

Public Abstract

First Name:Stacy

Middle Name:Kendall

Last Name:Vincent

Adviser's First Name:Robert

Adviser's Last Name:Torres

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SP 2010

Department:Agricultural Education

Degree:PhD

Title:A Comparison of Teachers and Students Multicultural Competence and Racial Color-Blindness in Ethnically Diverse and Non-Diverse FFA Chapters

The purpose of this study was to describe variables that influence the ethnic diversity of membership in a youth organization. Variables include multicultural competence of school-based agriculture teachers, racial color-blindness, and individual characteristics. The study included school-based agriculture teachers (n = 10) and their completer/concentrator students (n = 136). An established criterion led to a purposive sample selected from the Mississippi Delta region of the United States. The framework for this study was based upon Sue's™s Multidimensional Model for Developing Cultural Competence (2001). Key findings were that teachers in diverse FFA chapters rated their multicultural competence level higher than teachers in non-diverse FFA chapters. Students in diverse FFA chapters perceived their teacher to be more multicultural competent than students in non-diverse FFA chapters. Additionally, teachers and students in diverse FFA chapters had a higher racial color-blindness than teachers and students in non-diverse FFA chapters. Students perceived their agriculture teachers to be more multicultural competent than the teacher themselves. Teacher and student characteristics were correlated to the ethnic diversity of the local FFA membership. Additionally key findings include racial prejudice existing among teachers and students in non-diverse FFA chapters and FFA chapters with a diverse ethnicity are associated with multicultural competence. Recommendations were made from the findings along with recommendations for further research.