

data which indicates that the "Structured Occupational Internship for Experienced Vocational Teachers" is an effective way to update and upgrade the emphasis placed on Agricultural Occupations in the high school curriculum.

¹Joint Committee of the U.S. Office of Education and American Vocational Association. *Objectives for Vocational and Technical Education in Agriculture*, U.S. Government Printing Office, Washington, D.C., 1965.

²The Vocational Education Act of 1963, U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.,

OE-80034, 1965.

³Illinois Agriculture Occupations Teachers. *Proceedings of the 1967 Annual Summer Conference*, Urbana, Illinois, 1967.

⁴The Center for Research and Leadership Development in Vocational and Technical Education, *Summary of Research Findings in Off-Farm Agricultural Occupations*, The Ohio State University, Columbus, Ohio, 1965.

⁵Vocational and Technical Education Division, *Statistical Data - Showing Phases of Vocational Agriculture*, Board of Vocational Agriculture and Rehabilitation, August, 1967.

An Analysis of the Extra-Curricular Activities of Selected University Graduates and Their Relationship to the Leadership Function

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INTRODUCTION

At all levels of American life there is a pressing demand for men and women who are willing to assume positions of leadership. Leadership training conferences are held frequently. In high school the FFA has as one of its prime objectives the training of boys for rural leadership. In agricultural extension the county agent has as one of his major responsibilities the seeking out and training of local leaders. At the college and university level, students with leadership ability are needed if clubs and student organizations are to be strong and effective and make their influence felt.

However, there is diversity of opinion as to what is meant by "leadership." For the most part, it is described in terms of its function and of the qualities and characteristics which are to be found associated with particular types of leaders or patterns of leadership.

Browne and Cohn¹ state that "leadership is both a function of the social situation and a function of personality, but it is a function of these two in interaction."

Cowley² makes three distinctions in the study of leaders. His first is an arbitrary classification of so-called leaders into two groups: (1) the actual and unquestionable leaders, and (2) individuals frequently called leaders but who are merely "headmen" by reason of social standing, politics, family, etc. The second is a contrast of the traits of leaders and the traits of headmen in which he says that one must recognize that leaders are effective and headmen attain to their leadership only when the traits they possess are those demanded by the situation.

His third distinction deals with the problem of leadership traits and raises the question, - "are there any traits which are common to all leaders and which may be called general traits of leadership as distinguished from the situational traits?" He discovered that leaders in different situations do not possess the same traits and that one cannot talk about leadership traits in general, but instead we must talk about leadership traits in particular situations.

OBJECTIVES

A review of the literature has shown that little has been done to determine the influence or degree of carry-over into adult life of the so-called leadership activities engaged in by students when in high school and in college or university.

This study was an attempt to determine if there is a significant relationship between certain activities and other factors related to leadership when applied to Southern Illinois University School of Agriculture graduates. They were examined while in high school, at the university level, and in

the community in which they lived following graduation.

The broad objectives were:

1. To measure the degree of participation in leadership activities while in high school, the university, and in a community following graduation.
2. To determine the persistence of leadership activities from high school through the university and into community life following graduation.
3. To determine how significant are the personality traits most commonly associated with leaders when applied to the persons in this study and their leadership involvement.
4. To determine those factors of greatest significance to leadership after graduation.

LIMITATIONS AND PROCEDURES

The study population was limited to persons who graduated from the School of Agriculture in 1959, 1960, 1961, 1962, 1963, and 1964, and whose school records and responses to the questionnaires were complete in every way. There was a 78.0 per cent response with 138 useable records.

The data used were obtained by means of: (1) the students' high school transcripts submitted to the admissions office which supplied their rank in their respective graduating class and which included the principal's estimate of the student's possibility of success in college, and also an eight-item rating of the students' behavior by the principal; (2) the Illinois School Directory for high school enrollment; (3) the student's record in the university registrar's office for his university over-all grade point average; (4) a three-part questionnaire on his school extra-curricular activities, university extra-curricular activities, and post-university graduation activities; (5) a personality rating check sheet; and (6) a job rating sheet.

Separate committees of from 9 to 14 persons placed a value upon and rated the list of high school and university extra-curricular activities, the post-graduation activities, the personality factors, and the jobs in which the respondents were engaged. This made it possible to assign a value to every activity in which the person participated as a student in high school and in the university, as well as to the work he was doing following graduation. Thus, scores in every area were available and these were punched on IBM cards for statistical treatment.

FINDINGS

Of the 138 graduates in this study, 42.0 per cent came from small high schools (0 to 249), 38.4 per cent from medium sized (250-599) high schools, and 19.6 per cent were from large (600 and over) high schools. Regardless of the size of high school from which they graduated, approximately 75 per cent were in the upper 50 per cent of their high school graduating class.

While in high school, these graduates were most active in clubs with 87.7 per cent participating, followed by 72.5 per

cent taking part in athletics. It was also revealed that boys in small high schools averaged 21.4 per cent greater participation in extra-curricular activities than those from medium sized schools, and 46.3 per cent more than those from the large high schools.

In the university these same students were most active in the School of Agriculture clubs with 78.2 per cent participating. This was closely followed by R.O.T.C. which, at the time of this study, was compulsory but which was listed as having leadership connotations.

Contrary to the relationship in high school, the size of high school from which these students graduated had essentially no significance upon the degree of participation in university extra-curricular activities.

However, there was a marked difference when the students were separated into four different groups according to their rank in their high school graduating class. Those in the first quartile averaged 25.5 per cent more activity points than did those in the second quartile, 32.4 per cent more than those in the third quartile, and 59.0 per cent more than the fourth quartile group.

The 138 respondents were rated by a committee of 14 professors on ten personality characteristics closely associated with proven leaders as determined by previous research. It was found that in nearly all of the characteristics there was a noticeable difference when the students were grouped by grade point averages and then compared. At the university level the better the student the higher his personality rating, and also the greater his involvement in leadership activities.

Following graduation and becoming established in some community with a job, it was found that the greatest participation by all the respondents was in church activities. The second greatest degree of participation was in farm organizations.

When comparing the total activity scores of high school, university, and post-graduation participation on the basis of size of high school attended, it was found that those from small high schools had a 7.6 per cent greater participation than those in medium-sized schools, and 30.3 per cent greater than those from the large high schools.

CONCLUSIONS FROM STATISTICAL ANALYSIS

The purpose of the statistical analysis was to determine whether there is any association between high school and/or university performance and community leadership. In order to do this 14 hypotheses were developed at the beginning of this study. By means of the Wherry-Doolittle Multiple Regression Method of statistical analysis the following conclusions were reached:

1. The size of high school from which a student graduates does not have a marked influence on community leadership involvement following graduation from university.
2. There is a significant positive correlation between a student's participation in high school activities and his participation in university activities.
3. Student participation in high school activities does have greater

significance in relation to post-university graduation leadership involvement than does participation in university activities.

4. There is no significant correlation between the combined leadership activities engaged in by a student while in high school and in the university, and his post-graduation leadership activities.
5. The high school principal's evaluation of a student's behavior is of greater significance in predicting leadership involvement than is the student's personality rating when in college. In fact, a student's attitude and behavior in high school had the highest coefficient of correlation of any of the independent variables.
6. A student's overall university grade point average is of little significance in relation to leadership involvement in community affairs following graduation.
7. There is a significant correlation between the kinds of employment engaged in after graduation and leadership involvement.
8. The high school principal's estimate of a student's probable success does have a significant positive relationship with leadership involvement following graduation from the university.
9. Rank in the high school graduating class does not show a strong correlation with leadership activities following graduation from the university.
10. The length of time a person has been graduated from the university does not significantly influence his involvement in community leadership activities.
11. The coefficient of correlation was sufficiently high to indicate that there is a significant relation between the number of years after graduation from the university and leadership responsibilities in the most recent job held.
12. It was proven that there is a strong correlation between the job held, or rating, and leadership activities in the community.
13. The university over-all grade point average is strongly significant in relation to leadership involvement in the current job.
14. A person's rank in his high school graduating class is not a significant factor in indicating his leadership involvement in the kind of work engaged in following graduation from the university.

Of the above 14 hypotheses, nine were found to be valid and five were invalid.

Using the "post-graduation leadership activity rating" as the dependent variable, it was found that the most important single factor in predicting the degree of participation in leadership activities following graduation from the university was the student's behavior pattern while in high school.

With "job-rating" as the dependent variable it was determined that the overall university grade point average earned in school is the one most important factor in determining the degree of leadership involvement in a community following graduation based upon the kind of employment engaged in.

Finally, from the results of this study it appears that there is not an increasing degree of general participation in leadership activities on the part of students from high school to university to post-university life. On the basis of evidence submitted, it appears that participation is greatest at the high school level, then in community life following graduation from the university, and thirdly at the university level.

¹Browne, C. G. and Cohn, T. S. "The Study of Leadership." Interstate Publishing Company, 1958.

²Cowley, W. "Three Distinctions in the Study of Leaders." *Journal of Abnormal and Social Psychology*. Vol. 23, 1955.

Relative Importance of Selected Topics in Five Subject Matter Areas of Agricultural Mechanization

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Agricultural education has been offered for a period of ten years as a major in the Department of Agricultural Industries at Southern Illinois University. Three beginning agricultural

mechanization courses have been required, covering five subject matter areas including: general shopwork,* farm power and machinery,* farm structures and electrification.**

A survey as to relative importance of each laboratory topic covered was conducted to provide a useful evaluation of each

*Has had same instructor since program started.

**Has had several instructors since program started.