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### A Study of Future Business Leaders of America and Future Homemakers of America/Home Economics Related Occupations Organizations in Essex County, Gloucester County, King and Queen County, Middlesex County and the Town of West Point

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A STUDY OF FUTURE BUSINESS LEADERS OF AMERICA AND FUTURE  
HOMEMAKERS OF AMERICA/HOME ECONOMICS RELATED OCCUPATIONS  
ORGANIZATIONS IN ESSEX COUNTY, GLOUCESTER COUNTY, KING AND  
QUEEN COUNTY, MIDDLESEX COUNTY AND THE TOWN OF WEST POINT.

For

VTE

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August 4, 1984



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A STUDY OF FUTURE BUSINESS LEADERS OF AMERICA AND FUTURE  
HOMEMAKERS OF AMERICA/HOME ECONOMICS RELATED OCCUPATIONS  
ORGANIZATIONS IN ESSEX COUNTY, GLOUCESTER COUNTY, KING AND  
QUEEN COUNTY, MIDDLESEX COUNTY AND THE TOWN OF WEST POINT.

INTRODUCTION

"Vocational youth organizations have one main purpose: to give students a chance to grow in such a way that they can become somebody." Thus, the Future Business Leaders of America (FBLA) and the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) should be an integral part of the business education and home economics programs. The number of students influenced by these organizations is continually growing. Last year in Virginia, 18,236 business students were members of the FBLA, ranking first in the national membership. In the FHA/HERO, 22,266 home economics students were members of this organization, which is ranked second in national membership. Considering the vastness of these organizations, it is our intention, by surveying surrounding counties, to determine the organizations influence on students' employability, leadership skills and community involvement.

STATEMENT OF THE PROBLEM

The problem of the study was to determine potential leadership skills of high school vocational student organizations, the organizations affect on student employability and community involvement in Essex County, Gloucester County, King and Queen County, Middlesex County, and the Town of West Point.



## RESEARCH QUESTIONS

The basic questions of the study are:

1. Can vocational student organizations positively affect students' employability?
2. Does training provided by vocational student organizations aid in developing leadership skills?
3. In what ways can a vocational student organization positively affect community involvement by its members?

## BACKGROUND AND SIGNIFICANCE

Realizing a need for improving the student organizations in Middlesex County, this study was formulated to ascertain the effects and outcomes of the FBLA and FHA/HERO on its members. By surveying the advisors, chapter presidents and former members of these organizations in the counties of Essex, Gloucester, King and Queen, Middlesex and the Town of West Point, it is our intention to point out potential leadership skills enhanced by these organizations. A limited number of studies have been found specifically concerning student vocational organizations. The results of this study may be utilized by advisors of any vocational student organization to access: (a) the existence of opportunities to develop and improve leadership skills; (b) the significance in community service and involvement; (c) preparation of the student for employment.

A limited number of studies have been found specifically concerning student vocational organizations. Therefore, the

results of this study may be of greater significance to the student vocational organization advisor.

## LIMITATIONS

The study was limited to a small, rural counties of Essex, Gloucester, King and Queen, Middlesex and the Town of West Point in eastern Virginia. The study may be of more significance to other advisors in rural areas as opposed to those in urban areas. The questionnaires used were completed by local chapter advisors, local chapter presidents and former organization members. The questionnaires will be the opinions of these individuals and should be considered as opinions. An adequate return of the questionnaire will also be necessary in order to make the study valid. The study was conducted during the school year of 1983-84. All vocational organizations surveyed were at the secondary level.

## PROCEDURES FOR COLLECTING DATA

Research data was collected from FBLA and FHA/HERO advisors, chapter president and former members in Essex County, Gloucester County, King and Queen County, Middlesex County and the Town of West Point. The data was collected through the use of a questionnaire used by Dr. Clarence White in his dissertation at Ohio State University. The questionnaire was originally developed by Dr. Joyce Bales in 1979. (See Appendix A) Personal interviews were held with present and former FBLA and FHA/HERO members to gain their viewpoint of student organizations in relation to leadership skills, employability and community involvement.

## BASIC ASSUMPTIONS

These basic assumptions were made by the researchers:

1. The survey served the purpose for which it was intended.
2. The responses to the survey indicate an objective opinion.
3. The survey gives a complete overview of the chapter surveyed.

## DEFINITION OF TERMS

Chapter advisors. A teacher who supervises the local vocational student organization in a secondary school.

Chapter president. A student, elected by members of the local chapter, who presides over and conducts local chapter meetings and who provides leadership at the local chapter level.

Community service. Duties performed by an active citizen in the locality in which he or she resides.

Employability. A student's preparedness to enter the job market.

Former members. Graduated students who were members of the local chapter.

Future Business Leaders of America (FBLA). A vocational student organization for secondary school students enrolled in business education.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO). A vocational student organization for secondary school students enrolled in home economics education.

Leadership skills. The ability and readiness to inspire, direct, and influence the actions of others. (Binkley and Byers, 1982)

Local chapters. A vocational student organization at the secondary school level made up of students, officers, and advisor(s) that qualifies for federal reimbursement. Other names that may be used are youth organization, student organization and chapter.

Vocational student organization. A student organization in vocational education at the secondary school level that is federally reimbursed and recognized by the Virginia State Department of Education.

## OVERVIEW OF CHAPTERS

Chapter One illustrated the importance of student organizations and the vast involvement in FBLA and FHA/HERO. It also proposes the need for establishing the positive effects of student organizations on employability, leadership skills, and community involvement.

CHAPTER II  
REVIEW OF THE LITERATURE

The problem of this study was to determine potential leadership skills of high school vocational student organizations, the organizations affect on student employability and community involvement in Essex County, Gloucester County, King and Queen County, Middlesex County, and the Town of West Point. A written survey and personal interviews will be used to gather the data. The results of this study could be used by a FBLA or FHA/HERO advisor to determine the existence of opportunities to develop and utilize leadership skills in the organization they represent.

The literature reviewed is divided into the following sections: (1) formation of Future Business Leaders of America and Future Homemakers of America/Home Economics Related Occupations; (2) employment implications of FBLA and FHA/HERO; (3) leadership training provided by FBLA and FHA/HERO; and (4) contributions of FBLA and FHA/HERO to community involvement.

The research is centered on books, journals, dissertations and literature provided by the Virginia Department of Education.

Formation of FBLA and FHA/HERO

The concept of vocational student organizations became a reality with the passage of the Smith-Hughes Act of 1917. It



opened the door to establish the vocational student organization as an integral part of the vocational curriculum.

In 1941, Hampden Forkner of Columbia University proposed a plan for uniting the many business clubs across the nation. In 1942, the first FBLA clubs were organized and as the organization grew, it became the responsibility of the National Business Education Association. (Handbook, 1974)

A joint movement by the Office of Education and the American Home Economics Association in 1945 resulted in the national organization of the Future Homemakers of America. With the development of occupational courses in high schools, there was a need for those members whose interest centered in employment. Thus, the Home Economics Related Occupation (HERO) was developed in 1971 as a partner to FHA. (Oliver, 1974).

#### Employment Implications of FBLA and FHA/HERO

In the chapter entitled "Vocational Youth Organizations: A Chance to be Somebody," Kenneth G. McMillan, former assistant to the Secretary of Agriculture, wrote "a vocational youth organization can be a realistic and meaningful bridge to a profession." Furthermore, "it is critical . . . that students have an organization that is their to manage, to make decisions for, and to use as their vehicle for relating to the profession which they may be considering." McMillan perceives that students see a youth organization as a road to employment. (Krebbs, 1972)

On the subject of employability preparation, Evans (1981) points out that "these programs increase employability by

skills and attitudes which apply to any occupation" and "the typical outcome is greater success in work . . . ."

In their article "Assessing Employer Satisfaction with Vocational Education Graduates," Asche and Vogler (1980) have positive findings on the number of vocational education employees with good employer satisfaction. They also write "that at least on test of vocational education's effectiveness is the extent to which former vocational students are satisfactory or unsatisfactory employees in the eyes of the employer."

Harris and Sweet (1981) state that "vocational student organizations link the development of human relations skills to work, helping students to see that personal qualities are as important as specific job skills in assuring success in their chosen occupations. It is this special connection to work that sets these organizations apart . . . ."

To enhance the correlation between student organization and employment, Marcum (1981) believes "club or youth group members should be taught the value of working together on projects, which can translate into cooperating with fellow employees later on the job."

The film "Using Today to Build Tomorrow," about FHA/HERO members carries "the message that Future Homemakers of America members are preparing for tomorrow through vocational education." (Walton and Howard, 1980) The implications are that vocational student organizations relate directly to successful employment.

## Leadership Training Provided by FBLA and FHA/HERO

"Vocational youth organizations are laboratories in which students learn how to be leaders and, as such, potent members of what may otherwise seem to be an impotent or oppressive society."

In addition to this statement, Kenneth G. McMillan states, "leadership can only be learned in a real act of leading, in a real meaningful organization, and in doing real things . . . Without the tools of leadership and the confidence that comes from feeling the power of leadership, generation after generation will become more and more alien to constructive action in society." McMillan concludes, "Young people must learn that leadership is a manner of going about accomplishing something rather than a spot of glory in the sun. Vocational youth organizations provide this vital opportunity." (Krebbs, 1972)

Sandra Yelverton, (1983) of the Alabama State Department of Education, supports McMillan's thoughts by writing "Leadership demands knowledge, which is acquired in the classroom. Student organization activities provide the needed reinforcement of the positive self-image development established in the business education classroom." The classroom is complemented, supplemented, enriched and strengthened by student organization activities. "Student organizations are a powerhouse of motivation and enthusiasm."

To further support the potential for leadership training, the following is an excerpt from "Why We Believe in Vocational Student Organizations":

VSO activities provide opportunities for members to develop competent and effective leadership skills such as basic management techniques, knowledge of club business and decision-making ability. Leading or participating in committee activities, group discussions and chapter meeting provides opportunities need to learn how to handle a variety of situations that are likely to be duplicated in the workplace.

Teaching leadership also helps the student develop the ability to follow. Most leaders know how and when to follow.

From leading and following the student begins to understand the true meaning and importance of cooperation. Cooperating with others on a committee is the primary way in which the work of the VSO gets done. Once students acquire the habit of cooperating, they will find that they can advance faster and further than those who have never learned this skill. (Harris and Sweet, 1981)

In his American Vocational Journal article, Wittman (1974) believed that:

Participation in a youth organization means opportunity for leadership experience. And a strong leadership experience is likely to produce a student who can make an intelligent career choice, can become a cooperative team member, and who is responsive to the needs of other human beings. (p. 39)

The positive effects of leadership training in vocational student organizations is related by Carolyn Boyle (1980) in the Journal of American Vocational Association. "You could have heard a pin drop at a state board of education meeting when a former student troublemaker told how his whole life turned around when he got involved in vocational education. He went on to become state president of a vocational student organization."

#### Contributions of FBLA and FHA/HERO to Community Involvement

In looking through the goals and purposes of vocational organizations, community involvement stands out as a common

objective. "Community-centered projects provide students with the opportunity to conceive, plan, coordinate, and implement a total project. . . . Student organization activities have a tremendous impact on students, schools, and communities, and their value must be communicated to appropriate audiences." (Yelverton, 1983)

In the yearbook of the American Vocational Association, McMillan shows the relationship of student organizations and the community:

A vocational youth organization can be a relevant and significant tie to the community. Few individuals--except for public officials, sport and entertainment heroes, and top leaders--relate to society or to their communities of influence except through organizations. Seldom does an individual become somebody in his community strictly on his own.

A vocational youth organization is a means through which a student can learn to relate to his community. And, more importantly, he can learn how to accomplish things,--yes, wield power--in his community.

Perhaps most beneficial is the fact that through an organization a student learns that it is possible to do things through a community, and he learns what kind of work it really takes to accomplish something in this way. (Krebbs, 1972)

Harris and Sweet (1981) take a strong stand in their following statement. "Students who have learned about community involvement through participation in various student organization activities and projects are more likely to seek leadership positions in the community as adults." Through the understanding of the community structure, the students are more apt to become "active and contributing adults."

## Summary

As seen in the literature reviewed, vocational student organizations enhanced the student's opportunities for growth in leadership skills, employability and community involvement. Activities for the development of leadership allow students to practice the skills necessary for effective leaders as well as followers. Student organizations not only reinforce the employment skills taught in the classroom but create a situation requiring the use of management, decision-making, and human relations principles. Community activities, through the student organization, exposes the student to the realm of civic-mindedness and thus prepares him for a more meaningful community involvement as an adult.

McMillan summarizes the effects of vocational student organizations best by writing, "Vocational youth organizations . . . can provide the environment and the nutrients for the growth necessary to enable each youth to be somebody. Everybody wants to be somebody: vocational youth organizations give young people a chance to grow so each can be somebody. (Krebbs, 1972)

## CHAPTER III

### PROCEDURES

The problem of this study was to determine potential leadership skills of high school vocational student organizations, the organizations affect on student employability and community involvement in Essex County, Gloucester County, King and Queen County, Middlesex County, and the Town of West Point. The application of the survey method provided data through use of a questionnaire sent to chapter advisors and chapter presidents in the localities listed.

#### Population

The population surveyed consisted of one FBLA and one FHA/HERO chapter advisor and chapter president from Essex County, Gloucester County, King and Queen County, Middlesex County and the Town of West Point. Questionnaires were also sent to the Virginia State officers in both organizations in order to gain insight. Personal interviews were conducted with present and former FBLA and FHA/HERO members. All interviews and questionnaires were completed during the 1983-84 school year.

#### Procedures

The questionnaire (White, 1982) consisted of 93 items which would determine the potential leadership skills in area

vocational student organizations. The response scale consisted of six points:

- 1 = No opportunity exist
- 2 = Almost never does an opportunity exist
- 3 = Rarely does an opportunity exist
- 4 = Occasionally an opportunity exist
- 5 = Frequently an opportunity exist
- 6 = Almost always an opportunity exist

A copy of the questionnaire can be found in Appendix B.

The ten interview questions dealt with the areas of student employability and community involvement. A copy of the interview questions can be found in Appendix C.

#### Data Collection

On March 14, 1984, a cover letter (Appendix D), questionnaire and a self-addressed stamped envelope were sent to five FBLA and five FHA/HERO advisors and chapter presidents in the selected localities as well as the FBLA State Vice-President and the FHA State President. A follow-up letter (Appendix E) and questionnaire and self-addressed envelope were mailed on April 4, 1984, to the 14 advisors/presidents who had not responded. On April 18, 1984, an additional follow-up letter (Appendix F) was sent to the advisor/presidents who had not returned the questionnaire. The percentage of return for the questionnaire was 91%, with only one FBLA chapter advisor and president not responding.



After receiving the responses, the data was compiled and analyzed in the following chapter.

#### Data Processing and Analysis

The questionnaire responses were sorted manually by the researchers. The mean for each item was calculated and recorded according to the chapter advisor and chapter presidents. The items were also categorized into the three problem areas: employability, leadership skills, and community involvement. The 93 items were grouped according to the experiences of the researchers.

#### Summary

Chapter III discusses the procedures used in the study. The questionnaire was mailed to five FBLA advisors and chapter presidents, five FHA/HERO advisors and chapter presidents, the FBLA State Vice-President and the FHA/HERO State President.

CHAPTER IV  
FINDINGS AND ANALYSIS OF DATA

The problem of the study was to determine potential leadership skills of high school student organizations, the organizations affect on student employability and community involvement in Essex County, Gloucester County, King and Queen County, Middlesex County and the Town of West Point.

The instruments used in obtaining the necessary data include personal interviews with former FBLA and FHA/HERO members and surveys sent to 22 FBLA and FHA/HERO chapter advisors and presidents. The mean analysis of each item in the survey and interview was calculated and rounded off to the nearest whole number, for the purpose of comparing the mean to the response scale. The responses of the chapter advisors and chapter presidents were analyzed separately. The findings will be given and analyzed according to the three areas of concern: leadership skills, community involvement and employability.

#### Employability

Forty-six items from the survey dealt with the effect of FBLA and FHA/HERO on employability. Forty-two advisors

and forty chapter presidents responded either frequently an opportunity exist (5) or almost always an opportunity exist (6). Only four advisors and six chapter presidents felt that the opportunity either rarely (3) or occasionally (4) exist. Similar results were obtained from personal interviews held with former and present FBLA and FHA/HERO members. All students interviewed responded that their experiences in FBLA and FHA/HERO have been extremely helpful (5). The data from the surveys appears in Table I and Graph I and data from the interviews appears in Table II and Graph II.

#### Leadership Skills

Although all items on the survey dealt with leadership, 66 dealt specifically with leadership skills. Fifty-four chapter advisors and fifty-one chapter presidents responded either frequently an opportunity exist (5) or almost always an opportunity exist (6). Twelve advisors and 15 chapter presidents responded the opportunity either rarely exist (3) or occasionally exist (4). The data from the surveys appears in Table III and Graph III.

#### Community Involvement

Fifty-two items on the survey dealt with community involvement. Forty-four advisors and 43 chapter presidents responded either frequently an opportunity exist (5) or almost always an opportunity exist (6). Eight advisors and nine chapter presidents responded the opportunity either rarely exist (3) or occasionally exist (4). Similar results were obtained from the

personal interviews held with present and former FBLA and FHA/HERO members. All students interviewed responded that membership in FBLA and FHA/HERO has been either frequently (4) or extremely (5) helpful in community involvement. The data from the surveys appears in Table IV and Graph IV and the data from the interviews appears in Table II and Graph II.

#### Summary

The results of each area from the survey and interview indicated a high, positive correlation of membership in FBLA and FHA/HERO to employability, leadership skills and community involvement.

TABLE I

MEAN RESPONSE ANALYSIS OF FBLA-FHA/HERO CHAPTER ADVISORS AND PRESIDENTS ON  
EMPLOYABILITY

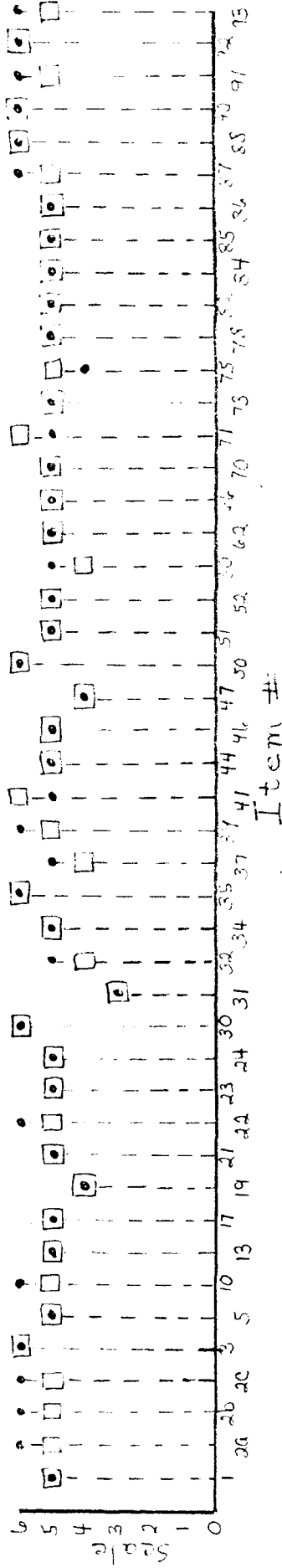
Item	Advisor	President
1. Explore occupational opportunities .....	4.9	4.5
2. Develop desirable personal attributes:		
dependability .....	5.6	5.3
responsibility .....	5.6	5.3
initiative .....	5.6	5.1
3. Display a cooperative attitude .....	5.7	5.7
5. Establish realistic occupational goals .....	4.9	4.9
10. Complete projects started .....	5.5	5.2
13. Cope effectively in a variety of situations .....	4.7	5.4
17. Strive to perform to the best of one's ability .....	5.0	5.2
19. Demonstrate proficiency in occupational terminology .....	4.2	4.2
21. Demonstrate ability to be a follower .....	5.4	5.1
22. Respect individuality .....	5.5	5.4
23. Demonstrate problem-solving ability .....	5.2	5.2
24. Prepare adequate records .....	5.1	4.8
30. Attend chapter meetings regularly .....	5.6	5.6
31. Participate in safety programs .....	3.0	3.4
32. Participate in occupational skill events .....	5.1	3.7
34. Develop occupational competence .....	5.0	4.7
35. Participate in projects sponsored by the organization .....	5.8	5.6
37. Participate in job interview contest .....	4.6	3.1
39. Interact with peers .....	5.6	5.3
41. Participate in decision-making .....	4.7	5.6

MEAN RESPONSE - EMPLOYABILITY (Page 2)

Item	Advisor	President
44. Guide others to productive activity .....	4.9	4.9
46. Communicate effectively with adults .....	5.1	5.2
47. Supervise children's activities .....	4.1	3.7
50. Acquire self-confidence .....	5.8	5.6
51. Develop salable personality to complement salable skill ...	4.7	4.8
52. Demonstrate good human relations techniques in a variety of situations .....	4.9	5.4
60. Give constructive criticism .....	4.6	4.3
62. Participate as a team member .....	5.1	5.3
66. Develop listening skills .....	5.1	5.3
70. Prepare for employment .....	4.5	4.7
71. Demonstrate decision-making .....	5.2	5.6
73. Participate in competitive events .....	5.2	4.6
75. Examine personal values .....	3.8	5.2
78. Strive for personal development .....	5.2	5.0
82. Relate well to adults .....	5.1	5.3
84. Develop self-understanding .....	4.5	5.3
85. Participate in self-improvement activities .....	5.0	4.8
86. Seek opinions of others .....	5.0	5.0
87. Develop occupational skills .....	5.5	5.1
88. Assume responsibility for personal behavior .....	5.6	5.8
90. Respect rights of others .....	5.7	5.7
91. Report information accurately .....	5.6	5.4
92. Demonstrate excellence in accomplishments .....	5.5	5.5
93. Demonstrate excellence in skill training .....	5.6	5.4

GRAPHED MEAN RESPONSE ANALYSIS ON EMPLOYABILITY

Graph I



- Advisor
- President

TABLE II

MEAN ANALYSIS OF FORMER FBLA-FHA/HERO MEMBERS

In an interview situation, the questions listed below were asked of two former FBLA members and two former FHA members. The mean analysis is given at the right. The scale is as follows:

- 1 - has not been helpful at all
- 2 - has been very little help
- 3 - has been helpful occasionally
- 4 - has been helpful frequently
- 5 - has been extremely helpful

- 1. Has being a member of FBLA or FHA helped you secure employment? 5
- 2. Do you feel that being a FBLA or FHA member will help when you seek employment in the future? 5
- 3. Has being a member of FBLA or FHA helped you establish realistic occupational goals? 5
- 4. Has membership in FBLA or FHA helped you to work effectively in community groups? 5
- 5. Do you feel membership in FBLA or FHA has led you to continue your involvement in community organizations? 5



GRAPHED MEAN RESPONSE ON INTERVIEWS

Graph II

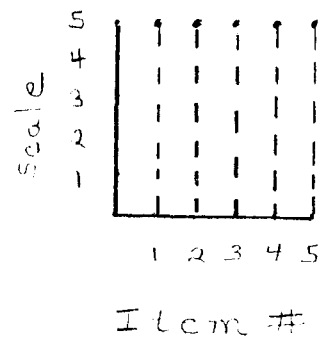


TABLE III

MEAN RESPONSE ANALYSIS OF FBLA-FHA/HERO CHAPTER ADVISORS AND PRESIDENTS ON  
LEADERSHIP SKILLS

Item	Advisor	President
2. Develop desirable personal attributes:		
dependability .....	5.6	5.3
responsibility .....	5.6	5.3
initiative .....	5.6	5.1
4. Willing to express one's opinion .....	5.4	5.8
6. Plan chapter activities .....	5.2	5.0
7. Organize chapter activities .....	5.2	4.7
8. Communicate the relationship of the vocational student organization to the curriculum and vocational education ...	4.8	4.7
9. Promote youth/adult interaction .....	5.1	4.6
10. Complete projects started .....	5.5	5.2
11. Plan chapter programs .....	5.3	4.6
13. Cope effectively in a variety of situations .....	4.7	5.4
14. Develop the ability to communicate well with groups .....	5.3	5.0
16. Evaluate chapter progress .....	4.6	4.7
17. Strive to perform to the best of one's ability .....	5.0	5.2
18. Participate in public speaking contest .....	3.4	2.5
22. Respect individuality .....	5.5	5.4
23. Demonstrate problem-solving ability .....	5.2	5.2
25. Present a speech .....	4.7	4.4
27. Prepare for leadership role beyond the vocational student organization .....	5.1	5.2
28. Demonstrate effective ways of working with groups .....	4.9	4.4
29. Encourage recreational and leisure activities for groups and individuals .....	4.6	4.0
33. Lead group discussions .....	4.0	4.8

MEAN RESPONSE - LEADERSHIP SKILLS (Page 2)

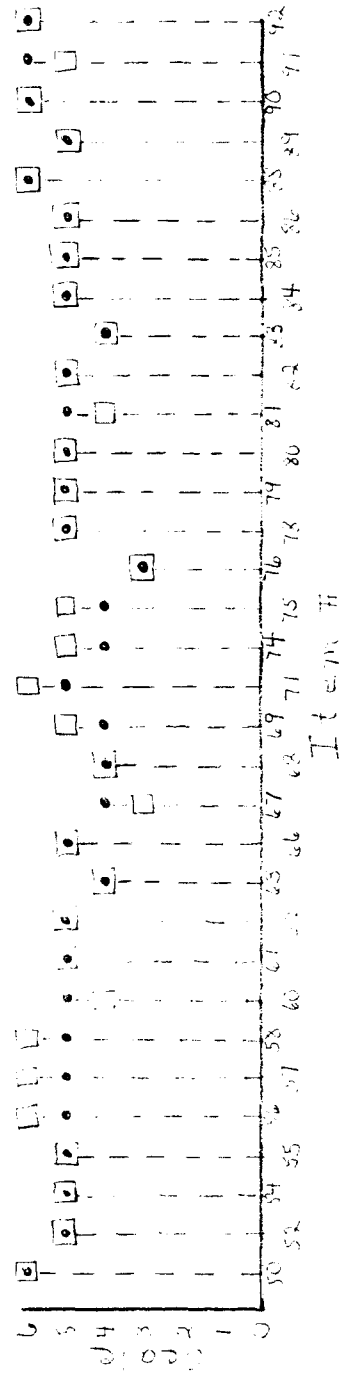
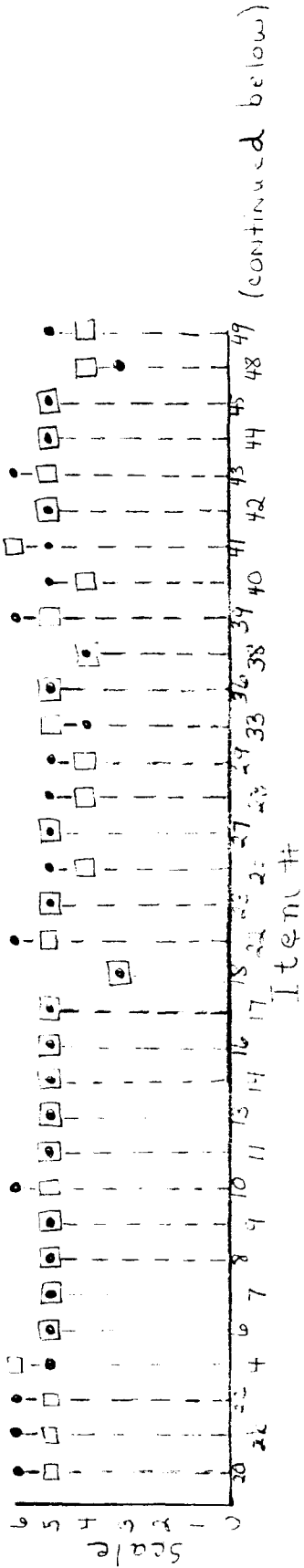
Item	Advisor	President
36. Conduct chapter activities .....	5.1	4.8
38. Serve as a peer educator .....	4.2	3.6
39. Interact with peers .....	5.6	5.3
40. Explain the meaning of the emblem of the organization .....	4.9	4.3
41. Participate in decision-making .....	4.7	5.6
42. Explain purposes of the organization .....	4.8	5.0
43. Uphold the majority decision .....	5.6	5.2
44. Guide others to productive activity .....	4.9	4.9
45. Perform role in opening ceremony .....	4.6	4.8
48. Assist others in career decisions .....	2.8	4.2
49. Participate in state activities of the organization .....	4.8	4.3
50. Acquire self-confidence .....	5.8	5.6
52. Demonstrate good human relations techniques in a variety of situations .....	4.9	5.4
54. Use correct parliamentary procedure .....	4.8	5.0
55. Assume chairperson role of a committee .....	5.1	4.8
56. Accept an office in the organization .....	4.5	5.6
57. Stimulate the desire for learning .....	4.5	5.6
58. Plan activities to help reach personal goals .....	4.8	5.5
60. Give constructive criticism .....	4.6	4.3
61. Demonstrate the correct procedures for conducting the organization's business .....	5.2	4.8
62. Participate as a team member .....	5.1	5.3
63. Arrange an educational tour .....	4.1	3.5
66. Develop listening skills .....	5.1	5.3
67. Participate in the national convention .....	3.1	2.6

MEAN RESPONSE - LEADERSHIP SKILLS (Page 3)

Item	Advisor	President
68. Participate in the state convention .....	4.4	4.1
69. Prepare a speech .....	4.0	4.5
71. Demonstrate decision-making .....	5.2	5.6
74. Increase awareness of multiple roles of men and women .....	4.1	4.6
75. Examine personal values .....	3.8	5.2
76. Participate in organization's camp .....	2.6	2.9
78. Strive for personal development .....	5.2	5.0
79. Promote worthwhile activities .....	5.1	5.4
80. Participate in a leadership conference .....	4.7	4.5
81. Recite the motto of the organization .....	4.6	4.2
82. Relate well to adults .....	5.1	5.3
83. Perform role in closing ceremony .....	4.3	4.4
84. Develop self-understanding .....	4.5	5.3
85. Participate in self-improvement activities .....	5.0	4.8
86. Seek opinions of others .....	5.0	5.0
88. Assume responsibility for personal behavior .....	5.6	5.8
89. Perform committee assignments .....	5.3	4.7
90. Respect rights of others .....	5.7	5.7
91. Report information accurately .....	5.6	5.4
92. Demonstrate excellence in accomplishments .....	5.5	5.5

GRAPHED MEAN RESPONSE ON LEADERSHIP SKILLS

Graph III



• Advisor  
 □ President

TABLE IV

MEAN RESPONSE ANALYSIS OF FBLA-FHA/HERO CHAPTERS ADVISORS AND PRESIDENTS ON  
COMMUNITY INVOLVEMENT

Item	Advisor	President
2. Develop desirable personal attributes:		
dependability .....	5.6	5.3
responsibility .....	5.6	5.3
initiative .....	5.6	5.1
6. Plan chapter activities .....	5.2	5.0
7. Organize chapter activities .....	5.2	4.7
9. Promote youth/adult interaction .....	5.1	4.6
12. Strengthen relationship among family members .....	3.6	4.8
13. Cope effectively in a variety of situations .....	4.7	5.4
14. Develop the ability to communicate well with groups .....	5.3	5.0
15. Earn recognition through chapter achievements .....	5.3	5.0
17. Strive to perform to the best of one's ability .....	5.0	5.2
20. Develop materials for the news media .....	4.7	3.9
21. Demonstrate ability to be a follower .....	5.4	5.1
22. Respect individuality .....	5.5	5.4
23. Demonstrate problem-solving ability .....	5.2	5.2
26. Assist in fund-raising projects .....	5.6	5.5
27. Prepare for leadership role beyond the vocational student organization .....	5.1	5.2
28. Demonstrate effective ways of working with groups .....	4.9	4.4
29. Encourage recreational and leisure activities for groups and individuals .....	4.6	4.0
30. Attend chapter meetings regularly .....	5.6	5.6
31. Participate in safety programs .....	3.0	3.4
35. Participate in projects sponsored by the organization .....	5.8	5.6

MEAN RESPONSE - COMMUNITY INVOLVEMENT (Page 2)

Item	Advisor	President
36. Conduct chapter activities .....	5.1	4.8
38. Serve as a peer educator .....	4.2	3.6
39. Interact with peers .....	5.6	5.3
41. Participate in decision-making .....	4.7	5.6
44. Guide others to productive activity .....	4.9	4.9
46. Communicate effectively with adults .....	5.1	5.2
47. Supervise children's activities .....	4.1	3.7
50. Acquire self-confidence .....	5.8	5.6
52. Demonstrate good human relations techniques in a variety of situations .....	4.9	5.4
53. Exhibit a project in a fair .....	3.5	3.3
55. Assume chairperson role of a committee .....	5.1	4.8
56. Accept an office in the organization .....	4.5	5.6
59. Improve home life .....	3.8	5.0
62. Participate as a team member .....	5.1	5.3
64. Participate in community projects .....	4.9	4.7
65. Prepare a newspaper article .....	4.8	4.1
71. Demonstrate decision-making .....	5.2	5.6
72. Improve the welfare of the community .....	4.7	3.9
75. Examine personal values .....	3.8	5.2
77. Perform volunteer work .....	4.3	4.6
78. Strive for personal development .....	5.2	5.0
79. Promote worthwhile activities .....	5.1	5.4
82. Relate well to adults .....	5.1	5.3
84. Develop self-understanding .....	4.5	5.3
85. Participate in self-improvement activities .....	5.0	4.8

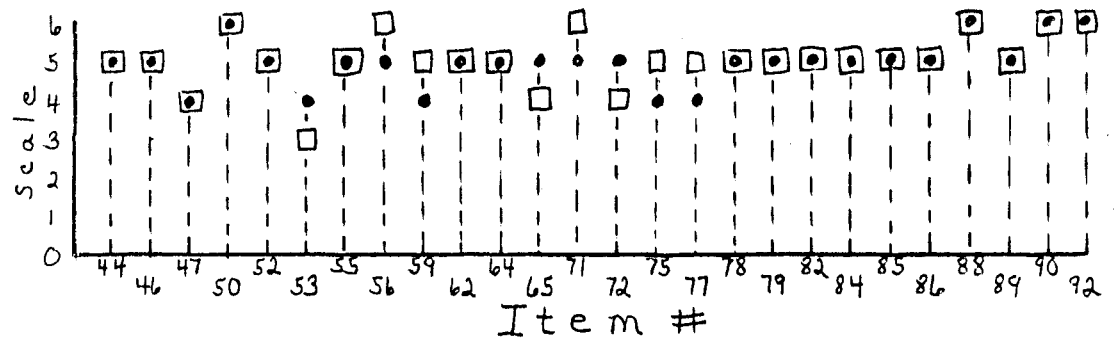
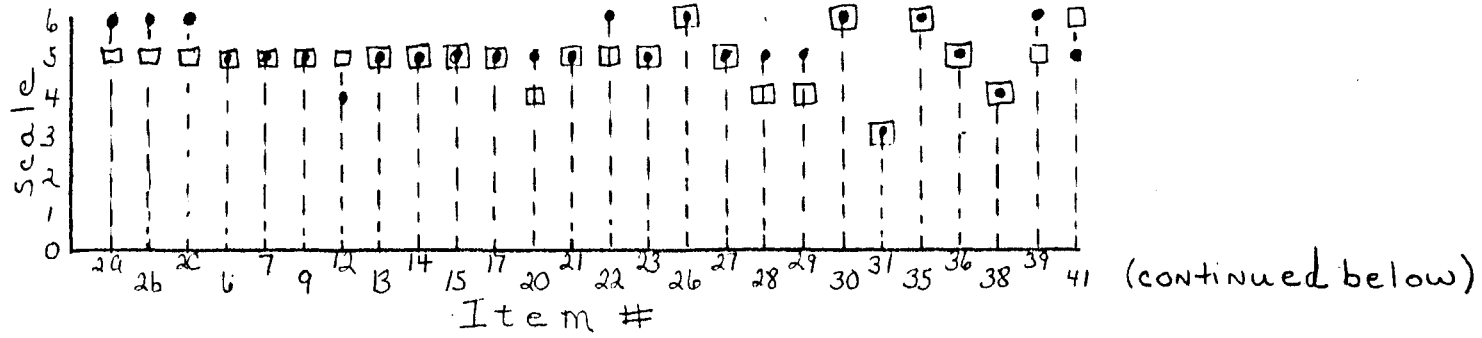
MEAN RESPONSE - COMMUNITY INVOLVEMENT (Page 3)

Item	Advisor	President
86. Seek opinions of others .....	5.0	5.0
88. Assume responsibility for personal behavior .....	5.6	5.8
89. Perform committee assignments .....	5.3	4.7
90. Respect rights of others .....	5.7	5.7
92. Demonstrate excellence in accomplishments .....	5.5	5.5



GRAPHED MEAN RESPONSE ON COMMUNITY INVOLVEMENT

Graph IV



● Advisor  
 □ President

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of the study was to determine potential leadership skills of high school vocational student organizations, the organizations affect on student employability and community involvement in Essex County, Gloucester County, King and Queen County, Middlesex County, and the Town of West Point.

After establishing the vastness of the Future Business Leaders of America and Future Homemakers of America/Home Economics Related Occupations in Chapter One, the groundwork was laid for studying the benefits of these two student organizations. Many literary sources were cited in Chapter Two which sought to answer the proposed research questions. The sources reviewed showed that the vocational student organizations enhanced the student's opportunities for growth in leadership skills, employability and community involvement.

In order to obtain opinions from the research area, questionnaires were sent to FBLA\* advisors and chapter presidents and FHA/HERO advisors and chapter presidents. Questionnaires were also completed by state officers from each organization. To further our studies, interviews were conducted with present and

former FBLA and FHA/HERO members. The results of this research were presented and summarized in Chapter Four. A strong, positive correlation was found between the membership in FBLA and FHA/HERO and employability, leadership skills, and community involvement.

### Conclusions

From the findings of this study the following conclusions can be drawn:

1. Membership in FBLA and FHA/HERO does provide experiences that are directly related to seeking and maintaining employment.
2. Training is provided by FBLA and FHA/HERO that aid in developing leadership skills.
3. Community involvement of members can be enhanced by membership in FBLA and FHA/HERO.

### Recommendations

Based upon the findings in Chapter Four, the researchers recommend that student vocational organizations, specifically FBLA and FHA/HERO, continue their emphasis in the areas of employability, leadership skills and community involvement. The researchers also recommend continuous reassessment and revision in these areas in order to maintain a current and effective organization.

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APPENDICES

APPENDIX A

CORRESPONDENCE GRANTING PERMISSION TO USE QUESTIONNAIRE

**BOARD OF EDUCATION**

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MAN  
MR. RAY ADAMS  
VICE-CHAIRMAN  
MR. KEN HOOD, JR.  
TREASURER  
MR. DON BIBLE  
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**DIVISION OF SPECIAL SERVICES**

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SUPV. OF ATTENDANCE  
MRS. PATSY CRUM  
READING SPECIALIST  
DR. JOYCE BALES  
DIRECTOR OF  
EXEMPLARY PROJECTS

March 8, 1984

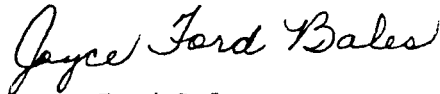
Phyllis B. Carver  
FBLA Advisor  
Middlesex High School  
Saluda, Virginia

Dear Ms. Carver:

Permission is granted to use the instrument "Potential Leadership Skills of Vocational Student Organizations." I am delighted that your research is focusing on vocational student organizations.

I will be interested in obtaining the results of your research. Best wishes as you complete the requirements of your advanced degree.

Sincerely,



Joyce Ford Bales  
Director of Grants & Special Projects

JFB/jr

Enclosure



APPENDIX B

QUESTIONNAIRE USED IN SURVEY

# POTENTIAL LEADERSHIP SKILLS OF VOCATIONAL STUDENT ORGANIZATIONS

## Instructions

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

These leadership skills are not arranged in any sequence. Each item stands alone. The information you supply is completely confidential.

## Response Scale

- 1 = No opportunity exist
- 2 = Almost never does an opportunity exist
- 3 = Rarely does an opportunity exist
- 4 = occasionally an opportunity exist
- 5 = Frequently an opportunity exist
- 6 = Almost always an opportunity exist

## Example

1. Identify personal goals .....1 2 3 4 5 6

### Potential Leadership Skills of Vocational Student Organizations

- 1. Explore occupational opportunities .....1 2 3 4 5 6
- 2. Develop desirable personal attributes:
  - dependability .....1 2 3 4 5 6
  - responsibility .....1 2 3 4 5 6
  - initiative .....1 2 3 4 5 6
- 3. Display a cooperative attitude .....1 2 3 4 5 6
- 4. Willing to express one's opinion .....1 2 3 4 5 6
- 5. Establish realistic occupational goals .....1 2 3 4 5 6

6. Plan chapter activities .....1 2 3 4 5 6
7. Organize chapter activities .....1 2 3 4 5 6
8. Communicate the relationship of the vocational student organization to the curriculum and vocational education .....1 2 3 4 5 6
9. Promote youth/adult interaction .....1 2 3 4 5 6
10. Complete projects started .....1 2 3 4 5 6
11. Plan chapter programs .....1 2 3 4 5 6
12. Strengthen relationship among family members .....1 2 3 4 5 6
13. Cope effectively in a variety of situations .....1 2 3 4 5 6
14. Develop the ability to communicate well with groups .....1 2 3 4 5 6
15. Earn recognition through chapter achievements .....1 2 3 4 5 6
16. Evaluate chapter progress .....1 2 3 4 5 6
17. Strive to perform to the best of one's ability .....1 2 3 4 5 6
18. Participate in public speaking contest .....1 2 3 4 5 6
19. Demonstrate proficiency in occupational terminology .....1 2 3 4 5 6
20. Develop materials for the news media .....1 2 3 4 5 6
21. Demonstrate ability to be a follower .....1 2 3 4 5 6
22. Respect individuality .....1 2 3 4 5 6
23. Demonstrate problem-solving ability .....1 2 3 4 5 6
24. Prepare adequate records .....1 2 3 4 5 6
25. Present a speech .....1 2 3 4 5 6
26. Assist in fund-raising projects .....1 2 3 4 5 6
27. Prepare for leadership role beyond the vocational student organization .....1 2 3 4 5 6
28. Demonstrate effective ways of working with groups .....1 2 3 4 5 6
29. Encourage recreational and leisure activities for groups and individuals .....1 2 3 4 5 6
30. Attend chapter meetings regularly .....1 2 3 4 5 6

31. Participate in safety programs .....1 2 3 4 5 6
32. Participate in occupational skill events .....1 2 3 4 5 6
33. Lead group discussions .....1 2 3 4 5 6
- 34.\* Develop occupational competence .....1 2 3 4 5 6
35. Participate in projects sponsored by the organization .....1 2 3 4 5 6
36. Conduct chapter activities .....1 2 3 4 5 6
37. Participate in job interview contest .....1 2 3 4 5 6
38. Serve as a peer educator .....1 2 3 4 5 6
39. Interact with peers .....1 2 3 4 5 6
40. Explain the meaning of the emblem of the organization .....1 2 3 4 5 6
41. Participate in decision-making .....1 2 3 4 5 6
42. Explain purposes of the organization .....1 2 3 4 5 6
43. Uphold the majority decision .....1 2 3 4 5 6
44. Guide others to productive activity .....1 2 3 4 5 6
45. Perform role in opening ceremony .....1 2 3 4 5 6
46. Communicate effectively with adults .....1 2 3 4 5 6
47. Supervise children's activities .....1 2 3 4 5 6
48. Assist others in career decisions .....1 2 3 4 5 6
49. Participate in state activities of the organization .....1 2 3 4 5 6
50. Acquire self-confidence .....1 2 3 4 5 6
51. Develop salable personality to complement salable skill .....1 2 3 4 5 6
52. Demonstrate good human relations techniques in a variety  
of situations .....1 2 3 4 5 6
53. Exhibit a project in a fair .....1 2 3 4 5 6
54. Use correct parliamentary procedure .....1 2 3 4 5 6
55. Assume chairperson role of a committee .....1 2 3 4 5 6
56. Accept an office in the organization .....1 2 3 4 5 6

57. Stimulate the desire for learning .....1 2 3 4 5 6
58. Plan activities to help reach personal goals .....1 2 3 4 5 6
59. Improve home life .....1 2 3 4 5 6
60. Give constructive criticism .....1 2 3 4 5 6
61. Demonstrate the correct procedures for conducting the  
organization's business .....1 2 3 4 5 6
62. Participate as a team member .....1 2 3 4 5 6
63. Arrange an educational tour .....1 2 3 4 5 6
64. Participate in community projects .....1 2 3 4 5 6
65. Prepare a newspaper article .....1 2 3 4 5 6
66. Develop listening skills .....1 2 3 4 5 6
67. Participate in the national convention .....1 2 3 4 5 6
68. Participate in the state convention .....1 2 3 4 5 6
69. Prepare a speech .....1 2 3 4 5 6
70. Prepare for employment .....1 2 3 4 5 6
71. Demonstrate decision-making .....1 2 3 4 5 6
72. Improve the welfare of the community .....1 2 3 4 5 6
73. Participate in competitive events .....1 2 3 4 5 6
74. Increase awareness of multiple roles of men and women .....1 2 3 4 5 6
75. Examine personal values .....1 2 3 4 5 6
76. Participate in organization's camp .....1 2 3 4 5 6
77. Perform volunteer work .....1 2 3 4 5 6
78. Strive for personal development .....1 2 3 4 5 6
79. Promote worthwhile activities .....1 2 3 4 5 6
80. Participate in a leadership conference .....1 2 3 4 5 6
81. Recite the motto of the organization .....1 2 3 4 5 6
82. Relate well to adults .....1 2 3 4 5 6

- 83. Perform role in closing ceremony .....1 2 3 4 5 6
- 84. Develop self-understanding .....1 2 3 4 5 6
- 85. Participate in self-improvement activities .....1 2 3 4 5 6
- 86. Seek opinions of others .....1 2 3 4 5 6
- 87. Develop occupational skills .....1 2 3 4 5 6
- 88. Assume responsibility for personal behavior .....1 2 3 4 5 6
- 89. Perform committee assignments .....1 2 3 4 5 6
- 90. Respect rights of others .....1 2 3 4 5 6
- 91. Report information accurately .....1 2 3 4 5 6
- 92. Demonstrate excellence in accomplishments .....1 2 3 4 5 6
- 93. Demonstrate excellence in skill training .....1 2 3 4 5 6

APPENDIX C

QUESTIONS USED IN INTERVIEW WITH FORMER MEMBERS

## INTERVIEW WITH FORMER MEMBERS

In an interview situation, the questions listed below were asked of two former FBLA members and two former FHA members. The scale is as follows:

- 1 - has not been helpful at all
- 2 - has been very little help
- 3 - has been helpful occasionally
- 4 - has been helpful frequently
- 5 - has been extremely helpful

The following will be the introduction read to each of the former members:

We would like to ask you several questions about FBLA/FHA. The purpose of these questions is to determine the employment implications and contributions to community involvement of former FBLA and FHA members. You are to answer these questions on a scale of 1 to 5, of which you have been given a copy. Let's read over the scale together.

### QUESTIONS FOR FORMER CHAPTER MEMBERS

1. Has being a member of FBLA or FHA helped you secure employment? 1 2 3 4 5
2. Do you feel that being a FBLA or FHA member will help when you seek employment in the future? 1 2 3 4 5
3. Has being a member of FBLA or FHA helped you establish realistic occupational goals? 1 2 3 4 5
4. Has membership in FBLA or FHA helped you to work effectively in community groups? 1 2 3 4 5
5. Do you feel membership in FBLA or FHA has led you to continue your involvement in community organizations? 1 2 3 4 5



APPENDIX D

COVER LETTER SENT WITH FIRST QUESTIONNAIRE

• March 14, 1984

Dear Advisor:

You have been selected to participate in a study dealing with the development of leadership skills in FBLA and FHA/HERO. As an advisor of one of these organizations, you can make our research a success and thus could be helpful to you and your organization.

It will only take a few minutes of your time to read and respond to the items in the enclosed questionnaire, Potential Leadership Skills of Vocational Student Organizations. Please return the questionnaire in the enclosed, stamped envelope. You do not need to sign your name or identify yourself in any manner. Be assured that the results will be carefully compiled and your answers will be confidential.

Since this study involves only five schools your response is greatly needed and appreciated. Your participation will help us to expand the impact of vocational education.

Please return the completed questionnaire by March 28.

Sincerely yours,

Phyllis B. Carver  
FBLA Advisor

Kathy N. Rodgers  
FHA/HERO Advisor

•  
March 14, 1982

Dear President:

You have been selected to participate in a study dealing with the development of leadership skills in FBLA and FHA/HERO. As a president of one of these organizations, you can make our research a success and thus could be helpful to you and your organization.

It will only take a few minutes of your time to read and respond to the items in the enclosed questionnaire, Potential Leadership Skills of Vocational Student Organizations. Please return the questionnaire in the enclosed, stamped envelope. You do not need to sign your name or identify yourself in any manner. Be assured that the results will be carefully compiled and your answers will be confidential.

Since this study involves only five schools your response is greatly needed and appreciated. Your participation will help us to expand the impact of vocational education.

Please return the completed questionnaire by March 28.

Sincerely yours,

Phyllis B. Carver  
FBLA Advisor

Kathy N. Rodgers  
FHA/HERO Advisor

APPENDIX E

FIRST FOLLOW UP LETTER

April 4, 1984

Dear Advisor/President:

A few weeks ago, you were sent a questionnaire on leadership development. This is just a reminder in case the questionnaire has been set aside. Because our research covers such a small area, your input is vitally important.

If you have already mailed the completed questionnaire, thank you for your help. If not, please take a few minutes from your busy schedule to complete and mail the questionnaire.

Sincerely,

Phyllis B. Carver  
FBLA Advisor

Kathy N. Rodgers  
FHA Advisor

APPENDIX F

SECOND FOLLOW UP LETTER

April 18, 1984

Dear Advisor/President:

Just a brief note to ask for your help. Can you please complete the enclosed questionnaire and return it in today's mail.

The goal of our research is to identify the leadership skills that are evident in our student organizations. It is our hope that the results of this research will benefit all of us. Please give us the opportunity to include your opinions in our research.

Your input will help us build stronger organizations. Please take a few minutes to complete the questionnaire and return it today.

Sincerely,

Phyllis B. Carver

Kathy N. Rodgers

