

A Comparison of FFA Activities Reported by Principals and Teachers in Secondary

Agricultural Education Programs

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Introduction and Purpose

- Students can participate in FFA with guidance from the SBAE teacher by means of CDEs, LDEs, SDEs, FFA scholarships, FFA degrees, FFA proficiencies, and FFA star awards (National FFA Organization, 2018).
- There is limited modern research on which FFA activities are currently practiced in SBAE programs.
- Under AAAE's Research Priority Three (Roberts et al., 2016), knowledge of current FFA activities at schools is needed to better prepare future SBAE teachers to lead successful programs and careers.
- The purpose of this study was to compare FFA activities occurring at secondary schools reported by principals and SBAE teachers.

Conceptual Framework

- For principals to make good decisions about the agricultural education program; the principals need to have information about that program (Martin et al., 1986).
- Limited contact with the teacher could contribute to principals' unawareness of SBAE programs taking place at schools (Rush et al., 1984; Martin et al., 1986).
- FFA activities require commitment from the school-based agricultural education (SBAE) teacher with clear communication and support of school administrators.
- Activities reported by teachers compared to principals may be an indicator of communication between both parties and could identify improvement areas.

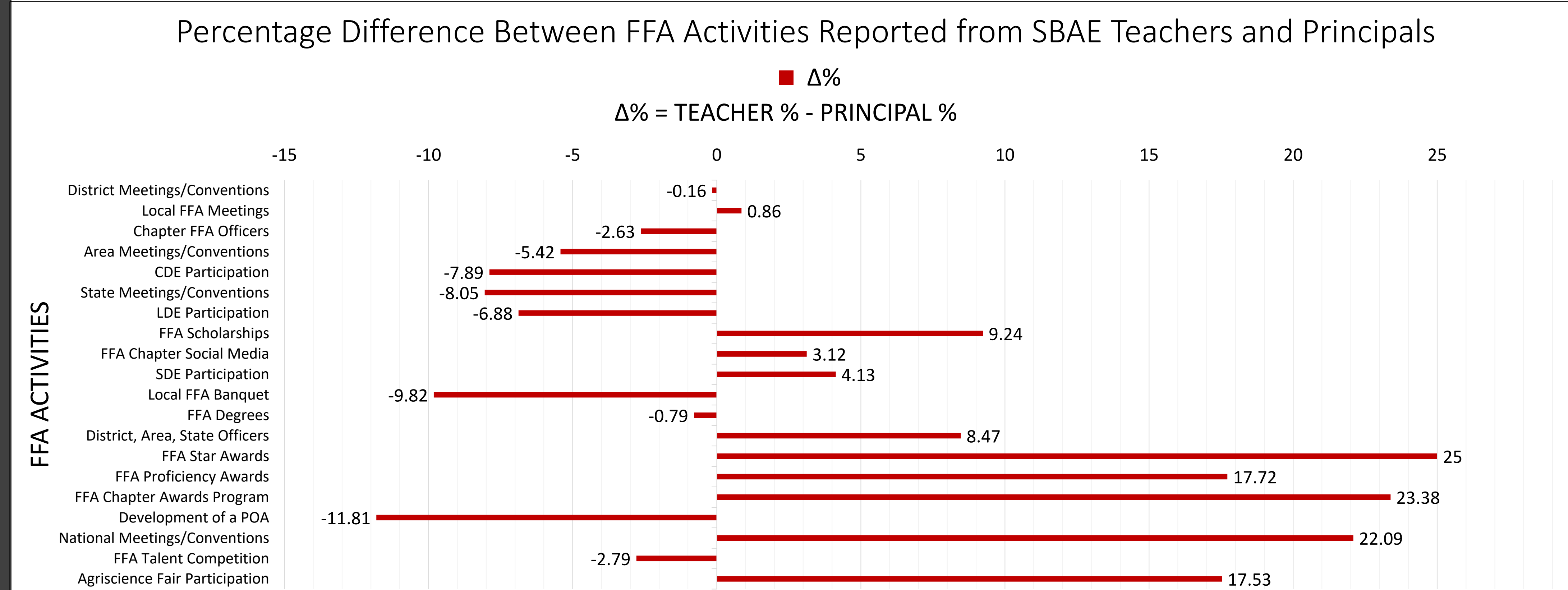
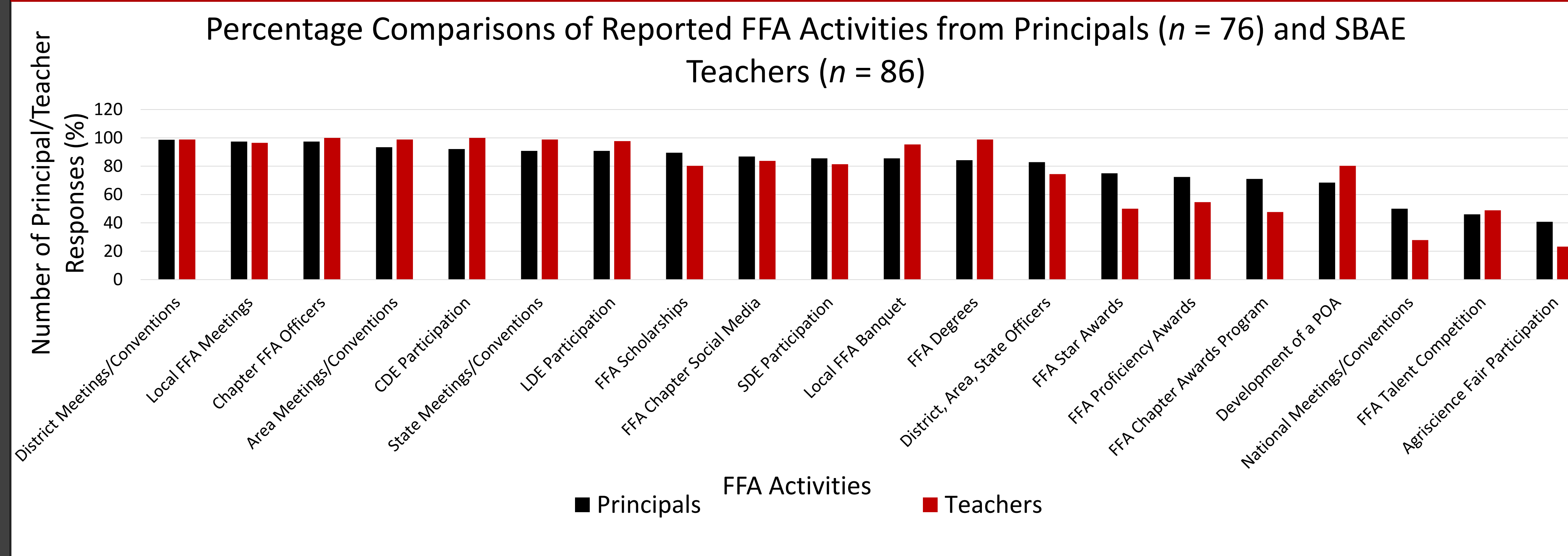
Methodology

- A descriptive study was conducted using random sampling of SBAE teachers and principals from Texas high schools ($n = 285$).
- An online, researcher designed survey was used in this study with a Cronbach's alpha ($\alpha = .80$) calculated for reliability on a pilot test ($N = 32$).
- Dillman's (2014) tailored design method was used to contact email participants, resulting in a response rate of ($n = 76, 26.67\%$) principals and ($n = 86, 30.18\%$) SBAE teachers that responded.
- With response rates below 85%, early and late responders were compared to control for nonresponse error, with no statistically significant differences found (Lindner et al., 2001).
- Participants were asked a series of 20 questions to determine if their programs participated in selected FFA activities determined through a review of FFA literature.

Conclusions

- Chapter officers, CDEs, LDEs, district, area, and state conventions, and local meetings were reported the most by both groups.
- Participating in FFA star awards, national chapter awards, and attending the national convention was reported more often by principals than teachers.
- Do principals think these activities are taking place when they are not?
- Differences in reported activities between principals and teachers could be attributed to a lack of awareness with principals due to weak communication (Rush et al., 1984; Martin et al., 1986).

Findings



- The item with the highest responses by principals was attending district FFA meetings or conventions ($f = 75, 98.68\%$).
- Having chapter FFA officers and participating in CDEs were reported most frequently ($f = 86, 100\%$) by teachers.
- The largest difference in responses reported by teachers compared to principals was development of a POA ($\Delta\% = -11.81$).

Recommendations

- SBAE teachers should provide reminders for why FFA participation is essential and keep principals aware of their FFA chapter activities.
- Inviting principals to events is a great way to show the benefits of the organization.
- Effective communication efforts between both parties must continue to maintain support for SBAE participation.
- Further research investigating effective communication techniques between the agricultural education teacher and the principal should be conducted so other educators can learn from those who are successful in this area.

References

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