AN ASSESSEMENT OF SCHOOL AND COMMUNITY

4-H CLUB PROGRAMS AS PERCIEVED BY

EXTENSION EDUCATORS WITH 4-H

RESPONSIBILITY IN THE

NORTHEAST EXTENSION

DISTRICT

By

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ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

The day that Will Rogers became acquainted with the 4-H clubs he wrote, "With all the haywire ideas we have, every once in a while we hit on a good one. I was down to the Los Angeles livestock show, and I saw these hundreds of farmer boys that had fattened and cared for a calf, or pig, or sheep themselves. It's a thing called 4-H Club. Somebody was inspired when they founded that. It's all over the country. By golly, they are a great bunch of kids, and they have some fine stock" (Hinshaw, 1935). Will Rogers was a people person and knew a good thing when he saw it and made sure others knew what he was thinking. People who read Will's column would have recognized that there must have been something to this thing called the "4-H Club".

Since the passage of the Smith-Lever Act in 1914, 4-H programs have been a vital youth educational tool for nearly one hundred years. Four-H programs offer young people ages nine to nineteen years of age an opportunity to gain knowledge and develop valuable life skills. Preceded by corn clubs for boys and canning clubs for girls organized early in the century by public school educators, 4-H work focuses on utilizing both public and private resources to the single purpose of helping young people.

Over the years 4-H programs have been organized differently in communities throughout Oklahoma. Extension educators with the Cooperative Extension Service have long been in charge of maintaining and organizing these programs. Due to downsizing in agent positions and resources for county and state support, changes in the 4-H club

organization occurred in the 1970s. The way in which all 4-H programs are structured in many counties revolved around several factors. Such factors include the number of towns, number of schools, emerging competition in other youth activities and socioeconomic stability of communities in the county. Clubs may have been structured differently due to the changing manner of the agriculture economy and the social pattern of rural families (Wessel, 1982).

Four-H has continued to expand to include thousands of 4-H clubs and millions of participants, volunteers, Extension educators, land-grant colleges and administrators throughout the country. In many ways, the growth of 4-H has mirrored the general growth of the United States. Four-H has changed from an organization primarily concerned with improving agricultural production and food preservation to one dedicated to the development of young people (Wessel, 1982). Four-H programs continue to provide a wide variety of activities for both rural and urban youth. The structure of school or community based clubs have helped to introduce a variety of projects and competitive events that emphasizes youth development and leadership skills. Participation has allowed many young people to develop positive self-esteem, make meaningful decisions and help others along the way. The main goal of 4-H work is to develop members into capable young adults who will be productive citizens of tomorrow.

Statement of the Problem

It has been observed that 4-H programs are structured differently in Oklahoma counties. As a result of how programs are structured, there is a need to know how county 4-H programs can be best delivered based on county settings and available resources.

Purpose of the Study

The purpose of the study was to assess the perceptions of county Extension educators toward club program structure and practices used to conduct school and community 4-H clubs. Data collected from the participants will be used to help influence future program development and emphasis. Comments regarding advantages and disadvantages of various delivery modes will be useful to staff at the county, district and state level in determining how to best deliver youth development programs with the resources available.

Objectives of the Study

To accomplish the purpose of this study, the researcher established the following objectives:

1. To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.

2. To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.

3. To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.

4. To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.

Scope of the Study

The population for this study involved 57 Extension Educators with 4-H responsibility in the Northeast Extension District of Oklahoma. In the fall of 2001 the population of Extension Educators in the Northeast Extension District was made up of the following: 10 Agriculture Educators, 10 Family and Consumer Sciences Educators, 14 Agricutlure/4-H Educators (50% each), and 11 Family and Consumer Science/4-H Educators (50% each), 13 4-H Youth Development Educators, and 2 Horticulture Educators. The study was conducted to learn how Extension educators view different types of 4-H programs.

Definition of Terms

School Club: A club that meets once a month during or after school hours in a school building with a school employee (possibly stipend) serving as the club leader. Generally the club's funds are also handled through a school activity fund, but this in not required for the purpose of the study (Claiborne, 1966)

Community Club: A club that meets once a month during evening hours in the homes of leaders, members, in the school, or some other appropriate place with a volunteer/parent serving as the club leader (Claiborne, 1966)

Northeast Extension District: The twenty-one designated counties located in Northeast Oklahoma where county Cooperative Extension offices are open to the public.

Extension Educator: Staff member of the Cooperative Extension Service within a county, which might include Ag Educators, FCS Educators and 4-H Educators.

Depending on the resources within the county. The staff might include two or more professional staff. In two staff counties, one Family & Consumer Sciences (FCS) and one Agricultural Education (Ag) shared 4-H leadership duties. They are expected to spend approximately 50 percent of their time on 4-H programming. In counties with more than two professional staff the third educator generally spends 90 percent of their time on 4-H programming and the other staff contribute 10 percent of their time to 4-H (OCES Position Description, 2001).

4-H: The youth development program organized and directed by the Cooperative Extension Service that provides opportunities for youth and adults to develop life skills. The 4-H program in Oklahoma is delivered by staff and volunteers of 1862 Land-grant University (Oklahoma State University). Additional staff and volunteers also receive leadership from the 1890 Land-grant University (Langston University).

Cloverbuds: A non-competitive program for youth age 5-8 years old children that is designed to introduce them to the various 4-H projects.

4-H Member: A boy or girl between 9-19 years of age enrolled in the 4-H program. At the time of the study members in Oklahoma could participate in 4-H via club membership, school enrichment programs which provide a minimum of six hours of classroom instruction to enhance academic curriculum, short-term or special interest programs which included special project clubs, and/or short-term workshops or periods of instruction that were not intended to be long term or on going in nature (Oklahoma 4-H Policy Guide #5, 2001).

Project Club: These clubs generally focus on major project areas such as horse, livestock, computers, foods, etc. These clubs generally elect their own set of officers (Knoepfli, 2001).

Multi-project clubs: School and community based clubs with a set of officers that conduct monthly meetings under the leadership of an organizational leader. The clubs then have other multiple groups that meet to conduct specific project work (Knoepfli, 2001).

CHAPTER 2

REVIEW OF LITERATURE

Early club development

The 4-H club movement has been called one of the most unique educational

programs of our time. The 4-H club movement was established through the Smith-Lever

Act of 1914 that provided funding for the formal establishment of the Cooperative

Extension Service. The earliest work with rural boys and girls served as the background

and foundation for organized 4-H club work. From 1909 until after the passage of the

Smith-Lever Act the Farmers Cooperative Demonstration Work and the Extension

Division of the Oklahoma A & M College (Oklahoma Cooperative Extension Service)

were the two agencies conducting club work in the state. The establishment of the first

4-H clubs was done in hopes of teaching useful and practical information in the areas of

agriculture and home economics to rural youth (Adams, 1954).

Early clubs were organized in rural or country schools. Schools presented a

logical meeting place and an opportunity for agricultural agents to contact relatively large

numbers of boys and girls (Metzler, 1963). Looking at the 4-H clubs of today we now

view many programs as school, community, or project clubs. The occurrence of school

or community clubs in Oklahoma can be viewed as a tradition in most local communities

throughout the state. Four-H clubs differ in many ways from those of the past due to

changes in society and changes in the level of resources needed to support the program at

the county, state and federal levels. There have been very few studies conducted in the

last thirty years concerning school and community 4-H clubs and the perceptions associated with these club types.

Since the establishment of the Cooperative Extension Service of more than eighty years ago, Oklahoma 4-H programs have long been a vital part of the lives of many youth. From the early beginnings, several types of 4-H club programs were developed to meet the needs of local communities. Many early 4-H programs were initiated to help teach new agriculture and food preservation practices to rural youth. This movement was first introduced through project clubs, such as corn clubs and tomato clubs. These early clubs were first started in the public schools in rural communities (Metzler, 1963). Changing situations

Many types of 4-H clubs have been developed by local people in order to meet their community needs and situations. Three types of clubs are frequently distinguishable. All three club types may be found in nearly all states. There is the school club, community club and emerging project club. In some states, there seems to have been a general trend away from school clubs to some modification of community clubs. Both club types still exist in several states. Project clubs are most generally organized at the county level and seem to be emerging as a popular type of club in many states (Claiborne, 1966). Project clubs in Oklahoma function as stand alone clubs with their own officers. In contrast project groups focus on project work but are part of larger school or community clubs. (Knoepfli, 2001).

Data in Table 1 was used to summarize the staffing trends in the 21 counties that comprised the NE Extension District at the time of the study. The district boundaries had

changed twice during this time period so counts were done for each of the counties rather than for the district as a composite.

Table 1

Staffing Trends in the 21 Counties Included in the Study

Position	1965	1975	1985	1995	2002
County Agent /Agriculture	21	26	22	23	10
Home Ec./FCS	21	25	23	22	10
Associate Co. Agent/Ag	31				
Assoc. Home Ec	11				
Primarily 4-H		18	14	13	14
Ag/4-H (50% ea)					11
FCS/4-H (50% ea)					11
Other		2 FCS	2 FCS	1 FCS	
		5 Horticulture	2 Horticulture	2 Horticulture	2 Horticulture
Total	84	76	63	51	58 *

* While there were 58 positions, the population for the study included only 57 actual employees, as the researcher was not included.

Five time intervals were selected to highlight staffing trends. It was found that the number of staff declined from 84 professional staff in 1965 to a low of 51 in 1995, then increased to 59 at the time of the study. In 1965, each of the counties had a full-time County Agent whose responsibility was for adult agriculture programs. Each county also had a Home Demonstration Agent who did full-time adult Home Economics programming. At the same time, there were 42 Associate Agents. For the most part those educators served as 4-H agents for the 1862 Land-grant 4-H program. At the same time the 1890 Land-grant program had additional staff in counties working with African American youth and adults who are not reflected by the numbers reported in Table 1. By

1970, most of the Associate Agent positions had been discontinued and most counties went from having four educators to having three or in some cases two professionals as was the case in 1975 when there were 76 staff. However, of those 76 total staff, seven were doing special projects such as horticulture or home economics programs for Native American or other special audiences. So, in reality the staff support between 1965 and 1975 for 4-H was cut by 50 percent (OCES Personnel Records, 2002).

Prior to the mid 1970s the majority of 4-H clubs in Oklahoma were school based. County Extension agents spent the majority of their time delivering educational programs to 4-H members in school classrooms. In response to the challenges to expand the 4-H program identified in "4-H in Century III" (ECOP subcommittee on 4-H, 1974) the Oklahoma 4-H program developed a model for 4-H programming that allowed members to participate in the program in a variety of settings.

The 4-H club has been and continues to be one of the most important program methods in use. That's why 4-H offers a variety of projects and clubs. The Oklahoma 4-H program is committed to making 4-H clubs available to youth who desire membership in a 4-H club. Youth who participate in any 4-H club, whether it's a multi-project club, a project club, a short-term program are 4-H members. Four-H clubs generally provide the opportunities for youth to participate in county, district or state activities as well as various trips and awards. Opportunities are available to 4-H members, regardless of the method of participation they have chosen (Oklahoma State University, 1976).

Previous studies

A study by Meztler (1963) indicated that the reasons for the support of school clubs in Arkansas were many and varied. The process of organizing a club is frequently much simpler in schools than in the local areas outside the school and affords an opportunity for enrolling a larger number of members. The principal type of data in the study was obtained through interviews and mailed questionnaires. Results of this study concluded the following: (Metzler, 1963)

1. School type clubs were much larger than community type clubs

2. Community type clubs have more appeal to older groups of boys and girls

3. Younger member numbers and duration of membership were higher in school type clubs

4. Adult leaders from community type clubs attended more training meetings

5. Community type leaders provided more programs and project materials

6. The primary reason to be a 4-H member from both school and community type clubs was learning new skills. The second top choice among school type clubs was the satisfaction of helping others, while community clubs expressed meeting with other boys and girls as being important.

A study by Sabrosky (1952) reported differences between school and community clubs in West Virginia. School clubs meet during the school hours and seemed to be popular with educators and members. In the study titled "Comparison of school and non-school 4-H Clubs" the author stated that both school and community clubs have distinct advantages and problems. The author concluded that a noticeable weakness exists in the short meeting times allowed for school clubs. In some cases member participation is

limited due to the allotted time given by school administrators. In general, non-school

clubs had higher performance levels than school clubs. Such relative superiority in

performance seemed to be due to the certain organizational features, which are more

prevalent among non-school groups (Sabrosky, 1952).

It should be noted that specific goals may not be the same for school and

community clubs. Several factors may play key roles in the success or failure of school

and community clubs. In a related study done in Kentucky it was concluded that looking

at the amount of leadership in the club, participation, completion of projects and

membership was highly important. A summarization of findings from this study follows:

(Claireborne, 1965)

1. There was a significant difference in the type or amount of leadership of
   community and school clubs

2. There was a difference in the level of project completion between the two
   types of clubs

3. Community clubs had a higher percentage of members who did not re-enroll

4. A higher number of community club members participated in events and
   exhibited projects on the county level

5. School clubs consistently enrolled larger numbers of youth than community
   clubs

6. Community clubs enrolled a higher number of older youth

Claireborne's study provided information that community clubs were more

effective than school clubs in the following areas: securing leaders, leader attendance,

longer club meetings, completion of projects, participation in character building activities

and enrollment of older youth. Claireborne also concluded that school clubs were more effective in re-enrolling a higher percentage of members in the second and third year, and that leaders were more formally educated. This allowed for a greater emphasis to be placed on making the 4-H experience available to more boys and girls.

In a study titled, "Strengthening 4-H in Schools" the authors reported that the potential of 4-H in the schools is unlimited. Four-H is a tool that could be used to bridge the gap that exists between the world as experienced by students in the classroom and the rest of the world. If schools encourage students to take advantage of community opportunities outside of the instructional program, then students may be better able to relate school studies to the rest of their lives. Four-H in the schools can provide instructional resources, things and places to explore, and hands-on experiences. Four-H and schools can become partners in education, each building on the other's strengths (Burrows; Zarembra, 1982).

A study by Moore (1966) reported that the North Carolina Extension Service conducted an extensive study to factors that might enhance 4-H Club work. One of the principal objectives of the study was to support the organization of clubs on a community basis rather than on a school basis. A statewide evaluation in 1964 of the status of community 4-H clubs revealed that participation had decreased. Enrollment of 4-H members in community clubs had declined to one-third of the membership reported prior to the transition to community clubs. This was contrary to expectations. The situation became a matter of intense concern. Despite efforts to restructure the situation, participation in 4-H clubs remained far below expectations.

Summary

This review of literature has attempted to reveal a brief background and the thoughts of researchers concerning school clubs and community clubs. Related studies have been cited to point out a formal comparison of both types of clubs.

Extension educators are faced with the ever-changing role of managing and providing guidance to 4-H clubs. It was observed that fundamental differences that occur between school clubs and community clubs today, may be partially attributed changes in Extension programming that began in the 1970s. There are numerous advantages and disadvantages that can be attributed to the two types of clubs. Current situations indicate that several possible factors associated with changing resources and support for educators over the past thirty years may account for the use of one type of club over the other. In most states, as fewer dollars have been available to support professional staff meeting with clubs on a monthly basis, clubs have become more leader led. In addition, with more demands on schools to focus on learner outcomes, administrators often limit extra curricular activities such as 4-H.

As society changes, the structure and organization of 4-H clubs are changing as well. By taking a closer look at the way educators perceive school and community 4-H clubs, this study will yield data that may be used to strengthen the total 4-H club program in a given county.

CHAPTER 3

METHODOLOGY

The purpose of the study was to assess the perceptions of county Extension educators toward club program structure and practices used to conduct school and community 4-H clubs.

Objectives of the Study

To accomplish the purpose of this study, the researcher established the following objectives:

1. To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.

2. To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.

3. To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.

4. To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.

IRB Approval

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators may

initiate research efforts. The Oklahoma State University Research Services and the IRB

conduct this review to protect the rights and welfare of the human subjects involved

biomedical and behavioral research. In compliance with the aforementioned policy this

study received the approval to proceed and was assigned IRB Application No AG0225.

(Refer to Appendix A)

Population

The population for this study was comprised of 57 Extension Educators with 4-H

responsibility in the 21 counties in the Oklahoma Northeast Extension District. The

population was comprised of staff in counties with two or more educators. In counties

with only two staff both share equally in 4-H programming. In counties with three or

more staff the third educator worked 90% with 4-H and the other two worked 90% in

Agriculture or Family Consumer Sciences and 10% with 4-H. For the purpose of the

study, the specific staff included: 10 Agriculture Educators, 10 Family and Consumer

Sciences Educators, 14 Agricutlure/4-H Educators (50% each), and 11 Family and

Consumer Science/4-H Educators (50% each), 13 4-H Youth Development Educators,

and 2 Horticulture Educators. The researcher, a 4-H Youth Development Educator was

not included in the study.

Instrument

There was no instrument found in the review of literature that could be used

intact. The development of the instrument for this study involved incorporating portions

of evaluation instruments used in previous related studies with the aid of a panel of

experts consisting of district and state 4-H staff. An initial pilot test was conducted with

eight selected panel members to insure the validity and reliability of the instrument.

willing to complete the instrument over the phone. These respondents indicated that they had either provided input to another staff person when completing the survey or indicated that they had never worked with 4-H clubs in their positions, as most were in counties with three or more staff so their 10 percent contribution to 4-H was generally not in working directly with the clubs.

Coded respondent data indicated that the majority of non-respondents were those with ten percent 4-H responsibility. Of the 57 Extension Educators with 4-H responsibility, 36 useable responses were received for a total response rate of 64%.

Analysis of Data

Each respondent was assigned an identification number. In this way anonymity of the respondent was maintained while ensuring each county 4-H program was represented in the study. The respondents identification numbers were written and maintained by the researcher.

Analysis by Objective

Descriptive statistics and hand calculations were used to figure percentages and frequencies of respondents for the following objectives:

Objective 1. *To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.*

Objective 2. *To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.*

Objective 3. *To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.*

Objective 4. *To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.*

Descriptive statistics using hand calculated frequencies and open-ended responses were used in making a formal summary to report the advantages and disadvantages of both club types.

CHAPTER 4

PRESENTATION AND ANYALSIS OF DATA

The purpose of this chapter was to present the research findings such a way as to address the purpose and objectives of the study.

Introduction

The purpose of the study was to assess the perceptions of county Extension educators toward club program structure and practices used to conduct school and community 4-H clubs. To accomplish the purpose of this study, the researcher established the following objectives:

1. To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.
2. To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.
3. To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.
4. To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.

Demographic Characteristics

Tables 2 through 10 were developed to report selected demographic information.
As shown in Table 2, 19 (52.78%) of the educators responding were female, while the
other 17 (47.22%) were male.

Table 2

Distribution Of Extension Educators By Gender

Gender	N	Percent (%)
Female	19	52.78
Male	17	47.22
Total	36	100.00

A distribution by age of responding educators is listed in Table 3. Respondents
were given four age range categories in which to indicate their age. The two ranges with
the highest number of responses were the 31-40 (36.11%) and 41-50 (30.56%). The 21-
30 age range had the third highest response with 7 (19.44%) while 50 and over had the
least amount of responses with 5 (13.89%).

Table 3

Distribution Of Extension Educators By Age

Age Range	Number	Percentage (%)
21-30	7	19.44
31-40	13	36.11
41-50	11	30.56
51 and over	5	13.89
Total	36	100.00

Table 4 contains data that describes the ethnic affiliations of educators. The largest number of respondents was 31 Caucasian (86.11%). The second largest number of respondents was 4 Native American (11.11%) of the Cherokee and Osage tribes. The lowest number of respondents was 1 African American (2.78%) with no respondents of Hispanic or Asian/Pacific Islander affiliation.

Table 4

Distribution Of Extension Educators By Ethnic Affiliation

Affiliation	Number	Percentage (%)
Asian or Pacific Islander	0	0
African American	1	2.78
Caucasian	31	86.11
Hispanic	0	0
Native American	4	11.11
Total	36	100.00

Table 5 contains data displaying the highest level of education educators have completed. The study showed that 21 (58.33%) of the educators had completed the Master of Science degree. Fourteen (36.89%) of the educators completed the Bachelor of Science degree and 1 (2.78%) educator had completed a Doctorate degree.

As shown in Table 6, 27 (75%) of the 36 respondents had at least 50% 4-H responsibility with 11 of the 13 potential educators with primary 4-H duties reporting. Furthermore, eight of the 11 FCS/4-H and eight of the 11 Ag/FCS responded to the questionnaire. The group with the smallest response rate was that of primarily Family and Consumer Sciences with 4 of 10 responding.

Table 5

Distribution Of Extension Educators By Level Of Education

Degree Completed	N	Percentage(%)
Bachelor of Science	14	36.89
Master of Science	21	58.33
Doctorate	1	2.78
Total	36	100.00

Table 6

Distribution Of Educators By Their Position Of Employment and Response Rate

Primary Area(s) of Responsibility	Potential	Number Responding	Percentage of Potential
4-H Educator (90%)	13	11	84.62
Agriculture/4-H Educator (50/50%)	11	8	72.73
FCS/4-H Educator (50/50%)	11	8	72.73
Agriculture Educ (90%)	12	5	41.64
FCS Educ. (90%)	10	4	40.00
Total	57	36	

At the time this study was done Agriculture and FCS educators in a two staff member county each held 50% 4-H responsibility. In a county with three staff members the 4-H Educator held 90% and Agriculture or FCS Educators each held 10% 4-H responsibility.

Table 7 was developed to show the distribution by years of experience as an Extension educator. Of the 36 respondents, years of experience ranged from 1 to 31 years. Nine (25.00%) respondents associated with 1-5 years of experience. Four

(11.11%) associated with 6-10 years. The two ranges with the most years of experience were 11-15 and 16-20 with 14 responses each (19.44%). Six (16.67%) respondents associated with 21-25 years. There were 3 (8.33%) responses within the 30-35 year range. There were no responses associated with 26-29 years of experience category.

Table 7

Distribution Of Years Of Extension Educator Experience

Range in Years	Number	Percent	Mean
1 to 5	9	25.01	
6 to10	4	11.11	
11 to 15	7	19.44	
16 to 20	7	19.44	
21 to 25	6	16.67	
26 to 29	0	0	
30 to 35	3	8.33	
Total	36	100.00	12.34

Table 8 contains data as to the years that respondents have been in their current county positions. Of the 36 respondents, years in current county position ranged from 1 to 28 years. Fifteen (41.67%) respondents indicated 1-5 years. Four (11.11%) responses associated with 6-10 years. The two ranges that tied for years in their current county position were 11-15 and 16-20 with 5 responses each (13.89%). There were 2 (5.56%) responses associated with 26-30 years. There were no responses associated with 21-25 years of experience. Five (13.89%) of the respondents did not answer this question.

Table 8

Distribution Of Years In Current Position By Educators

Range in Years	Number	Percent	Mean
1 to 5	15	41.67	
6 to 10	4	11.11	
11 to 15	5	13.89	
16 to 20	5	13.89	
21 to 25	0	0	
26 to 30	2	5.56	
Years Not Specified	5	13.89	
Total	36	100.00	9.21

Question nine of the survey asked educators if they had been involved in 4-H as a member in their youth. As seen in Table 9, 28 (77.78%) respondents indicated that they have been involved in 4-H as a youngster, whereas 6 (16.67%) indicated that they had not been previously involved in 4-H. Only 2 (5.55%) did not respond to this question.

Table 9

Distribution Of Educators By Involvement As A Past 4-H Member

Response	N	Percentage (%)
Yes	28	77.78
No	6	16.67
Non-respondent	2	5.55
Total	36	100.00

Additional data on a "yes" answer in question number 10 is reported in Table 10. The question stated "if yes, how many years?" As indicated, the range of 3 and 4 years

had 2 (5.56%) respondents each. The range of 6 and 7 years had 2 (5.56%) respondents

each. The range of 9 years had 11 (45.83%) respondents. The range of 10 years had 5

(20.83%) respondents. Twelve (33.31%) respondents did not indicate the years involved

as 4-H member. The range of 1, 2, 5 and 8 years had 0 respondents.

Table 10

Distribution Of Educators By The Number Of Years They Were Involved In 4-H

Number of Respondents indicating previous membership in 4-H	24	(66.67%)
Years	Number	
3	2	8.33
4	2	8.33
6	2	8.33
7	2	8.33
9	11	45.83
10	5	20.83
Mean number of years of 4-H involvement		7.88
Number of Years in 4-H (Range)		3-10

Perceptions Of County Club Programs

Tables in this section are intended to provide a summary of the status of selected

areas of county 4-H programs as perceived by the respondents. The results show a

representation of data from the twenty-one counties in the Northeast Extension District.

Table 11 provides a summary of the number of members in county 4-H clubs and the

number of youth involved in short-term or special interest programs. Some youth

participate in both clubs, short-term or special interest clubs and may be reported more

than one time. Furthermore, duplications of numbers exist due to multiple staff from one county responding.

Table 11

Number Of 4-H Members In County 4-H Programs In The Northeast Extension District

Type of Program	Number of Members
County Clubs	9,053
Short Term or Special Interest	7,722
Total (duplications not eliminated)	16,775

Table 12 provides a distribution of 4-H members by gender from the twenty-one counties. As reported, 5, 833 were male members and 6,946 were female members.

Table 12

A Distribution Of 4-H Members By Gender

Gender	Number of Members
Female	6,946
Male	5,833
Total (duplications not eliminated)	12,779

Table 13 was developed to illustrate a distribution of 4-H members by age. The study revealed 3,381 youth 5 to 8 years of age, 8,106 youth 9-13 years of age and 1,943 youth 15 to 19 years of age. Nine year olds made up the largest single age group with

28

2,114 members, followed by 11 year olds with 1,797 members. The 18 and 19 year old groups were the smallest groups with 120 members each.

Table 13

A Distribution Of 4-H Members By Age

Age	Number of Members	Age	Number of Members
5	310	12	1,132
6	1,099	13	1.352
7	854	14	575
8	1,118	15	423
9	2,114	16	429
10	1,711	17	276
11	1,797	18	120
		19	120
Total (duplications not eliminated)			13,430

Table 14 contains data as to the ethnic group with which 4-H members indicated on their enrollment cards, as reported by the respondents. The largest number of members reported was 8,140 Caucasian. The smallest number of members reported was 84 Asian or Pacific Islander. The tribes represented by Native American members included Cherokee, Creek, Shawnee, Delaware, Osage, Pottawatomie, Sac & Fox, Iowa, and Kickapoo.

Table 15 was developed to indicate the number of school, community, project and short term/special interest 4-H clubs. Community clubs represented the largest number of clubs with 187 (50.27%). Short Term/Special Interest represented the second largest number of clubs with 88 (23.66%). School clubs represented the third largest number of

clubs with 62 (16.67%). Project clubs represented the smallest number of clubs with 35 (9.40%).

Table 14

A Distribution Of 4-H Members By Ethnicity

Affiliation	Number of Members
Asian or Pacific Islander	84
African American	1,434
Caucasian	8,140
Hispanic	358
Native American	2,901
Total (duplications not eliminated)	12,917

Table 15

Number Of 4-H Clubs By Type

Type	Number	Percent
School	62	16.67
Community	187	50.27
Project	35	9.40
Short Term/Special Interest	88	23.66
Total	372	100.00

Based on the perceptions of respondents, Table 16 indicates how educators ranked the level of parental support and involvement for school, community, project and short term/special interest 4-H clubs. Educators ranked "1" for the club setting with the most parental involvement and "4" being the one with the least parental involvement.

Table 16

Perceived Level Of Parental Involvement Toward Selected Types Of County 4-H Clubs

Club Type	Rank	Frequencies	Percent
Community	1	17	29.82
Project	2	16	28.07
Short Term/Special Interest	3	14	24.56
School	4	10	17.54
Total			100.00

Table 17 was developed to indicate the perceived level of support of stakeholder groups toward school and community 4-H clubs. Responses for both club types indicated a "Good" level of support from Administrator, Teachers and Parents. Responses also show that both club types ranked at the "Fair" level for Community Leader support. In contrast, responses indicate that school clubs ranked at the "Fair" level for School Board and Business Community. Community clubs ranked at the "Good" level for School Board and Business Community. Responses also indicate that school club ranked at the "Good" level for Volunteers and Youth. Community clubs ranked at the "Excellent" level for Volunteers and Youth.

Respondents were asked to indicate the perceived level of overall participation of members in 4-H events and activities. A five-point scale including excellent, good, fair, average and poor was used. Table 18 was designed to present their responses. Respondents most frequently indicated that participation was Good at the Club, County and District levels. They also most frequently indicated that participation at the state level was Fair.

Table 17

A Summary of the Level of Stakeholder Support For 4-H Clubs as Perceived by Extension Educators

| | Excellent | | | | Good | | | | Fair | | | | Average | | | | Poor | | | |
| | School | | Community | | School | | Community | | School | | Community | | School | | Community | | School | | Community | |
Stakeholders	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Administrator	7	38.89	1	2.94	10	55.56	16	47.06	1	5.56	7	20.59	0	0	8	23.53	0	0	2	5.88
Teachers	5	27.78	3	8.57	8	44.44	14	40.00	5	27.78	11	31.43	0	0	6	17.14	0	0	1	2.86
School Board	3	18.75	1	3.23	4	25.00	12	38.71	6	37.50	8	25.81	3	18.75	7	22.58	0	0	3	9.68
Parents	1	5.56	12	37.50	8	44.44	16	50.00	4	22.22	3	9.38	2	11.11	1	3.13	3	16.67	0	0
Volunteers	4	22.22	19	55.88	6	33.33	13	38.24	5	27.78	2	5.88	0	0	0	0	3	16.67	0	0
Youth	5	27.78	18	54.55	10	55.56	10	30.30	3	16.67	4	12.12	0	0	1	3.03	0	0	0	0
Community Leaders	3	18.75	5	14.71	2	12.50	15	44.12	7	43.75	11	32.35	2	12.50	0	0	2	12.50	3	8.82
Business Community	3	17.65	6	16.65	3	17.65	16	47.06	6	35.29	9	26.47	1	5.88	1	2.94	1	23.53	2	5.88

Table 18

Perceived level of participation by 4-H members in 4-H events and activities

Level of Participation	Excellent		Good		Fair		Average		Poor	
	N	%	N	%	N	%	N	%	N	%
Club	10	27.78	16	44.44	8	22.22	1	2.78	1	2.78
County	7	19.44	19	52.78	6	16.67	2	5.56	2	5.56
District	1	2.44	17	41.46	12	29.27	4	9.76	7	17.07
State	3	8.33	8	22.22	11	30.56	8	22.22	6	16.67

Comparison Of Perceptions Of School And Community Club Programs

Table 19 provides a summary of the total number of school and community club

leaders reported. The range of the number of leaders among the counties in the study was

also reported. Respondents reporting having 98 leaders in school clubs and 309 leaders

in community clubs. The number of leaders in each setting ranged from 1 to 52 in

schools within a county and 1 to 40 in community clubs within a county. The mean

number of school-based leaders was 8.91 and 15.45 from community-based clubs.

Table 19

Number Of Club Leaders Expressed By Respondents

Total Number of Leaders		Range		Mean	
School	Community	School	Community	School	Community
98	309	1 to 52	1 to 40	8.91	15.45

Table 20 provides a summary of the number of school and community club

leaders who completed and submitted to the county office a copy of the 4-H On Trac

program planning guides. Four-H On Trac is a club-planning program utilized by 4-H

club leaders to organize their yearly club meetings. The plan encourages the listing of the

educational program for the month and provides and opportunity to list the person

responsible for the various components of the monthly meeting. Of those same 98 and

309 leaders listed previously it was found that 26 (26.53%) school and 148 (47.90%)

community leaders completed their yearly planning materials.

Table 20

Number Of Leaders Who Turned In 4-H On Trac Plans

Number of Leaders Reported		Number of Forms Completed		Percentage		Range & Mean	
School	Community	School	Community	School	Community	School	Community
98	309	26	148	26.53	47.90	(R) 1 to 12	(R) 1 to 38
						(M) 2.89	(M) 7.79

Table 21 provides a summary of the average number of school and community

club leaders attending regularly scheduled business meetings and training sessions for the

current year. It was found that 35 of the 98 school club leaders and 187 of the 309

community club leaders attended business meetings. Thirty-two of the 98 school club

leaders and 202 of the 309 community club leaders attended training sessions.

Table 21

Number Of Leaders Attending County 4-H Business Meetings And Training Sessions

	Number of Leaders		Range		Mean	
	School	Community	School	Community	School	Community
Business Meetings	35	187	1 to 13	1 to 25	3.89	10.39
Training Sessions	32	202	1 to 13	1 to 25	4.00	11.22

Table 22 provides a summary of data as to the distribution of when school club meetings were held and the average length of the meetings. The study showed that the majority of school club meetings (8) were held during school hours ranging from 30 minutes to 1.5 hours. Responses also showed that the average length of school club meetings was one hour, followed closely by during school (7) while none were reported before school.

Table 22

A Summary Of When The Majority Of School Clubs Meet And The Average Length Of School Club Meetings

Time of Meetings	Responses
Before School	0
During School	8
After School	7
Length of Meeting	
30 minutes	2
45 minutes	2
1 hour	6
1 ½ hour	1

Table 23 provides a summary of data as to the distribution of where community club meetings were held. Data collected was based on the responses that were ranked on a scale of 1 to 4, with 1 being the most common location. Respondents indicated that the majority of community club meetings were held at School Facilities (11). Followed by Community Centers (14) and Member/Leader Home (14). Responses indicated as Other (11) included locations such as a church, local fairgrounds and county court house.

Table 23

A Summary Of Where The Majority Of Community Clubs Meet

Location of Meetings	Rank	Frequency	Percentage
School	1	17	30.35
Community Center	2	14	25.00
Member/Leader Home	2	14	25.00
Other	4	11	19.65

Respondents were asked about the degree to which identified components were included or emphasized in the school and community club meeting. Table 24 was designed to present their responses.

Respondents ranked the level of participation in five identified meeting components as Very High, High, Moderate, Low or None. For the most part the respondents tended to list club performance within the mid-point of the scale with most community clubs being ranked as High on all of the five categories while school clubs tended to be frequently ranked as Moderate. Within the category of Educational Component of Meetings, the respondents ranked both clubs as High; for Club Business &

Parliamentary Procedure, the community club was listed as High and school clubs were listed as Moderate. The Social/Recreational Activities of the community club was listed as High while the school club was Moderate. Record Keeping was listed as Moderate for both settings while both listed Citizenship & Leadership Experiences as being High. Within the final area of Training for Events, Activities & Contests, school clubs were listed as Moderate while the rank of High and Moderate were tied at the most frequently listed responses for community clubs.

Table 25 was developed to indicate the perceived level of participation of school and community 4-H members in selected county 4-H events. Respondents ranked the level of activity as Very High, Average, Moderate, Low or None for events including: Public Speaking, Share the Fun, Fashion Revue, County Fair, Livestock Activities, Record Books, Fund Development, Out of County Trips, and Other. The majority of school club respondents indicated that the level of activity was ranked from Average to Low. Data then indicated that Low and Average were ranked very closely. Followed by Moderate participation with None being the lowest ranked level of participation among school 4-H club members.

The majority of responses regarding community clubs indicated that the overall level of activity was ranked as Average and followed by Very High. Moderate, Low and None followed respectively in frequency of responses.

Public Speaking and Livestock Events were the most frequently participated in by school club members. Likewise Livestock Events were the most popular among community club members followed by County Fairs.

Table 24

Perceived Level of Emphasis on Identified Components of 4-H Club Meetings

| | Very High | | | | High | | | | Moderate | | | | Low | | | | None | | | |
| | School | | Community | | School | | Community | | School | | Community | | School | | Community | | School | | Community | |
Stakeholders	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Educational component of meeting	2	9.52	5	18.52	9	42.86	10	37.04	5	23.81	8	29.63	5	23.81	4	14.81	0	0	0	0
Club Business & Parliamentary Procedure	5	23.81	4	14.81	3	14.29	13	48.15	7	33.33	7	25.93	6	28.57	3	11.11	0	0	0	0
Social Activities	2	9.52	3	11.11	5	23.81	10	37.04	11	52.38	7	25.93	2	9.52	7	25.93	1	4.76	0	0
Record Keeping	0	0	1	3.70	4	19.05	7	25.93	12	57.14	11	40.74	5	23.81	8	29.63	0	0	0	0
Citizenship & Leadership Experiences	1	4.55	6	22.22	9	40.91	11	40.74	6	27.27	6	22.22	6	27.27	4	14.81	0	0	0	0
Training for events & contests	4	20.00	6	22.22	4	20.00	10	37.04	12	60.00	10	37.04	0	0	1	3.70	0	0	0	0

Advantages & Disadvantages

Perceived advantages and disadvantages of school 4-H clubs are reported in Table 26. The number one response for school club advantages was Reach More Youth with 11 responses. Followed by Teacher/Administrator 9, More Member Activity at Meetings 8, Meeting place 6, Transportation to 4-H events 3, Paid Volunteer Leader 3, Well Organized Meetings 3, School Resources Available 2, More Participation at 4-H Events 2, Older Youth help Younger Members 1, 21st Century Grants 1.

Table 26

A Distribution Of Responses As To The Advantages And Disadvantages Of School 4-H Club Programs

Advantages	Frequency	Disadvantages	Frequency
Reach more youth	11	Parental involvement	19
Teacher/Administrator Support	9	Join just to get out of class	5
More member activity at meetings	8	No educational components	4
Meeting place	6	Hard to get good leaders	4
Transportation to local 4-H events	3	No activity during summer	2
Paid volunteer leader	3	Less county event activity	2
Well organized meetings	3	No individual choices	1
School resources available	2	Groups are too large	1
More participation at 4-H events	2		
Older youth help younger members	1		

The number one response for school club disadvantages was Parental Involvement with 19 responses. Followed by Join Just to Get Out of Class 5, No Educational components 4, Hard to Get Good Leaders 4, No Activity During Summer 2, Less County Event Activity 2, No Individual Choices 1, Groups are too Large 1.

Perceived advantages and disadvantages of community 4-H clubs are reported in Table 27. The number one response for community club advantages was Parental Involvement with 19 responses. Followed by Reach Interested Youth 6, Well Organized Meetings 4, Motivated Members 4, Flexible Meetings 4, More Time for Learning 3, Better Volunteer Leaders 3, More Personal Service 2, Smaller Groups 1, More Focus on Projects 1, Members Involved in County Events 1.

Table 27

A Distribution Of Responses As To The Advantages And Disadvantages Of Community 4-H Club Programs

Advantages	Frequency	Disadvantages	Frequency
Parental involvement	19	Transportation to meetings	7
Reach interested youth	6	Low meeting participation	7
Well-organized meetings	4	Meetings conflict with	
Motivated members	4	after school activities	4
Flexible meetings	4	Finding good volunteers	3
More time for learning	3	Difficult contacting members	3
Better volunteer leaders	3	Lack of school support	2
More personal service	2	Clubs dominated by families	1
Smaller groups	1	Smaller membership	1
More focus on projects	1	Fewer older members	1
Members involved in county events	1	Meeting Place	1
		Lack of training meetings	1
		Not always an	
		educational program	1

The number one response for community club disadvantages was Transportation to Meetings and Low Meeting Participation with 7 responses. Meetings Conflict with

After-school Activities 4, Finding Good Volunteers 3, Difficulty in Contacting Members 3, Lack of School Support 2, Club Dominated by Families 1, Smaller Membership 1, Fewer Older Members 1, Meeting Place 1, Lack of Training Meetings 1, and Not Always an Educational Program 1.

Table 28 contains a summary of data from respondents regarding which type of program they would prefer and why. Of the 36 respondents, 26 responded to this question. The majority of respondents indicated a preference for community 4-H clubs (11). The other half of the respondents were split between school clubs (6) or a combination of both (7). Two indicated no preference.

Table 28

A Summary By Respondents As To The Ideal Situation Of 4-H Club Program They Would Prefer

Response	Frequency
Community 4-H Clubs	11
School 4-H Clubs	6
Both	7
No Preference	2

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Purpose of the Study

The purpose of the study was to assess the perceptions of county Extension educators toward club program structure and practices used to conduct school and community 4-H clubs.

Objectives of the Study

To accomplish the purpose of this study, the researcher established the following objectives:

1. To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.

2. To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.

3. To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.

4. To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.

Design & Procedure

There was no instrument found in the review of literature that could be used intact. The development of the instrument for this study involved incorporating portions of evaluation instruments used in previous related studies with the aid of a panel of experts consisting of district and state 4-H staff. An initial pilot test was conducted with eight selected panel members to insure the validity and reliability of the instrument. Changes and suggestions from the pilot test were taken into consideration in preparation for the finalized questionnaire. The questionnaire consisted of five main parts to ascertain information from the respondents. Specifically, educator demographics, perceptions of county 4-H programs, perceptions of school and community club programs, and advantages and disadvantages of respective school and community club programs as viewed by Extension Educators.

The population for this study was comprised of 57 Extension Educators with 4-H responsibility from the 21 counties in the Northeast Extension District in Oklahoma. A cover letter was sent with the study to inform and instruct respondents on how to complete the questionnaire. A self addressed stamped envelope to return the completed questionnaire was included with the original mailing.

Having a low response to the original mailing, an e-mail was sent to all 57 subjects. After the follow-up e-mail, a telephone survey was conducted among randomly selected non-respondents with no usable responses from the contacts. Those contacted by phone were asked if they were willing to complete the instrument over the phone. These respondents indicated that they had either provided input to another staff person when completing the survey or indicated that they had never worked with 4-H clubs in

their positions. Of the 57 Extension Educators with 4-H responsibility, 36 useable responses were received for a total response rate of 64%.

Major Findings of the Study

Objective 1: *To describe demographic characteristics of Extension Educators with 4-H responsibility in the Northeast Extension District.*

It was found that the majority of respondents held a Master of Science degree. Of those who indicated their employment position, 75% had 50 percent or more 4-H responsibility and 30.55 percent of those had 90 percent 4-H responsibility.

Seventy-seven percent of the respondents indicated that they had been a 4-H member in their youth. Of those who had indicated previous involvement as a 4-H'er, 45.83% had been members for 9 years.

Objective 2: *To describe the perceptions of those Extension Educators regarding county 4-H programs in their respective counties within the Northeast Extension District.*

Educators were asked to report enrollment numbers based upon age, gender and the distribution of members in various club settings. This information was used to provide a description of the club settings. No effort was made to eliminate duplications that resulted from members being enrolled in more than one setting or for situations where more than on educator completed a survey, thus reporting the same leaders and members.

The study revealed that approximately 54% of the youth were enrolled in 4-H clubs and 46% were in short term or special interest groups. The age distribution of the youth showed that the largest number of youth was in the 8 to 12 year old age groups.

Consistent with normal 4-H enrollment trends, the number of teens was about ¼ that of pre-teens in 4-H.

Respondents of the study indicated the type and number of 4-H clubs in their county. One hundred and eighty seven (50.27%) were Community Clubs, 88 (23.66%) were Short term/Special interest, 62 (16.67%) were School Clubs and 35 (9.40%) were Project Clubs.

Educators were asked to indicate the setting that was most inclined to have parental involvement. On a ranking scale of 1 to 4, 1 representing the most parental involvement, Community Clubs was ranked as 1, Project Clubs as 2, Short term/Special interest as 3 and School Clubs as 4.

Stakeholder Support

Summarized data of stakeholder support toward 4-H clubs showed that respondents indicated a ranking level of Good for Administrator, Teachers and Parents. Responses also showed that both club types ranked at the Fair level for Community Leaders. In contrast, responses indicate that school clubs ranked at the Fair level for School Board and Business Community. Community clubs ranked at the Good level for School Board and Business Community. Responses also indicate that school club ranked at the Good level for Volunteers and Youth. Community clubs ranked at the Excellent level for Volunteers and Youth.

An overall response of Good was expressed for participation at the Club, County and District level. The respondents listed the category of Fair as the next most frequent ranking regarding participation by 4-H members in State level events.

Objective 3: *To compare the perceptions of those Extension Educators regarding school and community club programs in the Northeast Extension District.*

In making a comparison of school and community 4-H club programs, responses indicated a higher number of community club leaders than school club leaders. Additional responses showed that community club leaders turned in more 4-H On Trac program plans. This indicated a trend that showed community club leaders attended more business and training meetings, on average 4.00 meetings per leader.

Responses indicate that community clubs placed more emphasis on identified components of 4-H meetings than school clubs. However, school clubs had more overall participation in selected county events and activities.

In comparing member participation in county level events and activities, it was found that the majority of the respondents ranked school club member participation, as Low while the level or participation from community club members was Average or Very High. Both groups tended to have a Very High level of participation in Livestock Events while school members tended to be perceived as being more active in Public Speaking Events.

Objective 4: *To identify the perceived advantages and disadvantages of respective school and community club programs as viewed by Extension Educators in the study.*

Advantages

Educators expressed several advantages for school and community clubs. The top advantages of school club programs were: the ability to reach more youth, a high degree of teacher & administrator support, more member activity at meetings and the availability of a meeting place.

The top advantages perceived by educators regarding community clubs programs were: greater parental involvement, truly interested youth, well organized meetings, motivated members and flexible meeting settings.

Disadvantages

Respondents also listed the items they perceived as being the top disadvantages of the two club settings. The major disadvantages listed for school club programs were: lack of parental involvement, member tendency to join just to get out of class, no educational components and difficulty in securing good leaders.

The top disadvantages of community club programs were seen as being: limits of transportation to meetings, low meeting participation, meetings conflicting with after school activities, difficulty in finding good volunteers and difficulty in contacting members.

Finally, the study asked educators to indicate the ideal 4-H club program they would prefer. The majority of respondents preferred Community Clubs.

Conclusions

Close examination and interpretation of the major findings provided the opportunity for the author to make the following conclusions:

1. Based on demographic data collected, it was determined that respondents represented a good cross-section of well-trained and dedicated professional Extension educators in the NE Extension District. It was found that the majority of educators with 50 percent or more 4-H responsibility responded, indicating a willingness to provide program input. Of those staff, the majority held a Master

of Science degree, another possible factor which may have influenced their response rate.

2. The 4-H club programs in the Northeast Extension District were described as being primarily Community Clubs. Responses indicated that School Club programs tended to reach more youth than did community clubs. While the school clubs did provide continuity in meetings, they were perceived to lack educational content and parental involvement.

3. Members in community clubs were perceived to participate to a greater degree in county events or activities than were their counterpart members in school clubs. The area of public speaking seemed to be an acceptation where school members were perceived to have a higher ranked level or participation than did community club members.

4. Leaders in community clubs tended to attend more training and business meetings within the county. They also tended to complete more programming plans. Parental involvement was perceived to be greater in community clubs than was found in school clubs.

5. Responses varied in relation to the perceived advantages and disadvantages of school and community 4-H club programs. Responses indicated that school clubs had advantages in enrolling and reaching larger numbers of youth. A major disadvantage was the reoccurring response of less parental involvement.

6. Respondents indicated that community clubs had advantages in more parental support and more motivated youth members. A major disadvantage was less participating youth in club meetings.

7. Respondents seemed to prefer community club programs to school club programs. The most common determining responses were centered on the premise of more motivated interested youth members and parental/volunteer involvement.

Recommendations

Based on the major findings of this study the researcher established the following recommendations:

1. Because the NE District has a well-educated, tenured group of educators, efforts should be made to more effectively utilize their knowledge and skills. This might be done by establishing a mentoring program for new staff.

2. Figures reported in this study for the total number of county club members, gender, age and ethnic group did not have duplications eliminated. Future studies that seek to compare enrollment numbers and trends might seek to utilize actual enrollment databases such as the county and state ES-237 data.

3. Educators should closely evaluate the goals of the 4-H program in their county. In situations where there is a need to reach a maximum number of youth to deliver a specific curriculum, doing so in a school setting would allow for maximum exposure. At the same time, utilizing this setting would likely have limited parental involvement.

4. Efforts should be made to provide more information or youth/adult participants regarding events, activities and record books, especially in the school club setting.

5. Recognizing that community clubs may provide the most interested and motivated enrollment, educators should also consider the benefits of school 4-H clubs. Data

expressed in the study also indicates that a blend of both club programs may be an opportunity to reach more youth.

6. Some might be inclined to say you have to choose between "Quality or Quantity" when determining which setting is most effective. The findings of the study are limited to the perceptions of the 36 Extension Educators who responded. The use of focus groups would likely reveal additional attributes of both settings that should be considered in determining preferred settings.

7. Obviously some clubs in each setting are effective and some are not. Factors such as volunteer dedication, Educator support, and community traditions may play equally important roles in determining club success. Future studies may seek to learn more about these and other factors.

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APPENDIX A

IRB FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 1/28/03

Date: Tuesday, January 29, 2002   IRB Application No   AG0225

Proposal Title: AN ASSESSMENT OF SCHOOL AND COMMUNITY 4-H CLUB PROGRAMS AS
PERCEIVED BY EXTENSION EDUCATORS WITH 4-H RESPONSIBILITY IN THE
NORTHEAST EXTENSION DISTRICT

Principal
Investigator(s):

Travis Battles   Charles Cox
9707 S. Hwy 66   205 Youth Development Bldg.
Chelsea, OK 74016   Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the
expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals
who may be asked to participate in this study will be respected, and that the research will be conducted in a
manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year.
   This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB
procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to
the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board

APPENDIX B

COVER LETTER & SURVEY

February 6, 2002

Dear NE District Extension Educator:

I am completing my Masters of Science Degree in the Department of Agricultural Education, Communications and 4-H Youth Development at Oklahoma State University, and obviously I could use your help! As I thought of a thesis topic, I wanted to study an area that directly impacts my work. For that reason, I am doing an assessment of your perceptions of school and community 4-H clubs in your county. Please take a few minutes to share your perceptions by answering the items on the enclosed questionnaire, then return it in the envelope provided. Your responses will be kept anonymous and no attempt will be made to match responses and respondents. You will notice that the instrument is numbered. I am using this number to simply track response rates and it will not be used to associate your responses with your name as data is summarized.

At the conclusion of the study, I will provide the district and state staff a summary of the findings. These finding may be useful in impacting future programming directions and priorities associated with the 4-H program in the Northeast Extension District and state-wide.

Thank you in advance for taking the time to complete this survey. Your input will be helpful in providing support to local clubs in the future. If you have questions about this study please feel free to contact me at (918) 341-2736, my thesis advisor, Dr. Charles Cox at (405) 744-8891 or Oklahoma State University's Institutional Review Board at (405) 744-5700.

Sincerely,

Travis Battles
Extension Educator, 4-H Youth Development
Rogers County & Graduate Student,
Department of Agricultural Education, Communications & 4-H Youth Development

An Assessment of School and Community 4-H Club Programs As Perceived By Extension Educators with 4-H Responsibility In The Northeast Extension District

For the purpose of this survey definitions for a school club and community club are as follows:

<u>School Club:</u> A club that meets once a month during or after school hours in a school building with a school employee (possibly stipend) serving as the club leader. Generally the clubs funds are also handled through a school activity fund, but this is not required for the purpose of this study.

<u>Community Club:</u> A club that meets once a month during evening hours in the homes of leaders, members, in the school or some other appropriate place with a volunteer/parent serving as the club leader.

Northeast District Educators

Answer these demographic items about yourself:

1. Gender: _
      _____ Male   _____ Female

2. Your Age Range:

21-30	31-40	41-50	51 and over

3. Ethnic Background:
   ___ Asian or Pacific Islander ___ African American ___ Caucasian ___ Hispanic
   ___ Native American   tribal affiliation:_____
   ___ Other _____

4. You highest educational level or degree completed:
      _____ Bachelors _____ Masters _____ Doctorate

5. Subject matter area(s) that currently describes the position you hold with the Cooperative Extension Service:
      _____ Ag/4-H Educator _____ FCS/4-H Educator _____ 4-H Youth Educator

6. Percent of 4-H responsibility most closely associated with your position:
      _____ 10 % _____ 50% _____ 90%

7. Years of Experience as an Extension Educator: _____

8. Years in current county position: _____

9. Were you a 4-H member: _____ Yes _____ No   if yes, how many years? _____

Status of County Club Program

Please answer the following items that describe the 4-H program in your county.

1. Number of 4-H club members in your county: _____
   Number of youth involved in Short-term or Special Interest Programs: _____

2. Distribution by members by gender: Male _____ Female _____

3. Distribution of members by age:

5 years old	6 years old	7 years old	8 years old	9 years old	10 years old	11 years old	12 year olds	13 years old	14 years old	15 years old	16 years old	17 years old	18 years old	19 years old

4. Distribution by ethnicity: _____ Asian or Pacific Islander _____ African American

   _____ Caucasian _____ Hispanic _____ Native American tribal affiliation:_____

   _____ Other _____

5. Number of 4-H clubs in your county:
   _____ School Clubs   _____ Community Clubs
   _____ Project Clubs   _____ Short term/Special Interest

Based upon your perceptions, please answer the following items about the clubs in your county as a general group.

1. Rank the level of **parental involvement, support or participation** for each of the following; 1 for the setting with the most parental involvement and 4 being the one with the least.

   _____ School Clubs _____ Community Clubs
   _____ Project Clubs _____ Short term/Special Interest

2. Indicate the level of support for 4-H by the following stakeholders in your **school club(s)**:
   _____ Not applicable, have no school clubs based upon study definition.

Stakeholder group:	Excellent	Good	Fair	Average	Poor
Administrators					
Teachers					
School Board					
Parents					
Volunteers					
Youth					
Community Leaders					
Business Community					

3. Indicate the level of support for 4-H by the following stakeholders in your community club(s):
_____ Not applicable, have no community clubs based upon study definition.

Stakeholder group:	Excellent	Good	Fair	Average	Poor
Administrators					
Teachers					
School Board					
Parents					
Volunteers					
Youth					
Community Leaders					
Business Community					

4. Level of participation in 4-H events and activities by members from your county:

Level of participation	Excellent	Good	Fair	Average	Poor
Club					
County					
District					
State					

Status of School Club 4-H Programs

If you have NO in-school clubs please skip to the next section.

1. Number of school club leaders: _____

2. Number of leaders turning in club planning guides (On-Trac): _____

3. Average number of leaders attending County Leaders meetings for current year:
   Business Meetings _____ Training Sessions _____

4. When are the majority of school club meetings held?
   _____ Before school   _____ During school   _____ After school
   Average length of club meetings: _____ Hours _____ Minutes

5. Degree to which each of the following are included or emphasized in the school club meetings.

Level of participation	Very High	High	Moderate	Low	None
Educational component of meetings					
Club Business and Parliamentary Procedure					
Social / Recreational Activities					
Record Keeping					
Citizenship & Leadership Experiences					
Training for Events, Activities and Contests					

6. Indicate the level of activity of school 4-H club members on each of the following events that your county has. *Level is based upon either percent of total doing event or level of competence of those participating*

Level of participation	Very High	Average	Moderate	Low	None
Public Speaking Contest					
Share the Fun					
Fashion Revue					
County Fair					
Livestock Activities					
Record Books					
Fund Development					
Out of County Trips					
Other (specify_____)					
Other (specify_____)					

If you also have community clubs please continue to the next section, if you DO NOT have community clubs, skip to the last page.

Status of Community 4-H Programs

1. Number of community club leaders: _____

2. Number of leaders turning in club planning guides (On-Trac): _____

3. Average number of leaders attending County Leaders meetings for current year:
   Business Meetings _____   Training Sessions _____

4. On a scale of 1-4, 1 being the most common location, indicate the location where the majority of community club meetings are held:
   ___ School   ___ Community Center   ___ Member/Leader home   ___ Other _____

5. Degree to which each of the following are included or emphasized in the community club meetings.

Level of participation	Very High	High	Moderate	Low	None
Educational component of meetings					
Club Business and Parliamentary Procedure					
Social / Recreational Activities					
Record Keeping					
Citizenship & Leadership Experiences					
Training for Events, Activities and Contests					

6. Indicate the level of activity of community 4-H club members on each of the following events that your county has. *Level is based upon either percent of total doing event or level of competence of those participating.*

Level of participation	Very High	Average	Moderate	Low	None
Public Speaking Contest					
Share the Fun					
Fashion Revue					
County Fair					
Livestock Activities					
Record Books					
Fund Development					
Out of County Trips					
Other (specify_____)					
Other (specify_____)					

Advantages and Disadvantages of Various Club Setting

Based upon your experiences, please indicate the advantages and disadvantage of each of the following settings:

School Clubs:
　　Advantages

　　Disadvantages

Community Clubs:
　　Advantages

　　Disadvantages

12. In an ideal situation would you prefer all in-school or community based 4-H clubs? Why? (Use back to list your comments if needed.)

APPENDIX C

E-MAIL FOLLOW-UP LETTER

Fellow Extension Educators with 4-H responsibility:

I still need your assistance in gathering data for my thesis study. Please take a few moments to complete the questionnaire and return it in the self-addressed stamped envelope that was enclosed with the original mailing. If you no longer have it, please let me know so that I may send you a replacement copy for you to complete.

Disregard this message if you have already completed and returned the questionnaire. Your cooperation is greatly appreciated.

Travis Battles
Extension Educator, 4-H

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VITA

Travis J. Battles

Candidate for Degree of

Master of Science

Thesis: AN ASSESSEMENT OF SCHOOL AND COMMUNITY 4-H CLUB
PROGRAMS AS PERCIEVED BY EXTESNION EDUCATORS WITH
4-H RESPONSIBILITY IN THE NORTHEAST EXTESNION DISTRICT

Major Field: Agricultural Education

Biographical:

Education: Graduated from Chelsea High School, Chelsea, Oklahoma in May
1991; received Associates of Arts degree from NEO A&M College,
Miami, Oklahoma in May, 1993; received Bachelor of Science degree in
Animal Science from Oklahoma State University, Stillwater, Oklahoma in
December, 1995; Completed the requirements for the Master of Science
Degree with a major in Agricultural Education at Oklahoma State
University in May, 2002.

Experience: Raised on a cattle ranch near Chelsea, Oklahoma; employed at
Chelsea Public Schools during summer months; employed by Oklahoma
Cooperative Extension Service as 4-H Educator in Cherokee County from
1996-2001; employed by Oklahoma Cooperative Extension Service as
4-H Educator in Rogers County, October, 2001 to present.

Professional Memberships: OSU Lifetime Alumni Member, Rogers County OSU
Alumni Member, Oklahoma 4-H Agents Association, Will Rogers
Lions Club Claremore, Oklahoma.