They had also started to give their students extended supervised occupational experience practice by exposing them to farm practice work on farms off the school premises.

Both schools possessed the necessary basic resources needed for a complete vocational agriculture program. Each school had a classroom and land for school farms. Vere Technical High School had purchased sixty acres of additional lands to supplement its program. The parents of students at Vere Technical High School do not own large parcels of lands. Therefore, the school wanted to purchase adjacent lands so that the students could participate in cooperative type farming. On the other hand, the parents of students at Trinityville Secondary own an average of ten acres of lands, so these students could continue to participate in home projects.

Both schools had several educational organizations that could serve as coordinating forces and guide for the establishment of a leadership development program. Some of these organizations were 4-H clubs, scouts, girl guides, Student Christian Movement, and parent-teachers association.

The investigator conducted a series of interviews with some of the leaders of these organizations and explained the purpose and objective of his proposal. They all agreed with the proposal and encouraged him to seek discussions with the Prime Minister and Minister of Education on the possibility of implementing the leadership component of vocational agriculture.
The information provided in this section answered research question number seven, "What are the existing school and community features that would help support leadership development activities?" There were many existing school and community activities and situations that would support leadership learning activities in vocational agriculture.

This chapter concentrated on presenting four different types of data, namely: 1) qualifications of school administrators and vocational agriculture teachers, 2) characteristics of schools and communities, 3) attitudes towards leadership learning activities, and 4) case studies. Presentations made in this chapter answered the research questions identified for this study. A leadership development model for vocational agriculture will be presented in the next chapter.
DISCUSSIONS AND IMPLICATIONS OF THIS STUDY

The purpose of this study was to develop a model for leadership development as a component of the vocational agriculture programs in Jamaica. The chapter entitled "Report of Findings" presented the data gathered from administrators and teachers. These findings indicated that both administrators and head vocational agriculture teachers rated all leadership learning activities as having some degree of importance in the vocational agriculture program. Therefore, a composite of all seventy-five learning activities studied could be considered an appropriate model for a leadership development component of vocational agriculture in Jamaica. These seventy-five leadership learning activities are presented in Appendix D. The activities are grouped by the categories of learning activities. The mean scores and standard deviations for administrators and head teachers could be used as a basis for selecting learning activities to be implemented in the vocational agriculture program. However, the researcher chose to present a working model which also took into consideration the availability of resources and other situations in a typical Jamaica school and community. If it was not feasible, based on the observations and opinions of the researcher, that an activity could be implemented in a typical school, it was not included in the model.

The leadership development model is presented as an integral part of the vocational agriculture program.
The model could be used as a guide in local program planning. As stated earlier, the Jamaica vocational agriculture programs include classroom instruction and land laboratories where students gain supervised occupational experiences.

In this chapter presentations will be given in four sections, namely:

1) description of the vocational agriculture program in the United States;
2) a proposed model for the vocational agriculture program in Jamaica;
3) a working model for the leadership development component of vocational agriculture; and, 4) building a F.F.J. program of work.

Description of the Vocational Agriculture Program in the United States

The model in Figure 1 shows the vocational agriculture program as it exists in the United States. It starts first with classroom instruction given by the vocational agriculture teacher. Ideas and information given in this component are translated into practical application which is embodied into the second component entitled "supervised occupational experience". This component also allows the students to develop additional knowledge and skills. The third component is the leadership development component, which is known as the Future Farmers of America (F.F.A.). Through this component, leadership, citizenship, and cooperation skills are developed. Leadership is partially brought about as a result of student's supervised occupational experiences. In addition, students
Figure 1. Components of vocational agriculture programs in the United States. (This figure is presented to illustrate the relationship among the three components and not the magnitude of the components.)
participate in other activities involving cooperation; conduct of meetings; leadership; public relations; community service; scholarship, earnings, savings, and investments; recreation; and state and national activities. These activities help students to develop their leadership skills and potentials.

A Working Model for the Vocational Agriculture Program in Jamaica

The vocational agriculture program in Jamaica consisted of only two of the components in the model in Figure 2, namely classroom instruction and land laboratory from which supervised occupational experience is derived. The program could be improved by adding the third component—leadership development. This was the basis and purpose for this study. For use in this document, reference will be made to the leadership development component as the Future Farmers of Jamaica (F.F.J.).

To describe the implementation of the working model, the implementation process was divided into three parts. The proposed model consists of forty-five of the leadership learning activities drawn from the nine categories included in this study. The model is a program of activities which was developed in three parts to be implemented over a three-year period. The first two parts of the model were developed from the categories of leadership learning activities of which there were no significant differences between the school administrators and the vocational agriculture teachers. These categories were supervised occupational experience, cooperation, community service, leadership, conduct of
Figure 2. Proposed components of vocational agriculture programs in Jamaica. (This figure is presented to illustrate the relationship among the three components and not the magnitude of the components.)
meetings, and recreation. The third part consisted of activities from the categories of earnings, savings, and investments; scholarship; and public relations.

Considerations were given to the following in making the selection of activities to be included in the working model: 1) availability of resources needed for implementation of the activity; 2) existing activities in the school and community that would support the leadership activity; and, 3) the activity mean scores. The first two considerations were based on the observations and judgment of the researcher. Therefore, activities with the highest mean scores were not necessarily included in the working model.

First Year Program of Activities for a Local F.F.J.

Fifteen leadership learning activities were selected from the first three categories of leadership learning activities. There were no significant differences between school administrators and teachers in these categories. They were supervised occupational experience, cooperation, and community service. Five learning activities were selected from each category. Those selected from the supervised occupational experience category were as follows:

1) Explain the value of record keeping to students.
2) Show films of agricultural subjects.
3) Conduct tours of leading commercial operations.
4) Conduct demonstration plots and animal experiments.
5) Attend agricultural machinery demonstration.
The cooperation activities were:

1) Establish a cooperative.
2) Purchase and loan equipment needed by members.
3) Arrange for class to visit a local cooperative.
4) Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.
5) Have extension officer speak to class on services this office can offer.

The activities selected from the community service category were as follows:

1) Assist in sponsoring a community fair, home or garden show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.
2) Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.
3) Conserve water and soil by constructing waterways, contours, terraces, windbreaks, and using cover crops.
4) Beautify schools by seeding and fertilizing the lawns, landscape school area, and renovate playfields.
5) Sponsor work day programs at elementary schools and have students plant trees.

These fifteen activities are featured in the following first-year program of activities for a local F.F.J. that includes objectives, goals, and ways and means to accomplish the goals and objectives. Some of the ideas presented in the three-year program of activities were gleaned
from "A guide for use in planning your F.F.A. program of activities".

First Year Program of Activities for a Local F.F.J.

Activity Category: Supervised Occupational Experience

Objectives: Each F.F.J. member will build a supervised occupational experience program that will qualify him for additional awards. He will also carry the program to completion while working for permanent establishment in agriculture.

Activity 1: Explain the value of record keeping to students.

Goal: Keep accurate and up-to-date records on projects.

Ways and Means:

1) Keep all records in vocational agriculture record books.
2) Analyze records in class.
3) Stress value of complete and accurate records.
4) Present record awards on percentage basis.

Activity 2: Show films on agricultural subjects.

Goal: To enable all class members to have a general idea of the various agricultural subjects.

Ways and Means:

1) Arrange for agricultural information agency to show films to class.
2) Have students explain and describe films.
3) Present awards to students with best descriptions.
Activity 3: Conduct tour of leading commercial operations.

Goal: Schedule a tour of three commercial operations in the community for all members.

Ways and Means:

1) Develop a list of potential commercial operations.
2) Establish dates for the tours.
3) Obtain approval from school administrators.
4) Make arrangements with the officials of the firms.
5) Make announcements to class and parents.
6) Write notes of appreciation to officials.
7) Evaluate procedures and effectiveness of the tour and make arrangements for next year.

Activity 4: Conduct demonstration plots and animal experiments.

Goal: To allow all members to know and understand how to conduct crop and animal experiments.

Ways and Means:

1) Select a committee to meet with vocational agriculture teachers and extension officer to explore and determine appropriate projects.
2) Present proposed projects to entire chapter members.
3) Identify the details to be accomplished and assign to appropriate committees.
4) Conduct activity in cooperation with vocational agriculture teacher and school administrators.
5) Publicize accomplishments.
6) Evaluate results.

**Activity 5:** Attend agricultural machinery demonstration.

**Goal:** To expose all members in the proper use of agricultural machinery.

**Ways and Means:**

1) Contact agricultural machinery firm to discuss plans and to get approval.

2) Clear with school administration.

3) Establish time, place, and dates for members to give demonstrations.

4) Conduct demonstration.

5) Publicize in school paper and local newspaper.

**Activity Category:** Cooperation

**Objective:** Each F.F.J. member will work with others in sharing, planning, and carrying out activities of mutual interest within the overall objectives of the F.F.J. chapter.

**Activity 1:** Establish a cooperative.

**Goal:** To give all members the opportunity to participate in group activity and to develop the ability to work together in a spirit of cooperation.

To learn and provide responsibility toward team work.

**Ways and Means:**

1) Have a specialist in cooperatives to teach a unit on cooperatives in class.
2) Draw up a constitution and by-laws.
3) Elect participating members to serve as the board of directors.
4) Hire a member as the manager.
5) Sell shares.
6) Operate as a cooperative business.
7) Declare dividends.

Activity 2: Purchase and loan equipment needed by members.

Goal: Provide needed equipment for all members.

Ways and Means:

1) Obtain approval from school administrator to purchase equipment.
2) Select members to be responsible for purchasing.
3) Arrange for date of purchasing with advisor.
4) Provide equipment check-out sheets.
5) Keep equipment in good condition.
6) Have a designated cabinet or storeroom.

Activity 3: Arrange for class to visit a local cooperative.

Goal: To enable all members to observe the proper operation of a cooperative.

Ways and Means:

1) Identify an outstanding cooperative establishment.
2) Write to the manager to obtain permission to visit.
3) Establish a date for the tour.
4) Obtain approval from school administrators.
5) Make arrangements with the school administration to provide transportation.

6) Announce to vocational agriculture classes and the parents of students the details of the tour.

7) Write notes of appreciation to officials of the cooperative.

8) Evaluate procedures and effectiveness of the tour.

Activity 4: Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.

Goal: To expose members to new crop practices. To establish good relations with farm supply dealers and extension specialists.

Ways and Means:

1) Make contact with extension specialists and farm supply dealers to discover new crop practices and supplies needed to carry out these practices.

2) Arrange for them to visit your school and give demonstrations.

3) Use approved practices.

4) Complete records on each plot.

5) Put up signs to identify different plots.

6) Compare results.

7) Encourage members to enter county production contests.
Activity 5: Have extension officer speak to class for services his office can offer.

Goal: To inform all members of the occupational areas in extension in which they could be employed.

Ways and Means:

1) Write to the county extension agent requesting him to give a talk to the members on the various occupational areas in extension.
2) Arrange date and time for the visit.
3) Inform student and school administration of the date and time of the meeting.
4) Have class member move a vote of thanks to the speaker.
5) Discuss the contents of the speech with members.

Activity Category: Community Service.

Objective: Each F.F.J. member will take part in activities to improve his home, school, and community.

Activity 1: Assist in sponsoring a community fair, home or garden show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.

Goal: To involve all members in community activities.

Ways and Means:

1) Select a committee to meet with community leaders and school administrators to explore and determine appropriate duties.
2) Present proposed project duties to all members so that they can select their duty or duties.

3) Identify the details to be accomplished and assign to appropriate committees.

4) Conduct activity in cooperation with community officials.

5) Publicize accomplishments.

Activity 2: Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.

Goal: To enable each member to contribute services when needed.

Ways and Means:

1) Contact hospital administration for approval.

2) Purchase flower seeds and plastic bags.

3) Seek assistance of vocational agriculture instructor to propagate in greenhouse.

4) Inform residents of presentation date in advance.

5) Deliver plants.

6) Write an article for the school and local paper giving details of the project.

Activity 3: Conserve soil and water by constructing waterways, contours, terraces, windbreaks, and using cover crops.

Goal: Have each member conduct at least one soil conservation related to community service project.
Ways and Means:

1) Select a committee to meet with community leaders and school administration to explore and determine appropriate project.

2) Present proposed projects to the entire chapter membership so that members can select project.

3) Identify details to be accomplished and assign to various committees.

4) Conduct activity in cooperation with community officials.

5) Publicize accomplishments.

Activity 4: Beautify school by seeding and fertilizing the lawns, landscape school area, and renovate playfield.

Goal: Have each member participate in activities to improve their school surroundings.

Ways and Means:

1) Select a committee to meet with school administration to explore and determine needs.

2) Present proposed projects to the entire chapter.

3) Identify the details to be accomplished and assign responsibilities to appropriate committees.

4) Conduct activity in cooperation with the school administration.

5) Publicize the accomplishments.
Activity 5: Sponsor work day programs at elementary schools and have students plant trees.

Goal: Have each member work with others in sharing, planning, and carrying out activities of mutual interest within the overall objectives of the F.F.J. chapter.

Ways and Means:

1) Obtain approval from school administration.
2) Select a committee to work with the elementary teachers the details of the program.
3) Select a work day program committee.
4) Invite school officials and administration to attend.
5) Invite the local news media.
6) Conduct program.
7) Publicize in local newspaper.
8) In cooperation with participating elementary teachers, evaluate the success of the program.

Second Year Program of Activities for a Local F.F.J.

The second year of the leadership model consists of fifteen leadership learning activities. These activities were taken from the following categories of leadership learning activities: leadership, conduct of meetings, and recreation. There were only two leadership learning activities listed under the recreation category. Therefore, seven
learning activities were selected from the leadership category and six from the conduct of meetings. The activities taken from the leadership category were:

1) Require all vocational agriculture students to write a speech and present it to class.

2) Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.

3) Conduct parliamentary procedure demonstration to other classes.

4) Conduct regular meetings according to accepted parliamentary procedure.

5) Appoint all members to a program of activities at start of school year.

6) Select a committee chairman.

7) Schedule regular meetings of program of activities committee.

The leadership learning activities selected from the conduct of meetings category were:

1) Require secretary to have the meeting minutes up-to-date.

2) Prepare meetings time and date on school calendar with approval of school administration.

3) Hold at least one meeting each month at a regular scheduled time.

4) Provide a copy of meeting minutes to the school administration.

5) Recognize members with perfect attendance at meetings.

6) Invite parents to attend at least one meeting.
The activities selected from the recreation leadership learning category were:

1) Sponsor a field day of athletic competition in cooperation with other schools.

2) Sponsor an educational tour of a farm.

A presentation of the leadership learning activities, their goals and objectives, and the ways and means of achieving those goals and objectives are presented in the following second year program of activities for a local F.F.J. (These fifteen activities should be added to the fifteen activities included in the first year program of activities to constitute the program of activities for an F.F.J. that is in its second year of operation.)

Second Year Program of Activities for a Local F.F.J.

Activity Category: Leadership.

Objective: Each F.F.J. member will take part in leadership development activities sponsored by the chapter.

Activity 1: Require all vocational agriculture students to write a speech and present it to the class.

Goal: Provide every member the opportunity to improve his/her writing and speaking ability.

Ways and Means:

1) Allow all members to write and give a five minute speech as a vocational agriculture class member.
2) Video tape each member's speech and replay for constructive criticism.

3) Select one member from each class to present his/her speech to local service clubs, radio, and others.

4) Present local chapter winner with an award.

5) Publicize in newspaper.

Activity 2: Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.

Goal: To have all members skilled in the use of parliamentary law.

To participate in contests.

Ways and Means:

1) Obtain copies of parliamentary law.

2) Study parliamentary procedure in class.

3) Use tape recorder and video tape for pointing out errors.

4) Enter a parliamentary procedure demonstration team in local contest.

5) Make parliamentary awards to winning teams.

Activity 3: Conduct parliamentary procedure demonstration to other classes.

Goal: To allow each member to have active participation.
Ways and Means:

1) Discuss and obtain approval from teachers of other classes.
2) Arrange date and time of activity.
3) Have members practice parliamentary procedure.
4) Conduct activity.
5) Make awards for outstanding performance.

Activity 4: Conduct regular meetings according to accepted parliamentary procedure.

Goal: Have each member take part in meeting, planning, and using correct parliamentary procedure practices.

Ways and Means:

1) Set up a definite schedule of meetings.
2) Try to select time when there are no conflicts.
3) Hold meetings in chapter rooms when possible.
4) Have a planned agenda for each meeting.
5) Use parliamentary procedure at all meetings.

Activity 5: Appoint all members to a program of activities committee at start of school year.

Goal: Provide committee work experience for all members.

Ways and Means:

1) Through member choice and/or appointment, have each member serve on one of the program of activities standing committees.
2) Provide each member a copy of the chapter program of activities.

3) All committees to meet at least once a month.

4) Have a different committee member bring and present the committee report to the executive committee and chapter meeting each month.

Activity 6: Select a committee chairman.

Goal: To have members select committee chairman.

Ways and Means:

1) All members interested in office of chairman submit an application.

2) Nominating committee interviews candidates.

3) Nominating committee.

4) Nominating committee nominate chairman at meeting.

5) Install chairman.

6) Publicize in school paper and local newspaper.

Activity 7: Schedule regular meetings of program of activities committee.

Goal: Hold one regular chapter meeting each month.

Ways and Means:

1) Have meeting agenda approved by school administrator.

2) Have dates of all meetings posted on school calendar.
3) Have secretary send out cards giving time and place of all meetings.

4) Have different members each month evaluate the previous meeting with the officers.

Activity Category: Conduct of Meeting.

Objective: Each F.F.J. member will take part in meeting planning, making presentations at chapter meetings, and using correct parliamentary procedure practices in chapter meetings.

Activity 1: Require secretary to have the meeting minutes up-to-date.

Goal: To enable each member to keep accurate record of activities.

Ways and Means:

1) Appoint a committee of auditors.

2) Inform secretary of the auditors committee.

3) Both secretary and auditors arrange time and place of meeting.

4) Auditors will check secretary's book to see if minutes are accurate and up-to-date.

Activity 2: Prepare meeting time and date on school calendar with approval of school administration.

Goal: To enable members to develop good planning techniques.

Ways and Means:

1) Prepare a meeting calendar.
2) Have calendar approved by school administration.
3) Have a planned agenda for each meeting.
4) Notify out-of-school members in advance of each meeting.
5) Start and end meetings on time.

Activity 3: Hold at least one meeting each month at a regular scheduled time.

Goal: To have members participate in at least one meeting per month.

Ways and Means:

1) Hold an executive meeting at least one week prior to regular chapter meeting.
2) Have chapter meeting agenda approved by school administration.
3) Have dates of meetings posted on school calendar.
4) Use official ceremony and good business procedure at all regular meetings.
5) Have three different members evaluate the previous meeting.

Activity 4: Provide a copy of meeting minutes to the school administration.

Goal: To keep the administration informed of the activities of the organization.

Ways and Means:

1) Have secretary prepare copies of meeting minutes.
2) Distribute among administration staff.
3) Request comments and suggestions from administration staff.
4) Distribute among members for discussion at next meeting.

Activity 5: Recognize members with perfect attendance at meetings.

Goal: Maintain 90 percent attendance at meetings.

Ways and Means:

1) Give attendance award certificates at chapter banquets.
2) Give points in chapter activity point system for each meeting attended.

Activity 6: Invite parents to attend at least one meeting.

Goal: To obtain the interest and support of parents.

Ways and Means:

1) Have secretary send a copy of meeting schedule to parents.
2) Forward at least five days in advance of meeting.
3) Have chairman extend special welcome to parents.
4) Should inaugurate a special parents night.
5) Invite suggestions from parents.
6) Prepare refreshments and entertainment.

Activity Category: Recreation.

Objective: Each F.F.J. member will take part in chapter sponsored recreational activities which are designed to be of
interest to current and prospective members.

Activity 1: Sponsor a field day of athletic competition in cooperation with other schools.

Goal: To develop enthusiasm and mental and physical alertness among all members.

Ways and Means:

1) Secure permission from school administration.
2) In cooperation with the leadership of other clubs, determine type of sports, rules, time, place, and recognition to be available.
3) Arrange to include on school calendar.
4) Set up schedule.
5) Conduct activities.
6) Provide recognition at chapter award banquet.

Activity 2: Sponsor an educational tour to a farm.

Goal: To enable members to see other parts of the country. To learn new methods and ideas.

Ways and Means:

1) Develop a list of outstanding farms.
2) Write to the farm manager requesting visit to his farm.
3) Establish date, time, and duration of visit.
4) Obtain approval form school administration and get placed on the school calendar.
5) Announce details to all students and parents.
6) Conduct tour.

7) Write notes of appreciation to all who provided assistance.

8) Evaluate procedures and effectiveness of tour.

Third Year Program of Activities for a Local F.F.J.

The third year of the leadership model consists of three categories of leadership learning activities, namely: earnings, savings and investments, scholarship, and public relations. A total of fifteen leadership learning activities were selected from the three categories. Five were selected from each category. Those selected from the earnings, savings and investments category were:

1) Recognize members who practice thrift.

2) Have representatives from a commercial bank or credit association speak on proper credit procedures.

3) Provide board of education with copy of budget and net worth statement.

4) Use official secretary and treasurer's book.

5) Provide simulated experience in financial record keeping.

Those selected from the scholarship category were:

1) Present an award to the member with the best grade point average in agriculture.

2) Present an award to the member who has shown the most progress.

3) Secure sponsors from the community for scholarship awards.

4) Organize a field trip to a vocational technical school.
5) Show slides on agricultural career opportunities.

The leadership learning activities that were selected from the public relations category were as follows:

1) Prepare a weekly news column concerning agricultural information.
2) Present a public program to a school assembly on community organization.
3) Prepare and display an educational exhibit.
4) Sponsor a school faculty luncheon or breakfast.
5) Invite faculty members to be judges of appropriate contests.

Recorded in the third year program are the various leadership learning activities, their objectives and goals, and the ways and means of achieving those goals and objectives. These fifteen activities should be added to the thirty activities in the first and second year programs. This will complete the forty-five leadership learning activities that comprised the proposed leadership model as a component of the vocational agriculture program in Jamaica.

Third Year Program of Activities for a Local F.F.J.

Activity Category: Earnings, Savings and Investments.

Objective: Each F.F.J. member will develop a plan for personal earnings, savings and budgeting and will participate in the development of the chapter budget, fund raising, and spending plans.

Activity 1: Recognize members who practice thrift.
Goal: All members earn a minimum of $100 per year from their supervised occupational experience programs.

Ways and Means:
1) As a class project, have each member make a personal plan and develop the procedure to accomplish this goal.
2) Provide a listing on the F.F.J. chapter bulletin board of local employers who hire agricultural service trained personnel.

Activity 2: Have representatives from a commercial bank or credit association speak on proper credit procedures.

Goal: To provide members with the necessary information on proper credit procedures.

Ways and Means:
1) Write credit officers of banks, requesting a speaking engagement.
2) Select the officer you would like to speak.
3) Arrange date and time of meeting.
4) Inform school administration of the visit.
5) Inform members.
6) Carry out plans.
7) Have members evaluate and discuss the speech.

Activity 3: Provide board of education with copy of budget and net worth statement.
Goal: To enable members to develop a good relationship on financial matters with the board of education.

Ways and Means:

1) Have secretary prepare several copies of budget and net worth statements.

2) Distribute to members of the board of education.

3) Ask board members for their comments and suggestions.

4) Discuss suggestions at meetings.

5) Incorporate approved suggestions into future budget and net worth statements.

Activity 4: Use official secretary and treasurer books.

Goal: To develop in each member the ability to keep accurate records of personal and enterprise income.

Ways and Means:

1) Use record from the previous year for planning the coming year budget.

2) Record contest results for recognition of those obtaining 95 percent or better.

3) Give numbered receipts for all money received.

4) Purchase and use official treasurer's record book.

5) Seek assistance from the assistant treasurer.

Activity 5: Provide simulated experience in financial record keeping for the treasurer.
Goal: Provide all members with experience in financial record keeping.

Ways and Means:

1) Arrange working schedule.
2) Use treasurer's book from previous year.
3) Develop examples for each member.
4) Have members prepare a financial record.
5) Check for accuracy and neatness.

Activity Category: Scholarship.

Objective: Each F.F.J. member will be recognized for improvement in scholarship and will take part in scholarship improvement activities sponsored or supported by the F.F.J. chapter.

Activity 1: Present an award to the member with the best grade point average in agriculture.

Goal: Sponsor one or more activities which encourage scholarship among the members.

Ways and Means:

1) Award scholarship pins to one member in each agriculture products class with highest grade.
2) Award a traveling scholarship trophy to the one agriculture production F.F.J. member with the best grade point average in the entire chapter each grading period. Member must win three out of four grading periods to keep trophy.
Activity 2: Present an award to the member who has shown the most progress.

Goal: Improve the scholastic ability of all members.

Ways and Means:

1) Award a $50 scholarship to each senior agricultural mechanics F.F.J. member who has maintained an overall "B" average while in high school and plans to further his/her education in an agricultural occupation.

2) Post an F.F.J. honor roll on the chapter bulletin board of all members with a "B" average or higher each grading period.

Activity 3: Secure sponsors from the community for scholarship awards.

Goal: To involve influential community leaders in the activities of the organizations.

Ways and Means:

1) Have the secretary write letters to community leaders requesting financial assistance for scholarships to deserving members.

2) Send transcripts of student performance to community leaders.

3) Arrange interviews between scholarship prospects and community leaders.
Activity 4: Organize a field trip to a vocational technical school.

Goal: Have at least 10 percent of the members continue their agricultural education each year at a vocational technical school.

Ways and Means:
1) Have students research and report the various needs and opportunities for advanced study as a class assignment.
2) Visit a technical school on career days.
3) Have discussions with students and staff members.
4) Obtain school catalog.

Activity 5: Have representative from agricultural industry speak at meeting.

Goal: To expose members to the various careers in agriculture.

Ways and Means:
1) Write letters to representatives of agricultural industries.
2) Request one or two representatives to speak to members on careers in agricultural industries.
3) Inform school administration of visit.
4) Arrange date, time, and place of meeting.
5) Have members discuss and evaluate meeting.
Activity Category: Public Relations.

Objective: Each F.F.J. member will take part in activities to acquaint parents, other students, school officials, civic and agricultural leaders with the aims, purposes, and activities of the F.F.J.

Activity 1: Prepare a weekly news column concerning agricultural information.

Goal: Have members prepare four newspaper articles each month.

Ways and Means:

1) Consult with the editor regarding content desired, time schedules, etc.

2) Clear all planned activities with the school administration.

3) One week report plans for and the purpose of an upcoming F.F.J. activity—follow up by reporting the specific activity the following week.

4) Seek advice and assistance from the language arts instructor.

5) Keep a chapter scrapbook of all past newspaper articles for further reference by chapter reporter.

Activity 2: Present a public program to a school assembly or community organization.

Goal: Have members present at least three programs for the school year.
Ways and Means:

1) Organize committees.
2) Set appropriate dates.
3) Organize program.
4) Organize meeting place.
5) Provide speakers.

Activity 3: Prepare and display an educational exhibit.

Goal: Have each member prepare at least one exhibit.

Ways and Means:

1) Have public relations committee cooperate with other committees on displays.
2) Establish time, date, and clear with school administration.
3) Arrange to display exhibits during school open house.
4) Have each member write a two-page report on what he/she learns as a result of the exhibition.

Activity 4: Sponsor a school faculty luncheon breakfast.

Goal: Sponsor one activity to acquaint the school faculty with the F.F.J.

Ways and Means:

1) Sponsor a social during F.F.J. Week.
2) Determine time and place.
3) Select committee to carry out all the details:
   a) Invitations.
b) Food.

c) Program.

d) Clean-up.

Activity 5: Invite faculty members to be judges of appropriate contests.

Goal: Have each member prepare a scrapbook story of chapter activities and accomplishments.

Ways and Means:

1) Keep scrapbook up-to-date throughout the year.

2) Take numerous cover pictures of chapter activities.

3) Solicit pictures of all members projects included in their supervised occupational experience program.

4) Arrange date, time, and place of contest.

5) Send invitations to faculty members to be judges of contest.

6) Evaluate the results of the contest.

Building an F.F.J. Program of Activities

The working model presented could be used as a guide by local vocational agriculture programs in developing their own program of activities for leadership development. The model included only forty-five activities selected from a list of seventy-five. Vocational agriculture teachers and students may rearrange the activities presented in the three-year program and/or select from the other thirty activities not included in the model when appropriate for their school and community. The following are
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guidelines to follow in developing a program of activities for a local Future Farmers of Jamaica (F.F.J.):

1) Appoint a program of activities committee with subcommittee for each of the sections or divisions to be included in the program. The program of activities committee usually consists of the chairmen of the subcommittees.

2) Give every member a job by seeing to it that each member is serving on a committee and in so far as possible the committee of his choice.

3) Review last year's program of work.

4) Review the program of activities from winning chapters in the parish and from other parishes if available.

5) Review the parish program of activities and also the national program of activities.

6) Decide with the group as a whole regarding the desirability of continuing certain activities and of adding others.

7) Have the committees work individually with each committee deciding on what activities it desires to recommend for its division.

8) Have the committees report at a chapter meeting their findings and recommendations.

9) Have the committees rework their suggestions as recommended by the chapter as a whole.

10) Have the committees' meeting at least two times each month.
11) When the chapter has approved the activities to include, check with the school authorities for their approval.

12) The program should then be adopted and permanent committees appointed for the year.

The purpose of the following pages is to briefly summarize the implications this study has on the proposed leadership development program. The nine following categories of leadership innovations gleaned from the program of activities obtained from the top twelve F.F.A. chapters in the State of Iowa and the guide to planning and programming F.F.A. activities will be discussed. These categories were supervised occupational experience, cooperation, community service, leadership, earnings, savings and investment, conduct of meetings, scholarship, recreation, and public relations.

Supervised occupational experience

The need to provide youths with experience in agricultural occupations using local industry as described in Agricultural Education For the Seventies and Beyond (2) is steadily being recognized and the challenge answered. The trend in off-farm agricultural education programs to provide youth with first hand experience in agriculture using the cooperative education method is evident. The activities presented in the first year program of activities provide the scope needed for the youths in this program.
Cooperation

Innovative Programs in Agricultural Education (3) reports they strongly support cooperation programs. The leadership learning activities in the first year program of activities provide good direction which students involved in cooperative vocational education programs should develop if they are employed by an agricultural business.

Community service

There is a great need in the society today for greater participation among youths in the community service area. Learning activities presented in the first year program of activities provide good directions as to the path these youths should follow. This will instill in them a sense of responsibility and devotion to duty.

Leadership

Leadership development has been the main proposal for this study. This is necessary to allow the program to be truly vocational. The activities presented in the second year program of activities provide the nucleus for the establishment and integration of the program. Efforts would be made to make copies of parliamentary proceedings available to teachers and students to complement some of the leadership learning activities.

Earnings, savings and investment

In any program developed for the training of youths, it is of utmost importance that activities involving earnings, savings and
investments be included. The activities suggested in the third year program of activities could help to instill in the minds of these youths the true value of earnings, savings and investment.

**Conduct of meetings**

Since youths are being trained in the area of vocational agriculture, it is imperative that they be thoroughly familiar with the procedures of how to conduct meetings. They will have to deal with farmers and farmers' organizations where meetings have to be conducted. The activities presented in the second year program of activities provide a valuable guide to these students. Efforts would be made to obtain information on how to prepare an agenda for the various organizations affiliated with the schools.

**Scholarship**

Provision for scholarship provides an excellent incentive and motivation for students to progress in their vocation. The activities presented in the third year program of activities will help provide this incentive.

**Recreation**

In order for students to perform to their maximum capacity, their minds and bodies must be sound at all times both physically and mentally. The recreational activities presented will certainly help to achieve this objective.
Public relations

It is always necessary for individuals in any organization to establish good public relations with their peers and seniors. This is necessary in order to maintain a viable and progressive organization. The activities presented in the third year program of activities will help to provide this viability and mutuality that is required of students in a leadership development program.

This chapter has presented a working leadership development model. Presentations were given in four different sections, namely: 1) Description of the vocational agriculture program in the United States; 2) A proposed model for the vocational agriculture program in Jamaica; 3) A working model for the leadership development component; and, 4) Building a F.F.J. program of activities. This information may be used as a base for the implementation of a leadership development component for the vocational agriculture program in Jamaica.
This chapter summarizes the purpose of the study, the procedures used, the findings and conclusions, and presents the recommendations.

The purpose of this study was to develop a model for leadership development as a component of the vocational agriculture program in Jamaica. The specific objectives of the study were: 1) to identify the educational and professional qualifications of school administrators and vocational agriculture teachers in Jamaica; 2) to identify school and community features which would support the development of the leadership component; 3) to determine the attitude of school administrators towards selected leadership development learning activities; 4) to determine the attitude of vocational agriculture teachers towards selected leadership development learning activities; and, 5) to develop a working model that will provide students with leadership skills needed for careers in agriculture in Jamaica.

To help achieve the objectives of this study, three instruments were constructed, and two case studies were conducted to collect relevant data. The instruments constructed were 1) a teacher interview schedule, 2) an administrator interview schedule, and 3) an attitude scale designed to measure attitudes towards leadership learning activities.

Data were collected by interviewing head vocational agriculture teachers and school administrators in twelve randomly selected schools during January, 1976. Statistical analyses were made to determine the mean
scores, standard deviations, and $t$-values which were used to test for significant differences between the teacher group and the administrator group.

Two limitations of the study are presented to assist the reader in interpreting the conclusions of the study:

1) The study was limited to twelve schools because of the lack of funds on the part of the investigator.

2) The working model developed included only the activities which, in the judgment of the researcher, could be implemented in typical Jamaica schools. The model should be tested to determine its effectiveness as a leadership component of vocational agriculture in Jamaica.

Findings and Conclusions

The following conclusions emerged as being of particular importance.

1) The school administrators were well qualified for their positions when compared to the requirements established by the Ministry of Education.

2) The mean of 4.3 years indicated that the administrators were fairly stable in their present schools.

3) The mean years of 5.0 revealed that the administrators had a good exposure in schools where vocational agriculture was taught.

4) Only one-half of the teachers in the sample possessed the level of education required by the Ministry of Education.

5) Three-fourths of the teachers in the sample had five years or
less of teaching experience. The mean years of experience was 3.6. This indicates that Jamaica schools are experiencing a high rate of turnover of vocational agriculture teachers.

6) The mean teaching periods per day of 4.5 indicate that the teachers could spend an additional period with the students in some meaningful agricultural activity.

7) The distribution of teachers according to areas of educational specialization revealed that only one of the teachers in the sample was trained in the area of agricultural education.

8) Significant differences were observed between the attitudes of the teacher group and the administrator group for earnings, savings, and investments; scholarship; and public relations categories of learning activities.

9) There were no significant differences between the attitudes of teachers and administrators for supervised occupational experience, leadership, conduct of meetings, community service, recreation, and cooperation categories of learning activities.

10) Both teachers and administrators had a favorable attitude toward all of the leadership development learning activities studied. All seventy-five activities could become an integral part of the vocational agriculture program in Jamaica. However, only forty-five activities were included in the working model. These were the activities that could feasibly be implemented based on the judgment of the researcher. The other thirty activities could serve as alternative and/or additional activities in schools.
where necessary supportive resources exist.

11) Both administrators and teachers gave activities related to supervised occupational experience activities the highest ratings. Activities related to public relations were given the lowest rating by both teachers and administrators.

12) The schools where the case studies were conducted possess the necessary resources needed for the establishment of a leadership component. These facilities are land area, classroom space, and vocational agriculture teachers. Both schools also have various organizations and conduct several agricultural activities on their campuses which could be used to support the development of a leadership component.

13) This study resulted in the development of a proposed leadership model for the vocational agriculture programs in Jamaica. A three year program of activities was developed. This program of activities could serve as a guide for the vocational agriculture teachers in the development of the leadership program.

Recommendations

1) The existing philosophy on vocational agriculture should be expanded to include objectives pertaining to leadership development.

2) Leadership should be provided by the Ministry of Education to assist local educators in planning and conducting leadership development activities.
3) The leadership development model presented in this study should be pilot tested in selected schools to determine its effectiveness as a component of the vocational agriculture program in Jamaica.

4) The schools in which the case studies for this research were conducted could serve as pilot centers for the leadership development component.

5) The Jamaica School of Agriculture, with the approval of the Ministry of Education, should develop an agricultural education curriculum to train vocational agriculture teachers. The curriculum should include experiences which will prepare future teachers to plan and conduct leadership development activities as a part of vocational agriculture.

6) Local school personnel should use local advisory committees which may consist of extension specialists, agricultural businessmen, farmers, and others to plan and conduct leadership activities in vocational agriculture.

7) Existing organizations such as the following should be utilized in planning and conducting leadership development organizations in vocational agriculture.
   a) 4-H Clubs
   b) Parent Teachers Associations
   c) Jamaica Agricultural Society
   d) Cadets
e) Scouts

f) Student Christian Movement.

8) Inservice education programs should be conducted for vocational agriculture teachers. These programs should emphasize the philosophy behind the leadership development model, the place of leadership development in vocational agriculture, and procedure for initiating a leadership program.

9) School administrators should be included in planning the leadership development program. Special inservice education sessions should be planned to orient the administrators to the leadership development component of vocational agriculture.

10) Teachers who have included leadership development activities in their programs should be used as cooperating teachers in teacher training programs.

11) To speed the adoption of a leadership development component, means for providing incentives are needed. Perhaps this could be in the form of student and/or teacher recognition for agricultural and leadership accomplishments.

12) Instructional material pertaining to leadership development should be developed for use by teachers.

13) More qualified teachers are needed to teach vocational agriculture in the schools.

14) The government should seek to increase the enrollment of prospective vocational agriculture teachers in the Jamaica School of Agriculture.
15) Greater incentives should be given to vocational agriculture teachers to retain them in teaching.

16) The secondary schools agriculture curriculum should be modified to reflect local agricultural problems and student needs. It should also emphasize the development of individual farm projects.

17) Provisions should be made for student field trips and tours, for equipping the vocational agriculture department with more modern machinery and equipment, and for the introduction of modern agricultural references and audio-visual aids. Such improvements would enhance implementation of the leadership development model.

18) The findings and suggestions of the study should be disseminated to vocational agriculture teachers, administrators, agricultural businessmen, farmers, agricultural educators, and officers and politicians in the Ministries of Education and Agriculture.

19) Further research relating to the transfer of educational ideas from one country to another is needed.

20) Research is needed to identify factors which stimulate and inhibit the adoption of a leadership development component in vocational agriculture.


5. Braker, R. and Terry, R. 1974. The image of the F.F.A. as perceived by current active members and advisors. The Oklahoma State University, Stillwater, Oklahoma.


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The author wishes to express his most sincere appreciation to his wife Ivy for her work in the preliminary typing of the dissertation and for her patience and continued understanding throughout the study.
APPENDIX A: SCHOOLS LOCATED IN THE STUDY AND LOCATIONS
## Schools Included in the Study

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Parishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinityville Secondary</td>
<td>Saint Thomas</td>
</tr>
<tr>
<td>Happy Grove High</td>
<td>Portland</td>
</tr>
<tr>
<td>Port Maria Secondary</td>
<td>Saint Mary</td>
</tr>
<tr>
<td>Old Harbor Secondary</td>
<td>Saint Catherine</td>
</tr>
<tr>
<td>Alexandria Secondary</td>
<td>Saint Ann</td>
</tr>
<tr>
<td>Bellfield Secondary</td>
<td>Manchester</td>
</tr>
<tr>
<td>Muschette Secondary</td>
<td>Trelawny</td>
</tr>
<tr>
<td>Maldon Secondary</td>
<td>Saint James</td>
</tr>
<tr>
<td>Green Island Secondary</td>
<td>Hanover</td>
</tr>
<tr>
<td>Grange Hill Secondary</td>
<td>Westmoreland</td>
</tr>
<tr>
<td>Saint Elizabeth Technical High</td>
<td>Saint Elizabeth</td>
</tr>
<tr>
<td>Vere Technical High</td>
<td>Clarendon</td>
</tr>
</tbody>
</table>
Figure 3. Geographic location of schools located in the study
ADMINISTRATOR INTERVIEW SCHEDULE

1. What is your highest level of education? __________________________

2. Year graduated. ______________________________________________

3. Name of college or institution attended. __________________________

4. What is the total enrollment in your school? ______________________

5. How many teachers are employed in your vocational agriculture
   program? ______________________________________________________

6. How many years have you been a school administrator? ______________

7. How many years have you been a school administrator in a school where
   vocational agriculture is offered? _________________________________

8. How many years have you been an administrator in this school?
   __________________________________________________________________

9. How many students are presently enrolled in vocational agriculture in
   your school? _____________________________________________________

10. What is the population of your community? ________________________
TEACHER INTERVIEW SCHEDULE

1. What is your highest level of education? ______________________
2. Name of college or institution attended. ______________________
3. What year did you graduate? _________________________________
4. Major curriculum or field of study. ___________________________
5. How many years have you taught vocational agriculture? ________
6. How many years have you taught vocational agriculture in this school?
   _________________________________
7. What are your principal duties and responsibilities? ____________
   _________________________________
8. How many hours do you have scheduled classes per day? _______
9. What type of projects do your students participate in during school?
   _________________________________
   _________________________________
10. Do your students participate in any kind of contest? ____________
    If so, please state whether these contests are at the local, parish,
    or national level. _________________________________
    _________________________________
11. Do your students participate in any type of home project? Yes ___
    No _____. If yes, what are the types of projects? ________________
    _________________________________
**ADMINISTRATOR'S ATTITUDE SCALE**

Instructions: The following is a list of learning activities that a school may provide for agriculture students. Please respond by indicating how important you feel each activity could be in providing experiences for students in the agriculture program in your school. Circle your response for each item using the following scale: Very Important (VI), Somewhat Important (SI), Important (I), Little Importance (LI), Not Important (NI).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Important Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the value of record keeping to students.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>2. Show films of agricultural subjects.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>3. Conduct tours of leading commercial operations.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>4. Participate in shows, fairs, and livestock contests.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>5. Conduct demonstration plots and animal experiments.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>6. Have soil conservation representative explain the proper use of chemicals on crops.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>7. Show a film on the use of proper sanitation practices.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>8. Conduct tractor driving and maintenance contests.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>9. Attend agricultural machinery demonstrations.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>10. Arrange for students to receive work experience.</td>
<td>VI SI I LI NI</td>
</tr>
<tr>
<td>11. Arrange for students to receive work experience in soil and water conservation by setting up working arrangements with Soil Conservation District representatives.</td>
<td>VI SI I LI NI</td>
</tr>
</tbody>
</table>
12. Have Soil Conservation representative speak to the class.

13. Establish a cooperative. Draw up a constitution and by-laws, have members serve as the board of directors, hire a member as the manager, sell shares on the basis of hours worked, declare dividends, and in general operate as a cooperative business.

14. Purchase and loan equipment needed by members.

15. Serve as guides and teachers for elementary school conservation tours and instruction.

16. Arrange for class to visit a local cooperative facility.

17. Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.

18. Participate in crop and/or livestock improvement activities.

19. Provide effort and funds to complete needed school project such as landscaping or equipment.

20. Conduct a field trip to the parish agriculture office.

21. Have extension officer speak to class on services his office has to offer.

22. Have seniors make a study of farm organization.

23. Sponsor a school fair, community fair, garden show, or livestock show.

24. Assist in sponsoring a community fair, home or garden show, livestock show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.

25. Help construct or repair facilities for local and/or parish fair and similar events.
26. Present speeches, demonstrations, panels and slide series to community organizations explaining the importance of agriculture.

27. Set up displays and have demonstrations at local shopping centers, business, civic, agricultural, and/or youth organizations.

28. Provide information on jobs and new and improved agricultural practices by means of meetings, leaflets, bulletins, and cooperation with extension service.

29. Help needy families, disabled citizens, and/or senior citizens by performing chores, and supplying financial assistance.

30. Organize community service projects in cooperation with local churches.

31. Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.

32. Clean up the community by painting buildings, tearing down old buildings, removing junk autos, mowing vacant lots, and sweeping the sidewalks.

33. Conserve water and soil by constructing waterways, contours, terraces, windbrakes, and using cover crops.

34. Beautify school by seeding and fertilizing the lawns, landscape school area, and renovating play fields.

35. Sponsor work day programs at elementary schools and have students plant trees.

36. Require all vocational agriculture students to write a speech and present it to class.

37. Select members from each class to present speeches at meetings.

38. Invite speech teacher to help judge speeches.
39. Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.

40. Conduct parliamentary procedure demonstration to other classes.

41. Conduct regular meetings according to accepted parliamentary procedure.

42. Hold mock meetings in class to provide training in leadership and parliamentary procedure for all students.

43. Participate in local, state, and national training schools, conferences, or similar activities.

44. Provide financial assistance to members attending leadership training camps, schools, conferences, or similar activities.

45. Appoint all members to a program of activities committee at start of school year.

46. Select a committee chairman.

47. Schedule regular meetings of program of activities committee.

48. Recognize members who practice thrift.

49. Have representatives from a commercial bank or credit association speak on proper credit procedures.

50. Provide board of education with copy of budget and net worth statement.

51. Use official secretary and treasurer books.

52. Provide simulated experience in financial record keeping for the treasurer.

53. Require secretary to have the meeting minutes up to date.
54. Prepare meeting's time and date on school calendar with approval of school administration.

55. Hold at least one meeting each month at a regular scheduled time.

56. Provide a copy of meeting minutes to the school administration.

57. Recognize members with perfect attendance at meetings.

58. Hold orientation meeting for prospective members.

59. Invite parents to attend at least one meeting.

60. Provide each member with an agenda prior to the meeting.

61. Present an award to the member with the best grade point average in agriculture.

62. Present an award to the member who has shown the most progress.

63. Consider attitude improvement participation.

64. Secure sponsors from the community for scholarship awards.

65. Organize a field trip to a vocational technical school.

66. Have representative from agricultural industry speak at meeting.

67. Show slides on agriculture career opportunities.

68. Sponsor a field day of athletic competition in cooperation with other schools.

69. Sponsor an educational tour to a farm.

70. Prepare a weekly news column concerning agricultural information.
71. Present a public program to a school assembly or community organization.

72. Prepare and display an educational exhibit.

73. Hold a faculty reception.

74. Sponsor a faculty luncheon or breakfast.

75. Invite faculty members to be judges of appropriate contests.
TEACHER'S ATTITUDE SCALE

Instructions: The following is a list of learning activities that a school may provide for agriculture students. Please respond by indicating how important you feel each activity could be in providing experiences for students in the agriculture program in your school. Circle your response for each item using the following scale: Very Important (VI), Somewhat Important (SI), Important (I), Little Importance (LI), Not Important (NI).

1. Explain the value of record keeping to students. VI SI I LI NI
2. Show films of agricultural subjects. VI SI I LI NI
3. Conduct tours of leading commercial operations. VI SI I LI NI
4. Participate in shows, fairs, and livestock contests. VI SI I LI NI
5. Conduct demonstration plots and animal experiments. VI SI I LI NI
6. Have soil conservation representatives explain the proper use of chemicals on crops. VI SI I LI NI
7. Show a film on the use of proper sanitation practices. VI SI I LI NI
8. Conduct tractor driving and maintenance contests. VI SI I LI NI
9. Attend agricultural machinery demonstrations. VI SI I LI NI
10. Arrange for students to receive work experience in soil and water conservation by setting up working arrangements with Soil Conservation District representatives. VI SI I LI NI
12. Have Soil Conservation representative speak to the class.

13. Establish a cooperative. Draw up a constitution and by-laws, have members serve as the board of directors, hire a member as the manager, sell shares on the basis of hours worked, declare dividends, and in general operate a cooperative business.

14. Purchase and loan equipment needed by members.

15. Serve as guides and teachers for elementary school conservation tours and instruction.

16. Arrange for class to visit a local cooperative facility.

17. Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.

18. Participate in crop and/or livestock improvement activities.

19. Provide effort and funds to complete needed school project such as landscaping or equipment.

20. Conduct a field trip to the parish agriculture office.

21. Have extension officer speak to class on services his office has to offer.

22. Have seniors make a study of farm organization.

23. Sponsor a school fair, community fair, garden show, or livestock show.

24. Assist in sponsoring a community fair, home or garden show, livestock show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.

25. Help construct or repair facilities for local and/or parish fair and similar events.
26. Present speeches, demonstrations, panels and slide series to community organizations explaining the importance of agriculture.

27. Set up displays and have demonstrations at local shopping centers, business, civic, agricultural, and/or youth organizations.

28. Provide information on jobs and new and improved agricultural practices by means of meetings, leaflets, bulletins, and cooperation with extension service.

29. Help needy families, disabled citizens, and/or senior citizens by performing chores, and supplying financial assistance.

30. Organize community service projects in cooperation with local churches.

31. Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.

32. Clean up the community by painting buildings, tearing down old buildings, removing junk autos, mowing vacant lots, and sweeping the sidewalks.

33. Conserve water and soil by constructing waterways, contours, terraces, windbrakes, and using cover crops.

34. Beautify school by seeding and fertilizing the lawns, landscape school area, and renovating play fields.

35. Sponsor work day programs at elementary schools and have students plant trees.

36. Require all vocational agriculture students to write a speech and present it to class.

37. Select members from each class to present speeches at meetings.

38. Invite speech teacher to help judge speeches.
39. Provide parliamentary procedure training to all vocational agriculture students through instruction and participation in parliamentary law activities.

40. Conduct parliamentary procedure demonstration to other classes.

41. Conduct regular meetings according to accepted parliamentary procedure.

42. Hold mock meetings in class to provide training in leadership and parliamentary procedure for all students.

43. Participate in local, state, and national training schools, conferences, or similar activities.

44. Provide financial assistance to members attending leadership training camps, schools, conferences, or similar activities.

45. Appoint all members to a program of activities committee at start of school year.

46. Select a committee chairman.

47. Schedule regular meetings of program of activities committee.

48. Recognize members who practice thrift.

49. Have representatives from a commercial bank or credit association speak on proper credit procedures.

50. Provide board of education with copy of budget and net worth statement.

51. Use official secretary and treasurer books.

52. Provide simulated experience in financial record keeping for the treasurer.

53. Require secretary to have the meeting minutes up to date.
54. Prepare meeting's time and date on school calendar with approval of school administration.

55. Hold at least one meeting each month at a regular scheduled time.

56. Provide a copy of meeting minutes to the school administration.

57. Recognize members with perfect attendance at meetings.

58. Hold orientation meeting for prospective members.

59. Invite parents to attend at least one meeting.

60. Provide each member with an agenda prior to the meeting.

61. Present an award to the member with the best grade point average in agriculture.

62. Present an award to the member who has shown the most progress.

63. Consider attitude improvement participation.

64. Secure sponsors from the community for scholarship awards.

65. Organize a field trip to a vocational technical school.

66. Have representative from agricultural industry speak at meeting.

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68. Sponsor a field day of athletic competition in cooperation with other schools.

69. Sponsor an educational tour to a farm.

70. Prepare a weekly news column concerning agricultural information.
71. Present a public program to a school assembly or community organization.

72. Prepare and display an educational exhibit.

73. Hold a faculty reception.

74. Sponsor a faculty luncheon or breakfast.

75. Invite faculty members to be judges of appropriate contests.
Mr. . . . . . . . . . .
Principal
. . . . . . . . . . . .

Dear Mr. . . . . .

Greetings.

I am Winston Haye who was formerly an Agricultural Education Officer in the Ministry of Education. I am presently conducting a survey among a selected number of Principals and Agricultural Teachers in order to obtain their feelings of importance regarding a list of learning activities which could be implemented in schools as a part of the agricultural education programme. Both you and your agricultural teacher are included in this study. A copy of the questionnaire is enclosed for your response. Your cooperation will be deeply appreciated and will assist in providing needed research in agricultural education in Jamaica.

A separate questionnaire will be sent to your agricultural teacher and personal interview will be conducted with him. You need not return the questionnaire to me immediately, as I intend to visit your school on the . . . . . . . . . . . . . . . . to see your programme, conduct a personal interview, and to have some discussions with you regarding the questionnaire.

If you will be away from school on that day, kindly send to inform me which other days will be suitable to you so that I can make arrangements to fit your schedule.

I am looking forward to meeting you.

Sincerely yours,

Winston Haye.
63 Inglewood Drive
May Pen
Clarendon
December 29th 1975.

MR. . . . . . . . . .
Agricultural Teacher,

Dear Mr. . . . . . .

Greetings.

I am Winston Haye who was formerly an Agricultural Education Officer in the Ministry of Education. I am presently conducting a survey among a selected number of Agricultural Teachers and Principals in order to obtain their feelings of importance regarding a list of learning activities which could be implemented in schools as a part of the agricultural education programme. Both you and your Principal are included in this study. A copy of the questionnaire is enclosed for your response. Your cooperation will be deeply appreciated and will assist in providing needed research in agricultural education in Jamaica.

A separate questionnaire will be sent to your Principal and a personal interview will be conducted with him. You need not return the questionnaire to me immediately, as I intend to visit your school on the . . . . . . . . . . . . . . . . . . . . . . . . . . to see your programme, conduct a personal interview, and to have some discussions with you regarding the questionnaire.

If you will be away from school on that day, kindly send to inform me which other days will be suitable to you, so that I can make arrangements to fit your schedule.

I am looking forward to meeting you.

Sincerely yours,

Winston Haye.
November 7, 1975.

Dear

I would first like to express my thanks to you for responding so quickly in sending me a copy of your Future Farmers of America program of activities.

You may recall that in my telephone conversation with you I indicated that I intended to establish a similar organization like that of the F.F.A. in my country Jamaica, West Indies. In our agriculture program in schools in Jamaica we do have classroom instruction and Land laboratories, but we do not have a leadership development program like that of the Future Farmers of America.

I have enclosed a list of leadership activities that are carried out in various Future Farmers of America chapters throughout Iowa. I would appreciate very much if you could check those basic, local, and fundamental activities which in your opinion would be appropriate in starting a chapter on the local level in a country where the program has not been before.

It is my intention to leave for Jamaica within the next two weeks to administer the instrument to a selected group of Principals and Vocational Agriculture Teachers. So I am again asking you for your earliest response to this questionnaire. I would also appreciate any additional information and suggestions that you may have.

Thank you.

Sincerely yours,

Winston Haye.
<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activity for attitude response</th>
<th>Administrator's response</th>
<th>Teacher's response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td><strong>Supervised occupational experience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Explain the value of record keeping to students</td>
<td>4.0</td>
<td>.33</td>
</tr>
<tr>
<td>2</td>
<td>Show films of agricultural subjects.</td>
<td>4.25</td>
<td>.5</td>
</tr>
<tr>
<td>3</td>
<td>Conduct tours of leading commercial operations.</td>
<td>3.92</td>
<td>.83</td>
</tr>
<tr>
<td>4</td>
<td>Participate in shows, fairs and livestock contests.</td>
<td>4.17</td>
<td>.5</td>
</tr>
<tr>
<td>5</td>
<td>Conduct crop demonstration plots and animal experiments.</td>
<td>4.83</td>
<td>.33</td>
</tr>
<tr>
<td>6</td>
<td>Have soil conservation representative explain the proper use of chemicals on crops.</td>
<td>4.58</td>
<td>.5</td>
</tr>
<tr>
<td>7</td>
<td>Show a film on the use of proper sanitation.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>8</td>
<td>Conduct tractor driving and maintenance contests.</td>
<td>3.58</td>
<td>.83</td>
</tr>
<tr>
<td>9</td>
<td>Attend agricultural machinery demonstrations.</td>
<td>4.25</td>
<td>.67</td>
</tr>
<tr>
<td>10</td>
<td>Arrange for students to receive work experience.</td>
<td>4.42</td>
<td>.67</td>
</tr>
<tr>
<td>11</td>
<td>Arrange for students to receive work experience in soil and water conservation by setting up working arrangements with Soil Conservation District representatives.</td>
<td>4.33</td>
<td>.67</td>
</tr>
<tr>
<td>12</td>
<td>Have Soil Conservation representative speak to class.</td>
<td>3.75</td>
<td>.5</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activity for attitude response</td>
<td>Administrator's response</td>
<td>Teacher's response</td>
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<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>13</td>
<td>Establish a cooperative. Draw up a constitution and by-laws, have members serve as the board of directors, hire a member as the manager, sell shares on the basis of hours worked, declare dividends, and in general operate as a cooperative business.</td>
<td>4.33</td>
<td>.66</td>
</tr>
<tr>
<td>14</td>
<td>Purchase and loan equipment needed by members.</td>
<td>3.75</td>
<td>.83</td>
</tr>
<tr>
<td>15</td>
<td>Serve as guide and teachers for elementary school conservation tours and instruction.</td>
<td>3.83</td>
<td>.83</td>
</tr>
<tr>
<td>16</td>
<td>Arrange for class to visit a local cooperative facility.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>17</td>
<td>Test new crop practices on demonstration plots in cooperation with farm supply and extension specialists.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>18</td>
<td>Participate in crop and/or livestock improvement facilities.</td>
<td>4.58</td>
<td>.5</td>
</tr>
<tr>
<td>19</td>
<td>Provide effort and funds to complete needed school project such as landscaping or equipment.</td>
<td>4.16</td>
<td>.5</td>
</tr>
<tr>
<td>20</td>
<td>Conduct a field trip to the parish agriculture office.</td>
<td>3.33</td>
<td>1.0</td>
</tr>
<tr>
<td>21</td>
<td>Have extension officer speak to class on services his office has to offer.</td>
<td>4.0</td>
<td>.83</td>
</tr>
<tr>
<td>Item no.</td>
<td>Learning activity for attitude response</td>
<td>Administrator's response</td>
<td>Teacher's response</td>
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<td>---------</td>
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<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>22</td>
<td>Have seniors make a study of farm organization.</td>
<td>4.58</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td><strong>Community service</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Sponsor a school fair, community fair, garden show, or livestock show.</td>
<td>3.91</td>
<td>1.0</td>
</tr>
<tr>
<td>24</td>
<td>Assist in sponsoring a community fair, home or garden show, livestock show, or youth fair by providing publicity, setting up pens, offering facilities, or securing sponsors.</td>
<td>3.83</td>
<td>1.0</td>
</tr>
<tr>
<td>25</td>
<td>Help construct or repair facilities for local and/or parish fair and similar events.</td>
<td>3.33</td>
<td>1.1</td>
</tr>
<tr>
<td>26</td>
<td>Present speeches, demonstrations, panels, and slide series to community organizations explaining the importance of agriculture.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>27</td>
<td>Set up displays and have demonstrations at local shopping centers, business, civic, agricultural and/or youth organizations.</td>
<td>3.16</td>
<td>1.0</td>
</tr>
<tr>
<td>28</td>
<td>Provide information on jobs and new and improved agricultural practices by means of meetings, leaflets, bulletins, and cooperation with extension service.</td>
<td>4.0</td>
<td>.83</td>
</tr>
</tbody>
</table>
Table 18. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activity for attitude response</th>
<th>Administrator's response Mean</th>
<th>S.D.</th>
<th>Teacher's response Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Help needy families, disabled citizens by performing chores, and supplying financial assistance.</td>
<td>3.41</td>
<td>1.1</td>
<td>3.0</td>
<td>1.1</td>
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<tr>
<td>30</td>
<td>Organize community service projects in cooperation with local churches.</td>
<td>2.58</td>
<td>1.0</td>
<td>3.25</td>
<td>.83</td>
</tr>
<tr>
<td>31</td>
<td>Raise plants in school greenhouse and give to hospital patients and shut-ins in the community.</td>
<td>3.41</td>
<td>1.1</td>
<td>3.25</td>
<td>1.1</td>
</tr>
<tr>
<td>32</td>
<td>Clean up the community by painting buildings, tearing down old buildings, removing junk autos, mowing vacant lots, and sweeping the sidewalks.</td>
<td>2.59</td>
<td>1.1</td>
<td>3.25</td>
<td>1.1</td>
</tr>
<tr>
<td>33</td>
<td>Conserve water and soil by constructing waterways, contours, terraces, windbreaks, and using cover crops.</td>
<td>4.33</td>
<td>.5</td>
<td>4.41</td>
<td>.66</td>
</tr>
<tr>
<td>34</td>
<td>Beautify school by seeding and fertilizing the lawns, landscaping school area, and renovating play fields.</td>
<td>4.41</td>
<td>.66</td>
<td>4.66</td>
<td>.5</td>
</tr>
<tr>
<td>35</td>
<td>Sponsor work day programs at elementary schools and have students plant trees.</td>
<td>3.41</td>
<td>1.0</td>
<td>3.92</td>
<td>1.1</td>
</tr>
</tbody>
</table>

**Leadership**

36 Require all vocational agriculture students to write a speech and present it to class. | 3.25 | .83 | 3.92 | 1.1 |
Table 18. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>37</td>
<td>Select members from each class to present speeches at meeting.</td>
<td>3.16</td>
<td>.83</td>
</tr>
<tr>
<td>38</td>
<td>Invite speech teacher to help judge speeches.</td>
<td>3.41</td>
<td>1.0</td>
</tr>
<tr>
<td>39</td>
<td>Provide parliamentary procedure training to all vocational agriculture students through instructions and participation in parliamentary law activity.</td>
<td>3.73</td>
<td>1.1</td>
</tr>
<tr>
<td>40</td>
<td>Conduct parliamentary procedure demonstration to other classes.</td>
<td>3.33</td>
<td>1.3</td>
</tr>
<tr>
<td>41</td>
<td>Conduct regular meetings according to accepted parliamentary procedure.</td>
<td>3.41</td>
<td>1.3</td>
</tr>
<tr>
<td>42</td>
<td>Hold mock meetings in class to provide training in leadership and parliamentary procedure for all students.</td>
<td>3.58</td>
<td>1.3</td>
</tr>
<tr>
<td>43</td>
<td>Participate in local, state, and national training schools, conferences, or similar activities.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td>44</td>
<td>Provide financial assistance to members attending training camps, schools, conferences, or similar activities.</td>
<td>3.58</td>
<td>.83</td>
</tr>
<tr>
<td>45</td>
<td>Appoint all members to a program of activities committee at start of school year.</td>
<td>3.83</td>
<td>1.1</td>
</tr>
<tr>
<td>46</td>
<td>Select a committee chairman.</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Item no.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>47</td>
<td>Schedule regular meetings of activities committee.</td>
<td>3.91</td>
<td>1.0</td>
</tr>
<tr>
<td>48</td>
<td>Recognize members who practice thrift.</td>
<td>4.25</td>
<td>.66</td>
</tr>
<tr>
<td>49</td>
<td>Have representative from a commercial bank or credit association speak on proper credit procedures.</td>
<td>4.16</td>
<td>.83</td>
</tr>
<tr>
<td>50</td>
<td>Provide board of education with copy of budget and net worth statement.</td>
<td>3.58</td>
<td>.5</td>
</tr>
<tr>
<td>51</td>
<td>Use official secretary and treasurer books.</td>
<td>3.33</td>
<td>1.1</td>
</tr>
<tr>
<td>52</td>
<td>Provide simulated experience in financial record keeping for the treasurer.</td>
<td>3.58</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Earnings, savings and investment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Require secretary to have the meeting minutes up-to-date.</td>
<td>3.66</td>
<td>1.0</td>
</tr>
<tr>
<td>54</td>
<td>Prepare meeting time and date on school calendar with approval of school administration.</td>
<td>3.58</td>
<td>1.3</td>
</tr>
<tr>
<td>55</td>
<td>Hold at least one meeting each month at a regular scheduled time.</td>
<td>3.25</td>
<td>1.1</td>
</tr>
<tr>
<td>56</td>
<td>Provide a copy of meeting minutes to school administration.</td>
<td>3.41</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 18. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activity for attitude response</th>
<th>Administrator's response Mean</th>
<th>Administrator's response S.D.</th>
<th>Teacher's response Mean</th>
<th>Teacher's response S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Recognize members with perfect attendance at meetings.</td>
<td>3.66</td>
<td>1.1</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>58</td>
<td>Hold orientation meeting for prospective members.</td>
<td>3.58</td>
<td>1.3</td>
<td>3.75</td>
<td>1.0</td>
</tr>
<tr>
<td>59</td>
<td>Invite parents to attend at least one meeting.</td>
<td>3.66</td>
<td>1.0</td>
<td>4.41</td>
<td>.33</td>
</tr>
<tr>
<td>60</td>
<td>Provide each member with an agenda prior to the meeting.</td>
<td>2.92</td>
<td>1.3</td>
<td>3.66</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td><strong>Scholarship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Present an award to the member who has shown the most progress.</td>
<td>3.58</td>
<td>1.0</td>
<td>4.33</td>
<td>.66</td>
</tr>
<tr>
<td>62</td>
<td>Present an award to the member with the best grade point average in agriculture.</td>
<td>4.0</td>
<td>.66</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>63</td>
<td>Consider attitude improvement participation.</td>
<td>4.16</td>
<td>.83</td>
<td>4.25</td>
<td>.66</td>
</tr>
<tr>
<td>64</td>
<td>Secure sponsors from the community for scholarship awards.</td>
<td>4.0</td>
<td>.66</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>65</td>
<td>Organize a field trip to a vocational technical school.</td>
<td>3.83</td>
<td>.83</td>
<td>4.25</td>
<td>.66</td>
</tr>
<tr>
<td>66</td>
<td>Have representatives from agricultural industry speak at meeting.</td>
<td>3.41</td>
<td>1.0</td>
<td>4.33</td>
<td>.5</td>
</tr>
<tr>
<td>67</td>
<td>Show slides on agriculture career opportunities.</td>
<td>4.25</td>
<td>.66</td>
<td>4.50</td>
<td>.66</td>
</tr>
</tbody>
</table>
Table 18. (Continued)

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activity for recreational activities</th>
<th>Administrator's response</th>
<th>Teacher's response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>attitude response</td>
<td>Mean S.D.</td>
<td>Mean S.D.</td>
</tr>
<tr>
<td>68</td>
<td>Sponsor a field day of athletic competition in cooperation with other schools.</td>
<td>2.75 1.0</td>
<td>3.16 1.1</td>
</tr>
<tr>
<td>69</td>
<td>Sponsor an educational tour to a farm.</td>
<td>4.0 .66</td>
<td>4.50 .5</td>
</tr>
</tbody>
</table>

Recreational activities

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Learning activity for public relations</th>
<th>Administrator's response</th>
<th>Teacher's response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>attitude response</td>
<td>Mean S.D.</td>
<td>Mean S.D.</td>
</tr>
<tr>
<td>70</td>
<td>Prepare a weekly news column concern-</td>
<td>3.66 1.0</td>
<td>4.16 .83</td>
</tr>
<tr>
<td></td>
<td>ing agricultural information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Present a public program to a school assembly or community organization.</td>
<td>3.33 1.0</td>
<td>3.41 .83</td>
</tr>
<tr>
<td>72</td>
<td>Prepare and display an educational exhibit.</td>
<td>4.6 .66</td>
<td>4.0 1.0</td>
</tr>
<tr>
<td>73</td>
<td>Hold a faculty reception.</td>
<td>2.58 1.1</td>
<td>3.0 1.1</td>
</tr>
<tr>
<td>74</td>
<td>Sponsor a school faculty luncheon or breakfast.</td>
<td>2.58 1.1</td>
<td>3.0 1.1</td>
</tr>
<tr>
<td>75</td>
<td>Invite faculty members to be judges of appropriate contests.</td>
<td>3.25 1.0</td>
<td>3.91 1.0</td>
</tr>
</tbody>
</table>