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The Role of Arkansas FFA Chapter Reporters and Advisors

A thesis submitted in partial fulfillment of the requirements for the Dale Bumpers College of
Agricultural, Food and Life Sciences Honors Program

By

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Abstract

FFA reporters are tasked with conveying the FFA brand to the public. They are supposed to follow a set of guidelines set forth by the National FFA Organization that suggests different public relation activities for them to participate in. This organization has a long history of impacting the agriculture industry, but who tells people about it?

In 2018 the University of Arkansas agriculture education, communication and technology department sent a team of students and professors traveled to the 91st Arkansas FFA State Convention to work the media room. This team was in charge of creating different communication pieces for Arkansas FFA members to publicize their success, but it was mainly intended to help make the reporters' jobs easier. It was noticed that the reporters weren't using the products from the media room. The advisors were using some of them, but mostly incorrectly.

This study compared reporter duties assigned by national FFA to the actual duties performed by chapter reporters. It also determined the FFA advisor's role in communicating chapter activities to the public. Through an electronic survey sent out via email, data was collected surrounding the mentioned areas.

The results determined that the reporters are not completing a majority of the duties prescribed by the National FFA Organization, they are still mostly serving as the chapter reporter. Several of the duties are being performed by FFA advisors instead of the reporters. They were shown to be coordinating the sharing of chapter information with local radio, television, newspaper and service clubs. They also publish the chapter newsletter, maintain a website and/or submit press releases to news outlets. It was also seen that the advisors send local stories to area, district and/or state publications. A couple of the duties were not shown to be

completed. The chapters that responded showed they did not send photos or articles to FFA New Horizons or other national publications, and they don't maintain a chapter scrapbook.

Future research should evaluate the obstacles preventing reporters from completing their duties. Further study can be completed to determine the duties that reporters and advisors are fulfilling that are not laid out by national FFA. There is a great need for training officers in their specific duties, specifically reporters. This research, along with future data, can be used as a foundation to create educational content for workshops and/or complete courses.

Introduction and Literature Review

FFA in Arkansas has 15,991 members in 229 chapters and 333 agricultural science teachers (Arkansas FFA, 2020). FFA focuses on premier leadership, personal growth and career success development. Members of the organization engage in these developmental and growth activities through agricultural education (Arkansas FFA, 2020). “Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems” (Division of Career and Technical Education, 2020, para.4). School-based agricultural education uses a three-component mode that includes classroom and laboratory learning, Supervised Agricultural Experience, and FFA (National FFA Organization, 2020). Arkansas agricultural education, which includes agricultural science teachers, is part of the Career and Technical Education division of the Arkansas Department of Education (Division of Career and Technical Education, 2020).

History of the FFA Organization

The Future Farmers of America (FFA) was developed from courses in vocational agriculture that were established by the 1917 Smith-Hughes National Vocational Education Act. In 1925, three agricultural educators saw the importance for an agricultural organization for high school-aged youth. They organized the Future Farmers of Virginia for boys in their agricultural classes, which served as a model for the Future Farmers of America (FFA) later in 1928 (FFA History, 2019).

Soon other agriculture teachers learned about the organization and the national organization was founded in 1928 in Kansas City, Missouri in the Baltimore Hotel. Eleven years later, in 1939, a national FFA camp was founded in Alexandria, Virginia. Five years after that the National FFA Foundation was created to generate financial support from business and

industry to support the national organization. In 1950 Congress passed Public Law 740, giving FFA a federal charter. New Farmers of America, the organization for African American agriculture students, merged with FFA in 1965. Four short years later in 1969, girls were allowed to join the national organization. FFA changed its name in 1988 to the National FFA Organization to reflect the growing diversity of the organization (The National FFA Organization, 2018). Today, the National FFA Organization is made of more than 8,600 chapters nationwide (National FFA Organization, 2020).

Just under 25 years after the FFA, now known as the National FFA Organization, was founded in Kansas City, the first issue of *The National Future Farmer* magazine was published under the direction of A.W. Tenney (Camp & Crunkilton, 1985). This was the start of agricultural communications within the young organization. Later, in 1984 the first FFA TV public service announcements aired. In 1989, *The National Future Farmer* changed its name to *FFA New Horizons*, which is how it is known today. The first live webcast of the National FFA Convention premiered in 2004. Throughout the entire history of the National FFA Organization, there have been milestones within their communication efforts, but they still have room to improve (FFA History, 2019).

Roles of the FFA Advisor

The FFA advisor has several roles in the FFA chapter mainly supervising chapter activities throughout the year. Specific FFA advisor duties as outlined by the National FFA Organization include:

- staying informed about FFA programs, events and resources;
- sharing related information with students

- recruiting prospective students to FFA and informing their parents about the FFA program
- instructing students in leadership and personal development
- fostering school and community support for the program
- encouraging member to be engaged and involved in all FFA activities; and
- preparing students for involvement in competitive events and awards programs (National FFA Organization, 1998).

Qualities Indicators of Successful Advisors

Studies have found that advisors of quality programs demonstrate care, exhibit high moral standards, establish standards for students and provide support throughout activities (Nowak, Pavelock, Ulrich, & Wolfskill, 2019). The transformation leadership style was demonstrated foremost by advisors of successful FFA programs in Texas, as indicated by programs which received the Golden Horizon Award. Transactional leadership and laissez-faire leadership styles were used less, but advisors did indicate use of multiple styles.

Transformational leadership style characteristics include inspiring a vision for the chapter and gives consideration to members (Nowak, Pavelock, Ulrich, & Wolfskill, 2019). Additionally, it was found that advisers with higher degrees and those who had participated in more leadership trainings were less likely to use laissez-faire style. Hortsmier and Nall (2007) found that advisors were key to involvement in activities for members. Advisors were identified as allowing students to go to different events, collaborated to get students thinking, encouraged students to apply for officer positions and make the experiences fun. Students positively described their advisors as directing and encouraging as well as allowing members take responsibility and partnering with them on project and events.

Roles of FFA Officer Team

The FFA officer team has general duties within the chapter. The FFA officer team has 7 positions including president, vice president, secretary, treasurer, reporter, sentinel and advisor. Each officer is expected to serve as leaders and mentors to other chapter members. Additionally, an officer is charged with the task of planning chapter activities that encourage involvement and active participation in chapter activities. Officers should exemplify the core values of the FFA Organization mission statement: “Learning to do, doing to learn, earning to live, and living to serve” (The National FFA Organization, 2018). Additionally, each officer is charged with demonstrating the following:

- a genuine desire to be part of a leadership team,
- a willingness to accept responsibility,
- a sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals,
- a commitment to lead by example,
- knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs,
- a working knowledge of parliamentary procedure;
- and the ability memorize official ceremonies (The National FFA Organization, 2018).

Roles of FFA Reporter

The roles of the FFA Reporter are more in-depth and focus on public relations efforts on behalf of their chapter. Specific reporter duties, as outlined by the National FFA Organization, include:

- serving as the chair of the Program of Activities (POA) public relations committee,

- planning public information programs with local radio, television, newspaper and service clubs,
- utilizing use of other opportunities to tell the FFA story,
- releasing news and information to local and regional news media,
- publishing a chapter newsletter and website,
- preparing and maintaining a chapter scrapbook,
- sending local stories to area, district and state reporters and to any school publications,
- sending articles and photographs to *FFA New Horizons* and other national and regional publications and websites,
- working with local media on radio and television appearances and FFA news;
- and serving as the chapter photographer.

CTSO participation and officer roles

Huntsman (2012) found that among the 1,349 Hillyard Technical Center high school students, those involved in CTSOs had slightly higher GPAs and CTE class grades were higher for CTSO members who were also in CTE classes when compared to non-members. Kagay, Marx, and Simonsen (2015) determined that FFA members accepted leadership roles due to personal satisfaction and out of a sense of responsibility. FFA leadership positions were also rated as desirable due to the recognition and power associated with such roles. Officers were described as extraverted with good communication abilities by members. Strong leadership barriers identified, included time commitment and communication. High expectations was another barrier that was cited by chapter officers in this study (Kagay, Marx, & Simonsen, 2015). Students encouraged by advisors to pursue officer roles were more likely to take interest. Conversely, students were less likely to pursue leadership roles of the advisor had never

indicated believe in their abilities. It was observed that more time and attention was invested in particular students which discouraged students who did not receive the same time and attention (Kagay, Marx, & Simonsen, 2015).

Leadership Defined

Leadership is defined in many ways. One of the earlier theories of leadership, the trait theory, states that individuals are born with distinct traits and personality characteristics that naturally enable them to become successful leaders. While a majority of researchers agree that there are certain traits that are highly associated with leadership ability, the trait theory has been pushed to the background as newer theories have made their way to the foreground (Wynn, 2012). Kouzes and Posner (2010) believe that leadership is a set of skills that can be learned, improved upon and taught to others (Kouzes & Posner, 2010). Northouse defines leadership as “a process in whereby an individual includes a group of individuals to achieve a common goal (Northouse, 2017).”

Youth Development Through Leadership Roles

Students who were members of 4-H and FFA gained valuable leadership skills and practiced those in other activities (Park & Dyer, 2005). Research shows students who were FFA members had higher leadership abilities than those who were not FFA members (Ricketts & Newcomb, 1984). The Purdue University/Horatio Alger study of FFA members demonstrated students involved in leadership activities and officer positions were more likely to earn higher grade point averages, play sports, and be engaged within their communities (Balschweid & Talbert, 2004). Other research identified 4-H (74%) and FFA (68%) were in the top five student organizations that prepared high school students with leadership experiences before college (Allen et al., 2007).

The Concept of Integrated Marketing Communications

FFA reporters have an opportunity to grow as leaders while also providing an important service to their local chapter. The reporter's primary responsibility is to promote the FFA brand. Branding is a concept in the discipline of marketing communications that describes how organizations create and maintain their reputation. One popular approach to branding is Integrated Marketing Communications (IMC).

“[IMC is a] concept of marketing communications planning that represents the added value of a comprehensive plan that evaluates the strategic roles of a variety of communications disciplines—general advertising, direct response, sales promotion and public relations—and combines these disciplines to provide clarity, consistency and maximum communication impact (Caywood, 2011).”

IMC is divided into advertising, public relations, direct marketing, sales promotions and personal selling. The most important part of this model for FFA reporters is public relations (PR). PR consists of community relations efforts and media relations efforts. Many of the reporter's responsibilities include tasks related to these two types of public relations efforts. Public relations is about a large reach and targeting specific audiences with a message. This is typically free or inexpensive and helps the brand awareness/credibility.

Problem Statement

The National FFA Organization has a brand that needs to be conveyed to the public. That job falls on the chapter reporter who has a full list of duties in the *National FFA Official Manual* (The National FFA Organization, 2018).

In April 2018, three agricultural communications and leadership faculty and 11 agricultural communications and leadership undergraduate students from the University of

Arkansas coordinated the first Arkansas FFA Media Room during the 91st Arkansas FFA State Convention. Duties of the media room included stage, backstage and candid photography, social media content creation and management, press release writing/editing and publishing and updating the Arkansas FFA website. The media room received overall positive reception from agricultural teachers, advisors, state staff, and state constituents. However, post-convention media room members noticed content was not used for its intended purpose. Advisors were seen posting the press releases directly to social media sites instead of sending to news outlets for intended publication. Several photos were used without the cut lines provided by the media room team. Many advisors and parents did not utilize the professional stage and backstage photography (personal experience, 2018).

Upon further exploration, it was discovered the FFA chapter advisors were the ones using the media room products, not the individual serving as the FFA chapter reporter. Therefore, the researchers began to question how to determine the actual role and actions of a chapter FFA reporter.

Purpose and Objectives

This study was designed to gather information about the roles and duties of an FFA chapter reporter. This purpose was accomplished by the following objectives:

1. Compare reporter duties assigned by national FFA to the actual duties performed by chapter reporters.
2. Determine FFA advisor's role in communicating chapter activities to the public.

Limitations

This study has the following limitations:

1. The findings of this study are limited to the FFA advisors within the state of Arkansas and cannot be generalized to other populations.
2. This study used a survey to collect information from participants. Therefore, there is a possibility participants provided dishonest answers.
3. Survey participants could have experienced survey fatigue. Therefore, not all participants answered each survey question.
4. It should be noted research plans had to be altered because of the COVID-19 pandemic. The study had to be converted from paper survey administered at face to face events to an electronic survey and subjects were solicited to participate by email.
5. Because of the COVID-19 pandemic, FFA advisors were not allowed access to school facilities and might not have had access to school emails or had adequate internet capabilities at their homes.

Assumptions

The following assumptions were made for this study:

1. Participants answered the survey openly and honestly.
2. Participants were actively serving as an FFA advisor.
3. Participants have a general interest in participating in this survey and did not have any other motives.
4. Participants were not compensated in any way for their participation in the study.
5. Participants had access to school email accounts and internet service.
6. Participants had a valid email address listed in the Arkansas FFA online directory.

Methodology

This study was conducted as part of a larger study focused on the communication patterns of Arkansas high school agricultural education teachers. The purpose of this study was to gather information about the roles and duties of an FFA chapter reporter.

This study followed a quantitative research design. The initial data collection instrument was designed by Settle Inc. and modified to fit the needs of this study. A series of 15 questions consisting of yes/no, Likert scale, and multiple choice were used to determine the duties carried out by the FFA chapter reporter and the FFA advisor. Questions proposed in the study included the following:

- Does your chapter have an FFA Reporter?
- Does the reporter serve as the chair of your Program of Activities (POA) Committee?
 - Who serves as the chair of your Program of Activities (POA) Committee?
(Please identify them by officer position or title such as teacher, parent, alumni.)
- Does the reporter coordinate the sharing of information with local radio, television, newspaper and/or service clubs?
 - Who coordinate the sharing of information with local radio, television, newspaper and/or service clubs? (Please identify them by officer position or title such as teacher, parent, alumni.)
- Does the reporter publish a chapter newsletter, website and/or press releases?
 - Who publishes a chapter newsletter, website and/or press releases? (Please identify them by officer position or title such as teacher, parent, alumni.)

- Does the reporter maintain a chapter scrapbook?
 - Who maintains a chapter scrapbook? (Please identify them by officer position or title such as teacher, parent, alumni.)
- Does the reporter send local stories to area, district and/or state publications?
 - Who sends local stories to area, district and/or state publications? (Please identify them by officer position or title such as teacher, parent, alumni.)
- Does the reporter send articles and photographs to the FFA New Horizons and/or national and regional FFA publications?
 - Who sends articles and photographs to the FFA New Horizons and/or national and regional FFA publications? (Please identify them by officer position or title such as teacher, parent, alumni.)
- Does the reporter serve as the chapter photographer?
 - Who serves as the chapter photographer? (Please identify them by officer position or title such as teacher, parent, alumni.)

The survey was reviewed by a panel of experts for face and content validity. The panel of experts consisted of agricultural leadership and communications faculty members, a graduate student researcher who was a former chapter reporter, the Arkansas FFA state staff, and the current Arkansas FFA State Officer team. The complete survey instrument is included in Appendix A.

Participants

It should be noted data collection plans had to be altered because of the COVID-19 pandemic. Originally, data was to be collected during the Arkansas State FFA Career Development Events (CDEs) and the Arkansas FFA State Convention. The majority of FFA

advisors are present at one or both of these events and would have provided the opportunity to conduct a census survey. However, strict guidelines for physical distancing were implemented throughout Arkansas because of the COVID-19 pandemic. Both events were postponed to a later date and eventually converted to a virtual format. Therefore, the researchers regrouped and converted the survey to an electronic format administered through Qualtrics.

This is a census study meaning all Arkansas FFA advisors were solicited to participate in the study. Information was obtained from the Arkansas FFA state office and a list of 288(N) FFA advisors were identified. The list was checked for accuracy by the Arkansas FFA state staff as well as the Director of the Arkansas FFA Foundation.

Institutional Review Board

In compliance with the University of Arkansas policies and federal regulations, research involving human subjects is required to be submitted, reviewed, and approved before research completion. Following this policy, our study was approved by the University of Arkansas Institutional Review Board (IRB) office. The approval number provided for this research is IRB #2002248372 (see Appendix B).

Data Collection and Analysis

The study was comprised of yes/no, multiple choice, and Likert scale questions and sought to gather information about the roles and duties of the FFA chapter reporter and FFA advisor. An initial email was sent to all FFA advisors explaining the purpose of the study, soliciting their participation, and included the Qualtrics link to the online survey. Arkansas FFA state staff sent two emails with the survey link to the Arkansas FFA listserv encouraging all FFA advisors to participate in the study. Additionally, for three weeks researchers joined the weekly FFA advisors virtual staff meetings to encourage participation in the study. Approximately 50 FFA advisors were present at each meeting. All virtual meetings were recorded and uploaded to the Arkansas FFA YouTube channel where each meeting received an additional 80-100 views. The researchers sent two follow-up emails to FFA advisors reminding them to participate. These actions align with best practices identified by Dillman to ensure an adequate response rate for

electronic surveys (Dillman, 2000). After two weeks of data collection, the survey was closed. Data was analyzed using frequencies, means, and percentages.

Findings

This section presents the findings from the data collection of this study. A total of 288 (N = 288) FFA advisors were identified. A total of 111 (n = 111) FFA advisors participated in this study, resulting in a 38% response rate. The findings of this study are reported according to the two objectives which guided this study.

Comparison of Chapter Reporter Duties

Objective one sought to compare reporter duties as assigned by the National FFA Organization to the actual duties performed by chapter reporters. The National FFA Organization defined the duties of a chapter reporter in the Official FFA Manual (National FFA Organization, 2018). Reporter officer duties include the following:

1. Serve as chair of the Program of Activities (POA) public relations committee.
2. Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
3. Release news and information to local and regional news media.
4. Publish a chapter newsletter or website.
5. Prepare and maintain a chapter scrapbook.
6. Send local stories to area, district and state reporters and to any school publications.
7. Send articles and photographs to *FFA New Horizons* and other national and regional publications and websites.
8. Work with local media on radio and television appearances and FFA news.

9. Serve as the chapter photographer.

Questions related to this objective asked about the chapter reporter's role in each of these defined duties. When addressing the chair of the Program of Activities public relations committee, we In regards, to coordinating the sharing of information with the local radio, television and newspapers, 53% (n = 48) of respondents indicated the FFA chapter reporter performed this duty. In regard to publishing a chapter newsletter, website and/or press releases, 30% (n = 27) of respondents stated their FFA chapter did not publish a newsletter, press releases, and/or a website. Additionally, 48% (n = 43) respondents who did publish a chapter newsletter or website claimed it was not their chapter reporter but rather the advisor who completed the task.

Maintaining a chapter scrapbook is outlined as a duty of the FFA chapter reporter. However, 39% (n = 35) stated their chapter does not maintain a chapter scrapbook. The 61% (n = 55) of participants whose chapter did maintain a scrapbook, 49% (n = 27) of the chapter reporters completed this task.

A total of 71% (n = 64) of the respondents stated their chapter does send stories to local, district, and/or state publications. However, participants cited only 42% (n = 27) of FFA chapter reporters complete this duty. Additionally, 54% (n = 48) stated their chapter does not send photos or articles to the *FFA New Horizons* magazine or other national publications. Of those who do, 0.01% (n = 1) of chapter reporters complete this duty.

Finally, a total of 63% (n = 55) of the respondents stated their reporter does serve as the chapter photographer.

FFA Advisor's Role in Communicating Chapter Activities to the Public

Respondents stated FFA chapter advisors complete many of the duties assigned to the chapter reporter. A total of 94% (n = 30) of the respondents stated they (as the FFA advisor)

coordinated the sharing of chapter information with local radio, television, newspaper and service clubs to communicate their clubs activities, accomplishments, and events. As stated earlier, 30% (n = 27) of chapters did not publish a chapter newsletter, maintain a website, or submit press releases to news outlets. Of the chapters who engage in this assigned duty, 86% (n = 25) of the respondents claimed chapter advisors handled this responsibility. Moreover, of the chapters (71%; n = 64) who send local stories to area, district and/or state publications, 42% (n = 27) of the chapter advisors are responsible for submitting the stories.

Respondents cited only 27% (n = 9) of chapter advisors are responsible for taking photographs and further indicated the majority of this responsibility falls on the chapter reporter.

Conclusions and Recommendations

The National FFA Organization outlines nine basic duties of the chapter FFA reporter.

The FFA chapter reporter should:

1. Serve as chair of the POA public relations committee.
2. Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
3. Release news and information to local and regional news media.
4. Publish a chapter newsletter or website.
5. Prepare and maintain a chapter scrapbook.
6. Send local stories to area, district and state reporters and to any school publications.
7. Send articles and photographs to FFA New Horizons and other national and regional publications and websites.
8. Work with local media on radio and television appearances and FFA news.
9. Serve as the chapter photographer.

Conclusions

It should be noted the first defined duty of the chapter reporter was not addressed in this study. The wording on the survey instrument asked about the chapter reporter and FFA advisor's role in leading the POA committee instead of leading the POA public relations committee. The Program of Activities consists of 12 committees, and the public relations committee is one of these. Therefore, the wording confused the respondents and a majority of respondents cited the leadership of the POA committee is assigned to the FFA chapter vice president as defined in the FFA bylaws. Even though the survey instrument was thorough reviewed by a panel of experts consisting of faculty members, a graduate student with chapter officer experience, and the current Arkansas FFA State Officer team, this ambiguous wording was not caught. Therefore, data was not collected regarding the duty of the chapter reporter to serve as chair of the POA public relations committee.

Overall, the data presented three themes: duties conducted by the chapter reporter, duties conducted by the FFA advisor, and defined duties not completed by the chapter.

The chapter reporters are mainly responsible for serving as the chapter photographer.

Advisors are the ones that publish a chapter newsletter, website and/or press releases. They also share information with local radio, television, newspaper and service clubs. FFA Advisors were also sending stories to local, regional and state publications.

Finally, it was evident that chapters are not sending articles and photographs to FFA New Horizons and maintaining a chapter scrapbook.

Recommendations

One overall theme present in my data is that Arkansas FFA Reporters are no longer fulfilling their duties as prescribed by the National FFA Organization. Future research should

focus on expanding this study by examining if there are other duties chapter reporters are performing not listed by the National FFA Organization. For example, social media was not mentioned. However, an informal search indicates many chapters have social media accounts and make posts on such platforms as Facebook, Instagram, and Twitter. Social media is an important part of today's communication and public relations. It's a free tool that most people have access to. It's a simple and great way to reach mass audiences for little-to-no cost.

A future qualitative study should be conducted to interview FFA Advisors and chapter reporters to determine what prevents them from completing certain duties. Qualitative research allows more in-depth data to be collected. A series of focus groups or one-on-one interviews could be conducted to answer questions such as their preferred media and communication channels. They could also be used to determine why reporters aren't conducting certain duties, why advisors are taking their place, and/or why chapters aren't completing the duties at all. These questions and answers could also be used to determine if the duties outlined by National FFA Organization are outdated.

Other studies could be conducted to research the resources currently available to reporters. Arkansas FFA has a news outlet called "Naturally FFA" that publishes press releases and news stories. Arkansas FFA could potentially open this up to reporters to submit their chapter news. Research might support this decision in the future.

There is a need to train chapter reporters and those interested in the position. There are could be several reasons why these duties are not being completed. They simply may not know about their specific duties or how to go about doing them. I recommend conducting a study on the skills that Arkansas FFA reporters have and other barriers (money, time, support) that might prevent them from fulfilling their duties.

I believe that this officer position needs specific training. Most of the camps and conferences offered by Arkansas FFA have an overall approach. They provide a blanket training aimed at better leadership skills, rather than targeting specific officers for their specific duties. Workshops/online modules could be created for communication skills for reporters.

I believe that National FFA should also reevaluate the official duties of the reporters. I feel that this list hasn't been updated in quite some time. I don't know if chapter scrapbooks are necessary anymore, and I do believe we should focus more on things like websites and social media.

This research will be used to improve the University of Arkansas' efforts in the Arkansas FFA State Convention Media Room. We will be adapting our services to better fit the needs of Arkansas FFA members, reporters and advisors. I believe this could show that some of the traditional communication pieces, like press releases, may need to be replaced with things like video. I also think we could implement a workshop or two for reporters at state convention in the future.

Another implication of this research could be used to create a complete program for FFA members, not just reporters. They could get certified in a communications complete course, which would give them accreditation. Students could complete a class (online or in person) with curriculum created by the University of Arkansas and supplied to ag teachers or taught by University of Arkansas agriculture communications students.

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Appendix A

1. Does your chapter have an FFA Reporter?
2. Does the reporter serve as the chair of your Program of Activities (POA) Committee?
 - a. Who serves as the chair of your Program of Activities (POA) Committee? (Please identify them by officer position or title such as teacher, parent, alumni.)
3. Does the reporter coordinate the sharing of information with local radio, television, newspaper and/or service clubs?
 - a. Who coordinates the sharing of information with local radio, television, newspaper and/or service clubs? (Please identify them by officer position or title such as teacher, parent, alumni.)
4. Does the reporter publish a chapter newsletter, website and/or press releases?
 - a. Who publishes a chapter newsletter, website and/or press releases? (Please identify them by officer position or title such as teacher, parent, alumni.)
5. Does the reporter maintain a chapter scrapbook?
 - a. Who maintains a chapter scrapbook? (Please identify them by officer position or title such as teacher, parent, alumni.)
6. Does the reporter send local stories to area, district and/or state publications?
 - a. Who sends local stories to area, district and/or state publications? (Please identify them by officer position or title such as teacher, parent, alumni.)
7. Does the reporter send articles and photographs to the FFA New Horizons and/or national and regional FFA publications?
 - a. Who sends articles and photographs to the FFA New Horizons and/or national and regional FFA publications? (Please identify them by officer position or title such as teacher, parent, alumni.)

8. Does the reporter serve as the chapter photographer?
 - a. Who serves as the chapter photographer? (Please identify them by officer position or title such as teacher, parent, alumni.)

Appendix B



To: Shaylee Elizabeth Wallace
BELL 4188

From: Douglas James Adams, Chair
IRB Committee

Date: 04/16/2020

Action: **Exemption Granted**

Action Date: 04/16/2020

Protocol #: 2002248372

Study Title: Communication Patterns of Arkansas High School Agriculture Teachers

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Jill Rucker, Investigator