

SECONDARY STUDENTS' MOTIVATION TO JOIN AND PARTICIPATE IN  
CAREER AND TECHNICAL STUDENT  
ORGANIZATIONS (CTSOs)

by

Cory B. DeVaul

An Abstract

of a thesis submitted in partial fulfillment  
of the requirements for the degree of  
Education Specialist  
In the School of Professional and Educational Leadership  
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August, 2018

## ABSTRACT

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The purpose of this study was to investigate student intrinsic and extrinsic motivation for joining and participating in Career and Technical Student Organizations (CTSOs). Three research questions focused on factors influencing initial CTSO participation, factors motivating continued participation in CTSOs, and the impact of CTSO advisors on students' continued CTSO participation.

A narrative research design using an electronic survey was distributed to CTSO students in two Missouri career centers. Twenty-one students representing five CTSOs participated in the research over a three-week period. Resulting data were analyzed and grouped into five themes representing intrinsic and extrinsic motivators. Fun/Social, Preparing for College, Technical Skills Competition, Family/Other, and Leadership. The results suggest students were more extrinsically motivated to join CTSOs (Fun/Social, Technical Skill Competitions) but intrinsic motivators (Leadership, College Preparation) contributed to continued participation in CTSOs. Data suggested advisors may also motivate students to participate and remain in CTSOs. Twelve recommendations are provided.

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August, 2018

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## TABLE OF CONTENTS

	Page
LIST OF FIGURES .....	x
CHAPTER 1: NATURE AND SCOPE OF THE STUDY.....	1
Statement of the Problem.....	2
Purpose of the Study and Research Questions.....	2
Definition of Terms.....	3
Scope and Delimitations of the Study.....	4
Limitations of the Study.....	5
Assumptions.....	5
Need and Significance of the Study.....	6
CHAPTER 2: REVIEW OF RELATED LITERATURE .....	8
An Overview of CTSOs .....	8
The Use of CTSOs in CTE .....	9
Defining Student Motivation .....	10
Motivations of Teenagers .....	11
CTSOs and Student Academic Performance .....	12
Student Motivation for Participating in CTSOs .....	13
Summary.....	13
CHAPTER 3: METHODOLOGY .....	15
Statement of the Research Questions .....	15
Population and Sample .....	15
Research Design .....	16
Data Collection Instrument.....	17

Data Collection Methodology and Analysis .....	18
Summary .....	19
CHAPTER 4: RESULTS .....	21
Preliminary Data Analysis .....	21
Research Question One Data .....	23
Research Question Two Data.....	25
Research Question Three Data.....	26
Summary .....	28
CHAPTER 5: SUMMARY, FINDINGS CONCLUSIONS, RECOMMENDATIONS AND DISCUSSION .....	29
Summary .....	29
Findings.....	31
Conclusions.....	33
Recommendations.....	33
Discussion .....	36
REFERENCES .....	38
APPENDICES .....	41
Appendix A: Participant Survey: CTSO Student Motivation Survey .....	41
Appendix B: IRB Approval Letter.....	45
Appendix C: Email to Career Center Directors Requesting Research Assistance .....	47
Appendix D: Email to Students Requesting Research Participation .....	52
Appendix E: Data Tables .....	54



## LIST OF FIGURES

Figure	Page
1. Participation in CTSOs as Reported by Students .....	22
2. Factors that Influenced CTSO Participation as Reported by Students .....	23
3. Advisor Influence on CTSO Participation as Reported by Students .....	27

## CHAPTER 1 NATURE AND SCOPE OF THE STUDY

One of the most important components of career and technical education (CTE) is the existence of Career and Technical Student Organizations (CTSO) which help link classroom instruction to professional development, personal growth, leadership development, and hands on technical skills tied to industry (SkillsUSA, 2018; Greathouse-Holman, 2016; Klein, 2013; Reese, 2011; Morris, 2009; Reese, 2008; McNally & Harvey, 2001). These organizations are intended to help students achieve career success demanded by business and industry as well as helping them develop the “soft skills” (employability skills) also needed to be successful in everyday life. (SkillsUSA, 2018). In addition, these organizations consist of students who are involved in their CTE program and generally led by teachers they know. According to CTSO advisors, one of the biggest questions that arise when talking to advisors or instructors about CTSOs is the reason students join the CTSOs (M. Pantleo, personal communication, November 1, 2017).

Different types of students tend to be involved in CTSOs (M. Pantleo, personal communication, November 1, 2017). For example, students involved in CTSOs at the Career and Technology Center at Fort Osage in Independence, Missouri, are from many different cultures, socio-economic backgrounds, and academic performance levels. It is important to learn how to diversify classroom instruction, thus ensuring all students have the opportunity to attain the education they need, it is also important to learn what motivates students to participate in CTSOs In order to be successful at meeting those needs and/or requirements, classroom teachers have to find better ways to connect or relate with their students. Teachers need to be able to identify the specific needs for each student, including their motivation to join and actively

participate in CTOSs. They may be able to gain some of this needed information through informal assessments, observations during class time, personality tests, formal assessments, and the professional literature in the field. However, there were no data located for this study addressing what motivated students to participate in CTOSs.

### **Statement of the Problem**

There have been many studies to examine the relationship between CTOSs and student academic performance. For example, Alfred, Hansen, Aragon, and Stone (2006) addressed the benefit of CTOSs on skill development, contest, community service, leadership skills, and academics. Greathouse-Holman (2016) presented the perceived impact of student preparedness on their academic opportunities after high school. There have also been studies conducted to show the importance of CTOSs, the relationships with industries and the benefits to students in a CTE program (SkillsUSA, 2018). However, there was no literature located for this study that addressed student motivation to join and actively contribute to CTOSs. Therefore, the problem driving this research was the lack of data regarding what motivates students to join or participate in CTOSs.

### **Purpose of the Study and Research Questions**

The purpose of this study was to determine the main motivations for students to join Career Technical Student Organizations (CTOSs) such as DECA, FCCLA, FFA, FBLA, HOSA – Future Health Professionals, SkillsUSA, and the Technology Student Association (TSA). The research questions include:

1. What influenced a student to become a member of a CTOS?
2. What motivated the student to continue progressing in a CTOS?

3. Did the relationships with the advisor help to motivate the student to stay involved in the CTSO?

### **Definition of Terms**

**Career and technical education (CTE).** Per the Carl D. Perkins Career and Technical Education Act of 2006, CTE is defined as programs that: “(A) offer a sequence of courses that— “(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; “(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and “(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and “(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual" (Perkins, 2006, p. 6).

**Career and technical student organizations (CTSOs).** Per the Carl D. Perkins Career and Technical Education Act of 2006, a CTSO is “an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program” (Perkins, 2006, p. 6).

**DECA.** Formally known as Distributive Education Clubs of America, DECA is a CTSO that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe (DECA, 2018).

**FFA.** Formally known as Future Farmers of America, FFA is an intracurricular CTSO for those interested in agriculture and leadership (FFA, 2018).

**FBLA-Phi Beta Lambda (FBLA-PBL).** Formally known as Future Business Leaders of America – Phi Beta Lambda, FBLA-PBL is a business education-focused CTSO that inspires and prepares students to become community minded business leaders in a global society through relevant career preparation and leadership experiences (FBLA-PBL, 2018).

**FCCLA.** Formally known as Family, Community and Career Leaders of America, FCCLA is a CTSO that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education (FCCLA, 2015).

**HOSA – Future Health Professionals (HOSA).** Formally known as the Health Occupations Students of America, HOSA is a CTSO focused on developing leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is an integral part of the Health Science Education instructional program (HOSA, 2018).

**SkillsUSA.** Formally known as SkillsUSA-VICA, VICA, and the Vocational Industrial Clubs of America, SkillsUSA is a national organization serving students in middle level, high school, and postsecondary education that prepares students for careers in trade, technical, and skilled occupations (SkillsUSA, 2018.).

**Technology Student Association (TSA).** The Technology Student Association (TSA) is a CTSO that enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs (TSA, 2018).

### **Scope and Delimitations of the Study**

The following scope and delimitations of this research were presented prior to data collection:

1. The scope of this study was limited to public, CTE secondary education students who had participated in CTSOs for at least one academic year.

2. All students and former students who participated in this research indicated they were over eighteen years of age.

3. This research only included active and former CTE students from two career and technical education centers: The Career & Technology Center at Fort Osage, Independence, Missouri, and the Cass Career Center, Harrisonville, MO. Therefore, consistent with the generalizability practice of qualitative research (cite Creswell), the results of this research were not generalizable to all career and technical education students in Missouri and beyond.

### **Limitations of the Study**

Based on the actual research conducted, the following limitations of the study are presented:

1. Research data were limited to only 21 participants. Therefore, these results are not generalizable to the entire CTE student populations in The Career & Technology Center at Fort Osage, Independence, Missouri, and The Cass Career Center, Harrisonville, MO.

2. Research data were limited to students from three CTSOs. Therefore, the results are not generalizable to all CTSOs identified by the Carl. D. Perkins Career and Technical Education Act of 2006.

3. There were no data collected nor analyzed for Research Question Two. Therefore there are no findings presented in this research that addressed what motivated the students to continue progressing in a CTSO.

### **Assumptions**

The following assumptions were made prior to conducting this research:

1. It was assumed that all participants volunteered completely when asked to complete the survey as it was not an assignment or requirement.
2. It was assumed all participants answered the survey questions truthfully and honestly.
3. It was assumed the survey would be offered to as many former students as possible, thus providing the opportunity to participate in the study.

### **Need and Significance of the Study**

Student motivation can be an important aspect of student participation in a variety of academic activities (Ryan & Deci, 2000). Translated to CTSOs, the need for this study was to assist advisors or instructors identify what motivates students to join and participate in CTSOs. Not only could the findings help identify the motivation of students joining, but also to gain knowledge for how those motivations might impact future tasks students may be asked to perform in their career fields.

The significance of discovering this information is that the results may allow advisors and instructors to utilize teaching strategies or other methods to help meet the needs of students who may be interested in CTSOs. The results may also provide insights into the relationships between an advisor and student, and how these relationships may even be improved through CTSOs.

Although there may be numerous reasons that motivate students to participate in the different CTSOs, this study also attempted to identify motivational factors that students see as important to become involved, which could help identify main motivations for students joining CTSOs. If an advisor can identify which motivation, extrinsic or intrinsic, a student values most to lead them in participating in a CTSO, the advisor can work to plan activities for that type of

motivation. The advisor may also be able to use this information to help a student with his/her future goals through the use of the CTSOs.



## CHAPTER 2 REVIEW OF RELATED LITERATURE

The purpose of this study was to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, FBLA, HOSA – Future Health Professionals, SkillsUSA, and the Technology Student Association (TSA). Literature located for this research regarding motivation was limited specifically on why students join or participate in CTSOs.

The majority of the literature located for this research addressed the academic results associated with CTSOs. Limited research was also available on how students perceived participating in and the use of CTSOs through CTE programs. However, the motivation to participate in a CTSO was not located in the literature. The literature review resulted in the following themes that comprise this chapter: An overview of CTSOs, the use of CTSOs in CTE, defining student motivation, motivation of teenagers, CTSOs and student academic performance, and student motivation for CTSOs.

### **An Overview of CTSOs**

According to Reese (2003), “Career and technical student organizations (CTSOs) have a long, rich history tracing back almost as far as career and technical education itself” (p. 18). The CTSOs are applicable to all CTE content areas in both secondary and post-secondary education. Organizations such as DECA, FFA, FBLA, FCCLA, HOSA, SkillsUSA, and TSA operate on the national, state, and local levels with teachers in the specific content areas serving as the advisors. The advisors are an important part of the students learning the information they need to help navigating their way through the CTSO curriculum while planning for all aspects of their future careers. “After all, at least one world leader was the member of a career and technical student

organization. Former U.S. president and recent Nobel Peace Prize winner Jimmy Carter belonged to FFA” (Reese, 2003, p. 20). Along with the advisors, many of the alumni in these organizations such as FFA also help to mentor the students. “CTSOs enhance the educational opportunities for students, but they also help the students explore career paths” (Reese, 2003, p. 18).

Not only do the students receive an education in their content areas and receive guidance from their advisor and alumni for their future, they also learn to give back to the community (Reese, 2003). According to Reese, “Members of CTSOs are also involved in community service projects all across the country” (2003, p. 19). The community service projects range from food drives to raising money for children’s hospitals to even making a new visitation policy for a nursing home. These projects teach the students the importance of giving back along with their education and how these mix to create a more impactful learning experience (Reese, 2003).

### **The Use of CTSOs in CTE**

Throughout the years, CTE programs have utilized CTSOs to help motivate students in using their academic skills and integrating these within the CTE program (Kosloski, 2014). A January 2013 listserv message from Jim Stone, Director of the National Research Center for Career and Technical Education (NRCCTE), stated:

Career and technical student organizations (CTSOs), like DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA and TSA, are one of the most powerful pedagogies available to the field of CTE, yet it seems to me that they receive far less acclaim than they deserve. Although there are many factors that contribute to students' academic and technical achievement while in high school, many of

our most accomplished CTE graduates cite their active involvement in a CTSO as a primary reason for their success (as cited in Kosloski, 2014, p. 34).

As this passage supports, when talking to students they gave credit for their success to the CTSOs in which they belonged.

In a press release that announced their new white paper addressing how CTSO's expand career readiness for students, the Association for Career and Technical Education (ACTE) cited the National Research Center for Career and Technical Education claim that students who participate in CTSO leadership and professional development activities increases CTE students' educational expectations (ACTE, 2011). Besides the academic and co-curricular lessons embedded in CTE programs, the CTSOs offer more leadership opportunities for students. Many of the CTSOs offer student-led leadership positions, where the students in these positions run the local chapters within these organizations (ACTE, 2011).

### **Defining Student Motivation**

Ryan and Deci (2000) investigated defining intrinsic and extrinsic motivations as well as some of the methods for how extrinsic and intrinsic motivations are being recognized. Ryan and Deci stated that "To be motivated means to be moved to do something" (p. 54). If a person does not feel inspiration or the desire to act or do something he/she would be considered "unmotivated." Every person does not have the same level of motivation or the same orientation to motivation. Ryan and Deci continue, stating that the orientation of motivation deals with the underlying attitudes a person has. They provide one example addressing students and homework. A student could be highly motivated to do homework out of curiosity, because he/she wants to get the approval of a parent or a teacher for the completed job. Another example is a student could learn a new set of skills because the student can see the potential or benefit or

how he/she can gain privileges based on learning the new skills. “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (Ryan & Deci, 2000, p. 55).

The definition Ryan and Deci (2000) used for intrinsic motivation is “The doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 55). This simply means a person will be motivated to act for the fun or challenge rather than some external reward or pressure to complete the act. Ryan and Deci stated there is a thought that intrinsic motivation exists in the individual but another thought it is believed it exists in the relationship between individuals and activities. This can be seen when some people are intrinsically motivated for some activities and not others. This is also seen when some people are not intrinsically motivated for the same activities.

When compared to intrinsic motivation, extrinsic motivation is the sense that the individual will complete the activity or task in order to attain a separable outcome (Ryan & Deci, 2000). The individual doesn’t perform the activity for the self-satisfaction, but rather for the satisfaction of what can be attained upon its completion. An example of this would be the fact a student only completes homework because of the potential to have a negative outcome from parents or the teacher if homework is not completed. This indicates the student is only completing the homework because of the potential of outcomes rather than completing the homework for the mere enjoyment or satisfaction of doing it (Ryan & Deci, 2000).

### **Motivations of Teenagers**

According to O’Doherty (2016), “It’s a myth that teenagers lack motivation; they will go to the ends of the earth to track down a concert ticket, spend four hours getting their hair and

make-up just right or play an eight-hour Fifa marathon” (p. 6). O’Doherty also stated the brain development of a teenager makes thinking more complex in those same teenagers. Stated O’Doherty: “The regions associated with reward and social approval (centered on the amygdala) go into overdrive, while the areas associated with reasoning and thinking through consequences of actions (in the frontal cortex) lag a little behind” (O’Doherty, 2016, p. 6). According to O’Doherty, this explains why the choices they make bring a sense of well-being and are used more in social interactions rather than thinking about long term consequences or rewards:

Rewards and incentives are powerful motivators. While it would be wonderful if every child was motivated purely by the sense of achievement they gain from a task, very often, and especially if you’ve got a teenager struggling with something specific, a more structured reward plan can help them get over the hump (O’Doherty, 2016, p. 6).

O’Doherty concludes that these factors help adults see that extrinsic motivation is very important for teenagers.

### **CTSOs and Student Academic Performance**

According to Blandford (2012) the students of today are more technologically advanced than any other generation before them. “Today’s students have been nicknamed the ‘Digital Generation,’ ‘Millennials,’ ‘Net Generation,’ and ‘Generation Next’” (Blandford, 2012, p. 22). Based on research focusing on students involved in CTSOs as officers and their reasons or motivations for being involved in CTSOs, Blandford stated:

They are frequently identified by their technological prowess and seem to work well with multiple stimuli (for example, designing a web site while listening to iTunes and responding to texts). While many research studies have been conducted to understand

their motivations and how to retain them in the workplace, seldom do such studies include first-hand accounts (Blandford, 2012, p. 22).

In 2006, a study was conducted looking into what the positive impacts could be on students involved in CTSOs (Alfred, Hansen, Aragon, & Stone, 2006). In the article “Looking Inside the Black Box: The Value Added by CTSOs to Students’ High School Experience” the different areas in which CTSOs could have an impact such as skills contests, community service, leadership skills and academics were explored. Even though the authors indicated the positive impact in the various areas on students, they still did not examine the true motivation for a student to join or participate in a CTSO. The only area they addressed was academic performance. The authors did present results that students would see the benefits from better academic performances when they were more involved in the CTSOs. This may suggest that academics was a motivator for students. The study also used non-CTSO schools that could also have impacted the results.

### **Student Motivation for Participating in CTSOs**

There was no literature located for this research that addressed student motivation and CTSOs. Therefore this research sought to determine the main motivations for students to join CTSOs.

### **Summary**

Career and Technical Student Organizations play an important role in all CTE programs and content areas. CTSOs provide learning opportunities in not only the technical content, but also in students’ professional development, leadership development, and community service opportunities.

Both intrinsic and extrinsic motivation may play a role in high school students' decision making in general. However, the literature suggested also teenagers may be more extrinsically motivated based on their brain development. While research also suggests CTSOs provide additional academic benefits to CTE students who are participating in CTE programs, no literature was located for this study that addressed CTE students' motivation to participate in CTSOs.

## CHAPTER 3 METHODOLOGY

The purpose of this study was to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, FBLA, HOSA – Future Health Professionals, SkillsUSA, and the Technology Student Association (TSA). This chapter presents the methodology in which the research was conducted. Sections in this chapter include the statement of the research questions, population and sample, the research design, and the research methodology used to collect data. Within the research methodology section, three additional topics are presented: The data collection instrument development, the human subjects protection procedures (institutional review board), the specific data collection methods used, and an overview of the data analyses used.

### **Statement of the Research Questions**

The following three research questions guided this study:

1. What influenced a student to become a member of a CTSO?
2. What motivated the student to continue progressing in a CTSO?
3. Did the relationships with the advisor help to motivate the student to stay

involved in the CTSO?

### **Population and Sample**

As the researcher incorporated a qualitative research design, the results of this researcher would not be generalizable to a population as is the goal in quantitative research designs (Creswell, 2013). However, qualitative research can still target a population from which to sample participants. Therefore, the target population for this research consisted of active and former secondary CTE students who were actively enrolled or formerly enrolled at two career



and technical centers in Missouri: The Career & Technology Center at Fort Osage in Independence, Missouri, and the Cass Career Center in Harrisonville, Missouri.

The researcher used a purposive sampling technique, specifically homogeneous sampling (Creswell, 2013). Creswell (2013) recommends a homogeneous sampling when it's desired to select participants based on a specific characteristic or trait. In this research the characteristic or trait was participation in a CTSO.

The purposive, homogeneous consisted of 21 total students, with 11 students from the Career & Technology Center at Fort Osage in Independence, Missouri, and 10 students from the Cass Career Center in Harrisonville, Missouri. These students were 18 years of age and older and were either enrolled in a secondary CTE program or former students who were no longer enrolled. Participants represented a variety of different CTSOs in both schools. It was unknown exactly how many different advisors were represented within these students' CTSO experiences.

### **Research Design**

The researcher incorporated a qualitative exploratory survey research design. The literature suggested this problem best fit the definition for a qualitative study. According to Creswell, "In a qualitative project, the author will describe a research problem that can best be understood by exploring a concept or phenomenon" (2013, p. 110). Creswell also stated that qualitative research also helps to explore a topic when there are unknown variables.

Using a qualitative survey allowed for trends to be identified within the data collected. This method is considered narrative research as it allows for the collection of data from individuals and then is retold by the researcher (Creswell, 2013, p. 113-114). This method allowed for more flexibility to explore the data based on some of the answers from the

participants being subjective due to their experiences. It also allowed for similar answers to be categorized to reveal any trends that would be indicated throughout the data collected.

### **Data Collection Instrument.**

Based on the literature reviewed for this research, the researcher proposed to create a data collection instrument specific to this research (see Appendix A). Two to three survey questions were originally proposed to address each research question in order to gather adequate information for the study. The questions were developed to address the factors that would motivate students to participate in a CTSO as well as continue to progress in it. The questions were also developed to investigate if the relationship with the CTSO advisor could have an influence on their decision to participate as well. Content experts on the thesis committee provided ongoing input into the data collection instrument.

The data collection instrument included 12 questions, with each question designed to address one of the three research questions. To answer the first research question regarding what influenced a student to become a member of a CTSO, students were asked “Why did you join a CTSO?” This was to provide the student an opportunity to explain their motivation. It was also used to determine the different categories that students would consider as reasons why joining a CTSO.

The second research question regarding what motivated the student to continue progressing in a CTSO was next area to be addressed by the data collection instrument. To help gather data for this question, students were asked “Why did you continue to be a member or actively involved in the CTSO”? They were also asked if they became an officer in the CTSO and if so what officer position they held. The students were also asked, “What made you want to become an officer in the CTSO”?

The final research question regarding the relationships with the advisor help to motivate the student to stay involved in the CTSO was addressed using a Likert-type scale. The scale was designed to help document just how much influence advisors had on the students. The students were also able to expand on this with two additional questions addressing how did their advisor influenced their decision and also allowing the students to describe the relationship with their advisor before and after joining the CTSO.

### **Data Collection Methodology and Analysis**

**Institutional Review Board (IRB) approval.** Prior to data collection, the research project and all related materials were submitted to the Institutional Review Board for approval. The research project was approved as an Exempt level of review on November 14, 2017 (see Appendix B).

**Data collection methodology.** After the IRB approved the research project, the researcher officially contacted two career center directors who had previously expressed interest in assisting in this research. After the career center directors agreed to assist the researcher via email (see Appendix C), the researcher forwarded the data collection instrument with a consent letter to the career center directors (see Appendix D). The career center directors were asked to forward the consent letter and data collection instrument to the CTSO lead advisors at their specific career centers.

The CTSO lead advisors at the two career centers were requested to forward the consent letter and data collection instrument via email to their students who had previously participated in CTSOs or who were currently participating in CTSOs at the time. The email stated that participation was a completely voluntary without penalty should they not complete the survey.

This survey was made available online with the use of Google Forms. The survey consisted of questions geared to answer the previously stated research questions. Using a qualitative survey allowed for trends to be identified within the data collected. This method is considered narrative research. It allows for the collection of data from individuals, which is then retold by the researcher (Creswell, 2013, p. 113-114). This method allowed for more flexibility to explore the data based on some of the answers from the participants being subjective due to their experiences. It also allowed for similar answers to be categorized to show any trends that would be indicated throughout the data collected.

The data were collected over a three-week period, with a reminder sent after one and one half weeks in order to attain the highest possible return rate from participants from the two schools. At the conclusion of the three-week time period, the survey was closed to prohibit any additional to be collected.

**Data analysis methodology.** The survey was completed by 21 participants from either the Cass Career Center or the Career & Technology Center at Fort Osage. The qualitative data were initially analyzed by reviewing the provided participants' answers and then grouping the similar answers. After each response was analyzed and grouped, the researcher determined a specific theme name to identify each grouping. This resulted in a series of themes that summarized the participants' data.

## **Summary**

The purpose of this chapter was to present an overview of the data collection and analysis methodology. Specific sections included the statement of the research questions, the population and sample, the research design, and the research methodology used to collect data. Within the research methodology section, three additional topics were presented: The data collection

instrument development, the human subjects protection procedures (institutional review board), the specific data collection methods used, and an overview of the data analyses used.

## CHAPTER 4 RESULTS

The purpose of this study was to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, FBLA, HOSA – Future Health Professionals, SkillsUSA, and the Technology Student Association (TSA). This chapter presents the data and analysis of the data within the context of the three research questions. The complete data table is located in Appendix E.

### **Preliminary Data Analysis**

Based on the 21 responses, participants identified four specific CTSOs in which they were participating (see Figure 1). CTSO's identified were FFA (n=10, 37%), SkillsUSA (n=10, 37%), DECA (n=4, 4.8%), Other (n=2, 7.4%), and FBLA (n=1, 3.8%). From the Career & Technology Center at Fort Osage, four different CTSOs were represented (DECA, FFA, Other and SkillsUSA). The Cass Career Center had three CTSOs represented (FBLA, FFA, and SkillsUSA). Six participants indicated they were involved in multiple CTSOs, which explains the difference in participants in the research study (n=21) and the CTSO selection (n= 27).

As described in Chapter 3, the data were initially analyzed by reviewing the provided answers and grouping the similar answers together. As all participant responses were analyzed separately and then grouped, the researcher then created data themes used to identify a specific category the responses represented.

The resulting themes that summarized the student motivation data included Fun/Social, Preparing for College, Technical Content Competitions, Family/Other, and Leadership. These themes were then used to help determine whether extrinsic or intrinsic motivations for the participants were represented. If participants indicated the motivation was related to

competitions, social/fun activities, or preparing for college, these were grouped as extrinsic motivation based on the definition of extrinsic motivation, “which refers to doing something because it leads to a separable outcome” (Ryan & Deci, 2000, p. 55).

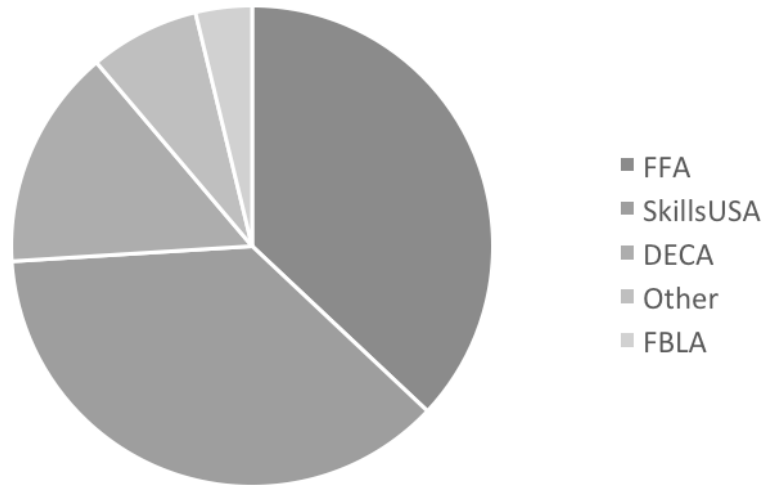


Figure 1. Participation in CTSOs as Reported by Students

The remaining answers were categorized as intrinsic motivation by the researcher, which according to Ryan and Deci “refers to doing something because it is inherently interesting or enjoyable” (2000, p. 55). The researcher determined that data relating to either “leadership” or “preparation for college” were intrinsic motivators. This categorization allowed for a more specific analysis and representation provided by each participant. The results were then formulated either in a graph or chart to represent the percentages indicated through the survey and to provide a narrative of students’ motivations in joining CTSOs.

## Research Question One Data

Research Question One addressed what influenced a student to become a member of a CTSO. The data were grouped into the following five themes: Fun/Social, Preparing for College, Technical Content Competition, Family/Other, and Leadership (See Figure 2).

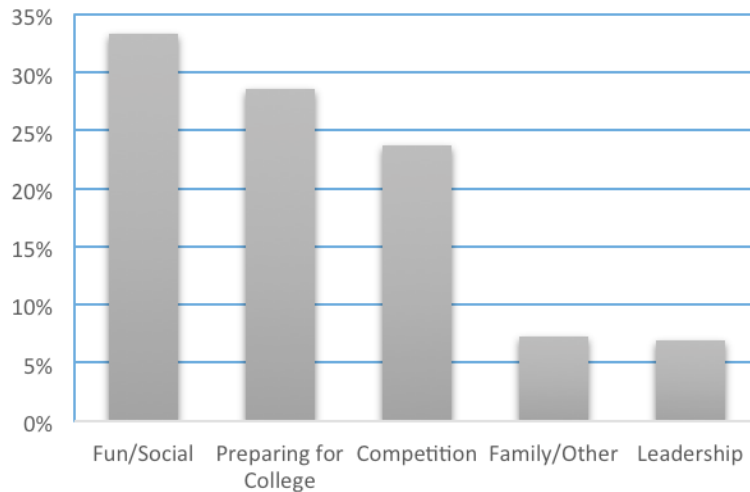


Figure 2. Factors that Influenced CTSO Participation as Reported by Students

Based on participant responses, the most frequent influence factor was Fun/Social (33.33%). “Positive relationships” and “social interactions” were phrases common in these results. Two students provided supporting comments such as “It seemed fun and interesting” and “it was fun and I was good at it.” One student was very specific in how they felt about why they joined the CTSO: “I joined because it looked like a lot of fun and ended up to be one of the best things I have ever been a part of in my life.”

Data suggested that 28.58% of the participants wanted to join a CTSO to gain more knowledge or to prepare for college, which was the second-most frequent theme. Several students stated it would look good on a resume. Other students were more specific on how they



wanted to use the CTSO for their future. One student indicated they were motivated to join a CTSO “to prepare for a major in animal science/agriculture in college.” Many of the other comments were generalized, such as they joined a CTSO because it was a “college application booster,” or “the college support I was going to be able to get,” and they would be able to “learn new things.” The idea of using what they learn was a way to prepare for college and was prevalent among participants.

The Technical Contest Competition category was the third most frequent category (23.80%) selected as a motivator for joining CTSOs. One research participant commented, “I joined a CTSO so that I could be a part of the crime scene investigation competition.” Another participant indicated they wanted to “Meet more people and compete in a competition that is related to the occupation that I want to pursue as a career.” Another student indicated how the technical contest competition was the only reason they joined a CTSO: “Did compete but otherwise not involved.” Although not the highest motivator identified, technical contest competitions were mentioned as motivating factors for some students to join CTSOs.

The fourth most frequent theme for joining a CTSO (7.29%) as indicated by participants was to be involved to either meet people, become involved in the community, or because a family member had been involved in a CTSO. One research participant stated, “My family has been involved in FFA in the past” which suggests family can be a very strong motivator for students to join CTSOs. Another research participant stated, “I was following in the footsteps of my sister originally, but then I found a passion for the organization.” This influence could be a long standing tradition for some students because of their families’ previous involvement..

The fifth and final most frequent theme for joining a CTSO (7%) as indicated by participants was to develop their leadership skills. Although the Leadership category was the

least common category, some of the participants did indicate they joined CTSOs to develop their leadership skills and to be better prepared to pursue future leadership opportunities. One research participant viewed it as a way to, “help build team skills and learn how to lead.” Another participant also focused on how the CTSO allowed them to find their leadership abilities and to put them into practice, “It made me break out of my shell a little more. And it gave me the opportunity to show everyone the leader that I am.” Even if Leadership was the least mentioned category, students still indicated they recognize the benefit of the leadership opportunities offered in CTSOs.

### **Research Question Two Data**

The second research question for this study investigated what motivated students to continue progressing in a CTSO. As a related component of this research question, research participants were also asked if they held an officer position in their CTSO. Of the 21 research participants, 11 research participants indicated they did serve as an officer in their CTSO. The remaining 10 participants did not indicate they served as an officer. The participants who indicated they did not become officers also did not provide any comments on why they did not pursue officer positions. The participants who indicated they were officers all commented on how they wanted to learn more leadership skills and to make improvements to the CTSO chapters. These data could be interpreted as a Leadership-related motivator, which was identified as an intrinsic motivator in Research Question One’s data analysis.

However, when analyzing all qualitative data for Research Question 2, the impact of extrinsic motivation or intrinsic motivation to keep students progressing in CTSOs was unclear. While the data were interesting to analyze when investigating the comments from the research

participants' responses regarding why they chose to pursue a leadership position within their CTSOs, there were not enough data to fully address the research question.

### **Research Question Three Data**

Research Question Three investigated how CTSO advisor – student relationships helped motivate the student to stay involved in the CTSO. In order to gather a measurable outcome a related question, “Did your advisor influence your decision to become involved in the CTSO?” was asked of the research participants. Research participants indicated their answers using a Likert –type scale with a “1” representing “Very Little” influence and a “5” representing “Extremely” influence on the participant being involved in a CTSO. After analyzing the results, the responses revealed eight students indicated they believed their advisor “extremely” influenced their decision to participate in a CTSO. Three participants selected the lowest number (1), indicating their advisor had “very little” influence on their participation in CTSOs (see Figure 3).

When the “4” and “5” data selections were grouped together, data suggested that 54.49% of the participants indicated their advisors had a strong to very strong influence in them participating in CTSOs. When the “1” and “2” data were grouped together, only 23.80% of the participants indicated their advisors had little to no influence in their participation in CTSOs, The “3” response data represented 9.52% of the answers, indicating their advisors influenced their involvement “some.” Related to Research Question Two, one of the research participants who indicated they were an officer in their CTSO also stated their advisor did not have any influence on them participating in the CTSO.

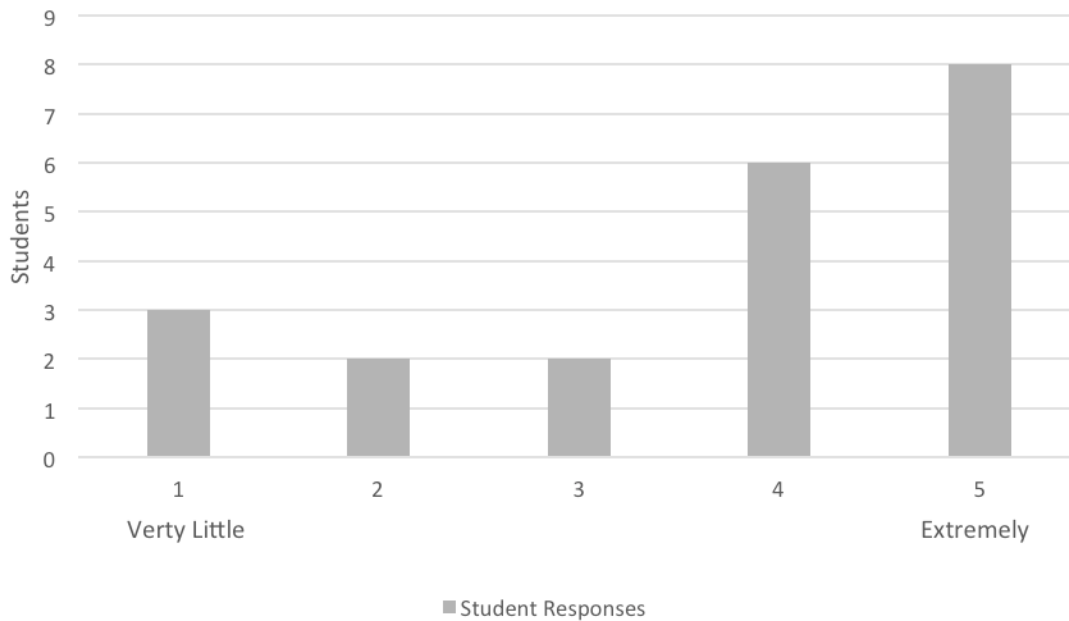


Figure 3. Advisor Influence on CTSO Participation as Reported by Students

The research participants provided strong comments describing how they believed the advisors influenced their participation. The comments ranged from, “By pushing me to do my best” to “my mind was already made up.” The lower influence was indicated with comments such as, “They didn’t.” Through the comments it appeared the relationships with advisors and students did improve. Many of the comments were consistent with a developing relationship, such as “After joining I had a closer relationship with my advisors.”

The results reflected 71% of the participants indicated they believed their advisor had a positive impact on their decision to participate in a CTSO. Three of the positive responses stated their advisor pushed them to be a better person along with the encouragement to become more involved in the CTSO. Two of the responses plainly stated “they didn’t” (advisors) have any

influence on their decision to join a CTSO. The remaining four responses either didn't provide a reason or they had already made a decision prior to the influence or help from their advisors.

### **Summary**

The purpose of this chapter was to present the research data and describe the data analysis methodology, which were presented by research question. The researcher analyzed the qualitative data by grouping the data into five themes that represented both intrinsic and extrinsic motivators: Fun/Social, Preparing for College, Technical Content Competition, Family/Other, and Leadership. Data suggested that extrinsic motivators influenced initial CTSO participation than intrinsic motivators. Data also suggested that intrinsic motivators and CTSO advisors impacted students to remain in CTSOs.

## CHAPTER 5 SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND DISCUSSION

The purpose of this study was to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, FBLA, HOSA – Future Health Professionals, SkillsUSA, and the Technology Student Association (TSA). This chapter presents a summary of the research, the findings based on the research questions, the conclusions, and recommendations. The recommendations section includes recommendation made for the field as well as recommendations for additional research.

### **Summary**

The literature on what motivates students to join CTSOs was very limited. While CTSOs play an important role in all CTE programs and the technical content areas, they also provide learning opportunities in in students’ professional development, leadership development, and community service opportunities.

Both intrinsic and extrinsic motivation may play a role in high school students’ decision making in general. However, the literature suggested also teenagers may be more extrinsically motivated based on their brain development. While research also suggests CTSOs provide additional academic benefits to CTE students who are participating in CTE programs, no literature was located for this study that addressed CTE students’ motivation to participate in CTSOs.

Three research questions provided direction for the study:

1. What influenced a student to become a member of a CTSO?
2. What motivated the student to continue progressing in a CTSO?

3. Did the relationships with the advisor help to motivate the student to stay involved in the CTSO?

Based on the three research questions, the researcher incorporated a qualitative, narrative research design that used a researcher-developed survey. The survey was designed to collect data from current students involved in CTSOs and former students who were formally involved in CTSOs. The researcher incorporated two to three questions asked for each research question in order to gather adequate information for the study. These questions were designed to help identify student intrinsic and extrinsic to participate in CTSOs.

Once the Institutional Review Board approved the research, the researcher distributed the research packet to two career center directors. The career center directors then distributed the packet to to lead CTSO advisors in their school, who then distributed it to students who were participating in CTSOs. The survey was available to students for three weeks, and was complete by 21 participants representing four different CTSOs: FBLA, FFA, DECA, and SkillsUSA. One research participant indicated “other” for their CTSO.

When qualitatively analyzing the data, the results varied regarding why students became involved in CTSOs. This resulted in categorizing the participant responses into five themes: Fun/Social, Preparing for College, Technical Content Competition, Family/Other, and Leadership. For example, one research participant stated that CTSO involvement was “to learn about things that pertain to my future” which was categorized as an intrinsic motivator. Even though this one participant stated it was to learn, the majority of the participants indicated they joined their CTSO because of social/fun activities. Overall, research participants provided valuable insight as to why they became involved as well as the role their advisors played in their decision.

## **Findings**

The following findings are based on the three research questions that guided this research.

**Research Question One.** The first research question addressed why students initially joined their CTSO. Based on the 21 responses from two career centers, the results of this study indicate students are more likely to become involved with a CTSO based on the fun/social activities associated with CTSOs than any other reason. This result could lead stakeholders to believe the social interaction between students is the major influence that attracts students to CTSOs. The other major influence was preparing for college. Many students did see participating in their CTSO as a way to become better prepared for the next step in their futures. This motivation is also an important influence as many students in career technical education programs indicated they want to gain as much knowledge as possible related to the career pathway they are going to be learning.

The lower-reported results indicated the students were less likely to be intrinsically motivated to join a CTSO. Selecting to join a CTSO because of leadership opportunities only represented 7% for the participants as their motivation to join their CTSOs. This is a very small percentage when compared to how many participants indicated they preferred themes that were interpreted by the researcher as extrinsic motivators.

Of the 21 students who participated in this research, 37% indicated they participated in the FFA or SkillsUSA CTSOs. These data indicated these two CTSOs were the two highest-respondent CTSOs represented in this study.



**Research Question Two.** The second research question for this study investigated what motivated students to continue progressing in a CTSO. One of the major findings of the data contributing to Research Question Two was the intrinsic motivator that indicated 11 of the 21 research participants chose to pursue leadership positions in their CTSO. The 11 participants who indicated they were officers all commented on how they wanted to learn more leadership skills and to make improvements to the CTSO chapters could be interpreted as a as an intrinsic motivator. However, when analyzing all qualitative data for Research Question Two, the overall impact of extrinsic motivation or intrinsic motivation to keep students progressing in CTSOs was unclear. Moreover, even with the data collected it is still inclusive what would keep students motivated to remain active in their CTSO. While the research participants responses were interesting regarding the why they chose to remain in their CTSOs, additional data are needed to answer this research question.

**Research Question Three.** The third research question addressed the relationship between the CTSO advisor and student to remain active in the CTSO. The data suggested the CTSO advisor has an impact on a student's decision to continue CTSO participation. Based on the participants' responses in this study, there was an indication that an advisor can have more of a positive influence than a negative influence. The positive influence came more from the advisors encouraging students to step outside of their comfort zone. Thirty-eight percent of the participants indicated they believed they benefited from being pushed by the advisor. The participants also indicated they believed it helped them to be the best person they could be. As one participant stated "By always pushing me to do my best."

Overall it was apparent an advisor does influence a student becoming involved in a CTSO. With that being said some students may still participate and become officers even

without the influence of an advisor. Based on the students' comments regarding Research Question 3, the student motivations appeared to be more intrinsic in nature, which supports their desire to learn more about leadership.

## **Conclusions**

Based on the findings of this research, the following conclusions are made:

1. Students may be extrinsically motivated to join CTSOs, such as joining for technical skills contests and social/friendship factors.
2. Students may remain in CTSOs due to both extrinsic factors (technical skills contests, social/friendship) as well as intrinsic motivation factors (preparing for college/career, leadership opportunities).
3. CTSO advisors can have a strong influence on students' joining and participating in CTSOs.
4. CTSO advisors can have a positive influence in motivating students to expand their expectations and abilities within the context of CTSO participation.
5. CTSO advisors can have a positive influence in motivating students to pursue leadership positions within a CTSO.

## **Recommendations**

After planning, conducting, and reflecting on this research, the researcher makes the following recommendations. This section will include recommendations for additional research and recommendations for the profession.

**The need for additional research.** The following recommendations are designed to guide future researchers who consider investigating students' motivations for entering and participating in CTSOs.

1. This study was the foundation of what could lead to a much larger study including soliciting additional students at the targeted schools. If replicated, the new study may yield more definitive results.

2. Future researchers may want to consider refining the first two research questions. If the first two research questions were more detailed it could further identify what specific influences motivated students to join and remain active in a CTSO.

3. Future researchers could consider increasing the accessible population as well by increasing the number of schools invited to participate. If this study was conducted statewide a wider pool of schools could provide a larger student participant size. This could also allow for insight into if geographical locations are a factor.

4. Future researchers may consider using a mixed-method research design. This could allow for statistical analysis as more data are collected, including the ordinal level data collected using the Likert-type scale for the third research question which investigated the relationships with the advisor as a motivating factor for the student to stay involved in the CTSO.

5. Future researchers could categorize the research participants into current students and former students and type of CTSO. This could allow for the two groups' motivators to be compared, while also allowing former students to reflect on their experiences and how those experiences affected their future growth and experiences past high school.

6. Future researchers could investigate the effect of CTE programs on the students' motivating factors to participate in CTSOs. This would allow for a detailed examination to see if what trends existed in the various CTSOs.

**Recommendations for practice.** The researcher makes the following recommendations for the profession.

1. Advisors and teachers should be aware of the results of this study and to see the influence they have on a student's decision to participate in a CTSO. This influence can have a lasting impact on the student.
2. Advisors and teachers can modify their recruiting and practice activities with students based on the finding that students may be more extrinsically motivated through the social aspect of a CTSO rather than intrinsically motivated. This can help advisors plan activities accordingly to potentially better encourage students to join CTSOs and better engage them once they join CSTOs
3. Once students have been recruited and join CTSOs based on extrinsic motivators, advisors and teachers can then encourage the students to continue developing their leadership and employability skills, which may assist students learn to value intrinsic motivators.
4. Administrators can also benefit from the results of this study. When a CTSO advisor is selected, it should be an administrator's priority to ensure the right person is selected for that position. With the influence an advisor can have on student involvement, it would be important to ensure administrators select CTSO advisors who get to know the students on a more personal level, while still maintaining a professional relationship.
5. Administrators and CTSO advisors should learn how students are truly motivated. While this study provides a foundation for the profession, administrators need to support advisors to help ensure a positive outlook is projected towards all students.
6. Administration should consider providing financial support that will allow for more access to social recruiting and student involvement, thus capitalizing on students' extrinsic motivation.

## **Discussion**

Career and Technical Student Organizations play an important role in students' career and leadership development, regardless of what motivates them to join and participate in their CTSO. Likewise, the CTSO advisor can have an influential role when it comes to getting students involved with CTSOs. Based on this study this influence can prove to be a very positive influence. Data suggest that 54.49% of the students who participated in this research believe their CTSO advisor had a strong influence in their participation. This is over half of the students who were surveyed. Only 9.25% indicated they believed that the advisor did not have any influence on them participating in a CTSO. This suggests that an advisor does have an impact on a student's participation in a CTSO. These results can also be used by advisors and instructors to help market CTSOs to new and current students. Advisors can use the stories from previous members to help get new students involved. They can also develop more social activities that will appeal to the extrinsic motivations of the students.

When an advisor encourages and motivates a student in the right way, the student gains benefits from the CTSO even if it is just social interaction with other students. The study also indicated the relationships between advisors and students can also be changed positively. Many of the students stated their relationships became stronger with their advisor once they became more involved in the CTSO. Advisors must pay attention to how a student truly reacts to their influence about a CTSO by listening to the student in order to determine what motivation is really important for the student to become a successful member of the CTSO. The advisor can have a life changing impact on a student, and that impact needs to be a positive one.

This study provides valuable insight into the motivations that lead students to join or participate in CTSOs. Even with the small participant size, the results provide a good indication

as to what motivates students. When looking at the motivations, knowing if the student is motivated more by an outside influence or if it is an internal motivation can help advisors working with the organization.

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APPENDIX A  
PARTICIPANT SURVEY: CTSO STUDENT MOTIVATION SURVEY

## CTSO Student Motivation Survey

This survey is to help determine what are the main motivations for students to join Career Technical Student Organizations (CTSOs) like DECA, FFA, FBLA, SkillsUSA, etc. The questions are focused on the three following research questions of the study: 1) What has influenced a student to become a member of a CTSO? 2) What motivated the student to continue progressing in a CTSO? 3) Did the relationships of the advisor help to motivate the student to stay involved in the CTSO?

This survey is completely voluntary participation. You may choose to not participate in the survey without any penalty. If you choose not to participate simply select "No" on the consent question. Your answers will be anonymous and we will not know which survey is yours. You must be 18 years of age to participate in this study.

All of the information we collect will be anonymous. We will not record your name, student number, or any information that could be used to identify you. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of the data sent via the internet by any third parties.

\* Required

### 1. Please click the following indicating your choice to be in this study. \*

Mark only one oval.

- Yes I agree to participate in the study, and I am at least 18 years old. *Skip to question 2.*
- NO I do not want to participate in the study. *Stop filling out this form.*

## Untitled Section

### 2. What career center do/did you attend?

Mark only one oval.

- Cass Career Center
- Career & Technology Center at Fort Osage

### 3. What CTSO did you join?

Check all that apply.

- DECA
- FFA
- FBLA
- HOSA
- SkillsUSA
- Other

**4. Why did you join a CTSO? (social interaction, friendships, looks good on a resume, to compete in competition, etc.)**

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**5. Why did you continue to be a member or actively involved in the CTSO?**

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**6. Did you become an officer in the CTSO while you were a member?**

*Mark only one oval.*

- Yes
- No *After the last question in this section, skip to question 9.*

**7. What officer position did you hold during your time in the CTSO?**

*Mark only one oval.*

- President
- Vice-President
- Secretary
- Reporter
- Historian
- Tresasure
- Other: \_\_\_\_\_

**8. What made you want to become an officer in the CTSO?**

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### Untitled Section

9. Did your advisor influence your decision to become involved in the CTSO?

Mark only one oval.

	1	2	3	4	5	
Very Little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely

10. How did your advisor influence your decision?

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11. Describe the relationship with your advisor before and after joining the CTSO.

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12. Describe any other factors that influenced your involvement in a CTSO not yet mentioned or addressed.

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APPENDIX B  
IRB APPROVAL LETTER



Office of Sponsored Programs and Research Integrity  
Administration 315  
Warrensburg, MO 64093  
Office 660-543-4264  
Grants/Contracts: osp@ucmo.edu  
Compliance: researchreview@ucmo.edu

Exempt Review  
11/14/2017  
Protocol Number: 931

Dear Cory Blaine DeVaul:

Your research project, 'CTSO Student Motivation Study', was approved by the University of Central Missouri Human Subjects Review Committee on 11/6/2017.

**If an adverse event (such as harm to a research participant) occurs during your project, you must IMMEDIATELY stop the research unless stopping the research would cause more harm to the participant. If an adverse event occurs during your project, notify the committee IMMEDIATELY at researchreview@ucmo.edu.**

The following will help to guide you. Please refer to this letter often during your project.

- If you wish to make changes to your study, submit an "Amendment" through Blackboard under the "Amendment and Renewals" tab. **You may not implement changes to your study without prior approval of the UCM Human Subjects Review Committee.**
- If the nature or status of the risks of participating in this research project change, submit an "Amendment" through Blackboard under the "Amendment and Renewals" tab. **You may not implement changes to your study without prior approval of the UCM Human Subjects Review Committee.**
- **When you have completed your collection of data, please submit the "Final Report" found on Blackboard under the "Final/Renewal Report" tab.**

If you have any questions, please feel free to contact me at researchreview@ucmo.edu.

Sincerely,

Kathy Schnakenberg  
Program Administrator/Research Compliance Officer  
Office of Sponsored Programs and Research Integrity  
University of Central Missouri

cc: mconrad@ucmo.edu

Equal Education and Employment Opportunity

APPENDIX C  
EMAIL TO CAREER CENTER DIRECTORS REQUESTING RESEARCH ASSISTANCE



From: DeVaul, Cory <email address deleted>  
Date: Fri, Nov 17, 2017 at 8:59 AM  
Subject: Re: Permission Request for Research Study  
To: [name deleted] <email address deleted>

[name deleted],

I have been approved to conduct my study on CTSO Student Motivation. I have attached a letter to be used for those students who can be contacted to take the survey. In the letter is the link to the google form with the survey.

If at all possible please have advisors from DECA, FFA, and SkillsUSA pass on the survey to any current or former students who are 18 years or older. The survey is open starting today, November 17, and will be closed on December 10, 2017. Should you or any of your advisors have any questions please feel free to contact me. I appreciate all your help with this.

Thank you again,

Cory

*Cory DeVaul*

Crime Scene Investigation / Law Enforcement  
SkillsUSA Co-Adviser  
Criminal Justice Instructors of Missouri Association Chair  
Career and Technology Center at Fort Osage  
2101 N. Twyman Road  
Independence, MO 64058

On Wed, Oct 25, 2017 at 2:22 PM, [name deleted] <email address deleted> wrote:

Cory-

We would be happy to support you any way we can. I am not sure how many of our CTSO leaders keep contact info for students that have graduated, but we will do our best to support your project and your research. Let us know the next steps and we will do what we can.

[name deleted]

Director  
Cass Career Center  
[1600 E Elm](#)  
[Harrisonville, MO 64701](#)  
ph: [telephone number deleted]

“What we learn with pleasure we never forget” –Alfred Mercier

On Sun, Oct 22, 2017 at 4:33 PM, DeVaul, Cory <email address deleted> wrote:

Dear Director [name deleted]:

I am writing in regards to research I am conducting for my Education Specialist Degree thesis study through the University of Central Missouri. The purpose of this research is to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), and SkillsUSA. The research questions include:

- 1) What has influenced a student to become a member of a CTSO?
- 2) What motivated the student to continue progressing in a CTSO?
- 3) Did the relationships with the advisor help to motivate the student to stay involved in the CTSO?

In order to answer these questions, current and former students 18 years or older would be surveyed. I am requesting permission and cooperation to complete this research. I would request you send out the attached letter and link to the consent form and online survey that will be used to any CTSO advisor and current/former students. All of the data collected will be anonymous. The survey will only take a couple of minutes to complete.

If the request is approved I will email you the information for the participants as well as the links for the survey. Thank you for all your help and cooperation in this matter. If you have any questions please feel free to contact me at [telephone number deleted].

Sincerely,

Cory DeVaul

From: DeVaul, Cory <email address deleted>  
Date: Fri, Nov 17, 2017 at 9:07 AM  
Subject: Re: Permission Request for Research Study  
To: [name deleted] <email address deleted>

[name deleted],

I have been approved to conduct my study on CTSO Student Motivation. I have attached a letter to be used for those students who can be contacted to take the survey. In the letter is the link to the google form with the survey.

If at all possible please have advisors from DECA, FFA, and SkillsUSA pass on the survey to any current or former students who are 18 years or older. The survey is open starting today, November 17, and will be closed on December 10, 2017. Should you or any of your advisors have any questions please feel free to contact me. I appreciate all your help with this.

Thank you again,  
Cory

*Cory DeVaul*

Crime Scene Investigation / Law Enforcement  
SkillsUSA Co-Adviser  
Criminal Justice Instructors of Missouri Association Chair  
Career and Technology Center at Fort Osage  
2101 N. Twyman Road  
Independence, MO 64058  
[telephone number deleted]  
[email address deleted]

On Wed, Nov 1, 2017 at 6:52 AM, [name deleted] <email address deleted> wrote:

Dear Mr. DeVaul,

Your request for research at the Career & Technology Center has been approved. Please work through me to access in data needed for your study. Thank you and good luck.

[name deleted], Director  
Career & Technology Center at Fort Osage  
[telephone number deleted]  
[website deleted]

[Twitter and Facebook handles deleted]

On Sun, Oct 22, 2017 at 4:32 PM, DeVaul, Cory <email address deleted> wrote:

Dear Director [name deleted]:

I am writing in regards to research I am conducting for my Education Specialist Degree thesis study through the University of Central Missouri. The purpose of this research is to determine the main motivations for students to join Career Technical Student Organizations (CTSOs) such as DECA, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), and SkillsUSA. The research questions include:

- 1) What has influenced a student to become a member of a CTSO?
- 2) What motivated the student to continue progressing in a CTSO?
- 3) Did the relationships with the advisor help to motivate the student to stay involved in the CTSO?'

In order to answer these questions, current and former students 18 years or older would be surveyed. I am requesting permission and cooperation to complete this research. I would request you send out the attached letter and link to the consent form and online survey that will be used to any CTSO advisor and current/former students. All of the data collected will be anonymous. The survey will only take a couple of minutes to complete.

If the request is approved I will email you the information for the participants as well as the links for the survey. Thank you for all your help and cooperation in this matter. If you have any questions please feel free to contact me at [telephone number deleted].

Sincerely,

Cory DeVaul

APPENDIX D  
EMAIL TO STUDENTS REQUESTING RESEARCH PARTICIPATION

I am Cory DeVaul an instructor with the Career & Technology Center at Fort Osage and a current graduate student with the University of Central Missouri. I am conducting a study to learn more on what motivates students to join Career Technical Student Organizations (CTSOs) like DECA, FFA, FBLA, SkillsUSA, etc.

We are inviting you to participate in a study on what motivates students to join CTSOs. It is up to you whether you would like to participate. If you decide not to participate, you will not be penalized in any way. You can also decide to stop at any time without penalty. If you do not wish to answer any of the questions, you may simply skip them. Once you submit an anonymous survey, we will not know which survey or test is yours. You must be at least 18 years of age to participate in this study.

This study involves completing a survey about your involvement with CTSOs. The survey will ask you about; 1) What has influenced a student to become a member of a CTSO? 2) What motivated the student to continue progressing in a CTSO? 3) Did the relationships of the advisor help to motivate the student to stay involved in the CTSO? This study will take about five minutes to finish.

All of the information we collect will be anonymous. We will not record your name, student number, or any information that could be used to identify you. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

The risks associated with participating in this study are similar to the risks of everyday life. Should you find questions on the survey to be distressing for you, information about the UCM Counseling Center will be provided if you feel any emotional distress from the survey. You will benefit from participating in this study by getting firsthand experience in research.

If you have any questions about this study, please contact Cory DeVaul [telephone number deleted] or [email address deleted]. If you have any questions about your rights as a research participant, please contact the UCM Research Compliance Officer (660) 543-8562.

Please use the attached link to access the survey. [Survey Link – click here.](#)

Sincerely,  
Cory DeVaul

APPENDIX E  
DATA TABLES

**Participant Data: Demographics**

Participant	Timestamp	Please click the following indicating your choice to be in this study.	What career center do/did you attend?	What CTSO did you join?
1	11/20/17 13:11	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	DECA, FFA
2	11/21/17 1:10	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	DECA, FFA
3	11/21/17 11:35	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	DECA, FFA
4	11/20/17 11:38	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	DECA, Other
5	11/20/17 10:51	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
6	11/20/17 11:46	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
7	11/20/17 14:05	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
8	11/20/17 18:54	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
9	11/20/17 19:19	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
10	11/27/17 10:08	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA
11	11/30/17 8:38	Yes I agree to participate in the study, and I am at least 18 years old.	Cass Career Center	FFA, FBLA, SkillsUSA
12	11/20/17 12:08	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	Other



13	11/20/17 9:48	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
14	11/20/17 11:00	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
15	11/20/17 13:08	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
16	11/20/17 16:39	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
17	11/20/17 17:42	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
18	11/20/17 18:17	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
19	11/20/17 20:14	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
20	11/21/17 5:08	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA
21	11/21/17 12:03	Yes I agree to participate in the study, and I am at least 18 years old.	Career & Technology Center at Fort Osage	SkillsUSA

### Participant Data: Why Did You Join a CTSO?

Participant	Timestamp	Why did you join a CTSO? (social interaction, friendships, looks good on a resume, to compete in competition, etc.)
1	11/20/17 13:11	High school involvement
2	11/21/17 1:10	To further myself in knowledge for post high school
3	11/21/17 11:35	I enjoyed what I was doing and I learned new things
4	11/20/17 11:38	College application booster
5	11/20/17 10:51	To gain more knowledge about agriculture
6	11/20/17 11:46	Develop Leadership
7	11/20/17 14:05	Competitions, friends, family traditions, trips and scholarships
8	11/20/17 18:54	I was following in the footsteps of my sister originally, but then I found a passion for the organization.
9	11/20/17 19:19	To learn about things that pertained to my future.
10	11/27/17 10:08	To prepare for a major in animal science/agriculture in college
11	11/30/17 8:38	Competition, Interest, Friendship, Resume
12	11/20/17 12:08	Social interaction
13	11/20/17 9:48	looks good on resume
14	11/20/17 11:00	To gain more leadership abilities
15	11/20/17 13:08	It seemed fun and interesting. It also looked good on my resume, got me into the first college I went to (tuition waivers), and got me into some of the car dealerships I've worked in.
16	11/20/17 16:39	Resume and friends
17	11/20/17 17:42	I wanted to get ahead on my certifications for my future career

18	11/20/17 18:17	Meet more people and compete in a competition that is related to the occupation that I want to pursue as a career.
19	11/20/17 20:14	I joined a CTSO so that I could be a part of the crime scene investigation competition.
20	11/21/17 5:08	To get more involved in the community and show everyone that it was a great time. And a great way to meet new people.
21	11/21/17 12:03	I joined because it looked like a bunch of fun and ended up to be one of the best things I have ever been apart of in my life. I enjoyed working on something I loved and being able to compete in it, as well as the friendships I made while involved with SkillsUSA.

**Participant Data: Why Did Continue Participating in a CTSO?**

Participant	Timestamp	Why did you continue to be a member or actively involved in the CTSO?
1	11/20/17 13:11	Leadership experience
2	11/21/17 1:10	I enjoyed everything FFA and DECA had to offer.
3	11/21/17 11:35	It was beneficial to me
4	11/20/17 11:38	I became a member to increase the number of extracurricular activities I was involved in.
5	11/20/17 10:51	I grew a bond with other students and advisers
6	11/20/17 11:46	Positive Relationships
7	11/20/17 14:05	I enjoyed all that I received from the organization and the college support I was going to be able to get.
8	11/20/17 18:54	I found a passion for the organization. The teachers were extremely dedicated and by far the most intrinsically motivated.
9	11/20/17 19:19	I was learning about things that pertained to my future. Competition. Friendships.
10	11/27/17 10:08	I enjoyed it and the competitions
11	11/30/17 8:38	
12	11/20/17 12:08	Social interaction
13	11/20/17 9:48	Wasn't really super active. Did compete, but other than that was not involved.
14	11/20/17 11:00	
15	11/20/17 13:08	Because I thoroughly enjoyed the organization and it got me into both colleges I've attended and got me into the car dealerships I've worked in.
16	11/20/17 16:39	It was funny and I was good at it
17	11/20/17 17:42	I like to help the organization that helped me get to where I am now.
18	11/20/17 18:17	I enjoyed it a lot.

19	11/20/17 20:14	It was a great way to get involved with the staff and students during my time at CTC. It also allowed me to learn more about my future career.
20	11/21/17 5:08	It was all around a positive environment and I really enjoyed the energy everyone was giving off when they were having fun.
21	11/21/17 12:03	I continued my experience because my first year was so much fun and I didn't want it to end. It was such a great experience that I miss it still to this day.

**Participant Data: Officer Participation, Position, and Reason**

Participant	Timestamp	Did you become an officer in the CTSO while you were a member?	What officer position did you hold during your time in the CTSO?	What made you want to become an officer in the CTSO?
1	11/20/17 13:11	Yes	Secretary	Chapter involvement
2	11/21/17 1:10	Yes	Vice-President	To further myself in knowledge for post high school
3	11/21/17 11:35	Yes	Secretary	Leadership experience
4	11/20/17 11:38	No		
5	11/20/17 10:51	No		
6	11/20/17 11:46	Yes	Vice-President	Develop Leadership
7	11/20/17 14:05	Yes	President	I wanted to see some changes made and continue to do old traditions. I also have a long history of chapter presidents in my family.
8	11/20/17 18:54	Yes	President	The leadership opportunities.
9	11/20/17 19:19	Yes	President	To learn how to become a leader. To giveback to the organization that gave so much to me.
10	11/27/17 10:08	No		

11	11/30/17 8:38	Yes	Officer in multiple programs, for multiple years. (Vice-President, Reporter, Treasurer)	Loved the leadership roles.
12	11/20/17 12:08	No		
13	11/20/17 9:48	No		
14	11/20/17 11:00	Yes	Historian	It made me break out of my shell a little more. And it gave me the opportunity to show everyone the leader that I am.
15	11/20/17 13:08	Yes	Secretary	MCC BTC pushed me to be a District Officer.
16	11/20/17 16:39	No		
17	11/20/17 17:42	Yes	Cannot remember which position i held in skills	Help build team skills and learn how to lead
18	11/20/17 18:17	No		
19	11/20/17 20:14	No	None	I was not an officer in the CTSO.
20	11/21/17 5:08	No		
21	11/21/17 12:03	No		

**Participant Data: Officer Participation, Position, and Reason**

Participant	Timestamp	Did your advisor influence your decision to become involved in the CTSO?	How did your advisor influence your decision?	Describe the relationship with your advisor before and after joining the CTSO.
1	11/20/17 13:11	5	Helped me prepare for contests and speech competition	[name omitted] was a mentor to me throughout high school. He helped me become a confident public speaker and leader within the FFA chapter.
2	11/21/17 1:10	4	My advisors pushed my to be a better me which included joining FFA and DECA	Before it was just a teacher student relationship, After they became so much more than just a teacher, they became a role model and friend
3	11/21/17 11:35	2	Encouragement	Professional Friendship
4	11/20/17 11:38	2	My advisors were members of the CTSOs I joined. I joined because of their persistence and the benefits for myself.	After joining, I had a closer relationship with my advisors
5	11/20/17 10:51	5	Very helpful and challenged me to be better	Very helpful and caring. Gave one on one time to help understand better.



6	11/20/17 11:46	4		
7	11/20/17 14:05	5	Showed me all of the opportunities I would have through the organization	I had known him before through my family and our outside work and support for the organization, now he continues to be one of my go to people for advice, resumes and many other things.
8	11/20/17 18:54	1	My mind was already made.	I have known all of my advisors since before my entrance into high school. After leaving my CTSO you could say that we were closer. My trust definitely grew.
9	11/20/17 19:19	5	By always pushing me to do my best.	Before: Teacher student relationship After:It became a friendship
10	11/27/17 10:08	4	Talking about future plans	Great relationship after, got lots of advice for college
11	11/30/17 8:38	5	Encouraged me to use my leadership personality in the program.	Grew closer with my advisors after joining the CTSOs.
12	11/20/17 12:08	1	They didnt	Did not fluctuate
13	11/20/17 9:48	3	Qualified for district competition	not great before or after

14	11/20/17 11:00	3		Before joining the CTSO me and my advisor knew very little about each other, we were strangers to one another. After joining, our relationship grew we started to talk more, he knew what leadership abilities I had and he pushed me to be successful and try my hardest at everything I did.
15	11/20/17 13:08	1	They didn't	Haven't talked to them since I graduation and didn't know them before joining.
16	11/20/17 16:39	4	Talked about the benefits	He was great and made class fun
17	11/20/17 17:42	5	Brought it up on many occasions to look at it and think about it	Good and strong before and after
18	11/20/17 18:17	5	[name omitted] was the co-advisor and really pushed people in my class to join.	I joined my first semester my junior year so I didn't really know [name omitted] that well. But afterwards, it grew to where I use him as a reference for job applications now.

19	11/20/17 20:14	5	He would explain the different activities we could be involved with in the CTSO and he would keep encouraging us to join.	Before the CTSO, I was very shy. After the CTSO, I was able to open up not only to my advisor but to other students that were involved with it as well.
20	11/21/17 5:08	4	He showed me it was a fun time and a positive environment.	We were close to being with but got even closer afterwards because we spent more time to get to know each other.
21	11/21/17 12:03	4	He said to just come and try it out and base your decision off if that.	Before joining I believe my advisor and I were pretty close, although during and after joining I believe my relationship to him grew stronger and helped us become closer friends.