

THE IMPACT OF VOCATIONAL STUDENT ORGANIZATIONS ON THE
OPPORTUNITIES FOR LEADERSHIP SKILL DEVELOPMENT PERCEIVED BY
SECONDARY VOCATIONAL STUDENTS

by

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(Under the direction of Dr. L. David Weller)

ABSTRACT

The purpose of this study was to examine the perceptions of opportunities to develop potential leadership skills by members and nonmembers of six national secondary vocational youth organizations with Georgia affiliations.

The data collected were analyzed using a variety of analysis of variance techniques with a .05 level of significance. When needed, a Bonferroni post hoc test was utilized. Six conclusions were presented based on the review of the literature, the survey instrument and the results of the statistical analysis. They include:

1. The six vocational student organizations provide opportunities which potentially lead to the development of leadership skills.
2. Members of all students organizations perceive greater opportunities for the development of leadership skills than do nonmembers.
3. Differences in the perceived degree of opportunity to develop leadership skills vary among members of the six organizations.
4. Differences exist between member and nonmember vocational students in the perceived opportunity to develop leadership skills, depending upon the specific vocational youth organization to which they are affiliated.
5. In the perception of opportunities to develop the four categories of leadership skills in the vocational student organizations, nonmembers and members ranked interpersonal skills development the highest.
6. Vocational student organizations are offering fewer opportunities for leadership skill development in the organization activities category than were offered 20 years ago.

Five recommendations were made based on the findings and conclusions derived from the study. They include:

1. The leadership skills should provide direction for structuring activities within vocational organizations.
2. Persons responsible for teacher education programs should give consideration to the development of competencies needed by advisors to vocational student organizations as it relates to those leadership skills common to all six student organizations.
3. Student teachers should be placed with master vocational teachers who implement leadership development as an integral part of their vocational program.

4. Vocational teachers should regularly attend in-service opportunities where strategies can be developed for integration of student organization activities into the classroom curriculum.
5. Further research should be conducted to determine if other skills are offered by the various vocational student organizations.

INDEX WORDS: DECA, TSA, FBLA, FFA, FCCLA, Skills USA-VICA, Vocational student organizations, Youth organizations, Vocational youth organizations, Leadership skills, Leadership skill development

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DEDICATION

This dissertation is dedicated to my mother, Lynda Collier, who taught me that life is worth living even when giving up the fight would be easier. You give everyone you touch a sense that things can and will get better. God placed you here and allowed you to be burdened with much grief so that your testimony could truly change the world. You remind me each day how precious life is and how often I should hug my wife and children and tell them they are loved. There is no way that words can express my love and appreciation for all that you have sacrificed for my benefit. Thank you so much!!

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CHAPTER I

INTRODUCTION

Vocational education in the United States has been in transition for many years. Historically, the purpose of vocational education has been to prepare students for entry-level jobs in occupations requiring less than a baccalaureate degree. Over the last 15 years, however, this purpose shifted toward a broader preparation that develops vocational, academic, and technical skills of students participating in vocational programs. This preparation has involved integrating both academic and vocational education, emphasizing all aspects of industry, and implementing academic performance measures. Secondary vocational programs have also encouraged students to continue their studies at the post-secondary level. Greater emphasis has been placed on academic preparation and widening the range of career choices (National Center for Educational Statistics, 2000).

Participation in vocational education at the secondary level has become widespread. According to the National Center for Educational Statistics (NCES, 1996), 97% of all public high school graduates completed at least one vocational education course, and on average, graduates completed 3.8 full-year courses in vocational education. In 1996, almost 14,000,000 students participated in vocational programs across the country (Scott & Sarkees-Wircenski, 1996). Only 1.45 million of these were active in their respective vocational student organizations (VSOs), indicating that only one in ten vocational education students are members of such organizations.

Simply being a member of a secondary vocational education class provides students with an opportunity to join one of several vocational student organizations. This provides students with opportunities to learn leadership skills and to participate in a variety of community service projects and career explorations.

Student organizations have been part of vocational education programs since the passage of the Smith-Hughes Act of 1917, which provided federal support for vocational education programs, even though VSOs were not specifically mentioned. Many acts have included VSOs since 1917. The most recent act was the Federal Carl D. Perkins Vocational and Technical Education Act of 1998, which was passed to develop more fully the academic, vocational, and technical skills of secondary students who elect to enroll in vocational and technical education programs. Scott & Sarkees-Wircenski (1996) noted that:

Federal legislation has provided the foundation for vocational education programs and the inclusion of vocational student organizations in legislative acts and the support of the U.S. Department of Education has made it possible for these organizations to become a vital part of the local vocational education programs. (p. 118)

It is expected that differences exist between the VSOs, however, there is recognition that some common goals and characteristics will be found in all of them. Scott & Sarkees-Wircenski (1996) note that, “vocational student organizations’ purposes are similar and focus on the areas of leadership development, student personal growth, and exploring various careers” (p. 167).

Vocational student organizations, along with their respective vocational education programs, help develop skills that are basic in the workplace. A major purpose of all VSOs is the development of leadership and the capability of others to act in a prescribed manner or move in a positive direction (National Advisory Council on Vocational Education, 1972).

This study will also be used to influence school leaders who make policy determinations regarding vocational education. Justification will be shown to expand existing vocational programs and insist that those programs offer their students the opportunity to participate in a variety of VSOs. This study will also provide the vocational administrator with ample support for assisting the VSO sponsor with the integration of VSO activities and training materials into the vocational classroom. By determining how students

perceive their respective vocational student organizations, the potential for these organizations to grow and to develop leadership skills in their members may be realized.

Statement of the Problem

This purpose of this study was to determine whether or not vocational student organizations in Georgia public high schools provide students the benefit of leadership skill development as a result of membership. The problem of this study was to determine if the individual vocational student organizations or simply participating in various vocational classes played a role in determining students' perceptions of the opportunities for the development of leadership skills. Many changes have occurred in legislation and organizational structure within the VSOs since Spicer (1982), which made the topic of utmost importance. The researcher examined the common, as well as the uncommon aspects of six vocational student organizations: DECA, An Association of Marketing Students (DECA); Technology Student Association (TSA); Family, Career and Community Leaders of America (FCCLA); Future Farmers of America (FFA); Vocational Industrial Clubs of America (Skills USA-VICA); and Future Business Leaders of America (FBLA).

Objectives

The primary objective of this study was to compare the perceptions of opportunities to develop leadership skills between members and non-members of vocational student organizations. The specific objectives were:

1. To determine which potential leadership skills are common to all vocational student organizations.
2. To determine if statistically significant differences exist between vocational students who are members of and those who are nonmembers of vocational student organizations regarding perceptions of the opportunities to develop leadership skills.
3. To determine if statistically significant differences exist among the vocational student organizations regarding how the membership of each perceives the opportunities to develop leadership skills.

4. To determine if the type of vocational student organization and the actual membership affiliation interact to influence the perception of the opportunities to develop leadership skills.

Replication Study

This study is a replication of a work completed by Spicer in 1982. Spicer examined the perceptions of opportunities to develop potential leadership skills by members and nonmembers of five secondary vocational youth organizations in Barrow County, Georgia. He identified a list of 93 potential leadership skills and structured them into a survey instrument utilizing a Jury of Experts (See Appendix A). Spicer compiled two sample populations for this study. The professional personnel sample population (N=12) consisted of 2 experienced vocational teachers and 10 college professors. These 12 individuals constituted the Jury of Experts. The testing sample population included state advisors (N=5), state officers (N=25), local chapter advisors (N=5), local chapter officers (N=25), and all junior and senior level vocational students (N=622) enrolled in vocational programs representative of the five vocational student organizations. The results of the study were tested with a repeated measure split-plot analysis of variance design. Where the repeated measures were statistically significant, Tukey's HSD Tests were performed to determine the reliability of differences between pairs. Eighty of the 93 identified potential leadership skills were found to be common to all five vocational student organizations.

Research Hypotheses

- H₁:1 There will be significant differences in the perceptions of opportunities to develop the identified leadership skills between members and non-members of vocational youth organizations, regardless of organizational affiliation.
- H₁:2 There will be significant differences in the perceptions of opportunities to develop the identified leadership skills between members and non-members of vocational student organizations, depending upon specific organizational affiliation.

- H₁:3 There will be significant differences between members and nonmembers in the perceived opportunities to develop the four categories of leadership skills.
- H₁:4 There will be significant differences between the six vocational student organizations, regardless of membership status, in the perceptions of the opportunities to develop the four categories of leadership skills.
- H₁:5 There will be no significant interaction between vocational student organization and category of leadership skill, depending upon membership.

Limitations of the Study

The following were limitations with regard to this study:

1. The study focused only on vocational student organizations in Hall County. The study excluded other school systems throughout Georgia.
2. All six VSOs were not represented in each of the four Hall County high schools due to enrollment, class offerings, and demographic differences.
3. Sources of leadership skill development outside the VSOs were not addressed in this study.
4. This study focused only on secondary school VSOs and will exclude all aspects of the collegiate, postsecondary, and alumni chapter activities.
5. This study was limited by the motivation of the student organization advisors and their willingness to provide opportunities for students to develop leadership skills.

Assumptions of the Study

The following assumptions are made with regard to this study:

1. State advisors and state officers of the vocational student organizations are capable of determining which leadership skills may be developed through participation in the vocational student organizations they represent.
2. Chapter advisors of the vocational student organizations are capable of determining which leadership skills may be developed through participation in the vocational student organizations they represent.

3. Chapter officers and members of vocational student organizations are capable of determining which leadership skills may be developed through participation in their vocational student organization.
4. Vocational students not participating in vocational student organizations are capable of determining which leadership skills they have developed despite the lack of such organizational membership.
5. Respondents are accurate and honest in their responses.
6. All vocational student organizations contribute to the development of leadership skills.

Definition of Terms

For the purpose of this study, the following terms have been defined:

DECA, An Association of Marketing Students (DECA)

Provides teachers and members with educational and leadership development activities to merge with the marketing education classroom instructional program (Office of Vocational and Adult Education, 2000).

Future Business Leaders of America (FBLA)

A dynamic organization of young people preparing for success as leaders in our businesses, government, and communities (OVAE, 2000).

Family, Career and Community Leaders of America (FCCLA)

Promotes personal growth and leadership development through family and consumer sciences education (OVAE, 2000).

Leadership Skills

Characteristics which include citizen and character development; peer and group services; professional growth; development into an authority role; and growth in responsibility toward self, others, and the community.

National FFA (FFA)

Makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education (OVAE, 2000).

Skills USA – VICA (VICA)

A national organization serving high school and college students and professional members who are enrolled in technical, skilled and service occupations, including health occupations (OVAE, 2000).

The Technology Student Association (TSA)

The only student organization devoted exclusively to the needs of technology education students who are presently enrolled in, or have completed, technology education classes (OVAE, 2000).

Vocational Student Organization (VSO)

An organization oriented to a specific vocational education service area with the activities of the organization being integrated into the instructional program.

Vocational Student Organization Affiliation

The vocational student organization serving the particular vocational program area in which a student is enrolled. The term does not imply actual membership of a student in a vocational student organization.

Overview of the Study

This study examined the perceptions of opportunities to develop potential leadership skills by members and nonmembers of six national secondary vocational student organizations with Georgia affiliations. Chapter I includes an introduction to the study, statement of the problem, purpose of the replication study, the research hypotheses, limitations of the study, assumptions of the study, a definition of terms, and an overview of the study. Chapter II presents a review of the literature considered significant to the study. This chapter includes sections on the history of vocational education, the value of vocational

student organizations, and an overview of vocational student organizations. Chapter III presents the methodology, including the design of the study, data collection procedures, and data analysis procedures. Chapter IV presents the data and the findings. Chapter V includes the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains a review of related literature in the area of vocational education and vocational student organizations. The findings are divided in three major sections: (1) historical overview of vocational education, (2) value of vocational student organizations, and (3) overview of vocational student organizations.

In the literature review for this study, the search was focused on journal articles, books, dissertations, master's theses, and documents by using different variables for a subject search using several databases on the library computer service at the University of Georgia. These included Educational Resources Information Center (ERIC) and Dissertation Abstracts International. The ERIC database included materials listed in both Research in Education (RIE) and the Current Index Journals in Education (CJIE).

Historical Overview of Vocational Education

Since the dawn of history to the present time, two types of education have evolved; education for work and education for culture. Education for work, for many years, was carried on almost wholly through practical experiences called apprenticeships. In contrast, education for culture has almost always been delivered through the medium of books and through formalized instruction (Scott & Sarkees-Wircenski, 1996).

Vocational education, as we know it today, had its origin in the early part of the twentieth century. However, the causal factors of the vocational movement in education occurred during the nineteenth century, and the historical roots can be traced to ancient times with significant European connections (Gordon, 1999).

In colonial America the responsibility of providing education, both basic and vocational, fell on the extended family with some help from the church. Most families were

engaged in agriculture or some trade and imparted their skills through an informal family apprenticeship system. From the beginning, colonists supported the idea of literacy for their children, first as a means of purifying the soul, and later as a means of promoting equality through the belief that literacy was the right of all people (Barlow, 1976).

The early colonists imported the concept of apprenticeship to America and adjusted the concept to meet their needs. Both voluntary and compulsory apprenticeship forms emerged. Voluntary apprenticeship was the practice of an individual binding one's self to a master to learn a trade or craft of one's own free will. Compulsory apprenticeship provided a means of taking care of poor children and orphans where a master became responsible for meeting their personal and occupational needs. Apprenticeship served as the chief source of education and training for the masses for over 150 years (Ogden, 1990).

Early Technical Schools

In the nineteenth century, as the teaching of science became popular, a full-time institution emerged providing a curriculum to prepare individuals with advanced scientific knowledge in agriculture, the mechanic arts, and engineering. One of the first of these schools was the Gardiner Lyceum, which was established in Maine in 1823. The focus of this and other technical schools was on the application of mathematics and science to agriculture and the arts (Bennett, 1926).

The second early technical school was the Rensselaer School established in 1824 at Troy, New York. It was established to give instruction in the application of science to the common purposes of life. Today, it is Rensselaer Polytechnic Institute, one of the premier engineering schools in America (Bennett, 1926).

In 1862, President Abraham Lincoln signed into law a bill that would establish state universities through funds provided by grants of state land that could be used to raise revenue to pay for establishing and maintaining universities in each state of the country. The bill was introduced by Senator Justin Morrill of Vermont and was known as the Morrill Act of 1862. Out of this amended act came the present day state colleges of agriculture and

many state universities. This act was the first legislation passed by the national government to support vocational education (Gordon, 1999).

Post Civil War Trade Schools

The reconstruction period following the Civil War demanded a new type of school that could prepare people for employment in the expanding industrial economy. One of the first trade schools was Hampton Institute in Virginia, established in 1868 to provide both liberal education and trade training. Other trade schools included the New York Trade School established in 1881, the Hebrew Technical Institute organized in New York City in 1883, and the William Free School of Mechanical Trades organized in 1891 in Philadelphia. These different types of trade schools gave birth to a number of trade schools throughout the country in the late 1800s (Barlow, 1976).

Another type of trade school was established by large manufacturing companies in an attempt to revise the old apprenticeship method of training high quality employees. One of the first corporate trade schools was established in 1872 by R. Hoe and Company who manufactured printing presses. The school was free to employees, voluntary not compulsory, but advancement opportunities were tied to participation (Barlow, 1976).

Manual Training Movement

The manual training movement in America began at Washington University in St. Louis, Missouri, and at the Massachusetts Institute of Technology (MIT). In 1878, Professor Calvin Woodward, Dean of the Washington University Polytechnic faculty had implemented a program of shop work for engineering students so they would be more versed in the application of engineering principles through the use of tools and machines. In 1876, John Runkle, president of MIT, established the School of Mechanic Arts which was open to qualified grammar school students. Woodward and Runkle were advocates for introducing manual training into the public school of America. According to Wright (1981), they proposed its inclusion because training in the manual arts was desirable and advantageous for all students, regardless of their educational goals.

The success of the manual training school in St. Louis led to the establishment of manual training high schools in other cities and towns. As these grew in popularity, their curriculum included a broader range of courses and elective opportunities. This expansion of programs and curriculum later led to the formation of the combined cosmopolitan (comprehensive) high school and the technical school. Among the first of these schools was the Technical School of Springfield, Massachusetts, established in 1898. This school provided instruction in the usual high school subjects together with the fundamentals of drawing, design, and hand and machine tools (Barlow, 1976).

Comprehensive High School

The comprehensive high school plan occurred in large cities at the beginning of the twentieth century. This plan brought together the courses and equipment of general, commercial, and manual training education into one school. Courses were classified into either academic or technical. The comprehensive high school offered a wider choice of curriculums and courses which reflected the growing concern that students receive preparation for either college or career options not requiring a college education (Roberts, 1971).

A number of educational movements emerged between 1880 and 1920 in America. Each would affect the infusion of practical subjects into the high school. Many of the movements did not last for many years for a variety of reasons, one being that they did little to capture the interest of American youth (Scott & Sarkees-Wircenski, 1996).

Pioneers of Vocational Education

As America entered the twentieth century, drastic changes were being made in educational practice and thought. One change that was occurring was a gradual switch from the philosophy of idealism, which had been the prevailing philosophy through most of the nineteenth century, toward pragmatism. Pragmatism emphasized the concrete over the more abstract problems of life. The role of education was to awaken and broaden the interest of the child. Problem-solving should be used by teachers to involve students in

identifying problems, analyzing them, and experimenting with various solutions. One of the more influential proponents of pragmatism was John Dewey (Calhoun & Finch, 1982).

John Dewey was a strong advocate for vocational education. He was critical of the existing traditional liberal education of the time and felt that it did not provide the skills and attitudes that individuals needed to live in an age of science. He viewed education as a service for everyone. Dewey made no distinction in the education of those who would manage the companies and those who worked on the shop floors. He believed that the curriculum should include a series of situations in which students are involved in solving problems of interest to them, such as the “project method” employed in some manual training schools that engaged students in activities that required thinking as well as doing (Smith, 1981).

Another advocate for vocational education, Charles Prosser, was, at about the same time as Dewey, pushing for similar outcomes but with a different view on how to accomplish them. Prosser believed that practice and theory must go hand in hand. His philosophy was known as essentialism, which was grounded in meeting the needs of industry. Prosser expressed that the interests, needs, and aptitudes of individuals should be served in order to perpetuate the society (Griffin, 1994).

Prosser earned the position of secretary of the National Society for the Promotion of Industrial Education in 1912. He was appointed by President Wilson to the Commission on National Aid to Vocational Education. Prosser was instrumental in developing the draft bills for federal aid to vocational education that were passed in 1917 as the Smith-Hughes Act (Griffin, 1994).

Federal Legislative Support

The Constitution of the United States makes no provision for federal support or control of education. However, the federal government has considered vocational education in the national interest and has provided federal legislation in support of vocational education and vocational student organizations (Gordon, 1999).

The Smith-Hughes Act of 1917 (PL 64-347) was the first vocational education act, and it contained specific elements that contributed to the isolation of vocational education from other parts of the comprehensive high school curriculum. Vocational student organizations (VSOs) were not mentioned in this act, but funds were provided for training teachers whose duties would later include advising and supervising these organizations (Wenrich, Wenrich, & Galloway, 1988).

The George-Barden Act of 1946 (PL 79-586) was the first to mention VSOs. It was signed into law by President Truman and stated that funds could be used for teacher activities related to the vocational agriculture student organization, which was founded in 1928. It opened the doors for vocational student organizations and began to define these newly formed groups. Four years later in 1950, another federal law, commonly known as PL 740, officially chartered the Future Farmers of America (FFA), thus establishing the integral relationship of the vocational student organization to the instructional program and directly involving the United States Office of Education in supporting vocational student organizations (Vaughn, Vaughn, & Vaughn, 1993).

Three other federal acts included references to vocational student organizations. The Vocational Education Act of 1963, along with its amendments of 1968 and 1976, broadened vocational education by providing specific definitions of vocational instruction which included activities for VSOs (Vaughn, Vaughn, and Vaughn, 1993).

The Carl Perkins Vocational Act of 1984 (PL 98-524) included VSO activities in its definition of vocational education. The definition of vocational education according to the act was:

organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment . . . or for additional preparation for a career in such fields, and in other occupations requiring less than a baccalaureate or advanced degree, and vocational student organization activities as an integral part of the program. (p. 1)

Vocational student organizations, according to the Carl Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392), are those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level (The AVA Guide to the Carl Perkins Vocational and Applied Technology Education Act of 1990).

The Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332) continues support of vocational student organizations, especially recruitment efforts to increase minority participation. However, by recognizing the growing importance to students and employers of college and continuing education, this act emphasizes using federal funds to support state and local efforts. These efforts should help in the development of challenging academic standards, integrate academic and vocational instruction, and link secondary and postsecondary education.

Value of Vocational Student Organizations

Vocational education's commitment to student organizations stems from the belief that the total development of individuals is essential to the preparation of competent workers. Gordon (1999) stated that experience has shown that student organization activities are the most effective way to teach some of the critical skills necessary if students are to reach their fullest potential. The organizations are designed to allow students a vehicle for exploring their interest in an occupational field and for learning and refining leadership, social, and citizenship skills (Harris and Sweet, 1981). Leventhal (1999) stated that students involved with VSOs are likelier to be involved in community affairs and organizations, school organizations, church groups, etc.; able to gain professional experience and establish contacts with employers; and able to gain more poise and confidence and strengthen their personality traits. The Seventh Report of the National Advisory Council on Vocational Education-Vocational Student Organizations (1972), states:

these student organizations have supplied their members with the incentive and guidance, which we recognize now as essential to bring relevance to education. We believe that they are a neglected resource which can make great contributions toward expanding the options available to our nation's body. Students are deeply involved at every stage. The organizations provide an indispensable emphasis on career and civic awareness, social competence, and leadership ability. (p. 1)

The value of organizations in vocational education should not be underestimated (Reel, 1977). They assist in decision-making, the ability to work and share with others, the ability to communicate effectively, and the ability to formulate values. Vocational student organizations bring together students interested in careers in specific vocational fields, providing them with a range of individual, cooperative, and competitive activities designed to expand their leadership and job-related skills (Harris & Sweet, 1981).

Participation in vocational student organizations, as reported by Gilley (1985), can lead to "becoming well known public representatives for vocational education as they engage in activities that demonstrate the high ideals and standards of their organizations" (p. 21). Mason and Harris (1965) concur by stating, "The youth group activities bring to the student-learner occupational understandings, leadership development, and participation in projects as well as social development" (p. 251).

Vocational student organizations are the icing on career and technical education programs for many students (Cahill & Brady, 1999). Developing leadership skills and participating in community service and career exploration opportunities are just a couple of reasons students gravitate to these groups. Leventhal (1999) states that leadership skills enable students to sell their occupational skills to employers and use them in the workplace. Without leadership skills, many students never get to the workplace or are unable to remain in the workplace.

Some VSO activities are incorporated into the regular classroom curriculum, while others support curriculum efforts outside the classroom (Gordon, 1999). Vocational youth

organizations function to enrich instructional programs, to increase student motivation, to extend learning beyond the classroom, and to provide students with opportunities for personal development (Bales, 1979).

Membership Benefits

Harris and Sweet (1981) identified a number of benefits provided through active participation in VSOs. These benefits are as follows:

1. Civic responsibility
2. Interest in vocational education
3. Leadership skills
4. Social skills through committee work and recreational activities
5. Respect for the dignity of work
6. Effective use of free time
7. Understanding of employer/employee relationships
8. Spirit of healthy competition
9. Vocational understanding
10. Recognition and prestige
11. Enthusiasm for learning
12. Firsthand knowledge of the democratic process
13. Home improvement skills
14. Employability skills
15. Sense of independence and accomplishment
16. Opportunity to plan and carry out an idea
17. Opportunity to see adult sponsors as role models
18. Self-improvement and scholarship
19. Occupational competence

Vocational student organizations have proven to be an effective way of teaching many of the personal development attributes as well as other critical skills necessary for the

development of the individual (Babb, 1988). The National Center for Research in Vocational Education (1985) stated that vocational student organizations provide a variety of activities so that every student can participate in a stimulating, challenging endeavor that gives him/her a sense of accomplishment and pride. Arminstead (1985) states, "With the exception of a strong academic showing, there is probably no better way to promote a school and communicate positive characteristics or youth than through student activities" (p. 33).

Miller (1983) suggests many benefits can be received through membership in a vocational student organization. These benefits include:

1. VSOs can better prepare their members for the movement into the adult work world by staying abreast of technological changes and often anticipating the changing job-related requirements.
2. VSOs provide their members with experiences that are extensions of their technical skills and provide greater exposure to more types of work and work place situations.
3. VSOs provide an important bridge between the real world and the world inside the classroom.
4. VSO activities provide their members with personal development, leadership, and interpersonal skills.
5. VSOs give students the opportunity to become more active in their community by participating in work and educational situations outside the classroom.
6. Vocational students who interact with the community through work-related, charitable, conservation, or beautification projects act as ambassadors for the school and its administration (p. 1-2).

The Chief Executive Officer of the FBLA, appointed by President Ronald Reagan to chair the National Advisory Council on Vocational Education, Edward D. Miller, addressed

the staff of The National Center for Research in Vocational Education in 1983 on the role of student organizations in vocational education. Among his comments related to VSOs were:

within the classroom and in the community or work place, VSOs not only stress but also put into practice those experiences that develop positive personal attitudes, develop an appreciation of work ethics and productivity, and demonstrate the dignity of work. VSOs also give students the opportunity to become more active in their community, because they are encouraged to participate in work and educational situations outside the classroom. This early contact with the real world of business better prepares students to bridge the gap from classroom to the work place. (p. 2)

Beyond the Classroom

In addition to providing many benefits to vocational and applied technology education students, VSOs provide benefits to the school and community. Benefits to the school include motivating students to apply themselves more to school and learning, promoting community involvement in school activities, and bringing school and life into closer harmony with one another. The community also receives benefits such as better-prepared citizens, services provided to citizens in need, and a source of young people who have leadership and employment skills (Scott & Sarkees-Wircenski, 1996).

The expectations of secondary students by business and industry leaders are constantly rising. The quality of employees needed has evolved into entry-level employees who not only have well-developed technical skills in their chosen occupational fields, but who also have the attitudes essential to success on any job and at least minimum leadership skills (Burns, 1978). Litowitz (1995) believes that student organizations provide the opportunity for leaders to surface and evolve.

Tannenburg (1984), a senior vice president of AM International and president of Multigraphics, states:

I believe in vocational student organizations (VSOs). They can and do make a big difference in our schools, for teachers, communities, businesses, and most of all, students. Motivated, well-educated, productive workers are what business needs and they are what vocational student organizations help vocational education provide. VSOs are one of the best links between vocational education and the business community. (p. 46)

According to Marland (1971), vocational student organizations have always held as a high priority the goal of preparing people for careers. By providing a connecting link between education and the business and industrial society, vocational student organizations have been found to enhance the relevance of vocational and technical education. The primary objective of any vocational education program is preparing students to enter their chosen occupation or to establish an occupational goal. Jeffreys and Camp (1988) contend that VSO activities can aid in achieving this objective by providing opportunities for students to see all facets of the world of work.

In a 1998 Florida State University study conducted to determine the qualities and experiences that employers value most in graduating high school students, 86% of the respondents rated leadership roles in student organizations as very important or above average in importance (Reardon, Lenz, & Folsom, 1998).

Leadership Skill Development

Leadership development is foremost among the goals of vocational student organizations. Each vocational student organization lists, among its purposes, provision for students to discover and engage in leadership experiences. Activities that are designed to assist student members in developing their full leadership potential are built into every vocational student organization (Miller, 1985). Development of competent, aggressive leadership has been identified as a common aim of vocational student organizations (Bales, 1979).

Leadership, according to Linden and Fertman (1998), is the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purposes or the shared purposes of all. Woyach (1993) lists the following skills that new leaders should try to develop:

1. Shaping visions and goals – envisioning
2. Helping groups make decisions – consensus-seeking
3. Resolving conflicts – negotiation
4. Motivating members – creating rewards
5. Getting recognition for the group – creating an image
6. Getting respect for the group – gaining legitimacy
7. Attracting support and defending the group – advocacy
8. Cooperating with other groups – coalition-building. (p. 5)

Bice (1977) indicated that vocational educators believe in vocational student organizations as the proper place for youth “to develop leadership skills and to allow leadership to bud and flower” (p. 104). He added that it was not the need for leadership that caused the development of such organizations but that leadership development was the result of vocational student organizations.

Leadership development in vocational student organizations is considered more than holding a high position within the organization. McMillan (1972) emphasizes that young people must learn early in life that it takes leadership up and down the whole line to make society function, and that leadership is a manner of going about accomplishing something rather than a spot of glory in the sun.

Summarizing the need for leadership skill development, Morano (1985) writes:

Our nation's youth face a complex future – one that will demand diverse skills from all our citizens. Such a complex society will require leadership and communication skills among its people along with the ability to work together. Our schools have a responsibility to develop those skills, and the student activity program addresses

these needs. Local, state, and national leadership training workshops for student leaders are teaching such skills as goal setting, communication, group dynamics, planning and organizing, problem solving, decision making, and self-awareness. Perhaps these are the real basics of education; the skills needed to succeed in life. (p. 1)

An Overview of Vocational Student Organizations

The United States Department of Education recognizes ten national vocational student organizations. Six of these have affiliations within the State of Georgia. They include: Family, Career and Community Leaders of America (FCCLA); the National FFA Organization (FFA); the Technology Student Association (TSA); Skills USA – VICA (VICA); DECA, An Association of Marketing Students (DECA); and the Future Business Leaders of America (FBLA).

Each of these organizations is organized in a similar manner with a national executive director, state director, and local vocational student organization chapters or clubs guided by advisors. These organizations are for the vocational students and are governed by students using a democratic process. All of these student organizations have unique activities and instructional materials that can enhance vocational education instructional programs at the local level.

National FFA Organization

The FFA is an intracurricular activity for vocational agriculture education. The first state organization was started by Professor Henry C. Groseclose of Virginia Tech in 1926. The original idea for the National FFA Organization was fostered after courses in vocational agriculture were established by the Smith-Hughes National Vocational Education Act in 1917. The Future Farmers of America was organized nationally in 1928 in Kansas City, MO (Phipps, 1972). The National FFA Foundation, Inc. was created in 1944 to provide funds from business and industry to support new programs. In 1950, Congress granted the FFA a federal charter making it an integral part of public agricultural instruction under the national

vocational education acts. The FFA merged with the New Farmers of America (NFA), the organization for African American agricultural education students, in 1965. In 1969 females were allowed national membership, which allowed them to hold office and participate in competitive events at the national level. The National FFA Organization is the oldest and largest vocational student organization in the country. The organization changed its name in 1988 from the Future Farmers of America to the National FFA Organization to reflect its evolution in response to expanded agricultural opportunities encompassing science, business and technology in addition to production farming.

According to the Official FFA Manual (2000-2001), FFA members are preparing for more than 300 diverse careers including agricultural marketing, processing, communications, education, horticulture, production, natural resources, forestry, agribusiness and other diverse agricultural fields. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. The primary objective of the National FFA Organization is making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education.

The National FFA Organization is governed by a board of directors and six student national officers. This board charters state associations; provides direction, programmatic materials and support; and hosts the National FFA Convention, which draws over 45,000 attendees each year. The National FFA Organization serves any students ages 12-21 enrolled in agricultural education programs. The organization has over 450,000 members and 7,200 chapters that represent all 50 states, Puerto Rico, the Virgin Islands, and Guam (FFA Student Handbook, 2000).

State FFA associations function within the constitution of the national organization. Georgia, the tenth state to receive its charter, was established in 1929. Local chapters are chartered through the state associations. Georgia FFA set an all time membership record in 1999-2000 of over 17,600 members (Georgia FFA Convention Highlights, 2000).

Future Business Leaders of America (FBLA)

The Future Business Leaders of America (FBLA) was proposed to teachers across the country in 1937 by Hambden L. Forkner of Teachers College, Columbia University in New York City. Sponsored by the National Council of Business Education, the Future Business Leaders of America established its first chapter in Johnson City, TN, in 1942 (Santo, 1986). In 1946, the United Business Education Association (UBEA) assumed sponsorship of FBLA and established headquarters at the National Education Association Center in Washington, DC.

According to the FBLA/PBL Chapter Management Handbook (1998-1999), FBLA is designed for high school students enrolled in Business Education programs preparing for business and office careers. FBLA was granted independent status as a non-profit educational student association in 1969. FBLA has a postsecondary division recognized as Phi Beta Lambda (PBL). The mission of FBLA is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

The National Association of FBLA is led by a Board of Directors composed of state committee members, local and state advisors, professional educators, state and local supervisors, national student officers, and representatives from business and industry. The board is responsible for the general oversight and policy of the association. FBLA-PBL involves nearly 250,000 members in over 13,000 chartered chapters in the United States, Puerto Rico and the Virgin Islands. Local chapters are chartered by the National Association and operate under the supervision of a state chapter (FBLA/PBL Chapter Management Handbook, 1998-99).

FBLA was started in Georgia at Hapeville High School in Fulton County, Georgia, on December 3, 1947. Georgia, the fourth state to be chartered, received its state charter in 1949. Georgia FBLA membership for 1999-2000 was 10,676 members in 259 chapters (Georgia Future Business Leaders of America, 2000).

Family, Career and Community Leaders of America (FCCLA)

The first known home economics clubs in America were formed by students in the 1920s. Family, Career and Community Leaders of America (FCCLA), formerly the Future Homemakers of America (FHA), was founded in 1945. They were co-sponsored by the American Home Economics Association (AHEA) and the United States Department of Education. It is the only in-school student organization with the family as the center focus.

According to the Family, Career and Community Leaders of America Handbook (1999), FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and addresses important personal, family, work and societal issues through family and consumer sciences education. The mission of FCCLA is to promote personal growth through family and consumer sciences education focusing on the multiple roles of family members, wage earners, and community leaders. Members of FCCLA develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.

The name change of FHA to FCCLA was made official at the FCCLA National Convention in Boston, MA, in 1999. The change was made to show that FCCLA is a dynamic, active organization bound for the future. FCCLA is open to any student who has taken or who is taking a course in family and consumer sciences education (FCCLA Handbook, 1999).

Local FCCLA chapters operate under the national organization led by an executive director. The director heads a national staff that gives direction to and carries out programs, communications, membership services, and financial management. The national staff is composed of adult representatives from education and business and four youth representatives. FCCLA has a national membership of nearly 230,000 young men and women in nearly 10,000 local chapters. There are 53 state associations including the District of Columbia, Puerto Rico, and the Virgin Islands (FCCLA Handbook, 1999).

Georgia FCCLA was the second state to be chartered in 1945 and the first to employ a full time state advisor. Georgia FCCLA membership for the 1999-2000 school year was 4,937 members in 150 chapters. This was the lowest state membership in ten years (Georgia Family, Career and Community Leaders of America, 2000).

DECA, An Association of Marketing Students

DECA, An Association of Marketing Students, formerly Distributive Education Clubs of America (DECA), was organized in 1946 as the Distributive Club in Memphis, TN. DECA represents the program of student activity known as co-curricular, rather than extra-curricular, since DECA activities are designed to reinforce the competencies taught in marketing and management (Georgia DECA, 2000).

DECA chapters attract students who are interested in preparing for entrepreneurial, marketing or management careers. According to the DECA Handbook (1995), DECA formed for two fundamental reasons:

1. Effective marketing education gives young people the tools and aptitudes they need to pursue their dreams;
2. Marketing education works best when it is part of an integrated educational program linking classroom instruction with internship experience for career success.

DECA's mission is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship.

In 1992, the Distributive Education Clubs of America was changed to DECA, An Association of Marketing Students. This change corresponds to the expanding role of marketing, management, and merchandising in the career sector (Georgia DECA, 2000).

National DECA is composed of chartered associations of DECA, coordinated by a national director. These chartered associations have been duly recognized by DECA, Inc., upon approval of the board of directors. DECA, Inc. is the legal sponsoring agency of DECA. Members of the board of directors are elected from DECA, Inc. membership for a

three-year term. The board sets policies and guidelines and adopts a long-range plan for DECA development and growth. National student officers, chosen by the state associations voting delegates, serve as the elected student leaders of National DECA. In 2000, DECA membership rose to over 180,000 students who function as the companion student organization to over 5,000 marketing education programs in secondary and postsecondary schools across the United States, its territories and Canada (DECA Handbook, 2000).

Distributive education was started in Georgia in 1943-44 with a total of 256 students from four counties. During the second national conference in 1948, Georgia was accepted as one of seventeen charter member states. In 1999, there were 112 chapters and 4,600 members of Georgia DECA (Georgia DECA, 2000).

Technology Student Association (TSA)

The Technology Student Association (TSA), formerly the American Industrial Arts Student Association (AIASA), was established in 1957 by Rex Miller, an industrial arts teacher in Iowa. The name officially changed to TSA in 1988. According to the Technology Student Association Handbook (1996), TSA is the oldest student organization dedicated exclusively to students enrolled in Technology Education classes in grades K-12. The mission of TSA is to prepare its members for the challenge of a dynamic world by promoting technological literacy, leadership, and problem solving, resulting in personal growth and opportunity. The goals of TSA include providing students with opportunities to enhance their participation in and contribution to a technological society.

National TSA is controlled by a board of directors who manage TSA's finances and furnish an annual report to each chartered delegation. The National TSA officers consist of a president, vice-president, secretary, treasurer, sergeant-at-arms, and reporter. These officers and the National TSA advisors are collectively known as the Executive Committee of TSA. National TSA is composed of over 100,000 elementary, middle, and secondary students in 2,000 schools spanning 45 states. TSA is supported by educators, parents, and

business leaders who believe in the need for a technologically literate society (TSA Handbook, 1996).

The Georgia Association of Industrial Arts Clubs (GAIAC) was organized in 1962 with strong support and guidance by Raymond S. Ginn, who was the state consultant of Industrial Arts education. Georgia was the third state in the country to organize an association of industrial arts students (Georgia Technology Student Association, 2000).

Skills USA - VICA

At an American Vocational Association meeting in 1960, a committee was formed to study the issue of forming a national organization for trade and industrial students. Skills USA – VICA, formerly the Vocational Industrial Clubs of America (VICA), was founded in 1965 by students and teachers who were serious about their professions and saw a need for development in the areas of leadership to compliment their chosen vocation. The name change came during the National Leadership & Skills Conference in July, 1999 (Skills USA-VICA Leadership Handbook, 2000).

Skills USA – VICA serves students who are enrolled in educational programs in technical, skilled, and service occupations, including health occupations. VICA prepares students to enter the work force by teaching leadership development skills, and by providing opportunities to put these skills to use. According to the Skills USA-VICA Leadership Handbook (2000), VICA provides the opportunity to develop leadership and professional abilities as well as skills, and it makes vocational-technical education more relevant to the demands of the work force. VICA’s mission is to help its student members become world-class workers and responsible American citizens. VICA’s motto is “Preparing for Leadership in the World of Work.”

VICA is the only national organization whose purpose is to serve students in trade, industrial, technical and health occupations courses. VICA operates under a Board of Directors who are elected to set policies and make decisions on how VICA is operated. Five board members are state supervisors of trade, industrial, technical and health occupations

education who are elected by their peers. The board also includes four non-elected members who are representatives of the Association of Career and Technical Education, the Youth Development Foundation of VICA, Inc., and the State VICA Director's Association. Skills USA – VICA has more than 245,000 members annually, organized into more than 13,000 chapters and 53 state organizations including Puerto Rico, Guam, and the Virgin Islands (Skills USA-VICA Leadership Handbook, 2000).

Georgia received the very first state charter from National VICA in 1965. Georgia VICA's membership total for 1999-2000 was 4,764 members throughout the state (Georgia VICA, 2000).

CHAPTER III

METHODOLOGY

This chapter addresses the research design and procedures that were followed in this study. It presents information under the following headings: Problem Restatement, Null Hypotheses, Research Design, Variables, Population of the Study, Data Collection Procedures, and Data Analysis.

Problem Restatement

This study examined the perceptions of opportunities to develop potential leadership skills by members and nonmembers of six national secondary vocational youth organizations with Georgia affiliations.

This study also investigated which of the potential leadership skills are common to all vocational student organizations, whether or not membership plays a role in these perceptions, whether or not a specific vocational student organization plays a role in these perceptions, and if the type of vocational student organization and the actual membership affiliation interact to influence these perceptions.

Null Hypotheses

- H₀:1: There is no statistically significant difference in the perceptions of opportunities to develop the identified leadership skills between members and non-members of vocational youth organizations, regardless of organizational affiliation.
- H₀:2: There is no statistically significant difference in the perceptions of opportunities to develop the identified leadership skills between members and non-members of vocational student organizations, depending upon specific organizational affiliation.
- H₀:3: There is no statistically significant difference between members and nonmembers in the perceived opportunities to develop the four categories of leadership skills.

H₀:4 There is no statistically significant difference between the six vocational student organizations, regardless of membership status, in the perceptions of the opportunities to develop the four categories of leadership skills.

H₀:5 There is no statistically significant difference between vocational student organization and category of leadership skill, depending upon membership.

Research Design

The study lends itself to descriptive research which is quantitative in nature.

Descriptive statistics are used when the purpose of the research is to describe the data that are collected (Weinberg & Goldberg, 1996). The Potential Leadership Skill Development survey instrument developed by Spicer (1982) was used to collect the data in this study.

Variables

Four variables were identified for this study. There were two independent variables and two dependent variables. They respectively include:

1. Student organization affiliation with six levels: DECA, TSA, FCCLA, FFA, Skills USA-VICA, and FBLA.
2. Organization status with two levels: membership and non-membership.
3. Category of leadership skill with four levels: interpersonal development, occupational development, organizational development, and citizenship characteristics.
4. Perceptions of influence on leadership skill development.

Population of the Study

The target population for this study included VSO state advisors, presidents, and vice presidents; VSO local chapter advisors; and all high school students in Hall County, grades 9-12, enrolled in a vocational education program of study representative of DECA, TSA, FCCLA, FFA, Skills USA-VICA, and FBLA. There were approximately 5,000 students enrolled in such programs in Hall County.

The sampling population, according to Weinberg and Goldberg (1996), can generally be thought of as the study of a small group of people in order to draw conclusions about a

large group of people. To survey the entire student population is impractical, therefore, a sample was used.

In consideration of a sample size, the population was used with the exception of the students enrolled in the vocational education programs. A formula given by McCall (1980) was used for the calculation of the desired parameters:

$$\underline{n}^{-1} = \underline{N}^{-1} + \underline{e}^2[\underline{Z}^2\underline{p}(1-\underline{p})]^{-1}$$

where:

\underline{n} is the estimated number of individuals necessary in the sample for the desired precision and confidence,

\underline{p} is the preliminary estimate of the proportion in the population,

\underline{Z} is the two-tailed value of the standardized normal deviate associated with the desired level of confidence,

\underline{e} is the acceptable error, or half the maximum acceptable confidence interval, and

\underline{N} is the number of individuals or entities in the population (p. 212).

To illustrate the application of this equation, the sample size for the population of students enrolled in secondary vocational education programs in Hall County was considered. The value for \underline{p} was assigned .72, which was determined by an analysis of Spicer's data from the reliability study of the questionnaire, Potential Leadership Skill Development survey. The value for \underline{Z} was 1.960, the normal \underline{Z} value of a two-tailed test for a confidence level of 95%. The value for \underline{e} was the acceptable error or appropriate level of significance, which was .05. The insertion of the above values into the equation gave the needed sample size for students:

$$\underline{n}^{-1} = (5000)^{-1} + (0.05)^2[(1.960)^2(0.72)(1-0.72)]^{-1}$$

$$\underline{n} = 292$$

Data Collection Procedures

Several steps were included in the data collection process. A list of the six state vocational student organization advisors ($N=6$) were collected from the Georgia

Department of Education. A complete list of vocational student organization state presidents and vice presidents (N=12), telephone numbers, and mailing addresses were obtained from their respective advisors. Each of these were mailed the survey instrument, which was coded to allow for identification of non-respondents. A cover letter explaining the nature, purpose, and importance of the study and a statement of assurances of confidentiality accompanied the instrument. A follow-up mailing was made fourteen days after the initial mailing, pending no response.

After securing clearance from the Hall County School Superintendent and the principals of the four area high schools, a request was made from each school for a list of local student organization officers and members. Class rolls were also examined to eliminate duplicate names. When a comprehensive list had been established, times were scheduled for administering the instrument to each chapter advisor (N=18) and a random sample of the students in the various vocational education programs throughout the county (N=292), half being members and half being non-members of vocational student organizations.

Data Analysis

This study was designed to answer four questions relating to the perception of developing leadership skills by vocational student organizations. In order to replicate the work of Spicer (1982), a variety of analysis of variance techniques were used to test the hypotheses of this study. This measurement concept is outlined in Table 1. According to Bruning and Kintz (1997),

not only does this design permit examination of the effects of two factors in combination with each other, but it also permits examination of performance variations shown by the subjects during the experimental session. (p. 61)

Both independent variables were tested in relation to the dependent variables. For the purpose of utilizing the different analysis of variance procedures with variable ratings, the ratings assigned to each variable were treated as an interval scale with each rating being equal. The accepted level of significance for all variables was .05. Where comparisons had

to be made between two groups on each of several dependent variables, the Bonferroni post hoc technique was utilized. According to Huck (2000), “some researchers use the Bonferroni technique in an effort to lower the risk of an inflated Type I error” (p.369).

Table 1

Source of Variance Terminology

Term	Description
M	Membership Status
G	Group, i.e., DECA, TSA, FCCLA, FFA, Skills USA-VICA, and FBLA
MG	Membership Status by Group
P/MG	Person Nested in Membership Status and Group
R	Category (Perceived Leadership Skills i.e., Interpersonal Development, Occupational Development, Organizational Activities, Citizenship Characteristics)
RM	Category by Membership Status
RG	Category by Group
RGM	Category by Membership Status by Group
PR/MG	Category by Person Nested in Membership Status and Group

CHAPTER IV

FINDINGS AND ANALYSIS OF THE DATA

This study examined the impact of vocational student organizations on the opportunities for leadership skill development perceived by secondary vocational students. For this study, the sample population surveyed (N=322) consisted of DECA, TSA, FCCLA, FFA, Skills USA-VICA, and FBLA state advisors and leading officers, local advisors and a random sample of the approximately 5,000 students enrolled in vocational programs at the four high schools in Hall County, Georgia. Incomplete data from 13 subjects reduced the total usable sample to 309.

The sample population was further broken down into those respondents who were members and those who were nonmembers of vocational student organizations (VSOs). Table 2 presents the number of members and nonmembers in each of the six vocational students organizations surveyed.

There were a total of five hypotheses tested in this study. All five were analyzed utilizing a variety of analysis of variance techniques with .05 as the level of significance. When needed, a Bonferonni post hoc test was utilized. The arithmetic mean value of response was calculated within each of the four skills and across the four skills for each respondent. On the basis of the Likert scale utilized by the instrument, the mean value varied directly with each respondent's perception of the frequency of opportunities, through VSOs, to develop leadership skills.

The data collected and the findings for this study are presented in this chapter. This chapter is organized into two sections: findings and analysis of the data and summary.

Table 2

Frequency and Distribution of Respondents

	Organization Affiliation						Total
	DECA	FBLA	FFA	FCCLA	TSA	VICA	
Member	22	38	25	30	20	57	192
Nonmember	11	17	10	12	24	43	117
Total	33	55	35	42	44	100	309

Findings and Analysis of the Data

Hypothesis 1

The first hypothesis is concerned with differences between members and nonmembers in perceived opportunities to develop leadership skills through organization membership, regardless of vocational organization affiliation. A one-way analysis of variance was used to determine whether statistically significant differences exist between perceptions of members and nonmembers. Table 3 indicates a statistically significant difference ($p < .05$).

The means shown (see Table 4) include all categories of leadership skill development. The means indicate that students who are members of vocational student organizations (325.69) rate perceived leadership skill development higher than students who are nonmembers (280.03), thus resulting in a mean difference of 45.66. Therefore, Hypothesis 1 is rejected. There are significant differences in the perceived opportunity to develop the identified leadership skills between vocational students who are members of vocational student organizations, regardless of affiliation, and those vocational students who are nonmembers of vocational student organizations.

These results support the findings of Spicer. His member mean (364.28) was 27.8% higher than his nonmember mean (263.08), whereas, this study revealed a member mean 14.0% higher than the nonmember mean. Although different, both indicate significant differences.

Hypothesis 2

The second hypothesis stated that no statistically significant differences existed in the perceptions of opportunities to develop the identified leadership skills between members and nonmembers of vocational student organizations, depending upon specific organizational affiliation. A two-way ANOVA was used to determine that an interaction effect was present between membership status and vocational student organization (see Table 5).

Table 3

Summary of One-Way ANOVA for Hypothesis 1

Test of Between Subjects Effects – Total Overall Score

Source	SS	df	MS	F	p
Membership	151555.701	1	151555.701	40.004	.000*
Error	1163062.733	307	3788.478		

*p<.05

Table 4

Summary of One-Way ANOVA for Hypothesis 1

Descriptive Statistics – Total Overall Score

Membership Status	Mean	Std. Deviation	N
Member	325.69	64.42	192
Nonmember	280.03	56.51	117
Total	308.40	65.33	309

Table 5

Summary of Two-Way ANOVA for Hypothesis 2

Test of Between Subjects Effects – Total Overall Score

Source	SS	df	MS	F	p
Membership	147222.529	1	147222.529	42.808	.000*
VSO	56.518.917	5	11303.783	3.287	.007*
Member * VSO	53016.606	5	10603.321	3.083	.010*
Error	1021432.185	297	3439.166		

*p<.05

The data show (see Table 6) that nonmember mean scores are all lower than member mean scores, but each pair decrease at different rates. For example, the mean score for DECA members (388.32) is 28.1% higher than DECA nonmembers (279.00). However, mean scores for FCCLA members (326.70) is only 12.7% higher than FCCLA nonmembers (285.25). None of the student organizations vary at the same rate. When combining both members and nonmembers, the largest mean difference is found to be between DECA (351.88) and TSA (281.89). This represents a 19.9% difference indicating that students affiliated with any one student organization differ significantly in their perceptions of leadership skill development from the perceptions of leadership skill development of students in any of the other five organizations.

The results of the two-way ANOVA indicate that a statistically significant interaction effect exists between membership status and student organization with regards to the overall total score; therefore, Hypothesis 2 is rejected. The mean scores for members are consistently higher than nonmembers, however, the degree to which they differ varied. This is an indication of the interaction. These findings differ from those of Spicer. He found mean scores that were remarkably similar to one another and that the differences were attributed to random chance alone (p. 34).

Hypothesis 3

The third hypothesis stated that no statistically significant differences exist between members and nonmembers in the perceived opportunities to develop the four categories of leadership skills. A multivariate ANOVA was used to determine whether statistically significant differences existed (see Table 7).

Table 8 shows that the largest mean difference between members and nonmembers is in organizational activities (26.64). Therefore, across all vocational student organizations, members are gaining significantly more organizational activity skills than nonmembers. The least mean difference between members and nonmembers is in occupational skills

Table 6

Summary of Two-Way ANOVA for Hypothesis 2

Descriptive Statistics – Total Overall Score

Group	Member			Nonmember			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
DECA	388.32	55.31	22	279.00	72.49	11	351.88	79.93	33
TSA	300.40	62.29	20	266.46	47.66	24	281.89	56.76	44
FCCLA	326.70	50.15	30	285.25	48.71	12	314.86	52.67	42
FFA	336.60	57.29	25	297.80	40.10	10	325.51	55.31	35
VICA	303.96	62.13	57	287.07	64.10	43	296.70	63.23	100
FBLA	327.37	65.27	38	267.94	50.00	17	309.00	66.54	55
Total	325.69	64.42	192	280.03	56.51	117	308.40	65.33	309

Table 7

Summary of Multivariate ANOVA for Hypothesis 3

Test of Between Subjects Effects – Source (Membership Status)

Dependent Variable	SS	df	MS	F	p
Interpersonal Skills Development	3746.856	1	3746.856	14.839	.000*
Occupational Skills Development	2585.803	1	2585.803	18.874	.000*
Organizational Activities	51581.165	1	51581.165	34.142	.000*
Citizenship Characteristics	2512.448	1	2512.448	15.688	.000*

*p<.05

Table 8

Summary of Multivariate ANOVA for Hypothesis 3

Descriptive Statistics

	Membership Status	Mean	Std. Deviation	N
Interpersonal Skills Dev.	Member	103.97	15.28	192
	Nonmember	96.79	16.85	117
	Total	101.26	16.24	309
Occupational Skills Dev.	Member	66.66	11.45	192
	Nonmember	60.69	12.11	117
	Total	64.40	12.04	309
Organizational Activities	Member	109.50	40.12	192
	Nonmember	82.86	36.71	117
	Total	99.41	40.91	309
Citizenship Characteristics	Member	45.56	12.53	192
	Nonmember	39.68	12.86	117
	Total	43.34	12.95	309

development (5.97). This difference can be attributed to the fact that occupational skills are taught in the vocational classroom and reinforced by the vocational student organization.

When looking at interpersonal skills development, the mean difference between members and nonmembers is 6.91% higher for members. The mean difference between members and nonmembers in the perceived opportunity to develop occupational skills is 8.96% in favor of members. In regards to organizational skills, the member mean is 24.33% higher than the mean of nonmembers. Citizenship characteristics, the fourth leadership category, has members ranking higher than nonmembers by 12.91%. Members do perceive greater opportunity to develop the four categories of leadership skills through their affiliation with vocational organizations than do nonmembers.

Statistically significant differences do exist between members and nonmembers in the perceived opportunities to develop the four categories of leadership skills. Therefore, Hypothesis 3 is rejected. These findings support the work of Spicer. His largest mean difference was in the citizenship characteristics category with members scoring 34.5% higher than nonmembers.

Hypothesis 4

The fourth hypothesis stated that no statistically significant differences exist between the six vocational student organizations, regardless of membership status, in the perceptions of the opportunities to develop the four categories of leadership skills. The results of the one-way ANOVA show that, among group levels, a statistically significant difference exists (see Table 9). The mean scores are presented in Table 10. To determine where these differences exist and to decrease the risk of a Type I error, a Bonferroni post hoc test was performed. The significance level was set at .05 due to the large number of comparisons made (see Table 11). This made it less likely that differences would be detected by chance alone.

Table 9

Summary of One-Way ANOVA for Hypothesis 4

Test of Between Subjects Effects – Total Overall Score

Source	SS	df	MS	F	p
VSO	119025.601	5	23805.120	6.033	.000*
Error	1195592.833	303	3945.851		

*p<.05

Table 10

Summary of One-Way ANOVA for Hypothesis 4

Descriptive Statistics – Total Overall Score

Group	Mean	Std. Deviation	N
DECA	351.88	79.93	33
TSA	281.89	56.76	44
FCCLA	314.86	52.67	42
FFA	325.51	55.31	35
VICA	296.70	63.23	100
FBLA	309.00	66.54	55
Total	308.40	65.33	309

Table 11

Summary of Bonferroni Post Hoc Test for Hypothesis 4

Multiple Comparisons – Total Overall Score

(I) Group	(J) Group	Mean Diff (I-J)	Std. Error	Sig.
DECA	TSA	69.99*	14.47	.000
	FCCLA	37.02	14.61	.177
	FFA	26.36	15.24	1.000
	VICA	55.18*	12.61	.000
	FBLA	42.88*	13.83	.032
TSA	DECA	-69.99*	14.47	.000
	FCCLA	-32.97	13.55	.233
	FFA	-43.63*	14.23	.035
	VICA	-14.81	11.36	1.000
	FBLA	-27.11	12.71	.505
FCCLA	DECA	-37.02	14.61	.177
	TSA	32.97	13.55	.233
	FFA	-10.66	14.38	1.000
	VICA	18.16	11.55	1.000
	FBLA	5.86	12.87	1.000
FFA	DECA	-26.36	15.24	1.000
	TSA	43.63*	14.23	.035
	FCCLA	10.66	14.38	1.000
	VICA	28.81	12.34	.302
	FBLA	16.51	13.58	1.000

Table 11 (Continued)

(I) Group	(J) Group	Mean Diff (I-J)	Std. Error	Sig.
VICA	DECA	-55.18*	12.61	.000
	TSA	14.81	11.36	1.000
	FCCLA	-18.16	11.55	1.000
	FFA	-28.81	12.34	.302
	FBLA	-12.30	10.55	1.000
FBLA	DECA	-42.88*	13.83	.032
	TSA	27.11	12.71	.505
	FCCLA	-5.86	12.87	1.000
	FFA	-16.51	13.58	1.000
	VICA	12.30	10.55	1.000

*The mean difference is significant at the .05 level

After the Bonferroni adjustment, only four mean differences were found to be significant at the .05 level. The largest mean difference was between DECA and TSA (69.99). DECA accounted for three of the four statistically significant differences. DECA also had a higher mean score (351.88) than any of the other five student organizations. TSA, on the other hand, had a lower mean score (281.89) than any of the other five student organizations. The other four vocational student organizations are different, but not too dissimilar, in perceived leadership skill development.

The results of the ANOVA indicate that a statistically significant difference exists. Hypothesis 4 is rejected. Without regard to membership status, significant differences exist between the six vocational student organizations in the perceptions of the opportunities to develop the four categories of leadership skills. These findings were very similar to those of Spicer.

Hypothesis 5

The fifth hypothesis stated that no statistically significant differences exist between vocational student organizations in the perceptions of opportunities to develop the four categories of leadership skills, depending upon membership. A two-way multivariate ANOVA (see Table 12) found statistically significant differences between membership status and vocational student organization in each of the four categories of leadership skill, with the exception of occupational skills development ($p = .176$).

Splitting the data, it was found that occupational skills development was not statistically significant by vocational student organization. However, there were statistically significant differences by membership status. A determination had to be made concerning where these differences existed. Therefore, a univariate analysis of variance was performed for membership status by vocational student organization and occupational skills development (see Table 13). The data indicated that statistically significant differences existed in FBLA, DECA, and TSA.

Table 12

Summary of Multivariate ANOVA for Hypothesis 5

Descriptive Statistics

Test of Between Subjects Effects – Source (Membership Status)

Dependent Variable	SS	df	MS	F	p
Interpersonal Skills Development	4754.099	1	4754.099	19.616	.000*
Occupational Skills Development	2513.464	1	2513.464	19.086	.000*
Organizational Activities	45438.926	1	45438.926	32.550	.000*
Citizenship Characteristics	2646.831	1	2646.831	17.637	.000*

Test of Between Subjects Effects – Source (Vocational Student Organization)

Dependent Variable	SS	df	MS	F	p
Interpersonal Skills Development	1391.132	5	278.226	1.148	.335
Occupational Skills Development	1278.636	5	255.727	1.942	.087
Organizational Activities	24693.194	5	4938.639	3.538	.004*
Citizenship Characteristics	1474.971	5	294.994	1.966	.084

Test of Between Subjects Effects – Source (Membership Status * Vocational Student Org.)

Dependent Variable	SS	df	MS	F	p
Interpersonal Skills Development	2716.128	5	543.226	2.241	.050
Occupational Skills Development	1017.718	5	203.544	1.546	.176
Organizational Activities	16630.453	5	3326.091	2.383	.039*
Citizenship Characteristics	2366.180	5	473.236	3.153	.009*

*p<.05

Table 13

Summary of Univariate ANOVA for Hypothesis 5

Descriptive Statistics

Test of Between Subjects Effects – (Occupational Skills Development)

VSO	SS	df	MS	F	p
DECA	1761.833	1	1761.833	10.909	.002*
TSA	577.370	1	577.370	4.343	.043*
FCCLA	185.336	1	185.336	1.830	.184
FFA	5.786	1	5.786	.044	.835
VICA	346.004	1	346.004	2.510	.116
FBLA	591.159	1	591.159	4.716	.034*

*p<.05

When examining the data, DECA was found to have the largest member mean values in each of the four categories of leadership skill: interpersonal skill development (117.14), occupational skills development (76.32), organizational activities (139.41), and citizenship characteristics (55.45). VICA was found to have the highest nonmember interpersonal skills development mean (98.30). The high nonmember mean for occupational skills development was clearly held by FFA (65.70). FCCLA had the highest nonmember mean for organizational activities (90.58). The citizenship characteristics highest nonmember mean was achieved by DECA (49.09). The data show consistently higher member mean scores than nonmember mean scores, but each vary at different rates.

The results of the two-way multivariate ANOVA found that statistically significant differences did exist. Therefore, hypothesis 5 is rejected. Statistically significant differences do exist between vocational student organizations in the perceptions of opportunities to develop the four categories of leadership skills, depending upon membership status. These results also support the work of Spicer.

Potential Leadership Skills Which are Common to Vocational Student Organizations

Mean values for each question on the survey instrument were calculated to determine which potential leadership skills were common to the vocational student organizations. In his 1982 study, Spicer used a mean value set at 3.3 as the necessary rating for the potential leadership skill to be considered common. Using the same criteria, four of the six vocational student organizations were required to rate a particular leadership skill at 3.3 or higher for it to be considered common. These data were used to address objective number 1: To determine which potential leadership skills are common to vocational student organizations. The potential leadership skills and mean scores for each item by organizational affiliation and category of leadership skill are listed in Table 14.

Table 14

Combined Responses of Members and Nonmembers of Vocational Student Organizations
by Organizational Affiliation and Category of Leadership Skill

<u>Interpersonal Skills Development</u>	DECA	TSA	FCCLA	FFA	VICA	FBLA
1. Strive to perform to the best of one's ability	4.48	4.09	4.17	4.31	4.21	4.27
2. Respect individuality	4.48	4.23	4.45	4.31	4.28	4.40
3. Demonstrate ability to be a follower	4.03	3.59	3.52	3.77	3.50	3.62
4. Plan activities to help reach personal goals	4.21	3.57	3.83	3.66	3.69	3.51
5. Demonstrate good human relations techniques in a variety of situations	4.52	4.11	4.14	4.00	3.96	4.18
6. Cope effectively in a variety of situations	4.58	3.98	3.88	4.00	3.84	4.05
7. Assume responsibility for personal behavior	4.70	4.34	4.19	4.40	4.24	4.36
8. Develop self-understanding	4.61	4.18	3.83	4.17	3.99	3.93
9. Demonstrate excellence in accomplishments	4.33	4.07	3.90	4.00	3.99	3.87
10. Strive for personal development	4.39	4.20	4.17	4.34	4.16	4.20
11. Examine personal values	4.39	3.84	3.93	4.14	3.74	3.95
12. Stimulate the desire for learning	4.52	4.05	3.93	4.14	3.81	3.84
13. Develop desirable personal attributes such as dependability, responsibility and initiative	4.55	4.14	3.88	4.14	3.90	4.09
14. Achieve personal goals	4.48	3.95	3.90	4.17	4.02	3.78
15. Respect the property of others	4.61	4.32	4.17	4.54	4.42	4.40
16. Strengthen relationships among family members	3.73	3.70	3.79	4.09	3.88	3.76
17. Listen attentively	4.33	4.30	4.14	4.26	4.03	4.33

Table 14 (Continued)

	DECA	TSA	FCCLA	FFA	VICA	FBLA
18. Make intelligent decisions	4.42	4.30	4.19	4.23	3.98	4.20
19. Display a cooperative attitude	4.52	4.18	4.24	4.17	4.25	4.38
20. Improve home life	3.94	3.93	4.05	3.66	3.87	3.78
21. Participate in self-improvement activities	4.24	3.68	3.57	3.86	3.65	3.40
22. Express openly one's opinion	4.30	3.80	4.07	4.00	4.15	4.05
23. Report information accurately	4.45	4.00	4.10	4.20	3.77	4.02
24. Develop occupational skills	4.52	4.00	4.05	3.91	3.99	4.02
25. Demonstrate decision-making skills	4.52	4.00	4.05	3.91	3.99	4.09
<u>Occupational Skills Development</u>						
26. Demonstrate excellence in skill training	4.21	3.95	3.62	3.83	3.95	3.89
27. Uphold the majority decision	4.27	3.89	3.76	3.66	3.68	3.80
28. Promote worthwhile activities	4.45	3.95	3.83	3.89	3.75	3.84
29. Prepare for employment	4.45	3.98	3.93	4.03	3.84	4.00
30. Communicate the relationships of the vocational student organization to the curriculum and vocational education	4.24	3.50	3.81	3.86	3.42	3.38
31. Complete projects started	4.36	4.05	3.90	3.94	3.93	4.18
32. Develop salable personality to complement salable skill	4.36	3.98	3.74	3.94	3.75	3.75
33. Demonstrate proficiency in occupational terminology	4.03	3.82	3.60	3.69	3.75	3.73
34. List the fundamentals of the American democracy	3.70	3.34	<u>3.19</u>	3.34	3.66	<u>3.15</u>
35. Explore occupational opportunities	4.15	3.80	3.69	4.09	<u>3.22</u>	3.60
36. Establish realistic occupational goals	4.18	3.82	3.83	4.23	3.61	3.62

Table 14 (Continued)

	DECA	TSA	FCCLA	FFA	VICA	FBLA
37. Prepare for leadership role beyond the vocational student organization	4.36	3.61	3.76	4.06	3.81	3.87
38. Acquire self-confidence	4.61	4.23	4.24	4.17	3.89	4.25
39. Demonstrate problem-solving ability	4.27	4.05	4.05	4.11	4.09	4.04
40. Develop occupational competence	4.09	3.82	3.64	4.09	3.96	3.80
41. Perform committee assignments	3.67	<u>3.25</u>	3.60	3.63	3.73	3.38
42. Prepare notebook verification of accomplishments	3.73	<u>3.16</u>	<u>3.21</u>	3.80	<u>3.09</u>	<u>2.98</u>
<u>Organizational Activities</u>						
43. Prepare a newspaper article	<u>2.94</u>	<u>2.41</u>	<u>3.12</u>	<u>2.74</u>	<u>2.30</u>	<u>2.60</u>
44. Recite the motto of the organization	<u>2.70</u>	<u>1.98</u>	<u>2.80</u>	<u>2.91</u>	<u>2.18</u>	<u>2.24</u>
45. Participate in state activities of the organization	3.33	<u>2.14</u>	<u>2.69</u>	<u>3.09</u>	<u>2.43</u>	<u>3.02</u>
46. Prepare a speech	<u>3.12</u>	<u>2.36</u>	<u>2.62</u>	<u>2.74</u>	<u>2.20</u>	<u>2.76</u>
47. Take part in the state convention	<u>3.15</u>	<u>1.77</u>	<u>2.38</u>	<u>2.63</u>	<u>2.24</u>	<u>2.69</u>
48. Participate in the national convention	<u>3.06</u>	<u>1.73</u>	<u>2.21</u>	<u>2.54</u>	<u>2.19</u>	<u>2.44</u>
49. Perform role in closing ceremony	<u>2.91</u>	<u>1.95</u>	<u>2.43</u>	<u>2.77</u>	<u>2.14</u>	<u>2.36</u>
50. Attend the organization's camp	<u>2.64</u>	<u>1.66</u>	<u>2.29</u>	<u>2.57</u>	<u>2.18</u>	<u>2.04</u>
51. Participate in leadership conference	<u>3.18</u>	<u>2.14</u>	<u>2.52</u>	<u>2.83</u>	<u>2.37</u>	<u>2.75</u>
52. Take active part as a team member	4.00	<u>2.73</u>	3.74	3.51	<u>3.27</u>	3.73
53. Explain the purposes of the organization	3.76	<u>2.36</u>	<u>3.00</u>	<u>3.20</u>	<u>2.68</u>	<u>3.11</u>

Table 14 (Continued)

	DECA	TSA	FCCLA	FFA	VICA	FBLA
54. Accept an office in the organization	3.48	<u>2.11</u>	<u>3.10</u>	<u>2.86</u>	<u>2.64</u>	<u>2.58</u>
55. Assume chairperson role of a committee	3.30	<u>2.02</u>	<u>2.88</u>	<u>2.80</u>	<u>2.51</u>	<u>2.29</u>
56. Participate in competitive events	3.48	<u>2.57</u>	<u>3.07</u>	<u>3.14</u>	<u>2.86</u>	<u>3.02</u>
57. Assist in fund-raising project	3.67	<u>2.45</u>	<u>2.98</u>	<u>3.26</u>	<u>2.99</u>	<u>2.96</u>
58. Exhibit a project in a fair	<u>2.82</u>	<u>1.98</u>	<u>2.62</u>	<u>2.89</u>	<u>2.41</u>	<u>2.20</u>
59. Take part in a safety program	<u>2.67</u>	<u>2.30</u>	<u>2.81</u>	<u>3.03</u>	<u>2.73</u>	<u>2.33</u>
60. Participate in occupational skill events	3.45	<u>2.18</u>	<u>2.95</u>	<u>3.09</u>	<u>2.66</u>	<u>2.55</u>
61. Perform role in opening ceremony	<u>2.97</u>	<u>1.80</u>	<u>2.40</u>	<u>2.69</u>	<u>2.33</u>	<u>2.44</u>
62. Attend chapter meetings regularly	3.45	<u>1.98</u>	<u>2.90</u>	<u>3.26</u>	<u>2.67</u>	<u>2.93</u>
63. Earn recognition through chapter achievements	<u>3.21</u>	<u>2.02</u>	<u>2.95</u>	<u>3.14</u>	<u>2.37</u>	<u>2.65</u>
64. Demonstrate the correct procedures for conducting the organization's business	3.30	<u>2.16</u>	<u>3.02</u>	<u>2.97</u>	<u>2.61</u>	<u>3.02</u>
65. Prepare adequate records	<u>3.27</u>	<u>2.52</u>	<u>2.76</u>	4.09	<u>2.46</u>	<u>2.89</u>
66. Develop materials for the news media	<u>3.06</u>	<u>2.07</u>	<u>2.50</u>	<u>2.57</u>	<u>2.43</u>	<u>2.35</u>
67. Participate in public speaking contests	<u>3.00</u>	<u>1.80</u>	<u>2.29</u>	<u>2.49</u>	<u>2.17</u>	<u>2.29</u>
68. Evaluate chapter programs	<u>3.15</u>	<u>1.84</u>	<u>2.76</u>	<u>2.71</u>	<u>2.19</u>	<u>2.47</u>
69. Plan chapter programs	<u>3.24</u>	<u>1.73</u>	<u>2.69</u>	<u>2.77</u>	<u>2.26</u>	<u>2.55</u>
70. Use correct parliamentary procedures	<u>3.15</u>	<u>2.05</u>	<u>2.64</u>	<u>3.00</u>	<u>2.46</u>	<u>2.76</u>
71. Conduct chapter activities	3.36	<u>2.00</u>	<u>2.88</u>	<u>3.06</u>	<u>2.37</u>	<u>2.64</u>
72. Explain the meaning of the emblem of the organization	<u>3.24</u>	<u>1.70</u>	<u>2.88</u>	<u>2.89</u>	<u>2.28</u>	<u>2.60</u>
73. Plan chapter activities	<u>3.24</u>	<u>1.89</u>	<u>2.86</u>	<u>2.83</u>	<u>2.36</u>	<u>2.80</u>

Table 14 (Continued)

	DECA	TSA	FCCLA	FFA	VICA	FBLA
74. Organize chapter events	<u>3.24</u>	<u>1.77</u>	<u>2.93</u>	<u>2.74</u>	<u>2.14</u>	<u>2.91</u>
75. Participate in projects sponsored by the organization	3.39	<u>2.05</u>	<u>3.26</u>	<u>3.29</u>	<u>2.65</u>	<u>3.20</u>
76. Present a speech	3.30	<u>2.02</u>	<u>2.50</u>	<u>2.71</u>	<u>2.31</u>	<u>2.71</u>
77. Arrange an educational tour	<u>2.64</u>	<u>1.61</u>	<u>2.48</u>	<u>2.66</u>	<u>2.10</u>	<u>2.20</u>
78. Take an active part in job interview contest	<u>3.00</u>	<u>1.98</u>	<u>2.48</u>	<u>2.23</u>	<u>2.34</u>	<u>2.16</u>
79. Encourage recreational and leisure activities for groups and individuals	3.30	<u>2.50</u>	3.43	<u>3.03</u>	<u>2.79</u>	<u>3.02</u>
80. Promote youth/adult interaction	3.48	<u>2.68</u>	3.55	<u>3.09</u>	<u>2.88</u>	<u>3.02</u>
<u>Citizenship Characteristics</u>						
81. Communicate well with groups	4.30	3.41	3.86	3.89	3.54	3.91
82. Interact with peers	4.39	3.80	4.02	3.97	3.92	4.33
83. Give constructive criticism	3.97	3.52	3.69	3.83	3.48	3.80
84. Improve the welfare of the community	3.97	<u>2.80</u>	<u>3.26</u>	3.46	<u>3.08</u>	3.36
85. Perform volunteer work	3.82	<u>2.61</u>	3.48	<u>3.06</u>	<u>2.97</u>	<u>3.11</u>
86. Increase awareness of multiple roles of men and women	3.33	<u>2.66</u>	<u>3.24</u>	3.46	<u>2.97</u>	<u>3.11</u>
87. Participate in community projects	3.67	<u>2.23</u>	3.31	<u>3.17</u>	<u>2.80</u>	<u>3.05</u>
88. Seek opinions of others	3.79	3.45	3.86	3.63	3.52	3.84
89. Supervise children's activities	3.61	<u>2.52</u>	3.43	3.69	<u>3.11</u>	<u>3.24</u>
90. Serve as a peer educator	<u>3.18</u>	<u>2.82</u>	<u>3.12</u>	3.57	<u>3.00</u>	<u>2.85</u>
91. Lead group discussions	3.42	<u>2.82</u>	<u>3.12</u>	<u>3.26</u>	<u>2.92</u>	<u>3.02</u>
92. Demonstrate effective ways of working with groups	4.00	<u>2.84</u>	3.45	3.60	<u>3.10</u>	3.33
93. Assist others in career decisions	3.64	<u>2.75</u>	3.36	3.43	<u>3.14</u>	<u>2.98</u>

Forty six of the 93 potential leadership skills achieved a rating of 3.3 or higher by at least four of the six vocational student organizations and were accepted as being common. Scores lower than 3.3 are underlined in Table 14. All 25 of the potential leadership skills in the interpersonal skills development category were found to be common. Only one of the potential leadership skills in the occupational skills development category failed to meet the criteria to be considered common. However, of the 38 potential leadership skills that fall into the organization activities category, only one was found to be common. The final category, citizenship characteristics, found five of the 13 potential leadership skills were common.

Summary

The findings in this study generally indicated that vocational student organization members perceived greater opportunities for leadership skill development than nonmembers. Each of the hypotheses supported the findings of Spicer with the exception of Hypothesis 2. This study found that member mean scores were consistently higher than nonmember scores.

When examining the differences between members and nonmembers of all organizations combined, members were found to perceive significantly higher opportunities for leadership skill development. When looking at each individual student organization, DECA members had the highest perception of these opportunities and TSA members had the lowest perceptions. FFA nonmembers had the highest perception of opportunities for leadership skill development, whereas, TSA nonmembers had the lowest perceptions.

The questionnaire also split the data into four categories of leadership skill. When examining differences between members and nonmembers in each of the four categories, members perceived statistically higher opportunities to develop each of the skills. An analysis was also performed splitting the data into each of the six student organizations. DECA was found to have the highest mean score of all six organizations. TSA, on the other hand, had a lower mean score than any of the other five organizations.

The largest difference in the two studies resulted from an analysis of which potential leadership skills were common to the student organizations. Spicer found that 80 of the 93 potential leadership skills were common. This study found that only 46 of the 93 were common. The largest drop occurred in the occupational activities category. Discussions and implications of this study are presented in Chapter 5.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This purpose of this study was to determine whether or not vocational student organizations in Georgia public high schools provide students the benefit of leadership skill development as a result of membership. The researcher examined the common, as well as the uncommon aspects, of six vocational student organizations: DECA, An Association of Marketing Students (DECA); Technology Student Association (TSA); Family, Career and Community Leaders of America (FCCLA); Future Farmers of America (FFA); Vocational Industrial Clubs of America (Skills USA-VICA); and Future Business Leaders of America (FBLA).

The sample population for this study included VSO state advisors, presidents, and vice presidents; VSO local chapter advisors; and a random sample of the approximately 5,000 high school students in Hall County, grades 9-12, enrolled in a vocational education program of study representative of DECA, TSA, FCCLA, FFA, Skills USA-VICA, and FBLA. The total sample size was 322.

Each participant was administered the Potential Leadership Skill Development survey instrument. The instrument was made up of leadership skill statements divided into four leadership skill categories. There were 25 statements related to interpersonal skills development, 17 statements related to occupational skills development, 38 statements related to organizational activities, and 13 statements related to citizenship characteristics. Respondents rated each statement on a Likert type scale indicating the extent to which each respondent had the opportunity to develop each leadership skill. The scale had 5 levels

ranging from opportunities seldom or rarely exists to opportunities exist practically every day.

Hypothesis 1 looked at possible differences between members and nonmembers in perceived opportunities to develop leadership skills through organization membership, regardless of vocational organization affiliation. Students who were members rated the perceived leadership skill development higher than students who were nonmembers. The differences in the means were found to be statistically significant; therefore, Hypothesis 1 was rejected. This data supported work of Spicer (1982), who also found statistically significant differences between member and nonmembers means.

Hypothesis 2 sought to determine differences in the perceptions of opportunities to develop the identified leadership skills between members and nonmembers of vocational student organizations, depending upon specific organizational affiliation. The data found that nonmember mean scores were all lower than member mean scores, but the differences vary in each of the VSOs. The differences were found to be statistically significant, and Hypothesis 2 was rejected. These findings differ from those of Spicer (1982), whose findings suggested that mean scores were remarkably similar and that the differences were attributed to random chance.

Hypothesis 3 was to determine if statistically significant differences exist between members and nonmembers in the perceived opportunities to develop the four categories of leadership skills. It was determined that the data was statistically significant. Members, across all VSOs, were found to perceive greater opportunity to develop the four categories of leadership skills than nonmembers. Hypothesis 3 was rejected. These findings support the work of Spicer (1982).

Hypothesis 4 looked for statistically significant differences between the six VSOs, regardless of membership status, in the perceptions of opportunities to develop the four categories of leadership skills. Significant differences were found to exist. A Bonferroni post hoc test was used to locate the differences. After the adjustment, only four mean

differences were found. They were between: DECA and TSA; DECA and VICA; DECA and FBLA; and TSA and FFA. Without regard to membership status, significant differences did exist. Hypothesis 4 was rejected. These findings were very similar to those of Spicer (1982).

Hypothesis 5 looked at possible differences between VSOs in the perceptions of opportunities to develop the four categories of leadership skills, depending upon membership. Statistically significant differences were found between membership status and VSO in each of the four categories of leadership skill, with the exception of occupational skills development. The data was split and it was found that there was a statistically significant difference in occupational skills development by membership status. A determination then had to be made as to where the difference existed. It was determined that statistically significant differences existed in FBLA, DECA, and TSA. Hypothesis 5 was rejected due to the significant differences. Spicer (1982) had similar findings.

A determination was made concerning the commonality of potential leadership skills among each of the VSOs. A minimum mean score of 3.3 and agreement of at least four VSOs was established as the requirements for commonality. Spicer (1982) found 80 of the 93 statements on the questionnaire to be common. However, this study found that only 46 of the 93 statements were common. The main category of concern was the organization activities category. Only one of the 38 statements in this category was found to be common.

Conclusions

Generalizations and implications from this study appear to be valid within the limitations established for the study. Some caution must be observed, however, due to several factors. These include population and relevant environmental conditions that are part of the secondary school system, quality of vocational faculty, prevailing attitude of the school community, public support, vocational facilities, existence of school leadership, sponsor cooperation, and other similar factors.

The results of this study support the work of many individuals and organizations. Harris and Sweet (1981) listed leadership skills as a benefit provided through active participation in VSOs. Miller (1983) concurred by suggesting many benefits that could be received through VSO membership, one being providing their members with personal development, leadership, and interpersonal skills. Miller (1985) stated that activities are built into every VSO that are designed to assist student members in developing their full leadership potential.

With the results found here, leadership skills are perceived by both members and nonmembers of vocational organizations. However, the perceptions of members are consistently higher than nonmembers. Members, regardless of their hierarchical level within the organization, benefit from their association. Bice (1977) contends that it was not the need for leadership that caused the development of such organizations but that leadership development was the result of VSOs.

Each of the six VSOs is organized in a similar manner. They integrate leadership skill development into their organizational activities. The Official FFA Manual (2000-2001) purports, as one of its primary objectives, to make a positive difference in the lives of young people by developing their potential for premier leadership.

Within the limitations of this study, the following conclusions are supported:

1. The six vocational student organizations provide opportunities which potentially lead to the development of leadership skills.
2. Members of all student organizations perceive greater opportunities for the development of leadership skills than do nonmembers.
3. Differences in the perceived degree of opportunity to develop leadership skills vary among members of the six organizations.
4. Differences exist between member and nonmember vocational students in the perceived opportunity to develop leadership skills, depending upon the specific vocational youth organization to which they are affiliated. When comparing all six

organizations, DECA members perceive greater opportunities for leadership skill development while TSA members perceive the least. Vocational students who are affiliated with but remain nonmembers of FFA perceive greater opportunities for leadership skill development while TSA perceives the least.

5. In the perception of opportunities to develop the four categories of leadership skills in the vocational student organizations, nonmembers and members ranked them (from greatest to least) as: (1) interpersonal skills development, (2) occupational skills development, (3) citizenship characteristics and (4) organizational activities.
6. Vocational student organizations are offering fewer opportunities for leadership skill development in the organization activities category than were offered 20 years ago.

Several implications can also be drawn from this study based on the findings. First, all of the students surveyed perceived some opportunity for developing leadership skills through their respective student organization, regardless of their membership status. Second, vocational student organizations provide learning experiences far beyond leadership skill development. Through organizational affiliation, there is the potential for developing personal, social and educational skills. Third, there is evidence of low enrollment in vocational student organizations even though such organizations provide opportunities to develop leadership skills and other skills beyond leadership development. Finally, no means of evaluating the strength or quality of particular organizations within the school system which produced the population of this study was taken into account. A portion of the variation between specific perceptions of the organization should be attributed to this factor.

Recommendations

The following recommendations have been based on the findings, conclusions, and implications of this research study.

1. The leadership skills should provide direction for structuring activities within vocational organizations.

2. Persons responsible for teacher education programs should give consideration to the development of competencies needed by advisors to vocational student organizations as it relates to those leadership skills common to all six student organizations.
3. Student teachers should be placed with master vocational teachers who implement leadership development as an integral part of their vocational program.
4. Vocational teachers should regularly attend in-service opportunities where strategies can be developed for integration of student organization activities into the classroom curriculum.
5. Further research should be conducted to determine if other skills are offered by the various vocational student organizations

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APPENDICES

APPENDIX A
JURY OF EXPERTS

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APPENDIX B
POTENTIAL LEADERSHIP SKILL DEVELOPMENT
SURVEY INSTRUMENT

POTENTIAL LEADERSHIP SKILL DEVELOPMENT SURVEY

Instructions for Members of Vocational Student Organizations

The purpose of this research is to determine the potential leadership skills developed in your vocational organization. Please indicate the extent that the opportunity to develop each leadership skill exists in the vocational youth organization of which you are a member. You are asked to draw a CIRCLE around the number representing each leadership skill that best indicates the extent of your agreement or disagreement with that statement.

Instructions for Students Who Are Not Members of Vocational Student Organizations

The purpose of this research is to determine potential leadership skill development. Please indicate the extent that the opportunity to develop each leadership skill exists for you, without regard to membership in any vocational student organization. You are asked to draw a CIRCLE around the number representing each leadership skill that best indicates the extent of your agreement or disagreement with that statement.

Response Scale:

- An opportunity seldom or rarely exists 1
 An opportunity exists at least once every few months 2
 An opportunity exists at least once a month 3
 An opportunity exists at least once a week 4
 An opportunity exists practically every day 5

Example:

1. Identify personal goals 1 2 3 4 **5**

Students are not required in any way to complete this survey. The information that you supply on this instrument will be held in strict confidence.

- | | |
|---|-----------|
| 1. Strive to perform to the best of one's ability | 1 2 3 4 5 |
| 2. Respect individuality | 1 2 3 4 5 |
| 3. Demonstrate ability to be a follower | 1 2 3 4 5 |
| 4. Plan activities to help reach personal goals | 1 2 3 4 5 |
| 5. Demonstrate good human relations techniques in a variety of situations | 1 2 3 4 5 |
| 6. Cope effectively in a variety of situations | 1 2 3 4 5 |
| 7. Assume responsibility for personal behavior | 1 2 3 4 5 |
| 8. Develop self-understanding | 1 2 3 4 5 |
| 9. Demonstrate excellence in accomplishments | 1 2 3 4 5 |
| 10. Strive for personal development | 1 2 3 4 5 |
| 11. Examine personal values | 1 2 3 4 5 |
| 12. Stimulate the desire for learning | 1 2 3 4 5 |

13. Develop desirable personal attributes such as dependability, responsibility and initiative	1	2	3	4	5
14. Achieve personal goals	1	2	3	4	5
15. Respect the property of others	1	2	3	4	5
16. Strengthen relationships among family members	1	2	3	4	5
17. Listen attentively	1	2	3	4	5
18. Make intelligent decisions	1	2	3	4	5
19. Display a cooperative attitude	1	2	3	4	5
20. Improve home life	1	2	3	4	5
21. Participate in self-improvement activities	1	2	3	4	5
22. Express openly one's opinion	1	2	3	4	5
23. Report information accurately	1	2	3	4	5
24. Develop occupational skills	1	2	3	4	5
25. Demonstrate decision-making skills	1	2	3	4	5
26. Demonstrate excellence in skill training	1	2	3	4	5
27. Uphold the majority decision	1	2	3	4	5
28. Promote worthwhile activities	1	2	3	4	5
29. Prepare for employment	1	2	3	4	5
30. Communicate the relationships of the vocational student organization to the curriculum and vocational education	1	2	3	4	5
31. Complete projects started	1	2	3	4	5
32. Develop salable personality to complement salable skill	1	2	3	4	5
33. Demonstrate proficiency in occupational terminology	1	2	3	4	5
34. List the fundamentals of the American democracy	1	2	3	4	5
35. Explore occupational opportunities	1	2	3	4	5
36. Establish realistic occupational goals	1	2	3	4	5
37. Prepare for leadership role beyond the vocational student organization	1	2	3	4	5
38. Acquire self-confidence	1	2	3	4	5
39. Demonstrate problem-solving ability	1	2	3	4	5
40. Develop occupational competence	1	2	3	4	5
41. Perform committee assignments	1	2	3	4	5
42. Prepare notebook verification of accomplishments	1	2	3	4	5
43. Prepare a newspaper article	1	2	3	4	5

44. Recite the motto of the organization	1	2	3	4	5
45. Participate in state activities of the organization	1	2	3	4	5
46. Prepare a speech	1	2	3	4	5
47. Take part in the state convention	1	2	3	4	5
48. Participate in the national convention	1	2	3	4	5
49. Perform role in closing ceremony	1	2	3	4	5
50. Attend the organization's camp	1	2	3	4	5
51. Participate in leadership conference	1	2	3	4	5
52. Take active part as a team member	1	2	3	4	5
53. Explain the purposes of the organization	1	2	3	4	5
54. Accept an office in the organization	1	2	3	4	5
55. Assume chairperson role of a committee	1	2	3	4	5
56. Participate in competitive events	1	2	3	4	5
57. Assist in fund-raising project	1	2	3	4	5
58. Exhibit a project in a fair	1	2	3	4	5
59. Take part in a safety program	1	2	3	4	5
60. Participate in occupational skill events	1	2	3	4	5
61. Perform role in opening ceremony	1	2	3	4	5
62. Attend chapter meetings regularly	1	2	3	4	5
63. Earn recognition through chapter achievements	1	2	3	4	5
64. Demonstrate the correct procedures for conducting the organization's business	1	2	3	4	5
65. Prepare adequate records	1	2	3	4	5
66. Develop materials for the news media	1	2	3	4	5
67. Participate in public speaking contests	1	2	3	4	5
68. Evaluate chapter programs	1	2	3	4	5
69. Plan chapter programs	1	2	3	4	5
70. Use correct parliamentary procedures	1	2	3	4	5
71. Conduct chapter activities	1	2	3	4	5
72. Explain the meaning of the emblem of the organization	1	2	3	4	5
73. Plan chapter activities	1	2	3	4	5
74. Organize chapter events	1	2	3	4	5
75. Participate in projects sponsored by the organization	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 76. Present a speech | 1 | 2 | 3 | 4 | 5 |
| 77. Arrange an educational tour | 1 | 2 | 3 | 4 | 5 |
| 78. Take an active part in job interview contest | 1 | 2 | 3 | 4 | 5 |
| 79. Encourage recreational and leisure activities for groups and individuals | 1 | 2 | 3 | 4 | 5 |
| 80. Promote youth/adult interaction | 1 | 2 | 3 | 4 | 5 |
| 81. Communicate well with groups | 1 | 2 | 3 | 4 | 5 |
| 82. Interact with peers | 1 | 2 | 3 | 4 | 5 |
| 83. Give constructive criticism | 1 | 2 | 3 | 4 | 5 |
| 84. Improve the welfare of the community | 1 | 2 | 3 | 4 | 5 |
| 85. Perform volunteer work | 1 | 2 | 3 | 4 | 5 |
| 86. Increase awareness of multiple roles of men and women | 1 | 2 | 3 | 4 | 5 |
| 87. Participate in community projects | 1 | 2 | 3 | 4 | 5 |
| 88. Seek opinions of others | 1 | 2 | 3 | 4 | 5 |
| 89. Supervise children's activities | 1 | 2 | 3 | 4 | 5 |
| 90. Serve as a peer educator | 1 | 2 | 3 | 4 | 5 |
| 91. Lead group discussions | 1 | 2 | 3 | 4 | 5 |
| 92. Demonstrate effective ways of working with groups | 1 | 2 | 3 | 4 | 5 |
| 93. Assist others in career decisions | 1 | 2 | 3 | 4 | 5 |
| 94. Please circle the vocational student organization that you are a member of: | | | | | |
| a. FFA | | | | | |
| b. FBLA | | | | | |
| c. FCCLA | | | | | |
| d. DECA | | | | | |
| e. TSA | | | | | |
| f. VICA | | | | | |

-Or-

If you are not a member of any vocational student organization, please circle instead the vocational program in which you are enrolled:

- g. Agriculture, Horticulture
- h. Business Education
- i. Family and Consumer Sciences
- j. Marketing Education
- k. Technology Education
- l. Diversified Cooperative Training, Drafting, Health Occupations, Construction, Integrated Manufacturing Technology, Graphic Arts

APPENDIX C

LETTER REQUESTING PERMISSION TO USE SURVEY INSTRUMENT

May 10, 2001

Dr. Pat Spicer
CADD Professor
Engineering Technology Department
Western Illinois University
Macomb, IL 61455

Dear Dr. Spicer:

Thank you for your verbal agreement allowing me to use the instrument you developed to gather data for your doctoral study, Perceptions of Opportunities to Develop Potential Leadership Skills By Members and Nonmembers of Five Secondary Vocational Youth Organizations. This instrument, "Potential Leadership Skill Development Survey," will be utilized in my doctoral study of the impact of vocational student organizations on the opportunities for leadership skill development perceived by secondary vocational students.

I plan to survey a random sample of vocational students throughout Hall County. Therefore, I am requesting written permission to use the instrument in my study. I believe this study will be useful for vocational student organizations and will substantiate the findings of your study.

This study will be under the direction of my major professor, Dr. David Weller.

Sincerely Yours,

Damon Gibbs
Assistant Principal

APPENDIX D
COVER LETTER TO SCHOOL SUPERINTENDENT

March 12, 2002

Dr. Dennis Fordham, Superintendent
Hall County School System
711 Green Street, NE
Gainesville, Georgia 30501

Dear Dr. Fordham:

I am conducting a research project to examine the impact of vocational student organizations on the opportunities for leadership skill development perceived by secondary vocational students in Hall County. The study will be under the direction of Dr. David Weller, Department of Educational Leadership, University of Georgia.

As part of this research, I seek your permission to involve the club advisors, officers, and a random sample of members and nonmembers of the National FFA Organization; Future Business Leaders of America; Family, Career and Community Leaders of America; DECA, An Association of Marketing Students; the Technology Student Association; and Skills USA – VICA. The questionnaires will be completed during vocational classes only and will average approximately fifteen minutes to complete.

I will work out a schedule with each of the principals so that the research effort will not in any way detract from their classes or lab work.

Since so little research has been conducted regarding vocational youth organizations, your permission is of crucial importance and will be greatly appreciated.

Sincerely,

Damon Gibbs
Assistant Principal

APPENDIX E
COVER LETTER TO SCHOOL PRINCIPAL

March 12, 2002

Mr. Gary Brown, Principal
North Hall High School
4885 Mt. Vernon Road
Gainesville, Georgia 30505

Dear Mr. Brown:

I am conducting a research project to examine the impact of vocational student organizations on the opportunities for leadership skill development perceived by secondary vocational students in Hall County. The study will be under the direction of Dr. David Weller, Department of Educational Leadership, University of Georgia.

As part of this research, I seek your permission to involve the club advisors, officers, and a random sample of members and nonmembers of the National FFA Organization; Future Business Leaders of America; Family, Career and Community Leaders of America; DECA, An Association of Marketing Students; the Technology Student Association; and Skills USA – VICA. The questionnaires will be completed during vocational classes only and will average approximately fifteen minutes to complete.

I will work out a schedule with you so that the research effort will not in any way detract from their classes or lab work.

Since so little research has been conducted regarding vocational youth organizations, your permission is of crucial importance and will be greatly appreciated.

Sincerely,

A. Damon Gibbs
Assistant Principal

APPENDIX F
CORRESPONDENCE WITH VSO STATE ADVISOR

November 16, 2001

Dear State Advisor:

A research project is in progress to reveal information about the vocational student organizations. Because of your leadership position and involvement in a vocational student organization, you have been selected to participate in this study.

As you react to the questionnaire, your responses should reveal your perceptions about the questionnaire available through participation in the vocational student organization of which you are advisor. The instrument is designed to identify potential leadership skills common to and developed through various vocational student organizations.

No attempt will be made to identify you. All data collected will be confidential and will remain completely anonymous. The code on the questionnaire is to assist me in follow-up procedures. The data collected from the questionnaire will be summarized by groups and reported in categories. The completion of the instrument should take no more than ten minutes.

Your cooperation in completing the questionnaire will contribute to the success of this research and reveal valuable information about vocational student organizations. I appreciate your participation. Please respond to the questionnaire and return today in the enclosed self-addressed, stamped envelope.

If you would like to have a copy of the research findings, please e-mail me at damon_gibbs@yahoo.com.

Sincerely,

A. Damon Gibbs
Assistant Principal

Research at the University of Georgia that involves human participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Dr. Chris A. Joseph, Ph.D., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706)542-6514; E-Mail Address: IRB@uga.edu.

APPENDIX G
CORRESPONDENCE WITH VSO LOCAL ADVISOR

November 16, 2001

Dear VSO Advisor:

A research project is in progress to reveal information about the vocational student organizations. Because of your leadership position and involvement in a vocational student organization, you have been selected to participate in this study.

As you react to the questionnaire, your responses should reveal your perceptions about the questionnaire available through participation in the vocational student organization of which you are advisor. The instrument is designed to identify potential leadership skills common to and developed through various vocational student organizations.

No attempt will be made to identify you. All data collected will be confidential and will remain completely anonymous. The data collected from the questionnaire will be summarized by groups and reported in categories. The completion of the instrument should take no more than ten minutes.

Your cooperation in completing the questionnaire will contribute to the success of this research and reveal valuable information about vocational student organizations. I appreciate your participation. Please respond to the questionnaire and return today in the enclosed self-addressed, stamped envelope.

If you would like to have a copy of the research findings, please e-mail me at damon_gibbs@yahoo.com.

Sincerely,

A. Damon Gibbs
Assistant Principal

Research at the University of Georgia that involves human participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Dr. Chris A. Joseph, Ph.D., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706)542-6514; E-Mail Address: IRB@uga.edu.

APPENDIX H
CORRESPONDENCE WITH VSO STATE OFFICER

November 16, 2001

Dear State Officer:

A research project is in progress to reveal information about the vocational student organizations. Because of your leadership position in a vocational student organization, you have been selected to participate in this study.

To assist in identifying potential leadership skills common to and developed through the various vocational student organizations, please respond to the enclosed questionnaire and return in the convenient self-addressed, stamped envelope. Your responses should reflect your perceptions about the opportunities available through participation in the vocational student organization of which you are an officer.

No attempt will be made to identify you. All data collected will be confidential and will remain completely anonymous. The data collected from the questionnaire will be summarized by groups and reported in categories. The completion of the instrument should take no more than ten minutes. The code on the questionnaire is to assist me in follow-up procedures.

Your cooperation in completing the questionnaire will contribute to the success of this research and reveal valuable information about vocational student organizations. I appreciate your participation. Please respond to the questionnaire and return today in the enclosed self-addressed, stamped envelope.

Sincerely,

A. Damon Gibbs
Assistant Principal

Research at the University of Georgia that involves human participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Dr. Chris A. Joseph, Ph.D., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706)542-6514; E-Mail Address: IRB@uga.edu.

APPENDIX I
CORRESPONDENCE WITH VSO STUDENT

November 16, 2001

Dear Vocational Student:

This letter is a request for you to participate in a research study titled 'The Impact of Vocational Student Organizations on the Opportunities for Leadership Skill Development Perceived by Secondary Vocational Students'. The study is being conducted by A. Damon Gibbs, Department of Educational Leadership, (770) 983-7331, under the direction of Dr. David Weller, Department of Educational Leadership, (706) 542-4167. You do not have to take part in this study and can stop taking part at any time without giving reason, and without penalty.

The purpose of this study will be to examine the low enrollment in vocational student organizations and then determine if it is a function of student's perceptions of the opportunities for the realization of the development of leadership skills.

It is thought that by determining how students perceive their respective vocational student organizations, the potential of these organizations to grow and develop leadership skills in their members may be realized.

If you agree to participate in this study, you will be asked to complete the following questionnaire, which should occupy approximately twenty minutes of your time. The process should, in no way, be stressful or uncomfortable at any time.

There are no foreseeable risks involved in completing this survey and all results of the research will be held in confidence.

Sincerely,

A. Damon Gibbs
Assistant Principal

Research at the University of Georgia that involves human participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Dr. Chris A. Joseph, Ph.D., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706)542-6514; E-Mail Address: IRB@uga.edu.