

THE PERCEIVED IMPACT OF THE NATIONAL JUNIOR ANGUS SHOW AND
CONFERENCE ON YOUTH LEADERSHIP AND LIFE SKILL DEVELOPMENT

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CONFERENCE ON YOUTH LEADERSHIP AND LIFE SKILL DEVELOPMENT

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Dedication

I would like to dedicate this work to my parents, George and Sandy Weikert. I was so fortunate to have been born into your family; a family where Jeni, Adam, Owen and I could all flourish. You provided us with a warm home, an opportunity to pursue our own interests, and gave us each the opportunity to be ourselves. I always felt like I had two full time parents, two people whose world centered on my happiness and me. I always felt special and important. Without you and the example that you have set, I cannot imagine where I would be. I hope that I have made you proud of me, because I am so proud to be a part of your life.

I would also like to dedicate this dissertation to my dog Aly. You have been the most loving, happy, and beautiful addition to my life. You always exceed my expectations and I love you. I hope that you grow old with me and live a long and happy life. I promise to always have time for you, as you have had for me.

This work would be irrelevant if it were not for the thousands of children that participate in junior national livestock expositions. Every summer, from all corners of the country, youth travel the nation to pursue their dreams in the show ring. I dedicate this work to each child pursuing their dreams in livestock and agriculture, and I am so thankful for the life-changing experiences I have had thanks to the livestock world. I hope that experiences and opportunities like the National Junior Angus Show and Conference will be around for many more years to come.

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Abstract

THE PERCEIVED IMPACT OF THE NATIONAL JUNIOR ANGUS SHOW AND CONFERENCE ON YOUTH LEADERSHIP AND LIFE SKILL DEVELOPMENT

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The purpose of this study was to identify the relationships between participating in the National Junior Angus Show and perceived gain in youth leadership and life skill development, as well as to describe a relationship between 4-H participation, FFA participation, and demographic characteristics with youth leadership and life skill development. The target population for this study was youth who participated in the 2016 National Junior Angus Show and Conference ($n= 851$). An overall response rate of 50.8 % was attained in this study ($n= 127$). Youth provided their perceived gain in of youth leadership and life skill development, indicated which of 23 youth development activities they participated in, indicated their participation in 4-H, FFA, or other youth development organization, and also responded to basic demographic questions following the administration of an electronic survey instrument. Based on findings from this study, it was concluded that the 2016 National Junior Angus Show and Conference did have a perceived positive change on youth's leadership and life skill development. The researcher also concluded that age was a significant predictor of youth's perceived leadership and life skill development. Overall dosage of youth development activities showed significance across three psychological constructs. The researcher also found that two of the 23 activities accounted for a significant perceived gain in youth leadership or life skill development across five psychological constructs. Further research is recommended through a qualitative lens to elicit more descriptive information on the experiences and growth that youth develop as the result of their participation in National Junior Livestock Shows and Conferences.

Chapter 1

Introduction

The study of childhood and adolescence was founded in 1904 by G. Stanley Hall (Lerner & Geldhof, 2011) and has been a topic of interest to scientists for over a century. Hall's research focused around the ideology that adolescence was inevitably a period of disturbance and that the "stress and storm" of adolescence often created burdens to society (Lerner & Geldhof, 2011). This ideology remained popular throughout the 20th century. Today, research has contradicted this ideology as more contemporary theories of human development have sought to describe a strongly positive approach for discussing the growth and changes in young people (Lerner, Almerigi, Theokas & Lerner, 2005). Youth development has shifted its glance to look at youth as unbroken pieces of potential, rather than looking at children in this stage of development as having inherit deficits (Lerner & Geldhof, 2011). This emergence of theory has been termed Positive Youth Development (Lerner et al, 2005).

Current research related to positive youth development relies heavily on developmental systems concepts, specifically the idea that all youth have the potential for healthy development when their strengths are matched with the appropriate support and resources (Lerner et al, 2005). Aligning the inherent strengths of children and adolescents to available resources is imperative to the success of our society, as many of our nation's young people are exhibiting high risk behavior and do not have available opportunities to learn how to take initiative over their own future, health, and overall well-being (Larson, 2000; Atkiss, Moyer, Desai & Roland, 2011).

The state of health and wellbeing of American adolescents has evolved significantly in the last decade, and youth's engagement in risk behavior is an area for concern. The study of these risk behaviors and the implementation of intervention programs has been a target issue for

community leaders and researchers alike (Vimont, 2012). While some adolescent health issues such as teen pregnancy and cigarette smoking have trended downward, some health risks to adolescents have been reportedly climbing (Atkiss et al, 2011). Specifically, one fifth of high school students in the United States reported binge drinking on a monthly basis or more, and around one quarter of them reported the use of an illegal drug (Bonnell, Hinds, Dickson, Thomas, Fletcher, Murphy, Torres, Bonnell, & Campbell, 2016). Research has also shown that health problems in youth such as sexually transmitted infections and diabetes related to obesity continue to rise (Atkiss et. al, 2011).

To aid youth in becoming healthy and productive adult members of society, positive youth development practitioners have found that the development of leadership and life skills can assist youth in coping with and navigating through the difficulties of childhood and adolescence (Boyd, Herring & Briers, 1992). To obtain such skills, agriculturally inclined youth often engage in 4-H and FFA programming, both of which are seen as valued positive youth development organizations that have deeply invested in leadership endeavors (Lerner, 2004) (Hoover, Scholl, Dunningan & Moamontova, 2007).

Many studies have been conducted around the topic of youth leadership and life skill development through 4-H and FFA (Seevers & Dormody, 1994; Boyd, Herring, & Briers, 1992, Astroth, 1996, Smith, Meehan & Dasher, 2009). Such studies have concluded that youth do develop leadership and life skills through these organizations. Specifically, Rusk, Early, Machtmes, Talbert & Balschweid (2003) found that communication, leadership, and other skills learned through organizations like 4-H and FFA are imperative to developing productive members of society. However, 4-H and FFA may not be the only opportunities that youth with interests in agriculture have to gain these needed skills.

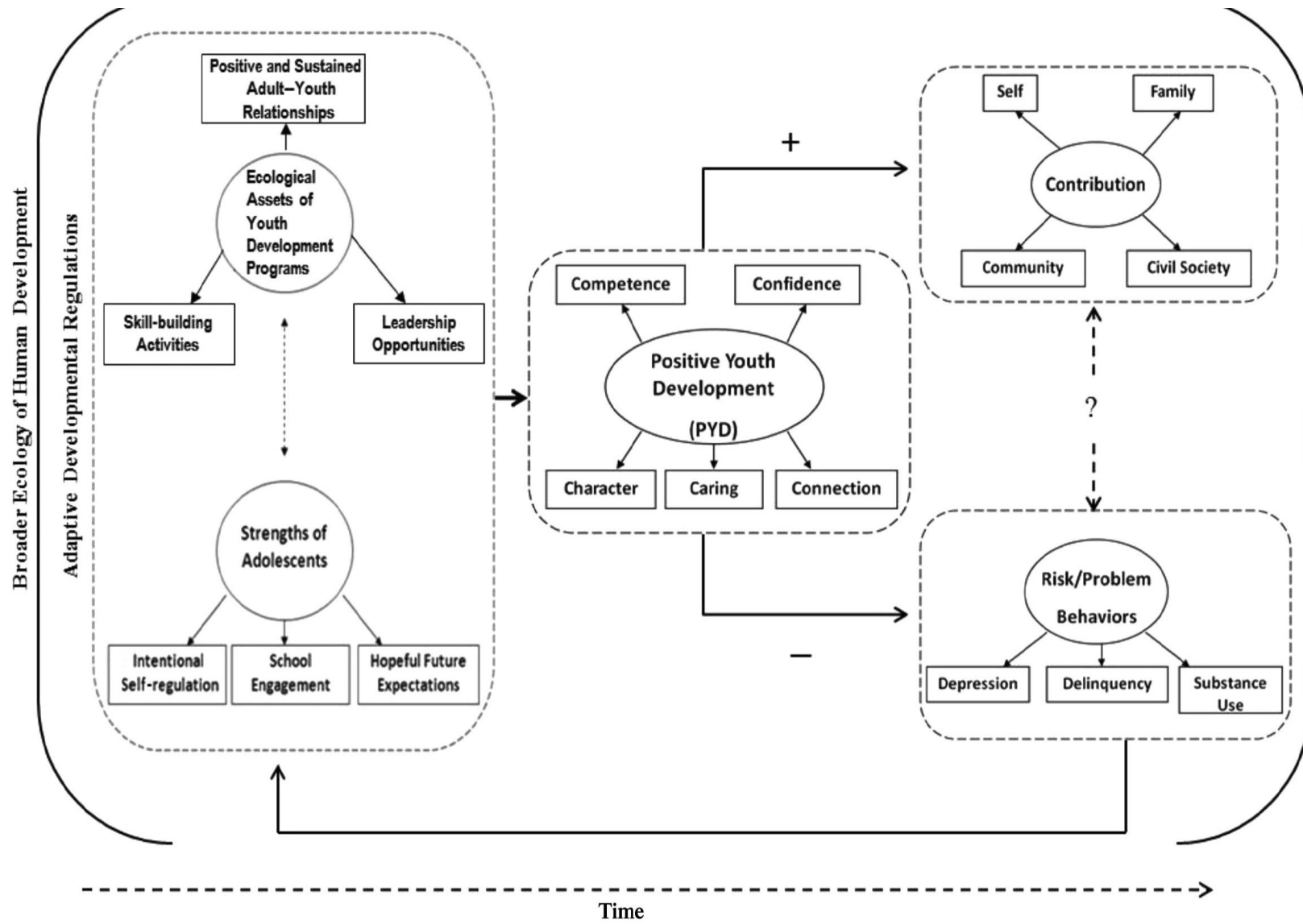
Thousands of youth also participate in national junior livestock shows and conferences, which are hosted by national junior livestock associations. Many of these organizations advertise the promotion of leadership and life skill development through their program offerings. The National Junior Angus Association states on its website that The National Junior Angus Association “offers leadership development beyond the boundaries of state or local groups.” The North American Junior Red Angus Show’s website says that its purpose is to provide “educational activities and for Red Angus Youth Breeders to engage in leadership positions.” The National Junior Hereford (cattle) Association states on its website that the National Junior Hereford Exposition is: “A hands-on type of program for youth that provides education, leadership, and motivational forums. (Hereford.org)”. As described, all purport to play a role in the development of leadership and life skills.

While there has been one academic research study conducted on the National Junior Angus Show in the past (Ricketts, Walker, Duncan & Herron, 2013), a gap in the literature exists in describing any relationship between the educational activities that take place at National Junior Livestock shows and potential youth leadership and life skill development. In Ricketts et. al, the study focuses on the actual animal project (showing a heifer, steer, bull, or cow-calf pair) portion of the experience, not the additional learning and leadership opportunities that take place at the National Junior Angus Show and Conference. Opportunities for leadership and learning at the National Junior Angus show include livestock judging, team fitting, salesmanship, public speaking among other activities (Angus.org). With these activities taking place, the question becomes what influence do these additional opportunities have on the hundreds of youth members that participate in the National Junior Angus Show and Conference.

Conceptual Frame

In order to best conceptualize the relationship between a non-formal agricultural education experience, such as the National Junior Angus Show and Conference, with the positive youth development of children, the Lerner and Lerner Developmental Systems model of Positive Youth Development was utilized (figure 1). This model relies on the three core principles of positive youth development programs, those being that 1.) Youth have strengths, 2.) Those strengths need to be aligned with resources (such as positive and sustained youth-adult relationships, skill building activities, and youth leadership opportunities) for positive growth in youth development programs, and 3.) In aligning strengths with appropriate resources, youth can be optimally developed in a positive way (Lerner, Wang, Chase, Gutierrez, Harris, Ruben & Yalin, 2005).

Figure 1



In the case of this study, the ecological assets would be the National Junior Angus Show and Conference's programmatic offering of various leadership and life skill development contests, workshops, and mentoring opportunities. Assets are relationships, skills, learning and leadership opportunities that help youth foster values and give them resilience to health risks and high risks environments (Atkiss et al, 2011). The individual strengths would be what the youth participants already inherently bring into that program before they already participate. The interaction between these ecological assets and the youth's individual strengths lead directly to positive youth development. Positive youth development at the National Junior Angus Show and Conference may therefore lead to these youth contributing back to their families, communities, and schools. The model also directs an outcome of PYD to reduced risk and unhealthy behaviors, which could help to generate healthier contributing members to society in the future.

In this conceptual framework, it should be noted that a theoretical relationship exists between the ecological assets and the strengths of the adolescents and vice versa (Lerner, Agans, Arbeit, Chase, Weiner, Schmid & Warren, 2013). Within the context of this study, these relationships mean that the programmatic offering of the National Junior Angus Show and Conference (the ecological assets or resources) have impacts on the youth participants (the individual and their inherent strengths) and that the individuals can guide their own leadership process within the context of the National Junior Angus Show and Conference. Based on this model, all adolescents have the potential to have relationships with their context, and these relationships can form resilience and prohibit risky behavior (Lerner et al, 2005).

Need for the Study

Positive youth development relies on the alignment of societal assets with the inherent strengths of youth participants (Lerner et al, 2004). One of the many assets that youth have available to them is their out of school time, which research suggests can play a large role in their development (Balsano, Phelps, Theokas, Lerner & Lerner, 2009). Although many youth development programs exist to fill that out of school time with positive learning, leadership, and life development experiences, most of the research in positive youth development has focused on the 4-H program, and researchers should consider implications for healthy youth development through participation in other programs (Balsano, et al, 2009).

4-H and FFA, both of which are seen as valued positive youth development programs, have taken on leadership objectives in hopes of developing leadership and life skills in youth populations (Lerner, 2004; Hoover, Scholl, Dunningan & Moamontova, 2007). In order to reach youth with agricultural interests, 4-H and FFA provide various curricular choices for youth to participate in, including the areas of animal science and livestock production (Severs & Dormody, 1994). 4-H and FFA, however, are not the only organizations that utilize livestock programming as a means to positively develop youth.

National Junior Livestock associations have also developed learning and leadership components to their programming. Many studies have been conducted in the area's surrounding youth leadership and life skill development through FFA and 4-H (Seever & Dormody, 1994; Boyd, Herring, & Briers, 1992, Astroth, 1996, Smith, Meehan & Dasher, 2009). Since such studies have concluded that youth do develop leadership and life skills through these programs, it is not surprising that youth livestock organizations have also taken interest in developing future

generations of leaders by providing youth with additional learning and leadership opportunities like those that take place at the National Junior Angus Show and Conference. These additional learning and leadership opportunities may have an influence on the hundreds of youth members that participate in the National Junior Angus Show and Conference.

The project described looks specifically at this lesser known and less understood aspect of potential positive youth development through livestock programming. Although outside the realm of more traditional, non-formal or intra-curricular Agricultural Education (4-H and FFA), these activities may play a role in the development of youth leadership skills and should be researched to see how program participants may be impacted in a significant way, and to assess the value of the youth development relative to the resources put forth to conduct the program.

Youth leadership and life skill (YLLS) development can be taught and measured in a multitude of different ways (Mincemoyer & Perkins, 2005). Youth leadership and life skills development are viewed as fundamentally necessary to develop in youth for them to be able to perform and contribute in real life (Seevers & Dormody, 1994). This study investigates the leadership and life skills gained through various positive youth development activities at the National Junior Angus Show and Conference, one of the oldest and largest youth livestock expositions in the country. Leadership development has become a marquis feature of many of the nation's youth animal agriculture organizations.

The animal agriculture industry has invested its resources into youth leadership development because there is a need for future leadership. Some of the most prominent and active youth development organizations are livestock breed associations. Although these associations have various objectives related to the animal agriculture industry, youth leadership development is a key objective to all of them. Associations such as these can have a large impact

on the livestock industry and on the youth members affiliated with the livestock projects they undertake as members of these organizations.

Typically, national junior breed associations host a national junior livestock show and conference, where youth have opportunities to exhibit their livestock, participate in leadership activities, and to participate in other skill-based activities. The activities that youth prepare for and compete in through national junior shows and conferences include: public speaking, quiz bowls, livestock showmanship, team fitting, livestock judging, marketing, meat judging, and team and individual salesmanship (Angus.org). The National Jr. Angus show hosts 17 skill based activities at its annual national show and conference which including: mentoring programs, poster presentations, career development and interviewing, graphic design, photography, team sales, and herdsman's contests (Angus.org).

Although these events are targeted to an audience of young people, youth are not the only stakeholders of these activities. Commodity groups, youth development professionals and researchers all have interest in how the nation's youth gain needed life and leadership skills. Structured youth development programs and environments providing youth development activities, like 4-H, FFA and others have also gained attention among government bodies and policy makers over the last two decades (Tolman & Pittman, 2002).

With the size of national junior livestock organizations growing, and the cost of materials and resources also escalating, these events are serious financial undertakings. The amount of resources put forth to accommodate such large productions is reason to have the events studied, and the results of such studies reported to stakeholders and youth development professionals. In reporting results of these supported programs to stakeholders, the efforts to develop future generations of leaders within agriculture may continue in the future. From an educational

perspective, this study may also provide non-formal programmers and educators some insight into what activities and practices prove to be impactful and which do not. With the field of Positive Youth Development ever evolving, this study may also help to perform academics on practices to help educators positively develop youth.

To gain a better understanding of the processes, procedures, and timeline of events that youth participants followed during their time at the 2016 National Junior Angus Show and Conference, a schedule of the event has been included below:

2016 NJAS Schedule- Grand Island Nebraska

Sunday July 3rd

All day- Cattle may arrive, set up stalls, and move in day

4 pm- Exhibitors meetings

5-7 pm- Cattle Check in

5-7 pm- Contest Sign up (Team Sales, Speaking, Judging Contest, Quiz Bowl, etc.)

Monday July 4th

7 am- Load Carcass steers for data collection

7:30- 9 am- Contest sign up continues

10 am- Advisors/Mentors Meeting

11 am- State Queens Luncheon

11:45 am- Mentoring mixer

12:30 pm- Educational Clinic

1 pm- Cook-off contest informational meeting

2 pm- Educational Clinic

4:30 pm- State Pictures

5:15 pm- Opening Ceremonies

7 pm- Tailgate Party/Street Carnival

Tuesday July 5th

7 am- Angus Foundation Golf Tournament

7:30 am- Career development contest

8 am- Scrapbook and Poster Judging

11 am- Cattle Judging Contest

1 pm- Cook-Off Contest

2 pm- Educational Clinic

6 pm- Annual Business Meeting of the NJAA

Wednesday July 6th

8 am- Begin Show

12 pm- Extemporaneous and Public Speaking Contest

2:30 pm- Team Sales Competition

3 pm- Team Marketing Competition

4 pm- Educational Clinic

5:30 pm- Quiz Bowl Written Test

Thursday July 7th

8 am- Resume Show

9 am- Post Quiz Bowl Final Round Qualifiers

9 am- Showmanship Check-in

12 pm- Angus Foundation Scholarship Presentation

1:30 pm- Showmanship Orientation and preliminary rounds

9 pm-Junior and Adult Social/Dance

Friday July 8th

8 am- Resume Show

11 am- Presentation of Advisor of the Year Award

12 pm- NJAS Mentoring Program Books due

12 pm- Angus Foundation Scholarship Presentation

12:30 pm- Resume Show

4:30 pm- NJAA Elections

6:30 pm- Awards Program

Saturday July 9th

7 am- Board Meeting

8 am- Showmanship Finals

9:30 am- Resume Show (Announce champions, bred and owned champions, premier breeder, sweepstakes winners)

Statement of the Problem

The National Junior Angus Show and Conference is one of the largest youth livestock events in the nation, hosting around 1000 youth per year to participate in a variety of youth leadership and life skill development activities. With the development of youth leadership and life skill development seen as a contributor to the success of youth who participate in youth development programs (Boyd et al, 1992; Lerner, 2005), the National Junior Angus Show and Conference and its array of activities should be studied to see if and how the event has a perceived impact on the population of youth that participate.

Within the field of youth development in agriculture, there is little research outside of traditional agriculturally based organizations such as 4-H and FFA (Ricketts, Walker, Duncan & Herron, 2013). Like these organizations, the National Junior Angus show and Conference promotes a variety of positive youth development activities to help youth gain needed leadership and life skills. To see if and how these youth actually gain the skills they need to be positively developed, contribute to their communities, families, or organizations, and to reduce the amount of depression, delinquency, and substance abuse (risk behaviors), the National Junior Angus Show and conference should be studied to potentially substantiate the need for positive youth development activities for youth, and to determine if this large non-formal, and non-traditional agricultural education event has an impact on youth.

Also, due to the resources needed and the expense of putting on any sort of youth development program or conference, the need for accountability in youth programming has increased readily over the last decade (Mincemoyer & Perkins, 2005). Many community and youth development programs, including the National Junior Angus Show and Conference claim that their efforts produce and promote the development of leadership and life skills, although

very few of these organizations have ever been studied (Eccles & Gootman, 2002). Because of these claims, and because of the societal need for future generations to possess these skills, it is necessary that youth leadership and life skill development in youth organizations be studied (Mincemoyer & Perkins, 2005).

Purpose/Objectives

Previous research has shown that youth who participate in 4-H and FFA programs develop leadership and life skills. However, little research exists to support that other livestock related organizations and activities, such as national junior livestock shows and conferences, promote the development of these needed skills. The purpose of this study is to determine what the impact of national junior livestock shows and conferences have on leadership and life skill development from the perspective of the participants and if a relationship exists between leadership and life skill development of those youth who participate in 4-H, FFA, and the National Jr. Angus Show. Specifically, the following objectives guided the study:

- 1.) Describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.
- 2.) Describe the relationship between perceived leadership and life skill development with involvement in 4-H, FFA, years of involvement with the National Junior Angus Show and Conference, and demographic characteristics.

- 3.) Describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference.

Operational Definitions

- 1.) 4-H- of or relating to a program set up by the United State Department of Agriculture, originally in rural areas to help young people become more productive citizens by instructing them in useful skills (as in agriculture, animal husbandry, and carpentry) community service, and personal development (4-h.org).
- 2.) Dosage- the degree of exposure or amount of exposure to a program's intervention mechanisms or attributes (Nation, Crusto, Wanresman, Kumpfer, Seybolt, Morrissey-Kane & Davino, 2003).
- 3.) Experiential Learning- learning as a process through reflection on doing (Dewey & Dewey, 1915).
- 4.) FFA- of or relating to the National FFA Organization, a career and technical student organization. (FFA.org).
- 5.) Leadership- Self- assessed and organization specific development of life skills necessary to perform and function in real life (Miller, 1976).
- 6.) Life skill- Abilities individuals can learn that will help them to be more successful in living a productive and satisfying life (Iowa State Extension, 2016).
- 7.) Livestock- Farm animals regarded as an asset (Merriam-Webster). For the purposes of this study, this term is only referring to beef, sheep, swine, or goat species.

- 8.) National Jr Angus Association- The youth branch of the American Angus Association. Its purpose is help youth develop skills and character through a variety of projects, programs and leadership experiences. The National Jr. Angus Association hosts the National Jr Angus Show, which has been an annual event since 1969 (Angus.org).
- 9.) Positive Youth Development- an approach to the development of children that focuses on the capacity of each individual young person (Lerner, 2004).
- 10.) Program- a system of projects or services intended to meet a public need (4-h.org).
- 11.) Youth-the time of life when one is young: especially the period between childhood and maturity, generally the period between grade school and age 20 (Lerner, 2005).
- 12.) Youth Leadership and Life Skill Development- The development of life skills necessary to perform leadership functions in real life (Dormody & Seevers, 1994)

Limitations

This study focuses solely on a sample selected from participants of the National Junior Angus show, which was held in July of 2016 in Grand Island Nebraska. Although other junior breed associations in the cattle, sheep, goat, and swine industries have very similar programs, caution should be taken when generalizing the findings of this study to a broader population. This studies results, implications and conclusions should only be used in association with the National Junior Angus show and Conference.

It should also be noted that this study only measures perceived leadership and life skills gained as the result of an activity. Measuring actual leadership and life skill development, and perceived or actual success in adulthood as a result of that skill development, would involve a longitudinal approach which does not fit the scope of this research. Additional longitudinal studies could be employed here to determine what long term impacts National Junior Angus Show participation has on people who participated in the events and conferences as children.

Threats to internal validity also exist in this study. The participation and responsiveness of the youth participants could be gauged as a leadership quality of the youth. Although the participants are asked to reflect and fill out the survey based on their participation in the National Junior Angus Show and Conference, other leadership experiences may play a role in their perceived leadership and life skill development that takes place as a result of their participation in the National Junior Angus Show and Conference.

It should also be noted that the ages of the youth could be a limitation for this study. With 4-H programming available to youth between ages 8-18, and FFA programming being available only to youth of high school age, caution should be utilized when addressing the perceived differences in youth leadership and life skill development between these two groups.

Chapter 2

Review of Literature

To fully understand the objectives and findings covered in this study, the review of literature has been divided into sections consisting of: 1.) Introduction, 2.) Positive Youth Development Theory and Practice, 3.) Developmental Assets Theory 4.) Youth Leadership and Life Skills 5.) Youth Leadership and Life Skill Development Through Livestock Showing, 6.) Predictors of Leadership and Life Skill Development, 7.) A history of the National Junior Angus Show and Conference, and 8.) Summary of Literature.

Introduction

The study of leadership has been a recognized research field since World War II (Seevers, Graham, & Conklin, 2007). Many definitions for “leader” and “leadership” exist, many of which are valid within a specific cultural or circumstantial context in our rapidly evolving society (Seevers et al., 2007). For example, the Harvard Business Review defines leadership simply as when environmental factors and individual action come together (Mayo, 2007). This business prospective on leadership is just one example of dozens of definitions in a multitude of disciplines.

In the seminal work of Miller (1976), leadership is defined as “self-assessed and organization specific development of life skills necessary to perform leadership functions in real life.” Holder and Wilkinson (2001) concur with this research, as they found that a good leader is one that has developed several types of skills that can be used in leadership roles throughout his or her life. MacNeil (2006) also substantiates Miller’s statements as she defines leadership as a process, which combines ability, skills, and authority to positively impact others. Miller’s definition of leadership is what makes leadership a measurable, tangible, quality that can be

developed and therefore measured. Specifically, leadership can be assessed through the evaluation of the development of life skills (Mincemoyer & Perkins, 2005) as there is a clear link between the development of these personal and social skills, and to their success throughout childhood, and adulthood (Lerner et al, 2005).

Development of life skills as they pertain to youth leadership, while seemingly complex, is actually defined very simply. A life skill is any competency that assists people in functioning in a respective environment (Norman & Jordan, 1999), therefore helping youth to become more prepared for adulthood. Many scholars believe that leadership can be gauged through the development of said life skills. (Mincemoyer, & Perkins, 2005; Mueller, 1989; Nash, & Sant, 2005; Redmond, & Dolan, 2014). Examples of these life skills include problem solving, decision making, effective communication skills, critical thinking and goal setting (Mincemoyer & Perkins, 2005)

Youth livestock organizations, some of which have thousands of members and have been in existence for several decades, make claims regarding the development of youth participants' skills. For example, the American Angus Association states that it's national junior Angus show has "projects and programs that help juniors develop their skills and character" (Angus.org). At the National Junior Angus Show and Conference, Angus Juniors can participate in up to 17 different skill based activities. The National Junior Hereford organization states that their national junior show and conference is a hands-on type of program for youth that provides education, leadership and motivational forums" (Hereford.org).

Many studies have been conducted on 4-H and FFA programs to evaluate their impact on youth leadership development. Research has consistently shown that youth involved in youth development organizations not only develop leadership skills, but they also retain and use the

skills throughout their lifetime (Howard, 2001; Rutherford, T. A. Townsend, C.D, Briers, G.E, Cummins, R. & Conrad, C.R. 2002; Zanolini, W.F., Rayfield, J. & Ripley, J., 2013). None of these studies focus on less formalized organizations such as the National Junior Angus Association and its related leadership and experiential learning activities through its National Show and Conference.

Positive Youth Development

In the United States, youth spend roughly one-half of their life participating in leisure time, and how youth use this time can have a major impact on their character, leadership skills, and other abilities (Mahoney, Lawson, Eccles, & Lord, 2005). In spending this time, youth can choose to participate in an array of organized activities, some of which are structured to give youth increasingly complex skill development (Mahoney et. al, 2005).

The United States Government, like the governments of other developed nations, has taken a keen interest in supporting youth development organizations, activities, and opportunism (Mahoney et al, 2005). These include federally funded and nationally sponsored programs like 4-H, Boy Scouts, and Boys and Girls Clubs (Mahoney, et al., 2005). While these programs differ greatly in scope, audience, and subject, they all have the same goal, which is positive youth development. They also have similar features as each of these organizations aims to promote the physical and psychological safety of its participants, supportive relationships between youth and non-parent adults, opportunities for youth belonging, and incorporation of family, school and community efforts (Mahoney et. al., 2005). Regardless of the range of programming, youth development organizations also have similar philosophies that center around the idea that teaching youth is central to advancing them from competent children to successful adults. (Roth & Brooks-Gunn, 2003). More specifically in adulthood, people that had been involved with

positive youth development programs are most likely to be self-sufficient, be able to share in positive and responsible family and social relationships, and show a strong sense of citizenship through various civic or community service activities (Lewis, 1997).

As stated above, many organizations promote the positive development of youth and there is a rich history of research in the fields of child development in cognitive, social, physical, and emotional contexts (Pittman & Wright, 1991) Before 1990, it is widely accepted that most youth development practitioners and researchers viewed children as innately problematic, and that all children had problems that needed to be managed. Essentially, youth development was defined as an absence of problem behavior (Benson, Scales. Hamilton & Sesma, 2006). In the past 2 decades, youth professionals have attached themselves toward the movement of positive youth development that is a theory that all children should be viewed as assets, and that all children are capable of reaching their own potential (Roth, Brooks-Gunn, 2003; Murray & Foster, 1998).

To this day, Positive Youth Development (PYD) is understood in three ways; one.) As a development process, 2.) As an approach to youth programming, 3.) As instances of youth programs and organizations focused on the healthy development of youth (Lerner, Lerner, Lewin-Bizan, Bowers, Boyd, Mueller, Schmid, & Napolitano, 2011). For the purposes of this study, we will be using the term ‘Positive Youth Development’ in all contexts mentioned above. There are several different approaches utilized in current positive youth development literature.

Lerner's Approach

In previous theoretical research, many scholars believe that positive youth development programs all share similar characteristics such as providing youth the tools they need and instill a commitment to learning, positive values, social competencies, and a positive self-identity (Benson, 2008). Lerner et al, 2005, agrees that these characteristics are common to positive youth programs and outcomes. However, Lerner and his colleagues thought that these characteristics did not fully complete the picture that was PYD.

Lerner's longitudinal work tested the key hypothesis that when youth's strengths are aligned with resources from families, schools, and communities, those young people have a substantial opportunity to be positively developed (Lerner et. al, 2005). It was the idea that youth should be 'thriving' after a tenure in a positive youth development program that really drove Lerner et al's. research. In this study, Lerner et al. conceptualized thriving as a growth of competence, confidence, character, connection and caring (Lerner et. al, 2005). These terms are widely known as the "Five C's of Positive Youth Development." If youth are able to have personal growth in these "Five C's," then they are said to be thriving. In thriving, youth are able to contribute back to their communities and organizations, thereby metamorphosing the "Five C's" into the "Six C's." More specifically, thriving is seen as a growth in healthy attributes of the young person (Lerner et al, 2005).

Damon's Approach

William Damon approached the study of PYD through gaining a perspective on the development of a sense of purpose in youth. Damon (2008) defined purpose as 'a stable and generalized intention to accomplish something that is at once meaningful to the self and is of

intended consequence to the world beyond the self.’ The youth has an internalized purpose that they take ownership in.

Damon’s research also focused on ways that youth make meaningful contributions to communities as dictated by their purpose. In his findings, Damon reported that purposeful youth do indeed contribute back to their communities (Damon, 2008). The reason for this contribution however, is unclear as it is exceedingly difficult to measure if the individual youth seek to contribute to their communities for self-serving purposes and social approval (Damon, 2008).

Benson and the Search Institute

Peter Benson has been a pioneer in developing theory and vocabulary surrounding the strengths of youth and their respective home communities. Benson, Scales & Syversten (2011), described these strengths as developmental assets. They went on to categorize these internal or individual assets into four categories including: 1.) Commitment to learning, 2.) Positive Values, 3.) Social Competencies, 4.) Positive Identity.

Each of these categories represents a talent, interest, or strength of any young person (Benson, 2008). Benson’s work complimented the theory of Lerner et. al, where PYD is a complete idea that ends in the youth ‘thriving’ within their respective community’s strengths and assets (Benson et al., 2011). In practice, Benson’s work has been used to emphasize and encourage the role of communities in providing an environment in which youth can be nurtured and positively developed.

Eccles's Approach

Eccles (2004), developed an expectancy-value theoretical model as a means to better explain the phenomena of positive youth development. In this model, Eccles investigates a youth's choices in activities, persistence, and individual performance as they are influenced by personal, community, and other factors (Eccles & Wigfield, 2002). In using this model, Eccles has identified characteristics of schools that are seen as better equipped to meet youth's expectancy for academic success, one of those characteristics being the presence of structured, after-school time activities.

Larson's Approach

Larson (2006) defined PYD as a "process in which young people's capacity for being motivated by challenge energizes their active engagement in development." Youth cannot only participate in PYD, but they must have active engagement in a PYD experience while dealing with the day to day challenges of life. Larson's work looked at the essential question of how experiences and skills gained in adolescence match the requirements of life as an adult. Larson, like many other PYD researcher's and theorists, agreed that children need a chance to develop skills, and competencies to excel in an adult world.

Larson also found that out-of school-time activities are key components to developing these skills that are needed in adulthood. These skills include: taking initiative, developing leadership, and learning responsibility (Larson, 2000). Larson did also conclude that out-of-school time activities could lead to stress, social exclusion, and negative group dynamics and further research is needed to fully grasp how all activities outside of school can promote positive youth development.

Developmental Assets Theory

To study any program that aims to positively develop youth, researchers have relied heavily on concepts of developmental systems and the ideology that all youth have the potential for healthy development when systems of assets can be matched with the inherent strengths of the youth (Lerner et al, 2005). Youth development is broadly viewed as the relationship between individual youth, their inherent strengths, and ecological assets of families, communities, and organizations (Lerner et al, 2005). This system of relationships between youths' strengths, assets of society or a program, and the outcome of this relationship is broadly known as a developmental system (Lerner et al, 2005). Developmental systems theories are a way to describe change in someone over time (Batles, Resse & Nesselraode, 1997). To engage in scholarship surrounding change over time in youth, many scholars are relying on relational development systems and related models to frame their studies (Overton, 2010).

Relational developmental systems theorems, across disciplines ranging from social work, to child development, to education, all emphasize that the basic principles of human development involve mutual relationships between the developing individual and the context that he or she finds themselves in (Lerner, Lerner, Von Eye, Bowers & Lewin-Bizan, 2011). The relationship dictates the pace, direction, and outcomes of the child's development (Lerner et al, 2011).

In the case of the Lerner et al., developmental assets theory conceptual model (figure 1.1), the system relies on the constraints that all youth have strengths, and that there are strengths or assets (Benson, Scales, Hamilton, Sesma, 2006) in the context (community, school, family, youth program etc.) that a youth might be in (Lerner et al, 2011). Examples of these strengths or assets include skill building activities, leadership opportunities, and positive adult-youth

relationships (Lerner et al, 2014). Also within the model, the relationship between strengths of the individual and the contextual assets are explained by the outcome of thriving and the prevention of youth engaging in risk behaviors (Lerner et al, 2014).

In the case of this study, it is anticipated that the youth who participate in the National Junior Angus Show and Conference bring certain inherent strengths to the program. In the Lerner model, those inherent strengths of adolescents include hopeful future expectations, engagement in schools, and the youth's ability to self-regulate or control their own behavior (Lerner et al, 2014). The various skill-building activities and contests that youth participate in at the National Junior Angus Show and Conference fall under the ecological asset portion of the model. With the event also playing host to a mentoring program, the National Junior Angus Show and Conference substantially fits within the Lerner et. al model for a relational developmental system of positive youth development.

Youth Leadership and Life Skills

In youth and adolescents, life skills are seen as abilities that can be learned that will help them to be successful in living a productive, satisfying life (Norman & Jordan, 1999). These skills may include communication, problem solving, decision making and understanding oneself (Boyd et al., 1992; Mincemoyer & Perkins, 2005). Youth development programs like 4-H, FFA, and scouts give youth the opportunity to develop these skills and then to implement them in their real lives (McCann & McCann, 1992).

Leadership and life skills can be developed in youth through a variety of educational programs and learning activities (Mincemoyer & Perkins, 2005). Particularly, it has been found that youth become more competent, confident, and contributory from youth development

programs that emphasize skill building and leadership roles (Miller, 1991). Miller (1991), concluded that hands-on learning opportunities that youth encounter while participating in 4-H, Scouts, or other programs give you opportunities to develop in social and personal ways (Miller, 1991). By gaining these needed skills, youth then become able to take on roles of leadership, responsibility and service in their communities (Hamburg, 1989; Miller, 1991).

Youth Leadership and Life Skill Development through Livestock Projects and Related Experiences

Positive Youth Development organizations such as 4-H, FFA, and the Scouts have worked to give you the skills they need to be successful as adult members of society. Specifically, 4-H has goals and objectives for its members for them to not only be successful in the respective projects and curricular areas of interest, but also to be more contributing members of communities once they reach adulthood (Rusk et al, 2003). FFA is similar in its goals as it aims to develop agricultural leadership skills in its students throughout the country (Wingenbach & Kahler, 1997).

While all stakeholders agree that youth leadership and life skill development are important things to consider when preparing the next generation for roles in adult leadership, many people question how livestock project involvement, like participating at the National Junior Angus Show and Conference, can help to legitimately develop these important soft skills. Although this study focuses on other experiences beside the exhibition of livestock that happen at the National Junior Angus Show and conference, it is valuable to summarize the findings that have been established in the area of livestock project participation and how it relates to youth leadership and life skill development.

Ohio 4-H swine project members have revealed leadership and life skill development through participation in this project area. Shuron and Lattner (1991) found that youth who participated in the Ohio 4-H swine project had developed a sense of responsibility, an ability to communicate, and an ability to make decisions because of their involvement in the swine project.

These results were mirrored in the study in which Boleman (2005) surveyed 4-H members involved in beef, sheep, swine, and goat project areas in an effort to find any linkage between participating in livestock showing. Using a quantitative, survey based approach, Boleman was able to conclude that the majority of young people who participated in these project areas were able to set goals, develop self-discipline, and accept responsibility as a result of their participation.

Similarly, Rusk et al, (2003), surveyed 4-Hers in Indiana who showed beef, sheep and swine projects. The study showed that youth gained responsibility and time management skills (Rusk et al, 2003). The development of these skills also translated into the youth getting their homework completed on time (Rusk et al, 2003). In addition to this important life skill, the study also showed that the youth gained project specific skills such as showmanship, sportsmanship, fitting (grooming), and livestock evaluation.

In the qualitative work of Davis, Williams, and Frazee (2002), six common themes were found that resulted in youth from participation in livestock exhibition. They were: finance for education, social relations, family, competition, new cultures and environments, and character. These findings were based on a series of interviews with 4-H youth who exhibited livestock, parents, 4-H leaders, and livestock show officials.

With swine production being a major part of the economy in the state of Iowa, Gamon & Deheghus-Hetzel (1994) examined the effect of the Iowa 4-H swine project on life skill

development. Using a quantitative survey design, the researchers surveyed over 400 randomly selected swine project enrollees. The findings from this study reported that that participation in the 4-H swine project had a positive effect on their life skill development, and it was concluded that major objectives of 4-H as they relate to the development of life skills are being met through this area of programming (Gamon & Deheghus-Hetzel, 1994).

Livestock judging has also shown to have positive influence on youth leadership and life skill development. Nash and Sant (2005) found that participants in the Idaho 4-H livestock judging program developed a wide variety of life skills. The study also showed that youth who participated in 4-H livestock judging were better prepared to enter the workforce (Nash & Sant, 2005).

What we know about the Predictors of Leadership and Life Skill

Development

Based upon previous research, it is known that several variables are linked to leadership and life skill development, and it is likely that these variables will play a role in the relationship between the National Junior Angus show and Conference and it's perceived impact on leadership and life skill development.. With one the primary objectives of this study seeking to describe a relationship between demographics and specific organization involvement with leadership and life skill development, it is pertinent that we address what the literature tells us about these variables.

Rusk et al., (2003), stated that 4-H livestock members demonstrated a deeper understanding and an evolution of skills the longer they were involved in their project area. Additionally, a study assessing the impact of 4-H livestock projects on life skill development found a positive relationship between years of participation and life skills gained (Walker, 2006).

The work of Seevers and Dormody (1994) has given youth development researchers insight into the role that gender can play when reporting leadership and life skill competencies. In a study that they conducted with FFA members in Arizona, Colorado, and New Mexico, they found that 0.9 percent of the variance on the youth leadership life skill development scale was explained by gender, as female FFA member's had a higher perception of their leadership and life skill abilities than their male counterparts (Seevers & Dormody, 1994).

Boyd et al (1992) found that 4-H participation had a positive relationship with perceived leadership life skill development among Texas youth. In this study, the youth who were active in 4-H rated their perceived leadership and life skill development higher than youth who were not 4-H members. Similarly, Dormody and Seevers found if older 4-H members participated in certain activities in 4-H, it was an important predictor of life skill development (Dormody & Seevers, 1993). Similar findings have been found in the FFA program. Dormody and Seevers (1994) also found a positive relationship between FFA leadership activities and youth leadership and life skill development.

Dosage of Positive Youth Development Activities

The dosage, or amount of exposure youth have to the interventions and youth development activities during a given time frame, has been shown to have a relationship with positive youth development outcomes (Lower, 2015). When designing programs, youth development practitioners should be aware of the necessary dosage (exposure) to produce desired outcomes. Positive youth development interventions may have greater impact on youth with sufficient dosage (Nation et al, 2003). Programs with established outcomes should seek to increase the exposure of youth to predetermined activities and interventions to produce the program's desired outcomes (Lower, 2015).

National Junior Angus Show History

Angus cattle were first imported into the United States from Scotland in 1873 by a Kansan farmer by the name of George Grant (Angus.org). Upon the death of George Grant, four of the bulls from his herd were distributed to other cattle owners. Those four bulls were noted to have many desirable traits (higher quality meat, naturally polled (hornless)), and were bred to Texas longhorn and other breeds of cattle. It was soon noted that those cattle sired by Angus bulls maintained better condition over the winter and weighed more the next spring (Angus.org). This increase in pounds per day of age caused Midwestern ranchers to convert their herd over to primarily angus based genetics, and over 1200 Angus cattle were imported to the United States between 1878 and 1883 (Angus.org).

The American Angus Association was founded in Chicago, Illinois on November 21, 1883 with a membership of 60 cattlemen (Angus.org). Within its first century of incorporation, more than 10 million angus cattle were registered in the American Angus Association herd book. Currently, the American Angus Association is the largest breed registry of any species in the world (Angus.org)

The first junior membership into the American Angus Association was issued in 1951 for a cost of five dollars (Angus.org). When more and more youth began taking memberships, the American Angus Association elected to establish a fulltime staff in 1956. These staff members were the founders of the Junior Activities Department of what we now know as the National Junior Angus Association (Angus.org). The first National Junior Angus Show was held in conjunction with the American Angus Association Annual conference which was hosted by the University of Missouri in 1969.

It wasn't until 1989 that the Junior Activities Department added its first youth development activity to its annual show and conference. The first contest that was the National Junior Angus Scrapbook contest. The public speaking contest followed suit in 1990 with the poster presentation joining in 1991 (Angus.org). Currently, the National Junior Angus Show and Conference hosts 23 different youth development contests and activities as part of this annual event, including the prestigious "Outstanding Leadership Award," which was introduced to encourage leadership and service starting back in 1994 (Angus.org).

Summary of Literature

This literature review examined several aspects of 4-H, FFA, and other positive youth development organizations that promote youth leadership and life skill development, and use livestock programming as a vehicle for such learning and teaching. There have been many studies surrounding the impact that participating in traditional positive youth development programs (4-H, FFA) can have on youth, but many of these studies focus on organizations that have had exhaustive research conducted on them, not like the National Junior Angus Show and Conference which has had very limited research, although it reaches over a thousand youth annually.

With the similarity in program offering that these traditional, agriculturally based youth development programs offer in comparison to the program offering at the National Junior Angus Show and Conference, it could be found through this study that the National Junior Angus Show and Conference also has positive outcomes for young people.

This review of literature also provided theoretical backing to this study, as developmental assets theory is a key component to much of the literature surrounding youth involvement in 4-H

and FFA. To gain context on the evolution, programmatic offering, and traditions behind National Junior Angus Show and Conference, a brief history regarding the American Angus Association's transformation into a positive youth development organization was also included.

Based on this literary review, the researcher can deduce that certain methodological approaches are appropriate. This is due to the fact that preexisting literature has consistently shown that certain variables impact youth leadership and life skill development.

Chapter 3

Methodology

This chapter discusses the methods and procedures used in this study. It describes population, sample, research design, instrumentation, data collection and analysis procedures.

The purpose of this study was to identify the relationships between participating in the National Junior Angus Show and youth leadership and life skill development, as well as to describe a relationship between 4-H participation, FFA participation, and demographic characteristics with youth leadership and life skill development. The following specific objectives guided the study:

- 1.) Describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.
- 2.) Describe the relationship between perceived leadership and life skill development with involvement in 4-H, FFA, years of involvement with the National Junior Angus Show and Conference, and demographic characteristics.
- 3.) Describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference.

Research Design

This non-experimental study used a descriptive/relational research design to address objectives about the experiences of youth participating in the 2016 National Junior Angus Show and Conference. Descriptive-relational research methods were chosen to allow the researcher to summarize a group's opinion toward an issue or their attitudes about an experience (Ary, Jacobs,

Raazavieh, & Sorensen, 2006). A quantitative survey instrument was utilized. This instrument was developed by Mincemoyer & Perkins (2005) as a component of the On-line National Life Skills Evaluation system. The quantitative instrument elicited information from study participants regarding their perceived skill development in the areas of decision-making, critical thinking, solving problems, goal-setting, communication, and leadership as well as some basic demographic information. Data was collected using this survey instrument in an online format which was delivered via email to participants via Qualtrics.

Population and Sample

The target population for this study was all youth who participated in the 2016 National Junior Angus Show and Conference. Due to the ex-post facto nature of the study, a time and place sampling technique was utilized. Names of the youth participants were obtained from the American Angus Association's Office of Junior Activities. The event was held in Grand Island, Nebraska from July 3 to July 9, 2016. 851 youth from 48 states participated in the event (N=851). With a population size of 851, and a confidence interval of 95%, the sample size was 250 National Junior Angus Show Participants (n=250).

The researcher acquired a list of names (and respective contact information) of participants from the National Junior Angus Show from the Junior Activities Director at the American Angus Association. EXCEL was used to randomly select the sample of 250 individuals.

In accordance with Institutional Review Board (IRB) (Appendix A), guidelines, the researcher sought approval from participants and the parents/guardians of the participants. A cover letter was distributed to all participants in the random sample, as well as an ascent and

consent statement prior to accessing the electronic questionnaire (Appendix B). Child assent was also obtained prior to the youth participant advancing to the body of the survey instrument (Appendix C) The cover letter described the purpose of the study, as well as any known risks for participating in this research.

Instrumentation

A survey instrument was administrated using Qualtrics, an online survey software platform. The survey instrument (Appendix D) consisted of several different categories of questions.

Section one of instrument asked respondents about their perceived leadership and life skills gained through their participation in the National Junior Angus Show and Conference. A total of 26, 5-point likert scale items is included in this section. The likert scale items were based on a one to five scale, with one being strongly disagree, two being disagree, three being neutral, four being agree, and five being strongly agree. This instrument was developed by Mincemoyer & Perkins (2005) for the national on-line youth life skills evaluation system.

Section two of the instrument asked the respondents about their involvement in 4-H, FFA, and other youth livestock organizations. This section will also ask the respondents about their years of involvement within these groups and also about their years of participation in the National Junior Angus Show and Conference.

Section three of the instrument asked respondents about their involvement (dosage) in the various experiential learning and leadership activities offered at the National Junior Angus Show and Conference. This section also asked the respondents to select the type of cattle that they show (heifer, bull, steer) at the National Junior Angus Show and Conference.

The last section of the instrument collected basic demographic information. This included the respondents including age, race, and state of residence.

The survey instrument was reviewed by a panel of five experts consisting of faculty members from the Department of Agricultural Education and Leadership from the University of Missouri, Extension Specialists from the University of Missouri, and faculty members from the Department of Plant and Animal Science at the State University of New York- Cobleskill. This panel was selected based on recommendations from the researcher's graduate committee. The instrument being used has also been used at the national level to survey 4-H members about their leadership and life skill development as the result of 4-H programming. The online version of the instrument was also evaluated for clarity and formatting.

Fink (2003) states that a reliable instrument is one that gathers consistent results. The instrument being utilized in this study has been tested for reliability. Mincemoyer and Perkins (2005) reported that the survey instrument had a Cronbach's Alpha reliability of .91. Although some of the individual items had lower reliability, this alpha level far exceeds coefficients of 0.7, which is considered the threshold of acceptable (Nunally,1973).

Data Collection

Data were collected using a web-based survey. The survey was distributed via email to the selected sample. Emails were obtained from the Director of Junior Activities at the American Angus Association. Informed consent measures were approved by University of Missouri IRB (Appendix A).

As recommended by Miller and Smith (1983), the first and major strategy implemented to control for non-response error was to collect as many responses as possible. To do this, the

researcher utilized the Dillman method for survey research to assure that an optimum number of surveys were returned. According to Dillman's method for survey collection, follow up and incentives are key to getting needed data back (Dillman, 1991). The Dillman Tailored Design Method (TDM) can enable the researcher to get return rates of around 70% just by following up with research subjects. Dillman (2000), maintains that to achieve a high, desired response rate, the researcher must follow five specific steps. Those include; proving the research subjects with a user friendly survey, five different contacts with survey participants, personalized correspondence, a financial or emotional incentive, and in the case of mail-in surveys, the inclusion of stamped return envelope (Dillman, 2000).

While the TDM was designed specifically for mail surveys and evaluations, it can be easily translated to electronic formats (Monroe & Adams, 2012). Using the Dillman method will enable the researcher to lessen the chances of non-response bias (Armstrong & Overton, 1977). Because all of the research subjects are clearly interested in the subject of the survey (as they are all signed up for and participate in the National Junior Angus Show), there should be a high frequency of survey completions. (Armstrong, & Overton,1977).

Controlling for non-response error

To ensure validity of the data and the data's subsequent findings, the researcher utilized recommended data collection protocols meant to control for data error is associated with non-response. The researcher initially sought to collect as many responses as possible (Miller & Smith, 1983). This was completed by distributing an initial email, and then three reminder emails to the sample population. To ensure that the data was representative of the sample population for the study, the *Comparison of Early to Late Respondents* method was utilized. Lindner, Murphy

& Briers (2001), reporting on this method suggests that separating respondents into early and late groups based off of their completion date, also corresponding to the reminder emails. Linder et al. recommend a minimum of 30 respondents per late or early response set for the comparison. This minimum was not met following the March 30 follow-up email reminder. Hence, the researcher backed up to use responses following the second reminder email. Within this selection criteria, 31 (n=31) youth were designated as “late responders” while the remaining youth respondents were labeled as “early responders” (n= 96).

To examine the differences between the “late” (n=31) and “early responders” (n=96), the researcher calculated and reported results of an independent t-test for the independent variables of the study. Assessing results from Levene’s test for homogeneity of variance, no significant differences were found between the two groups of respondents as the Levene’s test indicated no statistical significance (all p ’s>.05).

Data Analysis

Data collected was analyzed using Statistical Package for Social Science, also referred to as the SPSS system for quantitative data (Version 23.0 SPSS Inc., Chicago, IL). Given the survey instrument, levels of data may be nominal, ordinal, or interval in nature.

Objective 1

Objective 1 sought to describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference. This was determined based upon descriptive statistical analysis of the data collected using the quantitative survey instrument. To find the measure of central tendency, the researcher calculated means and standard deviations in order to describe perceived life skills gained.

Objective 2

Objective 2 sought to describe the relationship between perceived leadership and life skill development with involvement in 4-H, FFA, years of involvement with the National Junior Angus Show and Conference, and demographic characteristics. Due to the relational nature of this objective, hierarchical regression using leadership and life skills development as the dependent variable was utilized.

Objective 3

Objective three sought to describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference. . Due to the relational nature of this objective, forced entry multiple regression using leadership and life skills development as the dependent variable was utilized.

The researcher identified self-perceived leadership and life skill development as the dependent variable. Independent variables included; the 23 youth development activities available for the youth to participate in at the 2016 National Junior Angus Show and Conference. Dosage, the degree of exposure or amount of exposure to a program's intervention mechanisms or attributes (Nation, 2003) was calculated by summing the number of activities that each respondent recorded via the online survey. This sum was made into its own variable and then run through forced entry multiple regression procedures in SPSS.

According to Field (2009), known predictors should be entered into the model first on the basis of their importance at predicting the outcome. Those predictors include: years of involvement in an organization, gender, involvement in 4-H, and involvement in FFA. After these predictors were entered into the model, the researcher would then enter in the predictors associated with the program offering at the National Junior Angus Show and

Conference, including the leadership and life-skill development activities, which are present at this event. Because there is no previous research that supports or defies the idea that these variables affect youth leadership and life skill development (dependent variable), all of these will be entered simultaneously (Field, 2009).

With the researchers second and third objectives being relational in nature, regression analysis procedures were utilized. In order to accurately depict a relationship using regression procedures in SPSS. In using regression modeling, it is vital that the researcher takes into consideration basic assumptions in order to draw correct conclusions about a population or sample. Field (2009) identified nine of those assumptions..

The first of those assumptions for multiple linear regressions is that all covariates are in scale or categorical format. Upon investigating the covariates, the researcher confirmed that all predictor and constant variables for research objectives two and three were either continuous scale or categorical in nature. Therefore, assumption number one was met.

The second assumption for multiple linear regression requires that the dependent variable has a linear relationship to the predictor variables. The researcher visually confirmed this linear relationship between the predictor and outcome variables by the examination of P-P and scatterplots. Upon completion of this examination, assumption two was also met.

Field (2013) states that the third assumption that must be met in regression analysis is the assumption of independence. Because the researcher only conducted one observation on the same sample population, this assumption of independence was also met.

Assumption four addresses the need for homogeneity of variance. To visually determine the homogeneity of variance, the researcher visually assessed scatter plots for each regression

model. Because no systematic error of shape was present, the researcher concluded that the assumption of homogeneity of variance was met.

Assumption five addresses the need for a normal distribution of error, which assumes any residuals that might exist are random in nature and therefore possess the characteristic of normal distribution. The researcher visually inspected P-P plots to assess this, and found that assumption five was also met.

The sixth assumption addresses the principle that all variables are unrelated to external variables. Due to the researcher's review of previous works, these variables were entered into the model in separate steps to account for any feasible relationship and therefore needed control. By doing this, the researcher concluded that assumption six was also met.

Assumption seven addresses the need for no perfect collinearity between the independent variables. To test for this assumption the researcher reviewed correlational statistics in addition to the variance inflation factors (VIF). Upon analysis, the researcher found that there were low if any levels of correlation (Table 3.1). All Covariate VIF values were less than 10 and exceeded the prescribed tolerance threshold of .20 (Field, 2013). Because of this lack of perfect collinearity, this assumption was met.

Table 3.1

Tolerance and VIF Collinearity Statistics for independent variables in multiple linear regression (n=127)

Covariate	Tolerance	VIF
Years of participation	.924	1.082
Age	.960	1.042
Ethnicity	.960	1.042
4-H Involvement	.920	1.087
FFA Involvement	.934	1.071
Other organization involvement	.890	1.123
Bred and Owned Heifer Show	.694	1.441

Steer Show	.872	1.146
Bull Show	.783	1.278
Showmanship	.782	1.278
Beef Cook-Off	.701	1.427
Chef's Challenge	.828	1.207
Career Development	.779	1.284
Graphic Design	.647	1.372
Writing	.729	1.372
Photography	.716	1.397
Poster	.756	1.323
Public Speaking	.761	1.314
Extemporaneous Speaking	.696	1.437
Team Sales	.703	1.422
Team Fitting	.754	1.326
Quiz Bow	.654	1.528
Team Marketing	.574	1.741
Herdsman	.740	1.351
Sweepstakes	.529	1.892
Mentorship	.722	1.385
Livestock judging	.637	1.571

Note. A five point Likert type response scale was used to assess perceived leadership and life skill development gain. Scale for the psychological constructs was 1=strongly disagree, 2=disagree, 3= neutral, 4=agree, 5=strongly agree. Activity items were coded: 1= participated, 0=did not participate.

Assumption eight in multiple linear regressions assumes non-zero variance for the predictor variables. No zero variables were reported (Appendix F), and therefore the assumption was met.

The final assumption (assumption nine), for multiple regression analysis is independence of values of the outcome variable. Because the different aspects of youth leadership and life skill development were reported as separate constructs (Tschannen-Moran & Woolfold-Hoy, 2007), this assumption was also met.

Regression Procedures

The hierarchical forced entry method in multiple linear regression was used to predict the contribution of different variables to the larger regression model. The researcher chose to use the hierarchical entry method because the literature reviewed indicated that demographic variables such as age, and variables such as involvement in other youth development organization may play a role in youth's perceived leadership and life skill development. Covariates for age, race, and years of involvement were entered into the first block of each regression. The second block of the regression consisted of covariates associated with youth's involvement in 4-H, FFA, or other youth development organization.

Human Subjects

The University of Missouri Office for Research Protections approved the study and survey instrument, IRB #, (Appendix A). Informed consent of participants was collected in accordance with IRB guidelines, and all institutional rules and regulations were upheld. Survey instruments were reviewed and approved and data were collected in accordance with the procedures submitted in the application materials.

Summary

This study was conducted using descriptive and relational research methods to answer questions regarding the impact of the 2016 National Junior Angus Show and Conference on the perceived development of leadership and life skills in youth. The population consisted of all National Junior Angus Show and Conference participants. The researcher sought to explain the relationship between participation in the National Junior Angus Show and Conference with perceived development of leadership and life skills. The researcher utilized an electronic

questionnaire to collect data. Nonresponse error was accounted for by using the Dillman method for survey distribution. Additionally, the researcher compared early and late responders to test for differences between these two groups. Data were analyzed using SPSS. Descriptive statistical procedures and hierarchical regression procedures were used in an attempt to answer the researcher's questions and objectives.

Chapter IV

Results and Findings

The purpose of this study was to identify the relationships between participating in the National Junior Angus Show and youth leadership and life skill development, as well as to describe a relationship between 4-H participation, FFA participation, and demographic characteristics with youth leadership and life skill development. The following specific objectives guided the study:

- 1.) Describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.
- 2.) Describe the relationship between perceived leadership and life skill development with involvement in 4-H, FFA, years of involvement with the National Junior Angus Show and Conference, and demographic characteristics.
- 3.) Describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference.

Population and Sample

The target population for this study was all youth who participated in the 2016 National Junior Angus Show and Conference. Due to the ex-post facto nature of the study, a time and place sampling technique was utilized. Names of the youth participants were obtained from the American Angus Association's Office of Junior Activities. The event was held in Grand Island, Nebraska from July 3 to July 9, 2016. 851 youth from 48 states participated in the event

(N=851). With a population size of 851, and a confidence interval of 95%, the sample size was 250 National Junior Angus Show Participants (n=250).

In accordance with Institutional Review Board (IRB), guidelines, the researcher sought approval from participants and the parents/guardians of the participants. A cover letter was distributed to all participants in the random sample. The cover letter described the purpose of the study, as well as any known risks for participating in this research. Assent and consent documentation was also sent at this time. Parent/guardian consent was needed for the participants under the age of 18. This group of youth also required child assent. The data collection process utilized the online data collection system Qualtrics. Follow up procedures resulted in a 50.8% response rate with 127 out of 250 youth participants in the study.

Demographics of the Population

The target population of this study was a purposeful sample of youth who participated in the 2016 National Junior Angus Show and Conference, which was held in July of 2016 in Grand Island, Nebraska. The names and email addresses for the population were obtained through cooperation with the American Angus Association, Office of the Director for Junior Activities.

In accordance to regulation set forth by the university of Missouri Institutional Review Board (IRB), participants aged 8-17 were required to have documented parental consent and child assent to participate in this study. Those members of the population over the age of 18 were required to electronically sign consent to participate in the study (Appendix B). The starting page of the online instrument included a letter to participants and parents, contact information for the researcher and the Office for Institutional Review. These materials were approved by University of Missouri IRB. A random sample (n=250) was taken from the population (n=851) to ensure generalizability of the findings.

Description of the respondents

In addition to the researcher investigating this population of youth surrounding their involvement in the 2016 National Junior Angus Show and Conference with their perceived change in leadership and life skill development, the researcher also collected descriptive information regarding the sample population. This descriptive information obtained included age, state of residence, and race.

After a descriptive analysis of this data, the researcher found that the vast majority of the participants (97.6%) indicated their race as white ($n= 124$). One respondent identified themselves as Hispanic ($n=1$), and two respondents preferred not to answer ($n=2$). Thirty-five states were also represented in the sample population including; Alabama (1), Arkansas (2), California (9), Colorado (2), Florida (5), Georgia (2), Illinois (5), Indiana (5), Iowa (6), Kansas (6), Kentucky (3), Maryland (7), Michigan (2), Minnesota (3), Mississippi (3), Missouri (14), Montana (3), North Carolina (2), North Dakota (3), Nebraska (3), New Jersey (2), New York (1), Ohio (6), Oklahoma (4), Oregon (1), Pennsylvania (6), South Carolina (1), South Dakota (3), Tennessee (2), Texas (8), Virginia (5), Washington (1), Wisconsin (5), West Virginia (2), Wyoming (1). The youth were asked to identify their age utilizing a 1-5 Likert scale (1=8-11 years old, 2=12-15 years old, 3=16-18 years old, 4=19-21 years old, 5= 21 years or above). The mode score for age was 3. From this the researcher deduced that the most of the participants reporting were from the 16-18 year old age bracket.

Table 4.1

Demographic characteristics of 2016 National Junior Angus Show and Conference Participants (n=127)

Characteristics	N	%
Race		
Caucasian	124	97.600
Hispanic	1	0.008
Black	0	0.000
Other	0	0.000
Prefer not to answer	2	0.016
Age		
8-11	5	3.9
12-15	29	23.6
16-18	30	22.8
19-21	25	35.4
21 and up	18	14.2
State of Residence		
Alabama	1	0.78
Arkansas	2	1.57
California	9	7.09
Colorado	2	1.57
Florida	5	3.94
Georgia	2	1.57
Illinois	5	3.94
Indiana	5	3.94
Iowa	6	4.72
Kansas	3	2.36
Kentucky	7	5.51
Maryland	2	1.57
Michigan	3	2.36
Minnesota	3	2.36
Mississippi	2	1.57
Missouri	14	11.0
Montana	3	2.36
North Carolina	3	2.36
North Dakota	3	2.36
Nebraska	3	2.36
New Jersey	2	1.57
New York	1	0.78
Ohio	6	4.72
Oklahoma	4	3.15

Oregon	1	0.78
Pennsylvania	6	4.72
South Carolina	1	0.78
South Dakota	3	2.36
Tennessee	2	1.57
Texas	8	6.30
Virginia	5	3.94
Washington	1	0.78
Wisconsin	5	3.94
West Virginia	2	1.57
Wyoming	1	0.78

Note: For data analysis, survey items with multiple options were coded as 1=selection of a response, 0=the participant did not respond

Objective 1

Research objective one sought to describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.

Descriptive statistics were calculated and reported for objective one to determine the degree to which the youth respondents perceived their involvement in the 2016 National Junior Angus Show and Conference influenced their youth leadership and life skill development. To satisfy the descriptive objective, the researcher utilized SPSS to calculate means and standard deviations for the responses based on the constructs established by the instrument. Each construct consisted of four to six different items. These items were then summated and averaged to get the participants perceived rating of each psychological construct. Those constructs included (a) Decision Making, (b) Critical Thinking, (c) Communication, (d) Goal Setting, and (e) Problem Solving.

A five point Likert-type response scale was used for the respondents to rate the perceived impact of the National Junior Angus Show and Conference on their leadership and life skill development. Responses were anchored as 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree. Participants of the 2016 National Junior Angus Show and Conference *agreed* that their participation in this show and conference had an impact on their decision-

making ability, a ($M = 3.97$, $SD = 0.96$). This construct presented to have the lowest degree of agreement among all constructs. Within the construct of problem solving, respondents indicated that they *agreed* that their participation in the show and conference had a perceived impact on their ability to problem solve ($M = 4.04$, $SD = 0.63$). The construct of critical thinking also showed an elevated level of *agreement* ($M = 4.21$, $SD = 0.52$). The respondents also rated an elevated level of *agreement* for the constructs of goal setting ($M = 4.29$, $SD = 0.56$) and communication ($M = 4.30$, $SD = 0.51$).

Table 4.2

Respondents' perceived leadership and life skill development at the National Junior Angus show and Conference (n=127)

Construct	<i>M</i>	<i>SD</i>
Decision Making	3.97	.960
Critical Thinking	4.21	.518
Communication	4.30	.515
Goal Setting	4.29	.560
Problem Solving	4.04	.634

Scale for items within constructs: 1=strongly disagree, 2=disagree, 3=neutral, 4= agree, 5= strongly agree

Assumptions for regression analysis

With the researchers second and third objectives being relational in nature, regression analysis procedures were utilized. In order to accurately depict a relationship using regression procedures in SPSS, there are a series of nine assumptions that must be met (Field, 2013). Upon examination of regression output, including PP plots, and histograms, the researcher found that the data met standards for normality. The researcher also tested covariates for multi-collinearity. Full results for this test can be found in chart 3.1. As per the recommendations of Field (2013),

all assumptions for regression analysis were met before the researcher proceeding to further analyze the data and interpret any findings associated with the regression analysis.

Objective 2

Research objective two sought to describe the relationship between perceived leadership and life skill development with demographic information, as well as involvement with 4-H, FFA, and National Junior Angus Show participation.

H0: Differences in perceived leadership and life skill development were not significantly ($p < .05$) explained by involvement in 4-H or FFA, as well as the demographic characteristics.

H1: Differences in perceived leadership and life skill development were significantly explained by involvement in 4-H.

H2: Differences in perceived leadership and life skill development were significantly explained by involvement in FFA.

H3: Differences in perceived leadership and life skill development were significantly explained by demographic characteristics of the population.

In order to describe any relationship, relational statistics were calculated and reported for research objective two. Three items on the electronic survey instrument were used to develop data surrounding the youth respondents in 4-H, FFA, and other youth development organization. A survey item was also established for each of the youth development activities that you can participate in at the National Junior Angus Show and Conference.

The researcher identified the outcome variables (dependent variables) for the regression as the five different youth leadership and life skill development constructs; communication, critical thinking, decision making, problem solving, and goal setting. In an effort to enhance the

predictive power of the regression models, while also controlling for the influence of the other variables, the researcher chose to include the demographic data including ethnicity, age, and years of involvement.

As seen in tables 4.4-4.8, the researcher calculated and report the unstandardized beta coefficient (B), standard error (B), standard error ($SE B$), the standardized beta coefficient (β), and significance (p) for all covariates in the regression models. For this research objective, the author sought to describe the relationship between perceived leadership and life skill development with involvement in 4-H, FFA, years of involvement with the National Junior Angus Show and Conference, and demographic characteristics. Due to the five independent psychological constructs acting as dependent variables, the researcher ran five separate hierarchical forced entry regressions, one for each construct.

In the first of the five constructs evaluated, decision-making, the researcher found there to be no significant p values associated with any of the models (Table 4.3). The overall models did not display any statistical significance at the .05 level. The researcher was able to conclude that none of the covariates run through the hierarchical forced-entry regression analysis were significant in predicting for perceived decision-making ability among the sample population presented in the study. When controlling for other variables, demographic characteristics and years of involvement explained 0.9% (adjusted $R^2 = .009$) of the variance in perceived decision making ability. The addition of 4-H, FFA, and other organization involvement in consequent models explained 2.0 (adjusted $R^2 = .020$) to 2.1% (adjusted $R^2 = .021$) of the variance.

Table 4.3

Hierarchical Forced Entry Multiple Linear Regression of Respondents' Perceived Decision Making (n=127)

	Model 1				Model 2				Model 3				Model 4			
	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.10 8	.720		0.0 0	4.39 3	.739		0.0 0	4.22 9	.759		0.0 0	4.36 1	.768		0.0 0
Years of Participation	.105	.088	.10 9	.23 1	.081	.089	.08 4	.36 1	.089	.089	.09 3	.31 7	.091	.089	.09 4	.30 9
Age	.095	.79	.10 9	.23 0	.097	.078	.11 2	.21 4	.100	.078	.11 6	.20 2	.095	.078	.10 9	.23 0
Ethnicity	-.226	.223	- .09	.31 3	- .205	.222	- .08	.35 7	- .197	.222	- .07	.37 7	- .235	.225	- .09	.29 8
4-H Participation					- .343	.220	- 1.4	.12 3	- .365	.222	- .14	.10 2	- .413	.226	- .16	.07 0
FFA Participation									.183	.190	.08 6	.33 8	.142	.194	.06 7	.46 5
Other Organization Participation													.203	.188	.10 1	.28 3
<i>Adjusted R</i> ²		.009				.021				.020				.021		
<i>F</i>		1.391 (3,122)				1.660 (4,121)				1.365 (5,120)				1.455 (6,119)		
ΔR ²		.033				.019				.007				.009		
ΔF		1.391				2.417				.925				1.162		

Note. The dependent variables for model 1-4 is perceived decision-making. * $p < .05$

The next construct was evaluated using the same covariates in a hierarchical forced entry regression analysis was perceived critical thinking ability. The researcher found that age was a significant, positive predictor of the youth's perceived critical thinking ability. This trend was found across all models in the four steps of the hierarchical regression analysis, with $p < .05$. It was also found that all four of the hierarchical regression models were significant in predicting perceived critical thinking ability (Table 4.4). Model one was significant, $F=4.493$ (3,123, $p = .005$). Model two was significant, $F=3.422$ (4,122, $p = .011$). Model three was significant, $F=2.975$ (5,121, $p = .014$). Model four was significant, $F=2.513$ (6,120, $p = .025$). When controlling for other variables, demographic characteristics and years of involvement explained 7.7% (adjusted $R^2 = .077$) of the variance in perceived critical thinking ability. The addition of 4-H in Model 2 explained 7.1 % of the variance (adjusted $R^2 = .071$), while FFA involvement in model 3 explained 7.3% (adjusted $R^2 = .073$) of the variance. Other organization involvement explained 6.7% of the variance (adjusted $R^2 = .067$).

Table 4.4

Hierarchical Forced Entry Multiple Linear Regression of Respondents' Perceived Critical Thinking (n=127)

	Model 1				Model 2				Model 3				Model 4			
	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.33	.375		0.0	4.38	.388		0.0	4.29	.398		0.00	4.25	.404		0.0
	6			0	7			0	2			0	8			0
Years of Participation	-.078	.045	-	.08	-.082	.046	-	.07	-.077	.046	-	-	-	.046	-	.09
			.1	.8			.15	.7			.15	1.68	.078		.15	.3
			50				8				0	2		1		
Age	.136	.041	.2	.00	.136	.041	.29	.00	.138	.041	.29	.001	.139	.041	-	.00
			90	1			1	1			4				.08	1
															4	
Ethnicity	-.132	.116	-	.25	-.128	.116	-	.27	-.123	.116	-	.294	-.113	.118	-	.34
			.0	.8			.09	.4			.09				.08	.2
			98				5				1			4		
4-H Participation					-.062	.116	-	.59	-.076	.116	-	.515	-.064	.119	.04	.59
							.04	.2			.05				.8	.2
							7				.07					
FFA Participation									.108	.100	.09	.282	.118	.102	.10	.24
											4			3	8	
Other Organization Participation													-.053	.099	-	.59
															.04	.2
															9	
<i>Adjusted R</i> ²		.077				.071				.073				.067		
<i>F</i>		4.493				3.422				2.975				2.513		
		(3,123)				(4,122)				(5,121)				(6,120)		
ΔR ²		.099				.002				.009				.002		
ΔF		4.493				.288				1.168				.288		

Note. The dependent variables for model 1-4 is perceived critical thinking. **p*<.05

The third psychological construct evaluated using the hierarchical regression procedures was perceived communication ability. The researcher found that participation in FFA, a covariate, was found to have significance when predicting youth perceptions of communication ($p < .05$). However, this covariate's significance did not hold up in consequent models, as it was only found to be significant in model three of that analysis. None of the overall models were found to be significant (Table 4.5). When controlling for other variables, demographic characteristics and years of involvement explained 1.0% (adjusted $R^2 = .010$) of the variance in perceived decision-making ability. The addition of 4-H, FFA, and other organization involvement in consequent models explained 0.2% (adjusted $R^2 = .002$) of the variance and 2.9% (adjusted $R^2 = .029$) of the variance, respectively. Involvement in another organization explained 2.8% of the variance (adjusted $R^2 = .028$).

Table 4.5

Hierarchical Forced Entry Multiple Linear Regression of Respondents' Perceived Communication (n=127)

	Model 1				Model 2				Model 3				Model 4			
	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.92	.366		0.0	4.94	.400		0.0	4.75	.405		0.0	4.80	.410		0.0
	2			0	0			0	1			0	7			0
Years of Participation	-.059	.046	-	.20	-.060	.047	-	.20	-.052	.047	-	.27	-.051	.047	-	.28
			.11	6			.11	4			.10	0			.09	2
			5				8				1				9	
Age	.019	.042	.04	.65	.019	.042	.04	.65	.022	.042	.04	.59	.020	.042	.04	.63
			1	4			1	3			7	8			2	9
Ethnicity	-.182	.119	-	-	-.181	.120	-	.13	-.171	.118	-	.15	-.188	.120	-	.12
			.13	.13			.13	4			.12	2			.14	1
			6	0			5				7				0	
4-H Participation					-.021	.119	-	.85	-.048	.118	-	.68	-.069	.121	-	.57
							.01	9			.03	3			.05	0
							6				7				2	
FFA Participation									.213	.101	.18	.03	.195	.103	.17	.06
											7	8			2	1
Other Organization Participation													.089	.100	.08	.37
															2	8
<i>Adjusted R</i> ²		.010				.002				.029				.028		
<i>F</i>		1.423				1.067				1.759				1.594		
		(3,123)				(4,122)				(5,121)				(6,120)		
ΔR ²		.034				.000				.034				.006		
ΔF		1.432				.032				4.408				.784		

Note. The dependent variables for model 1-4 is perceived communication. **p*<.05

Goal setting was the fourth construct evaluated in the hierarchical regression analysis (Table 4.6). While none of the overall models were significant at the .05 level, the analysis did find that age was a significant covariate in predicting perceived goal setting ability across all models ($p=.001$). When controlling for other variables, demographic characteristics and years of involvement explained 1.5% (adjusted $R^2=.015$) of the variance in perceived decision-making ability. The addition of 4-H, FFA, and other organization involvement in consequent models explained 0.8% (adjusted $R^2=.008$) of the variance and 0.4% (adjusted $R^2=.029$) of the variance, respectively. Involvement in another organization explained -0.4% of the variance (adjusted $R^2=-.004$).

Table 4.6
Hierarchical Forced Entry Multiple Linear Regression of Respondents' Perceived Goal Setting (n=127)

	Model 1				Model 2				Model 3				Model 4			
	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	3.89	.420		0.0	3.92	.435		0.0	3.84	.447		0.0	3.85	.454		0.0
	0			0	0			0	5			0	0			0
Years of Participation	-.024	.051	-	.63	-.026	.052	-	.61	-.023	.052	-	.65	-.023	.052	-	.65
			.04	.9			.04	.2			.04	.7			.04	.9
			3				7				1				1	
Age	.100	.046	.19	.03	.100	.046	.19	.03	.101	.046	.20	.03	.101	.046	.20	.03
			7	1			8	2			0	0			0	1
Ethnicity	.039	.130	.02	.76	.041	.130	.02	.75	.045	.131	.03	.73	.043	.133	.03	.74
			7	6			8	5			1	2			0	5
4-H Participation					-.036	.129	-	.78	-.046	.130	-	.72	-.048	.133	-	.71
							.02	4			.03	3			.03	9
							5				2				4	
FFA Participation									.085	.112	.06	.45	.083	.114	.06	.46
											8	2			7	9
Other Organization Participation													.008	.112	.00	.94
															6	6
<i>Adjusted R</i> ²		.015				.008				.004				-.004		
<i>F</i>		1.638				1.238				1.101				.911		
		(3,122)				(4,121)				(5,120)				(6,119)		
ΔR^2		.039				.001				.005				.000		
ΔF		1.638				.076				.570				.005		

Note. The dependent variables for model 1-4 is perceived goal setting. **p*<.05

The fifth and final construct evaluated in this hierarchical regression analysis was perceived ability to problem solve (Table 4.7). This analysis yielded no significant results as all models and covariates had significance values well above the prescribed p value ($p < .05$). Similarly to the goal setting construct, demographic characteristics and years of involvement explained 1.5% (adjusted $R^2 = .015$) of the variance in Model 1 of the hierarchical regression model. With the addition of 4-H in Model 2, the model explained 0.7% of the variance (adjusted $R^2 = .007$). FFA involvement explained none of the variance within Model 3 (adjusted $R^2 = .000$). Other organization involvement was found to explain -0.6% (adjusted $R^2 = -.006$) of Model 4.

Table 4.7

Hierarchical Forced Entry Multiple Linear Regression of Respondents' Perceived Problem Solving (n=127)

	Model 1				Model 2				Model 3				Model 4			
	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	3.44 0	.474		0.0 0	3.40 3	.491		0.0 0	3.44 6	.506		0.0 0	3.41 0	.513		0.0 0
Years of Participation	-.057	.057	- .09	.31 7	-.054	.058	- .08	.35 2	-.056	.059	- .08	.33 9	-.057	.059	- .09	.33 5
Age	.098	.052	.16 9	.06 4	.097	.052	.16 9	.06 6	.097	.053	.16 7	.06 9	.098	.053	.16 9	.06 7
Ethnicity	.132	.147	.08 0	.37 1	.129	.147	.07 8	.38 3	.127	.148	.07 7	.39 4	.138	.151	.08 4	.36 2
4-H Participation					.045	.146	.02 6	.76 1	.051	.148	.03 1	.73 2	.064	.151	.03 9	.67 4
FFA Participation									-.048	.127	- .03	.70 8	-.037	.129	- .02	.77 7
Other Organization Participation													-.057	.126	- .04	.65 3
<i>Adjusted R</i> ²		.015				.007				.000				-.006		
<i>F</i>		1.622 (3,122)				1.231 (4,121)				1.006 (5,120)				.866 (6,119)		
ΔR ²		.038				.001				.001				.002		
ΔF		1.622				.093				.141				.203		

Note. The dependent variables for model 1-4 is perceived problem solving. **p*<.0

Hypotheses

H0: Differences in perceived leadership and life skill development were not significantly ($p < .05$) explained by involvement in 4-H or FFA, as well as the demographic characteristics.

H1: Differences in perceived leadership and life skill development were significantly explained by involvement in 4-H.

H2: Differences in perceived leadership and life skill development were significantly explained by involvement in FFA.

H3: Differences in perceived leadership and life skill development were significantly explained by demographic characteristics of the population.

In reexamining of the researcher's hypotheses, the analysis allowed the researcher to reject the null hypothesis, as it was found that the covariates of age was a significant predictor for perceived critical thinking ability and ability to set goals. It was also found that FFA participation was a significant predictor of perceived communication ability. Therefore, covariates present in the analysis did in fact have a significant relation to the prescribed youth leadership and life skill dependent variables. The researcher also found the analysis to support a rejection of hypothesis number one, as 4-H was not found to have significance when examining a relationship between involvement and leadership and life skill development. However, involvement of the youth in FFA was found to a significant predictor of the subject's perceived communication abilities, hence the researcher accepted hypothesis two. Because the demographic variable of *age* was shown to have significance in the youth's perceived critical thinking abilities, the research also accepted hypothesis number three.

Objective 3

Research objective three sought to describe the relationship between perceived leadership and life skill development with the 23 different youth development activities that took place at the 2016 National Junior Angus Show and Conference.

H0: Differences in perceived leadership and life skill development were not significantly ($p < .05$) explained by any of the 23 different youth development activities at the National Junior Angus Show and Conference.

H1: Differences in perceived leadership and life skill development were significantly explained by the various activities.

In order to describe any relationship, relational statistics were calculated and reported for research objective three. Items on the electronic survey instrument were used to develop data surrounding the youth respondents' participation in the various youth development activities. An item for each of the activities that are hosted by the National Junior Angus Show and Conference was developed to collect data on the respondent's involvement with each individual activity.

The researcher identified the outcome variables (dependent variables) for the regression as the five different youth leadership and life skill development constructs; communication, critical thinking, decision making, problem solving, and goal setting. The researcher chose a simple, multi linear regression analysis technique for this objective, as none of these specific activities had been explicitly linked to youth leadership or life skill development in the literature.

As shown in tables 4.9-4.13, data analysis showed few significant relationships between the positive youth development activities and the 5 psychological constructs. However, regression analysis did reveal some significant relationships between covariates predicative power related to the constructs.

The first construct evaluated utilizing regression analysis was perceived decision-making. The overall model was not found to have significance as $p > .05$ (Table 4.8). None of the individual covariates (the 23 youth development activities) showed a significant relationship with the youths' perceived decision-making. However, the independent variable for overall dosage of youth development activities was found to be significant related to perceived decision-making at the $p > .05$ level (Table 4.8) with $p = (.001)$ and adjusted $R^2 = .068$.

Critical thinking was the second construct evaluated using regression analysis. The overall regression model was not found to have significance at the .05 level (Table 4.9). None of the individual youth development activities acting as covariates (independent variables) were shown to have a significant relationship with the youths' perceived critical thinking abilities. The independent variable for dosage was again found to have a significant relationship with critical thinking with $p = .012$ and adjusted $R^2 = .042$.

The third construct evaluated using regression analysis was perceived communication abilities. The overall model did not show significance at the $p < .05$ level (Table 4.10). The independent variable 'Writing' was shown to have a significant relationship with the youths' perceived communication ($p = .014$) at the .05 level. The covariate 'Mentorship' was also shown to have a significant relationship with the dependent variable ($p = .044$). The covariate 'Dosage' was found to have a significant relationship with the dependent variable ($p = .028$). Adjusted R^2 value for the model was .042.

Goal setting, the fourth construct, was also evaluated using regression analysis. The overall model was not found to be significant at the .05 level (Table 4.11). The 'Mentorship' covariate was found to have a significant relationship to this dependent variable ($p = .037$). None of the remaining covariates were found to have significance. Adjusted R^2 values reported .074.

Mentorship was also found to have a significant relationship when regressed against the dependent variable of perceived problem solving ability (Table 4.12). While the overall model did not have significance ($p=.348$), mentorship was found to have a significant relationship with problem solving ability ($p=.009$) at the $p<.05$ level. Adjusted R^2 values reported for this dependent variable were .020.

Table 4.8
Regression of Respondents' Perceived Decision Making (n=127)

	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	3.599	.159		0.00
Heifer Show	.350	.217	.182	.110
Bred and Owned	-.163	.211	-.084	.441
Steer Show	.332	.229	.132	.150
Bull Show	-.411	.248	-.163	.100
Showmanship	.177	.260	.045	.654
Beef Cook Off	.083	.215	.040	.701
Chef's Challenge	.328	.430	.073	.447
Career	-.118	.244	-.047	.631
Development				
Graphic Design	.208	.327	.068	.528
Writing	.492	.294	.171	.097
Photography	-.153	.211	-.074	.472
Poster	.299	.304	.098	.328
Public Speaking	.023	.262	.009	.929
Extemporaneous	-.291	.284	-.107	.126
Team Sales	-.318	.277	-.119	.253
Team Fitting	.301	.242	.126	.216
Quiz Bowl	.204	.216	.102	.347
Team Marketing	.235	.298	.090	.432
Scrapbook	.049	.318	.015	.878
Herdsmen	-.178	.232	-.077	.444
Sweepstakes	.336	.466	.086	.437
Mentorship	.438	.261	.171	.096
Livestock	.009	.211	.005	.967
Judging				
Overall Dosage	.378	.292	.111	.001

Note. The dependent variable for this analysis is perceived decision-making. * $p<.05$

Table 4.9
Regression of Respondents' Perceived Critical Thinking (n=127)

	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.044	.086		0.00
Heifer Show	.126	.118	.122	.286
Bred and Owned	.097	.115	.092	.402
Steer Show	-.083	.125	-.062	.509
Bull Show	.044	.133	.033	.739
Showmanship	.239	.141	.172	.092
Beef Cook Off	.086	.117	.059	.575
Chef's Challenge	.286	.219	.127	.194
Career Development	-.014	.133	-.010	.918
Graphic Design	.155	.178	.094	.213
Writing	.201	.160	.130	.213
Photography	-.051	.115	-.046	.658
Poster	.089	.165	.054	.592
Public Speaking	.120	.143	.085	.405
Extemporaneous	.167	.155	.113	.283
Team Sales	-.007	.151	-.005	-.966
Team Fitting	-.111	.132	-.086	.402
Quiz Bowl	.036	.117	.033	.762
Team Marketing	.081	.163	.057	.620
Scrapbook	.041	.174	.023	.816
Herdsman	-.227	.126	-.183	.075
Sweepstakes	-.031	.255	-.015	.904
Mentorship	.173	.142	.125	.226
Livestock	-.168	.115	-.162	.145
Judging				
Overall Dosage	.165	.223	.064	.012

Note. The dependent variable for this analysis is perceived critical thinking. * $p < .05$

Table 4.10
Regression of Respondents' Perceived Communication (n=127)

	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.175	.084		0.00
Heifer Show	.142	.115	.138	.219
Bred and Owned	.032	.112	.030	.780
Steer Show	-.076	.122	-.057	.536
Bull Show	.085	.130	.064	.516
Showmanship	.188	.137	.136	.174
Beef Cook Off	.041	.114	.037	.720
Chef's Challenge	-.095	.214	-.042	.659
Career Development	-.011	.130	-.008	.932
Graphic Design	.019	.175	.011	.914
Writing	.393	.157	.254	.014
Photography	-.049	.113	-.044	.665
Poster	-.064	.161	-.039	.693
Public Speaking	.196	.140	.139	.166
Extemporaneous	.048	.152	.032	.753
Team Sales	-.087	.148	-.061	.555
Team Fitting	-.128	.129	-.099	.324
Quiz Bowl	-.004	.114	-.004	.969
Team Marketing	.161	.159	.115	.314
Scrapbook	-.161	.170	-.092	.346
Herdsmen	-.012	.124	-.009	.926
Sweepstakes	-.045	.249	-.021	.856
Mentorship	.284	.139	.206	.044
Livestock	-.205	.112	-.198	.070
Judging				
Overall Dosage	.171	.077	.195	.028

Note. The dependent variable for this analysis is perceived communication. * $p < .05$

Table 4.11
Regression of Respondents' Perceived Goal Setting (n=127)

	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	4.161	.096		0.00
Heifer Show	.150	.131	.134	.252
Bred and Owned	-.029	.128	-.026	.821
Steer Show	.024	.139	.016	.864
Bull Show	.105	.148	.072	.482
Showmanship	.123	.156	.082	.432
Beef Cook Off	-.060	.131	-.049	.647
Chef's Challenge	-.230	.242	-.094	.346
Career Development	.222	.148	.154	.136
Graphic Design	-.042	.198	-.023	.833
Writing	.234	.178	.139	.191
Photography	-.216	.128	-.180	.094
Poster	.113	.183	.064	.538
Public Speaking	.264	.159	.173	.100
Extemporaneous	-.095	.172	-.059	.583
Team Sales	.042	.167	.027	.802
Team Fitting	-.036	.149	-.025	.811
Quiz Bowl	-.080	.130	-.069	.540
Team Marketing	.066	.181	.043	.717
Scrapbook	.035	.192	.018	.857
Herdsmen	-.098	.140	-.073	.488
Sweepstakes	-.060	.282	-.026	.832
Mentorship	.335	.158	.224	.037
Livestock Judging	-.031	.129	-.028	.810
Overall Dosage	.091	.057	.142	.112

Note. The dependent variable for this analysis is perceived goal setting. * $p < .05$

Table 4.12
Regression of Respondents' Perceived Problem Solving (n=127)

	<i>B</i>	<i>SE B</i>	β	<i>p</i> *
Constant	3.876	.107		0.00
Heifer Show	.060	.146	.048	.680
Bred and Owned	.248	.143	.193	.085
Steer Show	.072	.158	.043	.651
Bull Show	.048	.165	.029	.771
Showmanship	.208	.175	.123	.237
Beef Cook Off	.128	.146	.094	.382
Chef's Challenge	-.170	.271	-.062	.532
Career Development	.153	.169	.092	.368
Graphic Design	.025	.221	.013	.909
Writing	.250	.199	.132	.211
Photography	.038	.144	.028	.794
Poster	-.141	.204	-.070	.492
Public Speaking	.180	.177	.104	.314
Extemporaneous	-.010	.193	-.006	.957
Team Sales	.007	.187	.004	.971
Team Fitting	.078	.165	.048	.639
Quiz Bowl	-.134	.145	-.102	.357
Team Marketing	-.308	.202	-.179	.129
Scrapbook	.150	.215	.070	.487
Herdsmen	-.246	.157	-.162	.120
Sweepstakes	-.123	.315	-.047	.698
Mentorship	.469	.177	.277	.009
Livestock	-.220	.143	-.172	.126
Judging				
Overall Dosage	.183	.096	.171	.056

Note. The dependent variable for this analysis is perceived problem solving. * $p < .05$

Chapter 5

Discussion and Recommendations

The purpose of this study was to identify the relationships between participating in the National Junior Angus Show and youth leadership and life skill development, as well as to describe a relationship between 4-H participation, FFA participation, and demographic characteristics with youth leadership and life skill development. The following specific objectives guided the study:

- 1.) Describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.
- 2.) Describe the relationship between leadership and life skill development with involvement in 4-H, FFA, and demographic characteristics
- 3.) Describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference.

Limitations

The purposive sample for this study included youth participants in the 2016 National Junior Angus Show and Conference in Grand Island Nebraska. Because a random sampling technique was utilized, the use of inferential statistics was justified as the respondents were meant to be a representative of the broader population. Caution should be used when generalizing the results of this study to other groups of youth engaged in similar positive youth development activities. Additionally, although the study population was forecasted with information regarding the need for a parent to sign off on the consent form for their child to participate in the study, this may have served as an additional barrier for youth in that younger age bracket to actually complete the survey instrument.

Research Design

The purpose of this description-relational quantitative inquiry was to determine the degree to which demographics, 4-H and FFA involvement, years of participation in an organization, and the different youth development activities at the National Junior Angus Show had on the youth participant perceived youth leadership and life skill development.

Population and Sample

The target population for this study was all youth who participated in the 2016 National Junior Angus Show and Conference. Due to the ex-post facto nature of the study, a time and place sampling technique was utilized. Names of the youth participants were obtained from the American Angus Association's Office of Junior Activities. The event was held in Grand Island, Nebraska from July 3 to July 9, 2016. 851 youth from 48 states participated in the event (N=851). With a population size of 851, and a confidence interval of 95%, the sample size was 250 National Junior Angus Show Participants (n=250).

In accordance with Institutional Review Board (IRB), guidelines, the researcher sought approval from participants and the parents/guardians of the participants. A cover letter was distributed to all participants in the random sample, as well as an ascent and consent statement prior to accessing the electronic questionnaire (Appendix D). The cover letter described the purpose of the study, as well as any known risks for participating in this research.

Instrumentation

Utilizing features of the online survey development platform Qualtrics, the researcher was able to create and then distribute the questionnaire survey instrument. The instrument included sections to elicit responses regarding the youth's demographic information, their involvement in the National Junior Angus Show and Conference and their perceived leadership and life skills associated with this involvement, as well as their involvement in 4-H and FFA.

Youth leadership and life skills- To better understand the youths' perceived leadership and life skill development, the researcher utilized the Skills for Everyday living survey. This instrument was developed by Mincemoyer & Perkins (2005) as a national on-line assessment tool to measure the impact of youth development programs. The overall reliability for the Skill for Everyday Living survey registered a Cronbach's alpha at .91. In addition to this likert scale based instrument, the researcher also collected demographic information on the sample population.

Data Collection

In compliance with data collection protocols from the University of Missouri Institutional Review Board (IRB), participant consent was requested prior to data collection. Because the National Jr. Angus Show and Conference is open to young people between the ages of 8 and 22, those youth under the age of 18 were required to have parental consent to participate in this study. Children under the age of 18 were also required to complete a child ascent form. In addition to the necessary consent and ascent forms, the sample population was also provided with a description of the study, the study's purpose, and any possible known risks associated with engaging in this research project. Participants were also informed of their right to choose not to participate in the study, and their ability to terminate participation in the study at any time.

Recommendations for survey research and follow up as presented by Dillman (2000) guided the data collection process until an acceptable response rate was acquired.

Controlling for Non-Response Error

In an effort to ensure data validity, the author used procedures from Lindner et al. (2001) which are prescribed to control for non-response error. To ensure that the data was representative of the sample population for the study, the *Comparison of Early to Late Respondents* method was utilized. Lindner, Murphy & Briers (2001), reporting on this method suggests that separating respondents into early and late groups based off of their completion date, also corresponding to the reminder emails. Linder et al. recommend a minimum of 30 respondents per late or early response set for the comparison. This minimum was not met following the March 17 follow up email reminder. Hence, the researcher backed up to use responses following the second reminder email. Within this selection criteria, 31 (n=31) youth were designated as “late responders” while the remaining youth respondents were labeled as “early responders” (n= 96). To examine the differences between the “late” (n=31) and “early responders” (n=96), the researcher calculated and reported results of an independent t-test for the independent variables of the study. Assessing results from Levene’s test for homogeneity of variance, no significant differences were found between the two groups of respondents as the Levene’s test indicated no statistical significance (all p ’s>.05).

Objective One

Describe the self-perceived youth leadership and life skill development of participants of the National Junior Angus Show and Conference.

Summary

Research objective one sought to determine the perceived youth leadership and life skill development of participations of the 2016 National Junior Angus Show and Conference. Participants were asked to estimate their level of ability in each of five psychological constructs with respect to their participation in the 2016 National Junior Angus Show and conference. The scale that the participants used to rate their perceived leadership and life skill abilities in each of the five constructs was as follows: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree.

The respondents had perceived *agreement* that their participation in this show and conference had an impact on their decision-making ability ($M = 3.97$, $SD = 0.96$). This construct presented to have the lowest degree of agreement among all constructs. Within the construct of problem solving, respondents indicated that they *agreed* that their participation in the show and conference had a perceived impact on their ability to problem solve ($M = 4.04$, $SD = 0.63$). The construct of critical thinking also showed an elevated level of *agreement* ($M = 4.21$, $SD = 0.52$). The respondents also rated an elevated level of *agreement* for the constructs of goal setting ($M = 4.29$, $SD = 0.56$) and communication ($M = 4.30$, $SD = 0.51$).

Conclusions

Based on the findings, youth participants perceived that they had relatively strong abilities across all five constructs. The youth perceived that decision-making was the construct that they had the lowest levels of agreement with ($M = 3.97$, $SD = 0.96$). The respondents rated their highest level of agreement with the communication construct ($M = 4.30$, $SD = 0.51$). Participants of the study also showed that they *agreed* that the National Junior Angus Show and

Conference had an impact on their perceived critical thinking ($M = 4.21, SD = 0.52$), problem solving ($M = 4.04, SD = 0.63$), and goal setting abilities ($M = 4.29, SD = 0.56$).

The conclusions imply that overall, from the perspective of the participants, the youth development programming at the National Junior Angus Show and Conference does have a perceived positive impact on youth's leadership and life skill development, as measured by the five psychological constructs.

Implications

The youth participants perceived that their involvement in the National Junior Angus Show and Conference contributed to their positive youth development. This relationship between skill-based and leadership activities and positive youth development can be seen in Lerner & Lerner's model for Developmental Systems model of Positive Youth Development. The activities that they participated in as part of the event have a direct linkage to their positive youth development (Lerner et al, 2005). With the vast ecological and financial resources put forth in order to facilitate the National Junior Angus Show and Conference, both participants and stakeholders in the program now have support that their programming and educational efforts and contests do have an impact on youth's perceived leadership and life skill development. Based on initial findings, the American Angus Association has support to perpetuate the National Junior Angus Show and Conference with its associated educational and leadership opportunities to young people.

Objective Two

Describe the relationship between leadership and life skill development with involvement in 4-H, FFA, and demographic characteristics

Summary

The goal of research objective two was to describe any relationship between the participants' perceived leadership and life skill development at the National Junior Angus Show and Conference with involvement in 4-H, FFA, and demographic characteristics. In order to test the null hypothesis associated with this objective, the researcher followed hierarchical, forced entry multiple regression procedures. Covariates for age, ethnicity, and years of involvement were included in the first of four regression models for each of the five psychological constructs. Consequent models included covariates for 4-H participation, FFA participation, and participation in another youth organization.

The analysis in the construct of decision-making yielded no significant findings. The researcher found that none of the covariates of years of participation, age, ethnicity, 4-H participation, FFA participation, or other organization participation had a significant relationship in relation to youth's perceived decision-making.

In the models associated with the perceived critical thinking construct, age was significant across all models at the .05 level ($p=.001$). This indicated to the researcher that age played a role in developing their perceived decision making abilities. None of the other covariates demonstrated significance.

FFA participation was significantly related to the third construct of perceived communication in the third model of the hierarchical regression analysis ($p=.038$). This was the

only significant relationship found amongst all covariates in all four of the models. FFA participation was not significant in model 4 of the analysis once other organization participation was included into model 4, although it approached significance in the fourth model. 4-H participation did not improve the overall fit of the model in step 2 of the hierarchical regression.

Similarly to the findings associated with the critical thinking models, the covariate of age was significant across all steps of the hierarchical regression when analyzing the regression analysis of the independent variable; goal setting. The significance of this variable did change when 4-H and FFA were added as covariates to the analysis. The final construct of perceived problem solving did not show any significant models across any steps of the hierarchical regression analysis.

Conclusions

Based upon the findings summarized above, the researcher can conclude that the covariate of age plays a significant role in youth's perceived leadership and life skill development in the psychological constructs of perceived critical thinking and goal setting ability. Based upon the researcher's review of literature, it was anticipated that the covariate of year's of involvement would have played a more significant role in predicting relationships with the five dependent variables. However, the researcher did not find that this covariate was significant in any step of the regression analysis across

Consistent with previous research, the researcher found that FFA participation did have a significant relationship with perceived communication in the model three of the analysis for perceived communication ability. This was the only instance across all 20 models in which 4-H or FFA participation was significant.

From these findings, the researcher can imply that the results garnered from the sample population do not follow trends found in previous literature. The work of Boyd et al, 4-H was revealed to have a positive relationship between participation in that program and leadership and life skill development. The results of this study did not find a positive relationship between 4-H and perceived youth leadership and life skill development in any of the five dependent variables or constructs. However, the work of Dormody and Seevers (1994) was supported by this study as this study yielded results that showed a relationship between FFA involvement and perceived communication ability. Overall, the results and findings association with this research objective imply that the demographic covariates of years of participation and ethnicity did not play a significant role in predicting the perceived youth leadership and life skill development gained because of participation in the 2016 National Junior Angus Show and Conference.

Implications

It can be implied from these findings that age does play a role in youth's perceptions of themselves. Because age was significant in predicting the youth's perception of youth leadership and life skill development, and the mode age of youth participation was in the youth's teenage years, the researcher can also imply that youth engagement in the National Junior Angus Show and Conference and its various activities is seen in youth during their teenage years. This is quite contrary to the trend found in 4-H programs. As found in Harder, Lamm, Lamm, Rose, & Rask (2005) 4-H enrollment is generally at its height at age 11. 4-H educators and National Junior show and conference coordinators could compare their initiatives for recruiting and retaining youth in their respective youth development programs.

In relation to the theoretical frame, these findings have implications. Especially in consideration of FFA involvement and school engagement, the researcher can imply that a link exists between strengths of adolescence and ecological assets of youth development, especially skill-building activities. This inherit strength of FFA involvement/school engagement, coupled with the ecological asset of skill-building activities and leadership opportunities provided by the National Junior Angus Show and Conference did have a perceived change on one aspect of positive youth development. This perceived gain in positive youth development could lead these youth to expressing fewer risk or problem behaviors and could also lead the youth toward behaviors in which they can contribute back to their communities, themselves, their families, or society as a whole (Lerner et al, 2005).

Objective Three

Describe the relationship between leadership and life skill development with the youth development activities at the National Junior Angus Show and Conference.

Summary

Twenty-three youth development activities were offered at the 2016 National Junior Angus Show and conference. These activities included: heifer show, bred and owned show, steer show, bull show, showmanship, beef cook off, chef's challenge, career development, graphic design, writing, photography, poster, public speaking, extemporaneous speaking, team sales, team fitting, quiz bowl, team marketing, scrapbook, herdsman, sweepstakes, mentorship, and livestock judging.

Utilizing the quantitative survey instrument, the youth respondents were asked to indicate which of these 23 activities they participated in at the 2016 National Junior Angus Show. Respondents could have selected none or all of the activities but were instructed to select which ones they participated in at the 2016 National Junior Angus Show and Conference. According to Lerner et al (2005), these skill-building activities, mentorship opportunities, and leadership opportunities are all ecological assets of youth development programs. These assets provided by a youth development programs like the National Junior Angus Show and Conference coupled with the inherit strengths that youth already possess before engaging in a youth development experience are dual components of positive youth development (Lerner et al, 2005). Positive youth development further leads to fewer risk behaviors and the likelihood that youth will engage in a contributive manner in their societies, families, and communities.

Based on the findings of this study, the researcher found that the mentorship activity was significant across three of the five dependent variables (constructs). Those dependent variables included perceived goal setting, communication and problem solving abilities. The writing activity was also significant when regressed against the dependent variable of communication.

Additionally, data analysis showed that variable for dosage was a significant predictor of perceived youth leadership and life skill development gained in three of the five psychological constructs. This was true when dosage of the activities was regressed on the constructs of; perceived decision making, perceived critical thinking, and perceived communication ability.

Conclusions

As found in the literature, including the theoretical frame presented here, the National Junior Angus Show and Conference offers many skill building and mentorship activities to it's

youth with the purpose of developing the youth in a positive way. As we see in the theory presented in this paper, positive and sustained youth-adult relationships are a major asset to consider in any youth development program. The youth in this study perceived that their experience in a mentoring relationship, during the activities at the National Junior Angus Show and Conference, played a significant role in how they perceived their own development of leadership and life skills. Particularly, this significance was found among the communication, decision making, and goal setting constructs.

The writing activity also had significance in the communication construct. As stated by the American Angus Association, “the writing activity is to encourage the enhancement of written communication skills (Angus.org, 2016).” This goal was achieved as perceived by the respondents. This skill building activity is another example of an ecological asset that the National Junior Angus Show and Conference presents to its youth that has a meaningful perceived impact.

The amount of exposure to a program's interventions or attributes (Nation et al, 2013), also known as dosage was shown to have a relationship with perceived youth leadership and life skill development. This relationship between the dosage of the youth development activities and perceived gain in youth leadership and life skill development supports current findings in literature (Lower, 2015). The dosage of activities along with the qualities of the activities themselves can play a major role in leading to positive youth development outcomes (Lower, 2015). In relation to the theoretical frame, dosage is another ecological asset of positive youth development as it is a culmination of activity resources and experiences. Dosage, which is the amount of exposure to a program, also shows related to school engagement in relation to the model.

Although literature has shown that many of the other activities offered at the National Junior Angus Show and Conference have been found to have significant impact on youth leadership and life skill development, the findings of this study contradict previous literature. Livestock judging, particularly, has been studied in environments such as 4-H, FFA, and collegiate arenas and has shown to be an impactful activity for youth and young adults (Boone, Anderson, Boone & Woloshuk, 2015). This study found that livestock judging was not statistically significant, but it still may have an impact on youth leadership and life skill development.

Implications

Of the 23 positive youth development activities presented to the youth participants of the 2016 National Junior Angus Show and Conference, only two of them had a significant relationship between the five constructs of youth leadership and life skill development as outlined by Mincemoyer & Perkins (2005). Although many of the activities offered to the youth may provide them with entertainment or other accolades, it is possible that the activities offered at the national junior angus show and conference are not impacting positive youth development outcomes. Some examples of these activities might be scrapbooking, graphic design, or career development. In the advertising for the national junior angus show and conference, the American Angus Association states that “the NJAS offers educational opportunities, life skill activities and contests, public speaking contests and more. (Angus.org, 2016).” It may be beneficial for youth and parents looking to get involved in the organization to know that there are also other activities that perhaps do not align with or have objectives associated with education, life skill development or skill building.

It can also be implied from the finding that the more exposure that the youth have to the activities at the National Junior Angus Show and Conference, the better they perceive their own youth leadership and life skill development. The practitioners and administrators responsible for the youth development activities at this conference could certainly use this finding to promote the participation of youth members in some of the less popular activities. The more of the youth development activities the youth attend, the higher their perceived communication, decision making and critical thinking abilities were perceived to be. This also implies that more assets and resources that are put forth in youth development programs, the more likely youth perceptions of their skills may increase.

Those practitioners responsible for the programming at the National Junior Angus Show and conference may imply from the findings of this study, that while the overall impact of the event has a large perceived impact on youth leadership and life skill development, some of the activities may benefit from a restructuring. As seen in the findings, the mentorship activity was the most uniformly impactful across several of the dependent variables (constructs). The practitioners responsible for the programming at the National Junior Angus Show and Conference may want to include a mentorship aspect to the activities that were not found to be as impactful.

The planners and stakeholders for the youth development activities should also imply from this study that their support and time might be better spent by letting some of these less effective activities go or in aligning these activities with specific, measurable positive youth development outcomes. In doing this, the activities that have been shown to have a relationship with youth leadership and life skill development would have more resources to further promote and develop these opportunities.

Recommendations Based on This Research

Diversity of Participants

Although national data shows that the average elementary and secondary schools in the United States have students of color that make up 34% of the population, it is not atypical for youth agricultural organizations like 4-H and others to be dominated by white youth participants (LaVergne, 2013; Snyder & Dillow; 2011, National 4-H Headquarters, 2010). Although the National Junior Angus Show and Conference did an excellent job of reaching youth from a variety of geographical areas across the country, the lack of diversity among the population should be something of concern for the National Junior Angus Show and Conference. With the dramatically one sided racial profile of participants of the national Junior Angus Show, it may be time that the American Angus Association and its directors for Junior Activities and Education start devising a plan for increasing diversity within the organization to match the growing diversity in society. This may include opening up the youth development aspects of the event to non-livestock showing youth.

Program Offering

With the vast amount of human, financial, and ecological resources put forth to conduct a program filled with so many involved youth development activities, the National Junior Angus Show and Conference could consider to focus more of its resources on expanding more impactful offerings such as the mentorship aspect of their existing programs.

The American Angus association states that the mentorship program is

“is an opportunity for junior Angus members and adults to utilize their experience at the NJAS to assist first time exhibitors at this event. It gives juniors of all ages the

opportunity to meet and interact with people from different states (Angus.org, 2016).”

This particular activity works by assigning a young ‘protégé’ with a mentor before the event. The mentors and protégés are to be from different states (Angus.org, 2016). The mentors and protégés are to keep a record book of interactions they have during the course of the program at the National Junior Angus Show and Conference. Before the program begins, mentors are presented with the following guidelines:

- 1.) Help your protégé with rules and some basic information about the NJAS
- 2.) Take him or her to any competitions or contests that you may be involved with or think he or she may be interested in
- 3.) Introduce him or her to other juniors from your state who are the same age
- 4.) Be able to answer questions and give advice to the junior and his or her family.

Where other activities did not show a significant relationship between engaging in them and perceived change in leadership and life skill development, the mentorship and writing activities did show some significance in developing these necessary skills. In expanding these programs that have a significant impact on perceived youth leadership and life skill development, the professionals at the American Angus Association may be able to garner more support from the various stakeholder groups who have an interest in developing youth leadership skills in the livestock industry.

Based on this research, the practitioners responsible for the youth development activities at the National Junior Angus Show and Conference should suggest that youth participate in more of the activities being offered. Since a relationship existed between three of the youth leadership

and life skill development constructs, and the amount of exposure that the youth had to the youth development activities, if more youth participate in a higher number of activities it is feasible that more youth will have higher degrees of improved leadership and life skill development.

With the growing concerns for childhood health related to the world-wide obesity epidemic (Atkiss et. al, 2011) and other youth development concerns, the American Angus Association should consider adopting more activities related to health and wellness. The 2017 National Junior Angus show and Conference hosted a 5k run/walk that parents and youth were invited to participate in. Expanding activities like this would be beneficial in addressing the societal issues that youth are facing.

Recommendations for Future Research

The pool of youth development programs and experiences is a competitive one. Boy and girl scouts, youth sports organizations, 4-H, FFA, and organizations like the National Junior Angus Association all have similar goals, although they have different mechanisms to reach them. In considering this, future research could go several different directions. A comparative analysis of goals and scientific outcomes of a wide range of youth development type programs would allow researchers to see overlap and gaps among these various programs. In doing so, stakeholders and funding sources would be better informed about outcomes and gaps in youth development programs. An analysis such as this would also allow for reflection and internal decision making about aspects of youth development programs that could be collaborated on, or let go.

Additional research guided by qualitative research principals could also be a beneficial next-step to this line of research. Although this study found that youth perceived youth

leadership and life skill development was gained because of youth participation in the National Junior Angus Show and Conference, only two of the 23 youth development activities were found to contribute to this impact. A qualitative follow up with youth that participated in this study may give researchers further insight into what additional experiences that youth had to change their perception on their own leadership and life skill abilities.

Parental perception of their child's experience and perceived change in youth leadership and life skill development could be an additional outlet for future research. Since the participants themselves are young, they may not be the best evaluators of leadership and life skill development. This, parents could potentially provide researchers with further insight into skill building and behavior change as a result of their child's involvement in the National Junior Angus Show and Conference or similar programming experience.

Appendix A

University of Missouri IRB Approval Letter



Institutional Review Board
University of Missouri-Columbia

190 Galena Hall; Dc074.00
Columbia, MO 65212
573-882-3181
irb@missouri.edu

February 16, 2017

Principal Investigator: Ben Spangler Weikert
Department: Agricultural Ed and Leadership

Your IRB Application to project entitled The Impact of the National Junior Angus Show and Conference on Youth Leadership and Life Skill Development was reviewed and approved by the MU Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2007593
IRB Review Number	222670
Initial Application Approval Date	February 16, 2017
IRB Expiration Date	February 16, 2018
Level of Review	Expedited
Project Status	Active - Open to Enrollment
Expedited Categories	45 CFR 46.110.a(f)(7)
Risk Level	Minimal Risk
Child Category	46.404
Type of Consent	Written Consent Child Assent Parental Consent (One Parent)

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems and deviations must be reported to the IRB within 5 business days.
3. All changes must be IRB approved prior to implementation unless they are intended to reduce immediate risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Continuing Review Report (CRR) must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date. If the study is complete, the Completion/Withdrawal Form may be submitted in lieu of the CRR.
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize the IRB stamped consent documents and other approved research documents located within the document storage section of eCompliance. These documents are highlighted green.

If you are offering subject payments and would like more information about research participant payments, please click here to view the MU Business Policy and Procedure:
http://bppm.missouri.edu/chapter2/2_250.html

If you have any questions, please contact the IRB at 573-882-3181 or irb@missouri.edu.

Thank you,
MU Institutional Review Board

Appendix B

Participant Consent for Online Questionnaire

The Impact of the National Junior Angus Show on Youth Leadership and Life Skill Development

Dear Parents and Guardians of National Junior Angus Show Participants:

I am conducting a study to see if participating in the National Junior Angus Show and Conference had a perceived impact on your child's leadership and life skill development. This project may be used to promote youth development programs to children and stakeholders in the future.

Procedures.

This research involves distributing an electronic questionnaire. Total administration time for the four-part questionnaire should be approximately 15 minutes. Your participation, and the participation of your child, is completely voluntary. Responses to all questionnaires will be kept strictly confidential. Your participation is voluntary.

Benefits. You may benefit from participating in this research by thinking in new ways about the positive aspects of leading within the National Junior Angus Show and Conference and thinking more critically about the concept of leadership. This research will add to the existing literature on adolescent leadership from the child's perspective.

Consents and Safeguards. I place the highest priority on making sure that participation in the study is a positive experience for all in the program. To accomplish this, I will abide by the following guidelines:

1. You can terminate your involvement in the study at any point you wish.
2. All information gathered will be kept strictly confidential.
3. Participation in this project should not involve risks beyond those faced in a typical educational or social setting.
4. Questionnaires will be kept strictly confidential. Any identifying factors will be removed from any portions utilized or quoted in the final product.

Should you chose to not participate, no penalty or loss of benefits will occur. Participation is totally

Sincerely,
Ben Weikert, Ph.D. Student

I have been informed as to the purpose of this research study, and upon review:

I choose to for my child to participate in this study:

Participate _____ Not participate _____

Signature _____ Date _____

Child's first and last name _____

Appendix C

Child Assent Form

Youth Informed Assent Form

The Impact of the National Junior Angus Show and Conference on Youth Leadership and Life Skill Development

Congratulations on your participation in the 2016 National Junior Angus Show. We are conducting a study to see how your participation affected your leadership and life skills. This study may help to promote youth development programs like the National Junior Angus Show to children and stakeholders. This study poses no risk to you, but could benefit children, youth development scholars, and the livestock industry in the future.

1. The survey should take you no more than 15 minutes to complete
2. You can terminate your involvement in the study at any point you wish.
3. All information gathered will be kept strictly confidential.
4. Participation in this project should not involve risks beyond those faced in a typical educational or social setting.
5. Questionnaires will be kept strictly confidential. Any identifying factors will be removed from any portions utilized or quoted in the final product.

If you have further questions you would like addressed, please do not hesitate to contact me (Ben Weikert) at bswzqd@mail.missouri.edu. I can be reached by phone at (717) 253-2043. You may also contact the University of Missouri Institutional Review Board at (573) 882-9585.

You choose to:

Participate _____ Not participate _____

Signature _____

Please print your full name:

First Name

Middle Initial

Last Name

Appendix D

Online Questionnaire

National Junior Angus Show and Con... ▾

[Projects](#)

[Contacts](#)

[Library](#)

[Survey](#)

[Actions](#)

[Distributions](#)


[Data & Analysis](#)


[Reports](#)

National Junior Angus Show and Conference Youth Leadership and Life Skills

▾ Default Question Block Block Options ▾

Q6 Dear 2016 National Junior Angus Show Participants,


 I am conducting a study on National Junior Angus Show participation and it's possible impact on youth leadership and life skill development. Your participation is voluntary. If you would like to participate, please select your age range below.




Thank you,
Ben Weikert, Ph.D. Student.

I am over the age of 18

I am under the age of 18

 Condition: I am over the age of 18 Is Selected. Skip To: Dear National Junior Angus Show Parti....

 Condition: I am under the age of 18 Is Selected. Skip To: Dear Parents and Guardians of Nationa....

Page Break

Q5

Dear Parents and Guardians of National Junior Angus Show Participants:



I am inviting participants of the National Junior Angus Show to participate in this study, which focuses on the leadership and life skill development of youth. This letter provides information on the study and what we are asking of your child.



Procedures.

This research involves distributing an electronic questionnaire. Total administration time for the four-part questionnaire should be approximately 10 minutes. Responses to all questionnaires will be kept strictly confidential. Your child's participation is voluntary.

Benefits. Your child may benefit from participating in this research by thinking in new ways about the positive aspects of leading within the National Junior Angus Show and Conference and thinking more critically about the concept of leadership. This research will add to the existing literature on adolescent leadership from the child's perspective.

Consents and Safeguards. I place the highest priority on making sure that participation in the study is a positive experience for all in the program. To accomplish this, I will abide by the following guidelines:

Your child can terminate their involvement in the study at any point you wish. All information gathered will be kept strictly confidential. Participation in this project should not involve risks beyond those faced in a typical educational or social setting. Questionnaires will be kept strictly confidential. Any identifying factors will be removed from any portions utilized or quoted in the final product.

If you consent to give permission for your child to participate in the research project, please indicate by giving an electronic signature below. If you have further questions you would like addressed, please do not hesitate to contact me. I can be reached by phone at (717) 253-2043. I would be glad to show you copies of the questions your child will be asked in the questionnaire. Should you have questions about your son or daughters' rights concerning this study, you may also contact the University of Missouri Institutional Review Board at (573) 882-9585. I hope you are interested!

Sincerely,
Ben Weikert, Ph.D. Student

Signature

Date

Email address

Child's Name



Condition: Signature Is Equal to. Skip To: Instructions: The following statement....



Condition: Signature Is Not Empty. Skip To: Instructions: The following statement....

■ Q7

Dear National Junior Angus Show Participant (Age 18-21):



I am inviting participants of the National Junior Angus Show and Conference to participate in this study, which focuses on the leadership development of youth livestock association participants. This letter provides information on the study and what we are asking of you.



Procedures.

This research involves distributing an electronic questionnaire. Total administration time for the four-part questionnaire should be approximately 10 minutes. Your participation is completely voluntary. Responses to all questionnaires will be kept strictly confidential.

Benefits. You may benefit from participating in this research by thinking in new ways about the positive aspects of leading within the National Junior Angus Show and Conference and thinking more critically about the concept of leadership. This research will add to the existing literature on adolescent leadership from the participant's.

Consents and Safeguards. I place the highest priority on making sure that participation in the study is a positive experience for all in the program. To accomplish this, I will abide by the following guidelines:

You can terminate your involvement in the study at any point you wish. All information gathered will be kept strictly confidential. Participation in this project should not involve risks beyond those faced in a typical educational or social setting. Questionnaires will be kept strictly confidential. Any identifying factors will be removed from any portions utilized or quoted in the final product.

Your Participation. If you consent to participate in the research project, please indicate by giving an electronic signature below, or by emailing me at bswzqd@mail.missouri.edu. If you have further questions you would like addressed, please do not hesitate to contact me. I can be reached by phone at (717) 253-2043. I would be glad to show you copies of the questions in the questionnaire. Should you have questions about your rights concerning this study, you may also contact the University of Missouri Institutional Review Board at (573) 882-9585. I hope you are interested!

Sincerely,
Ben Weikert, Ph.D. Student

Signature

Date

Email

Page Break

■ Q8



Instructions: The following statements describe how you might communicate, solve problems, make decisions and achieve goals through leadership in everyday life based on your participation in the National Junior Angus Show and Conference (July 2016, Grand Island Nebraska). Select the number that best matches how you would rate yourself with each statement: 1 being strongly disagree, 5 being strongly agree.



Q14

Because of my participation in the National Junior Angus Show and Conference, when I have a decision to make:



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I look for information to help me understand the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think before making a choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider the risks of a choice before making a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about all the information I have about the different choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of past choices when making new decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q23

Because of my participation in the National Junior Angus Show and Conference, when I think:



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily express my thoughts on a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually have more than one source of information before making a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare ideas when thinking about a topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep my mind open to different ideas when planning to make a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to tell the best way of handling a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q25

Because of my participation in the National Junior Angus Show and Conference, when I communicate with others:



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I try to keep eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize when two people are trying to say the same thing, but in different ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to see the other person's point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I change the way I talk to someone based on my relationship with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize thoughts in my head before speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure I understand what another person is saying before I respond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q32

Because of my participation in the National Junior Angus Show and Conference, when I set goals



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I look at the steps needed to achieve the goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about how and when I want to achieve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After setting a goal, I break goals down into steps so I can check my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Both positive and negative feedback helps me work toward my goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

■
Q37

Because of my participation in the National Junior Angus Show, when solving a problem:



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I first figure out exactly what the problem is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to determine what caused it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do what I have done in the past to solve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare each possible solution with the others to find the best one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After selecting a solution, I think about it for a while before putting it into action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once I have solved a problem, I think about how my solution worked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

■
Q38

How many years have you participated in the National Junior Angus Show and Conference?



- 1-3
- 4-7
- 8-10
- More than 10

■
Q36

Aside from the American Junior Angus Association, what other organizations do you actively participate in? (Select all that apply)



- 4-H
- FFA
- Other Livestock Organization (if yes, please type in the organization)
- Other youth development organization (if yes, please type in the organization)

Page Break

 Q39

Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Select all that apply.



- Owned Heifer Show
- Bred and Owned Heifer Show
- Steer Show
- Bull Show
- Showmanship
- Beef Cook Off
- Chef's Challenge
- Career Development
- Graphic Design
- Writing
- Photography
- Poster
- Public Speaking
- Extemporaneous Speaking
- Team Sales
- Team Fitting
- Quiz Bowl
- Team Marketing
- Scrapbook
- Herdsman
- Sweepstakes
- Mentorship
- Livestock Judging

Page Break

 Q41

How would you describe your ethnicity?



- African American/African/Black/Caribbean
- Asian/Pacific Islander
- Caucasian (White)
- Hispanic/Latino
- Other
- Prefer not to answer

Q43 What is your age?

- 8 to 11
- 12 to 15
- 16 to 18
- 19 to 21
- 21 and above

Q44 What state do you reside in?

[Add Block](#)



Appendix E

Email Notices

2/22/17

Dear Participants of the 2016 National Junior Angus Show and Conference,

My name is Ben Weikert. I am a PhD candidate in Agricultural Education and Leadership at the University of Missouri. I am conducting a study to see if participating in the National Junior Angus Show and Conference plays a role in the development of leadership and life skills in youth.

This research involves distributing an electronic survey. The survey should take around 10 minutes to complete. Responses to all questionnaires will be kept strictly confidential. Participation is voluntary and you can stop taking the survey at any time.

This research may add to the existing literature in agricultural leadership and youth development. It may also serve as a means to promote programs like the National Junior Angus Show and Conference.

If you would like to participate in this study, please go to the following link and fill out the questionnaire. If you are under the age of 18, your parents will need to assist you. All information collected will be kept strictly confidential. If you have further questions you would like addressed, please do not hesitate to contact me. I can be reached by phone at (717) 253-2043 or email at bswzqd@mail.missouri.edu. You may also contact the University of Missouri Institutional Review Board at (573) 882-9585.

Survey link: https://missouri.qualtrics.com/SE/?SID=SV_06Pvb4n0ziyAP0t

If you are using the same computer for multiple survey takers, please clear your browser history between surveys.

I hope you will consider participating and I thank you for your time.

Sincerely,

Ben Weikert

PhD Candidate- University of Missouri

2/25/2017

Dear Participants of the 2016 National Junior Angus Show and Conference,

My name is Ben Weikert. I am a PhD candidate in Agricultural Education and Leadership at the University of Missouri. I am conducting a study to see if participating in the National Junior Angus Show and Conference plays a role in the development of leadership and life skills in youth.

This research involves distributing an electronic survey. The survey should take around 10 minutes to complete. Responses to all questionnaires will be kept strictly confidential. Participation is voluntary and you can stop taking the survey at any time.

This research may add to the existing literature in agricultural leadership and youth development. It may also serve as a means to promote programs like the National Junior Angus Show and Conference.

If you would like to participate in this study, please go to the following link and fill out the questionnaire. If you are under the age of 18, your parents will need to assist you. All information collected will be kept strictly confidential. If you have further questions you would like addressed, please do not hesitate to contact me. I can be reached by phone at (717) 253-2043 or email at bswzqd@mail.missouri.edu. You may also contact the University of Missouri Institutional Review Board at (573) 882-9585.

Survey link: https://missouri.qualtrics.com/SE/?SID=SV_06Pvb4n0ziyAP0t

If you are using the same computer for multiple survey takers, please clear your browser history between surveys.

I hope you will consider participating and I thank you for your time.

Sincerely,

Ben Weikert

PhD Candidate- University of Missouri

2/31/2017

Dear Participants of the 2016 National Junior Angus Show and Conference,

My name is Ben Weikert. I am a PhD candidate in Agricultural Education and Leadership at the University of Missouri. I am conducting a study to see if participating in the National Junior Angus Show and Conference plays a role in the development of leadership and life skills in youth.

This research involves distributing an electronic survey. The survey should take around 10 minutes to complete. Responses to all questionnaires will be kept strictly confidential. Participation is voluntary and you can stop taking the survey at any time.

This research may add to the existing literature in agricultural leadership and youth development. It may also serve as a means to promote programs like the National Junior Angus Show and Conference.

If you would like to participate in this study, please go to the following link and fill out the questionnaire. If you are under the age of 18, your parents will need to assist you. All information collected will be kept strictly confidential. If you have further questions you would like addressed, please do not hesitate to contact me. I can be reached by phone at (717) 253-2043 or email at bswzqd@mail.missouri.edu. You may also contact the University of Missouri Institutional Review Board at (573) 882-9585.

Survey link: https://missouri.qualtrics.com/SE/?SID=SV_06Pvb4n0ziyAP0t

If you are using the same computer for multiple survey takers, please clear your browser history between surveys.

I hope you will consider participating and I thank you for your time.

Sincerely,

Ben Weikert

PhD Candidate- University of Missouri

3/30/17

Dear Participants of the 2016 National Junior Angus Show and Conference,

You are invited to participate in the [2016 National Junior Angus Show survey](#). This survey will ask you questions about your experience at the 2016 National Junior Angus Show.

Survey Link: https://missouri.qualtrics.com/SE/?SID=SV_06Pvb4n0ziyAP0t

I know many of you are busy, but the survey should take no more than 5 minutes to complete. If you are under the age of 18, you will need to have a parent to assist you in taking the survey.

The findings of this study may impact extension, youth development, and agricultural education fields.

If you have already taken the survey, THANK YOU! If not, your participation would be greatly appreciated. Should you have questions, I can be reached at bswzqd@mail.missouri.edu

Thank you for your time,

Ben Weikert
PhD Student
University of Missouri
Department of Agricultural Education and Leadership

Appendix F

SPSS Output-Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Because of my participation in the National Junior Angus Show and Conference, when I have a decis...-I look for information to help me understand the problem	127	1	5	3.94	1.173
Because of my participation in the National Junior Angus Show and Conference, when I have a decis...-I think before making a choice	126	1	5	4.10	1.077
Because of my participation in the National Junior Angus Show and Conference, when I have a decis...-I consider the risks of a choice before making a decision	127	1	5	3.86	1.226
Because of my participation in the National Junior Angus Show and Conference, when I have a decis...-I think about all the information I have about the different choices	127	2	5	3.91	1.011
Because of my participation in the National Junior Angus Show and Conference, when I have a decis...-I think of past choices when making new decisions	127	1	5	4.07	.953

Because of my participation in the National Junior Angus Show and Conference, when I think:-I can easily express my thoughts on a problem	127	2	5	4.21	.793
Because of my participation in the National Junior Angus Show and Conference, when I think:-I usually have more than one source of information before making a decision	127	2	5	4.35	.719
Because of my participation in the National Junior Angus Show and Conference, when I think:-I compare ideas when thinking about a topic	127	2	5	4.25	.678
Because of my participation in the National Junior Angus Show and Conference, when I think:-I keep my mind open to different ideas when planning to make a decision	127	2	5	4.20	.759
Because of my participation in the National Junior Angus Show and Conference, when I think:-I am able to tell the best way of handling a problem	127	3	5	4.02	.750
Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I try to keep eye contact	127	3	5	4.50	.665

Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I recognize when two people are trying to say the same thing, but in different ways	127	3	5	4.40	.693
Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I try to see the other person's point of view	127	2	5	4.47	.711
Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I change the way I talk to someone based on my relationship with them	127	1	5	4.13	.917
Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I organize thoughts in my head before speaking	127	2	5	4.13	.790
Because of my participation in the National Junior Angus Show and Conference, when I communicate...-I make sure I understand what another person is saying before I respond	127	2	5	4.13	.760
Because of my participation in the National Junior Angus Show and Conference, when I set goals :-I look at the steps needed to achieve the goal	127	2	5	4.23	.692

Because of my participation in the National Junior Angus Show and Conference, when I set goals :-I think about how and when I want to achieve it	126	2	5	4.40	.682
Because of my participation in the National Junior Angus Show and Conference, when I set goals :-After setting a goal, I break goals down into steps so I can check my progress	127	1	5	4.15	.846
Because of my participation in the National Junior Angus Show and Conference, when I set goals :-Both positive and negative feedback helps me work toward my goal	127	3	5	4.39	.655
Because of my participation in the National Junior Angus Show, when solving a problem: -I first figure out exactly what the problem is	127	3	5	4.28	.698
Because of my participation in the National Junior Angus Show, when solving a problem: -I try to determine what caused it	127	1	5	4.20	.797
Because of my participation in the National Junior Angus Show, when solving a problem: -I do what I have done in the past to solve it	126	2	5	3.94	.797

Because of my participation in the National Junior Angus Show, when solving a problem: -I compare each possible solution with the others to find the best one	127	2	5	4.10	.880
Because of my participation in the National Junior Angus Show, when solving a problem: -After selecting a solution, I think about it for a while before putting it into action	127	1	5	3.82	1.003
Because of my participation in the National Junior Angus Show, when solving a problem: -Once I have solved a problem, I think about how my solution worked	127	2	5	3.89	.857
How many years have you participated in the National Junior Angus Show and Conference?	127	1	4	2.26	1.002
Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H	110	1	3	1.02	.191
Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA	91	1	1	1.00	.000
Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)	44	1	1	1.00	.000

Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other youth development organization (if yes, please type in the organization)	15	1	1	1.00	.000
What is your age?	126	1	5	3.32	1.107
Valid N (listwise)	9				

Collinearity

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	1	(Constant)	.230			.068	
	Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show	.292	.091	.289	3.193	.002	.694 1.441
	Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show	.054	.104	.042	.515	.608	.872 1.146
	Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show	-.153	.110	-.119	-1.397	.165	.783 1.278
	Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship	.276	.114	.206	2.421	.017	.782 1.278
	Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off	.080	.097	.074	.820	.414	.701 1.427

Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge	-0.277	.180	-.127	-1.538	.127	.828	1.207
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development	-.139	.110	-.107	-1.259	.211	.779	1.284
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design	.015	.149	.010	.103	.918	.647	1.545
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing	-.202	.132	-.135	-1.532	.129	.729	1.372
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography	.109	.095	.102	1.148	.254	.716	1.397
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster	.000	.137	.000	.001	.999	.756	1.323

Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking	.193	.118	.142	1.642	.104	.761	1.314
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking	.103	.129	.072	.800	.425	.696	1.437
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales	-.107	.125	-.077	-.853	.396	.703	1.422
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting	.177	.108	.142	1.632	.106	.754	1.326
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl	.147	.096	.143	1.531	.129	.654	1.528
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing	-.047	.136	-.034	-.346	.730	.574	1.741

Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook	.130	.144	.077	.905	.367	.788	1.268
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman	.082	.105	.068	.781	.437	.740	1.351
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes	-.077	.212	-.037	-.362	.718	.529	1.892
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship	.003	.119	.003	.029	.977	.722	1.385
Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging	.118	.095	.117	1.244	.216	.637	1.571

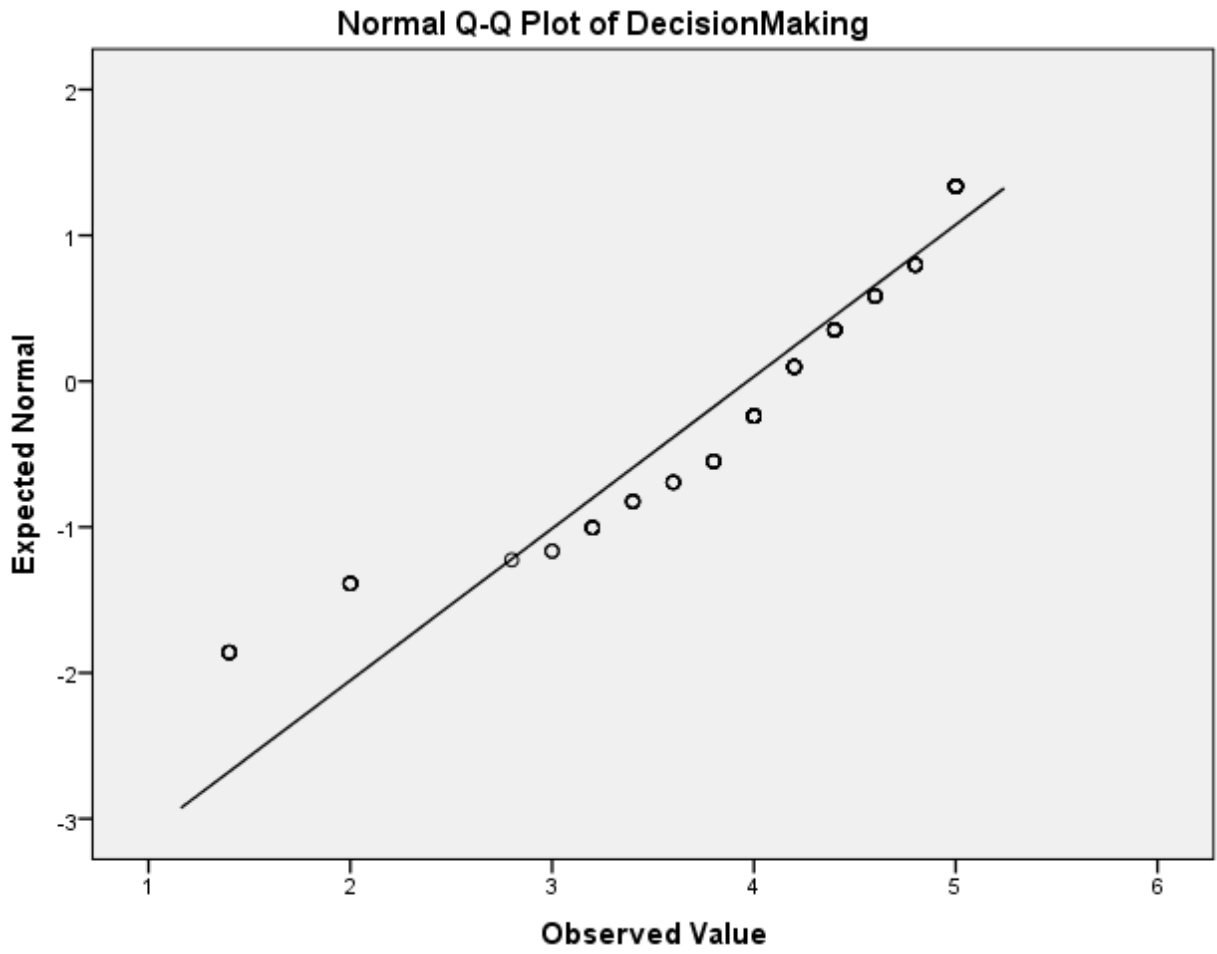
a. Dependent Variable: Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show

Early vs. Late Output

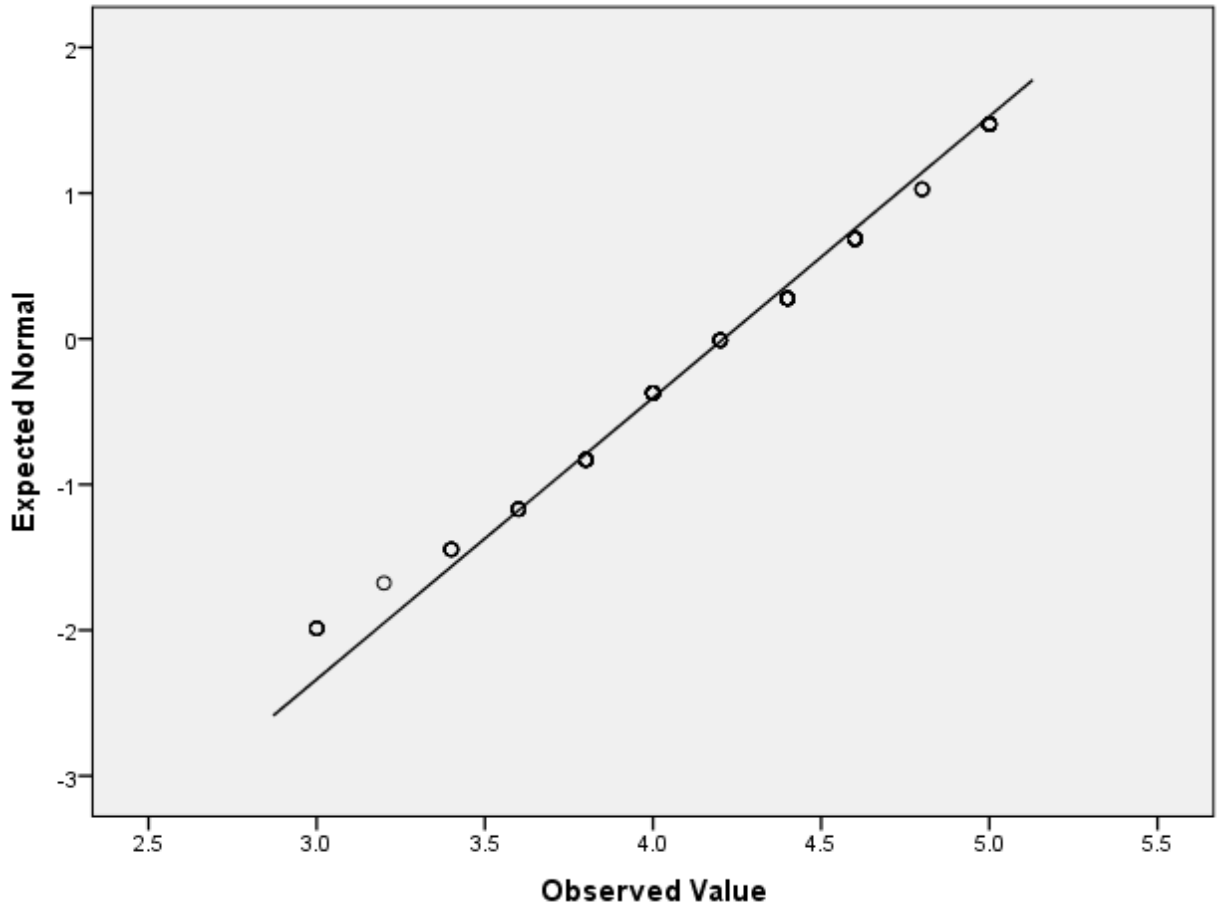
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Decision	Equal variances assumed	.203	.653	.745	124	.458	.14825	.19893	-. .24548	.54199
	Equal variances not assumed			.749	51.515	.457	.14825	.19783	-. .24881	.54532
Thinking	Equal variances assumed	2.075	.152	-. 1.487	125	.140	-.15820	.10640	-. .36878	.05238
	Equal variances not assumed			-. 1.653	61.832	.103	-.15820	.09573	-. .34956	.03316
Communication	Equal variances assumed	.554	.458	-.807	125	.421	-.08591	.10651	-. .29670	.12488
	Equal variances not assumed			-.872	58.444	.387	-.08591	.09854	-. .28313	.11131
Goals	Equal variances assumed	1.418	.236	-.052	124	.958	-.00611	.11650	-. .23671	.22448
	Equal variances not assumed			-.057	59.276	.955	-.00611	.10734	-. .22087	.20865
Problem	Equal variances assumed	2.015	.158	1.904	124	.059	.24703	.12973	-. .00973	.50379
	Equal variances not assumed			1.752	44.984	.087	.24703	.14098	-. .03693	.53099

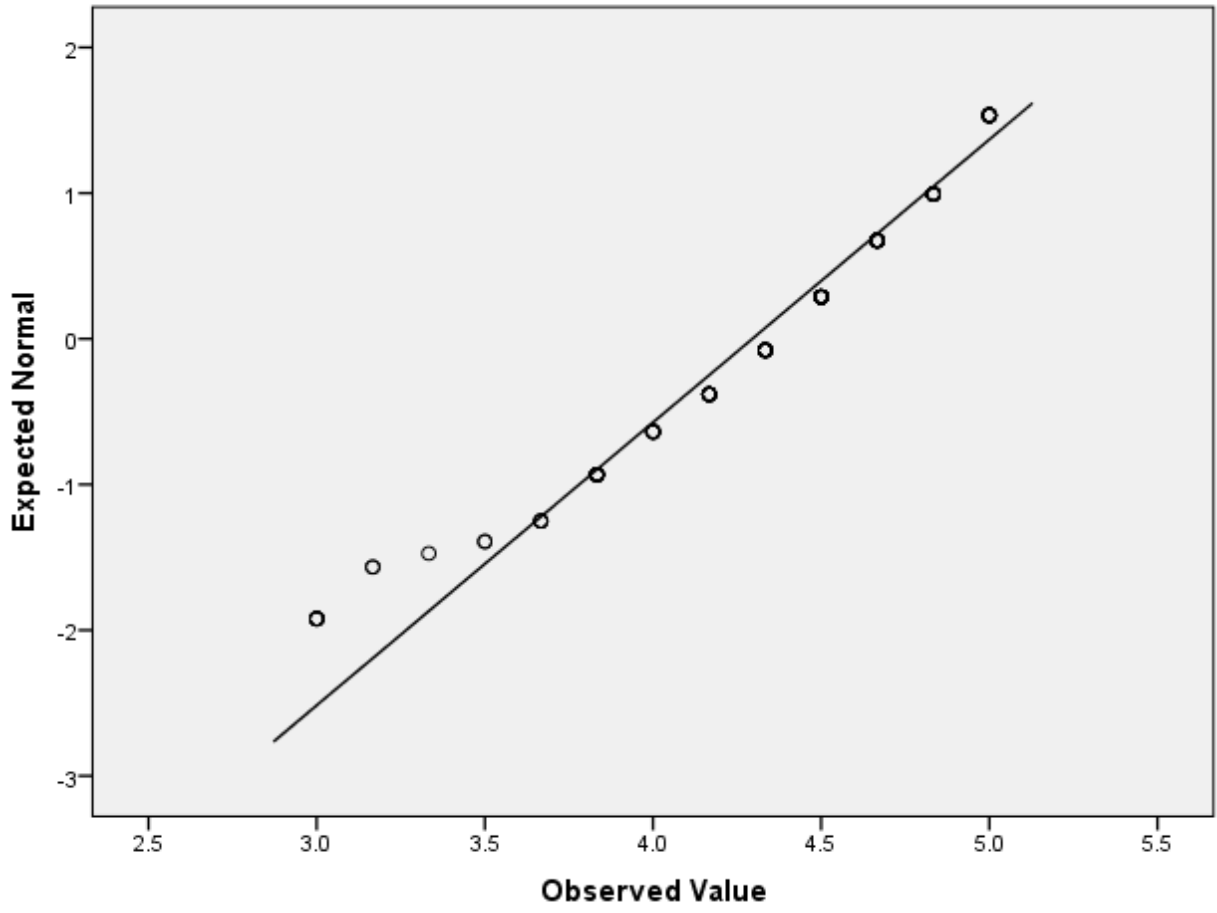
Normality Plots



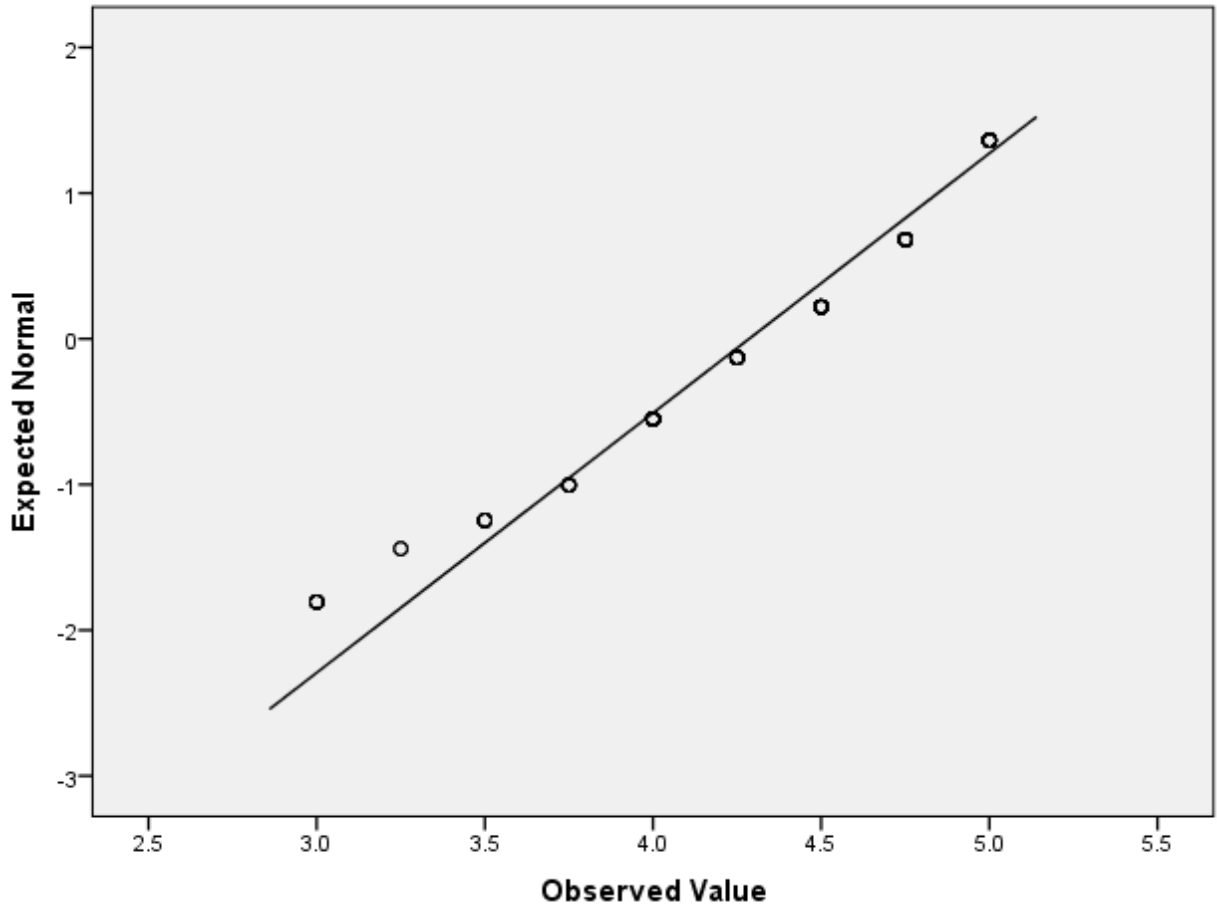
Normal Q-Q Plot of Thinking



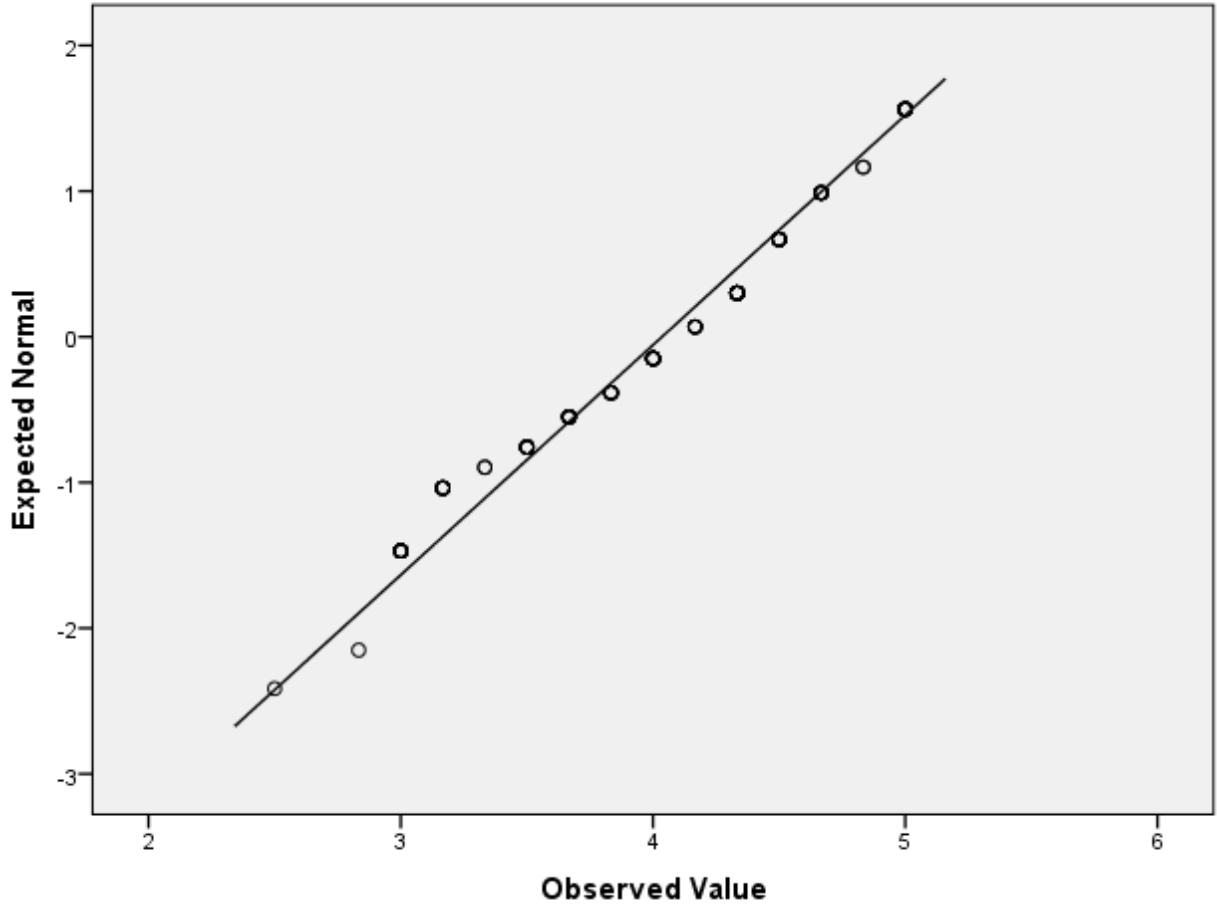
Normal Q-Q Plot of Communication



Normal Q-Q Plot of Goals



Normal Q-Q Plot of Problemsolve



Hierarchical Regression Outputs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.182 ^a	.033	.009	.95555	.033	1.391	3	122	.249
2	.228 ^b	.052	.021	.95005	.019	2.417	1	121	.123
3	.243 ^c	.059	.020	.95034	.007	.925	1	120	.338
4	.261 ^d	.068	.021	.94970	.009	1.162	1	119	.283

a. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.810	3	1.270	1.391	.249 ^b
	Residual	111.395	122	.913		
	Total	115.205	125			
2	Regression	5.991	4	1.498	1.660	.164 ^c
	Residual	109.214	121	.903		
	Total	115.205	125			
3	Regression	6.827	5	1.365	1.512	.191 ^d
	Residual	108.378	120	.903		

	Total	115.205	125			
4	Regression	7.875	6	1.313	1.455	.199 ^e
	Residual	107.330	119	.902		
	Total	115.205	125			

a. Dependent Variable: DecisionMaking

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA

e. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.314 ^a	.099	.077	.49727	.099	4.493	3	123	.005
2	.318 ^b	.101	.071	.49872	.002	.288	1	122	.592
3	.331 ^c	.109	.073	.49837	.009	1.168	1	121	.282
4	.334 ^d	.112	.067	.49985	.002	.288	1	120	.592

a. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.333	3	1.111	4.493	.005 ^b
	Residual	30.415	123	.247		
	Total	33.749	126			
2	Regression	3.405	4	.851	3.422	.011 ^c
	Residual	30.344	122	.249		
	Total	33.749	126			
3	Regression	3.695	5	.739	2.975	.014 ^d
	Residual	30.054	121	.248		
	Total	33.749	126			
4	Regression	3.767	6	.628	2.513	.025 ^e
	Residual	29.981	120	.250		
	Total	33.749	126			

a. Dependent Variable: Thinking

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.183 ^a	.034	.010	.51228	.034	1.423	3	123	.239
2	.184 ^b	.034	.002	.51431	.000	.032	1	122	.859
3	.260 ^c	.068	.029	.50727	.034	4.408	1	121	.038
4	.272 ^d	.074	.028	.50773	.006	.784	1	120	.378

a. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

e. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.121	3	.374	1.423	.239 ^b
	Residual	32.279	123	.262		
	Total	33.399	126			
2	Regression	1.129	4	.282	1.067	.376 ^c
	Residual	32.270	122	.265		
	Total	33.399	126			
3	Regression	2.263	5	.453	1.759	.126 ^d
	Residual	31.136	121	.257		
	Total	33.399	126			
4	Regression	2.465	6	.411	1.594	.155 ^e
	Residual	30.934	120	.258		
	Total	33.399	126			

a. Dependent Variable: Communication

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA

e. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

1	.197 ^a	.039	.015	.55675	.039	1.638	3	122	.184
2	.198 ^b	.039	.008	.55887	.001	.076	1	121	.784
3	.209 ^c	.044	.004	.55986	.005	.570	1	120	.452
4	.210 ^d	.044	-.004	.56220	.000	.005	1	119	.946

a. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.523	3	.508	1.638	.184 ^b
	Residual	37.816	122	.310		
	Total	39.339	125			
2	Regression	1.547	4	.387	1.238	.298 ^c
	Residual	37.792	121	.312		
	Total	39.339	125			
3	Regression	1.726	5	.345	1.101	.363 ^d
	Residual	37.614	120	.313		
	Total	39.339	125			
4	Regression	1.727	6	.288	.911	.490 ^e
	Residual	37.612	119	.316		
	Total	39.339	125			

a. Dependent Variable: Goals

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA

e. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.196 ^a	.038	.015	.62904	.038	1.622	3	122	.188
2	.198 ^b	.039	.007	.63140	.001	.093	1	121	.761
3	.201 ^c	.040	.000	.63365	.001	.141	1	120	.708
4	.205 ^d	.042	-.006	.63576	.002	.203	1	119	.653

a. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?

b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H

c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA

d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...-FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.925	3	.642	1.622	.188 ^b
	Residual	48.275	122	.396		
	Total	50.200	125			
2	Regression	1.962	4	.491	1.231	.301 ^c
	Residual	48.238	121	.399		
	Total	50.200	125			
3	Regression	2.019	5	.404	1.006	.417 ^d
	Residual	48.181	120	.402		
	Total	50.200	125			
4	Regression	2.101	6	.350	.866	.522 ^e
	Residual	48.099	119	.404		

Total	50.200	125			
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- a. Dependent Variable: Problemsolve
- b. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?
- c. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H
- d. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA
- e. Predictors: (Constant), How would you describe your ethnicity?, What is your age?, How many years have you participated in the National Junior Angus Show and Conference?, Aside from the American Junior Angus Association, what other organizations do you actively partic...-4-H, Aside from the American Junior Angus Association, what other organizations do you actively partic...- FFA, Aside from the American Junior Angus Association, what other organizations do you actively partic...-Other Livestock Organization (if yes, please type in the organization)

Regression Outputs

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.557	23	1.198	1.394	.132 ^b
	Residual	87.648	102	.859		
	Total	115.205	125			

a. Dependent Variable: DecisionMaking

b. Predictors: (Constant), Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.317	23	.318	1.240	.230 ^b
	Residual	26.432	103	.257		
	Total	33.749	126			

a. Dependent Variable: Thinking

b. Predictors: (Constant), Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.120	23	.353	1.438	.111 ^b

Residual	25.279	103	.245		
Total	33.399	126			

a. Dependent Variable: Communication

b. Predictors: (Constant), Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.217	23	.314	.996	.477 ^b
	Residual	32.123	102	.315		
	Total	39.339	125			

a. Dependent Variable: Goals

b. Predictors: (Constant), Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.051	23	.437	1.110	.348 ^b
	Residual	40.149	102	.394		
	Total	50.200	125			

a. Dependent Variable: Problemsolve

b. Predictors: (Constant), Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Livestock Judging, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Poster, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Marketing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Steer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Scrapbook, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Career Development, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bull Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Showmanship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Public Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Chef's Challenge, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Fitting, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Quiz Bowl, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Herdsman, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Writing, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Photography, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Mentorship, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Graphic Design, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Bred and Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Team Sales, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Extemporaneous Speaking, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Beef Cook Off, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Owned Heifer Show, Which activities did you participate in at the 2016 National Junior Angus Show and Conference? Se...-Sweepstakes

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Vita

Ben Weikert and his twin brother Owen were born on March 16, 1989 in Gettysburg Pennsylvania as the third and fourth children of George and Sandra Weikert. At a young age, Ben was very interested in animals and his parents thought that exploring these interests in 4-H would be a healthy outlet. He was a 10-year 4-H member in the Adams County 4-H beef and sheep clubs. Ben was on state championship winning teams for both livestock judging and skill-a-thon. He showed market lambs, steers, and breeding heifers through the 4-H program.

While attending Gettysburg High School, Ben was involved in student government, was a varsity tennis player, and was a principal bass player in the school orchestra. Ben was a member of the Capital Region District Orchestra, chamber orchestra, and the Hanover Symphony orchestra. Ben graduated from Gettysburg Area High School in 2007.

While completing a bachelor's degree in Animal Science at West Virginia University, Ben was the co-captain of the University livestock judging team and played bass in the school's symphony orchestra. During this time, he and his brother Owen became nationally known for their cattle showing, after several of their heifers garnered national championships.

Upon graduation from college, Ben completed a Master of Science degree from Pennsylvania State University in Agricultural and Extension Education while working full time as a 4-H and Adult Livestock Extension educator for Adams County Cooperative Extension (Pennsylvania). As his work with livestock and youth continued to develop, Ben began judging livestock shows throughout the country.

While completing his PhD at the University of Missouri, Ben began his employment as Assistant Professor of Animal Science at the State University of New York- Cobleskill. He continues to work with youth livestock showing, judging, and the 4-H program.