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Selected factors related to 4-H membership, participation and retention of eighth grade students in Bradley County, Tennessee

Kaye Morrisette Smith

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To the Graduate Council:

I am submitting herewith a thesis written by Kaye Morrisette Smith entitled "Selected factors related to 4-H membership, participation and retention of eighth grade students in Bradley County, Tennessee." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Cecil E. Carter Jr, Major Professor

We have read this thesis and recommend its acceptance:

Robert S. Dotson, Martha Jo Tolley

Accepted for the Council:

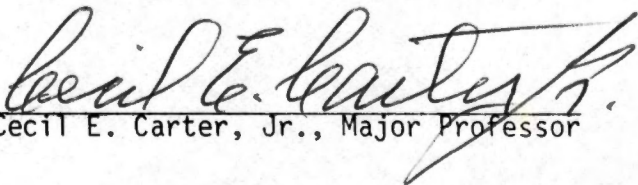
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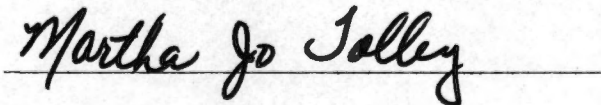
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Cecil E. Carter, Jr., Major Professor

We have read this thesis
and recommend its acceptance:





Accepted for the Council:



Vice Chancellor
Graduate Studies and Research



SELECTED FACTORS RELATED TO 4-H MEMBERSHIP,
PARTICIPATION AND RETENTION
OF EIGHTH GRADE STUDENTS IN
BRADLEY COUNTY, TENNESSEE

A Thesis

Presented For The

Master of Science

Degree

The University of Tennessee, Knoxville



Kaye Morrisette Smith

August 1982

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ABSTRACT

The purpose of this study was to compare eighth grade 4-H members and nonmembers from two junior high schools in Bradley County, Tennessee according to personal and family backgrounds, reasons for membership and nonmembership in 4-H, their opinions about the image of 4-H, parental involvement in 4-H, and participation in 4-H and other youth activities.

The population of the study consisted of 633 eighth grade boys and girls who were present at school on the days that the questionnaires were administered. Information was secured by the completion of a questionnaire.

The Chi square (χ^2) test was used to determine the significance of observed differences between 4-H members and nonmembers. The analysis of variance F test also was used to determine significance of the relationships. Values that achieved the .05 level were considered to be statistically significant.

Significant findings of this study were:

1. Significantly larger percentages of 4-H members than nonmembers indicated that they would join 4-H the next year if meetings were held during school hours.
2. A greater percentage of 4-H members than nonmembers indicated that they would join 4-H the next year if meetings were held after school hours. However, only a small percentage of both members and nonmembers would join 4-H if meetings were held after school hours.

3. A significantly greater percentage of members than non-members reported parental interest in the 4-H club.

4. A significantly greater percentage of members than non-members cited the following reasons for young people remaining enrolled in 4-H: the learning experiences will make them a better person; the meetings are fun and interesting; 4-H helps youth to become leaders; 4-H will help youth to become better citizens; and most of their friends are enrolled in 4-H.

5. A significantly greater percentage of nonmembers than 4-H members cited the following reasons for young people dropping out of 4-H: too much record keeping, boring meetings and activities requiring too much time.

6. Significantly greater percentages of 4-H members than nonmembers cited the following opinions about the image of the 4-H club: 4-H is a club in which youth learn about farming; 4-H is a club in which youth learn about homemaking; 4-H is a club in which a young person could become a leader; 4-H is a fun club; 4-H is a club in which youth can earn trips; 4-H is a club that will help a young person in the future; 4-H is a great club to be a member of; 4-H is not a waste of time; 4-H is not just a club for kids; 4-H is a club in which youth can earn college scholarships; youth have interest in taking special trips on Saturdays and during summer months; 4-H club work is not boring; and 4-H is a club about which young people have some information.

7. Significantly higher percentages of members than nonmembers indicated that parents had assisted with 4-H by providing transportation

to a 4-H event, by attending a 4-H meeting, by helping 4-H member with a project and by providing transportation for other 4-H members to attend a 4-H event.

8. Significantly greater percentages of members than nonmembers reported that their parent(s) had been a member of a club(civic, church, or social).

9. Significantly greater percentages of 4-H members than nonmembers indicated they had served as a club officer, was a member of a district 4-H judging team, had entered 4-H breadbaking contest, had entered a 4-H poster contest, had entered a 4-H public speaking contest, gave a demonstration for a contest, had entered a district 4-H contest, attended 4-H camp and was a member of a 4-H project group.

10. Significantly greater percentages of members than nonmembers indicated that they had won a 4-H ribbon, had entered an item at county demonstration day and had both read and answered the questions in a 4-H project book.

11. Significantly greater percentages of 4-H members than nonmembers had been members of the school paper and/or school yearbook staffs and/or had been members of an organized sports team.

12. Significantly greater percentages of members than nonmembers indicated they had interest in being on the radio, attending a 4-H contest in Chattanooga, being a member of a 4-H judging team, completing a 4-H record book, attending 4-H trips out of the county, attending weekend 4-H camps in Crossville, receiving 4-H academic credit, and attending 4-H meetings at night rather than during the day.

13. A significantly greater percentage of members than non-members, though small percentage, indicated that an Extension agent had visited their home.

14. Respondents who reported they planned to join 4-H next year had been in 4-H a significantly greater number of years, had participated in significantly greater numbers of 4-H activities and had significantly higher scores on opinions about 4-H.

15. Respondents who gave yes responses to the following had been in 4-H a significantly greater number of years, had participated in significantly greater numbers of 4-H activities and had significantly higher scores on opinions about 4-H: had knowledge about a 4-H project; knew the location of the 4-H club meeting; 4-H projects sounded interesting; parent(s) expressed interest in the 4-H club; liked to compete for awards; had some knowledge about the 4-H club; had an interest in taking special 4-H trips; indicated that ninth grade meetings were fun and interesting; a 4-H Extension agent had visited their home; had read and answered the questions in a 4-H project book; and that the 4-H club was not boring to them.

16. Those youth who usually made A's and B's had participated in significantly greater numbers of 4-H activities.

17. Those respondents who had brother(s), sister(s), mother or father who had been enrolled in 4-H had been enrolled in 4-H a significantly greater length of time, had participated in a greater number of 4-H activities and had higher scores on opinions about 4-H.

18. Those youth who lived on a farm, had been enrolled in 4-H a significantly greater length of time and had participated in a significantly greater number of 4-H activities.

19. Those youth who had fathers employed in farming had been enrolled in 4-H the longest number of years.

20. Those youth who listed their father's employment as education had participated in the greatest number of 4-H activities.

21. Those respondents who had participated in the following events had been a 4-H member a significantly greater number of years and had significantly higher scores on opinions about 4-H: served as a 4-H club officer, entered a 4-H breadbaking contest, entered a 4-H poster contest, entered a 4-H public speaking contest, gave a demonstration for a contest, entered a district 4-H contest, attended 4-H camp and was a member of 4-H project group.

22. Likewise, those respondents who had won a 4-H ribbon and who had received a medal or award at the achievement program had been a 4-H member a significantly greater number of years and had significantly higher scores on opinion about 4-H.

Implications and recommendations also were included.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

The Smith Lever Act, which provided guidelines for the establishment of the Cooperative Extension Service, was passed on May 18, 1914. One phase of the informal educational activities of the Cooperative Extension Service was the establishment of the 4-H club program. The development of boys and girls into responsible, well-adjusted, community oriented, useful and capable citizens is the basic purpose of the 4-H clubs. The four H's in the 4-H club name and symbol stand for Head, Heart, Hands, and Health. These four H's represent the training and development that club members undergo that will help them prepare for the future.

A well planned, efficient and effective program is necessary for the 4-H club program to meet all of the objectives set forth for the development of youth.

II. STATEMENT OF THE PROBLEM

A reorganization of the elementary schools in Bradley County took place in the years 1974-75. The traditional schools consisting of grades one through eight were changed to elementary schools with grades one through six and two junior high schools with grades seven through nine. This change occurred over a two-year period.

Enrollment and participation in 4-H for grades seven and eight experienced a decrease due to poor communication with school officials over schedule times and locations. Senior enrollment which began at ninth grade and senior participation in 4-H gradually began to decrease as well.

Some initial changes were made to improve communications both with members and school officials. Meeting times and locations were changed to improve the meetings. As a result, enrollment of seventh and eighth grade members began to increase. Audience attention was difficult to maintain and participation levels were still low. Ninth through twelfth grade membership 4-H work was still at a low level.

It was at this time it was determined that a study of eighth grade groups in Bradley County was needed to determine what factors influenced membership and participation in 4-H.

III. PURPOSE OF THE STUDY

The overall purpose of the study was to compare eighth grade youth from two junior high schools in Bradley County, Tennessee. All eighth grade members in this Tennessee County had 4-H meetings in school on a classroom basis so availability of 4-H was not a contributing factor.

This study, in its look at eighth grade 4-H members and non-members, examined several areas to determine retention factors. The specific objectives were:

1. To compare 4-H members and nonmembers as to personal and family backgrounds
2. To compare 4-H members and nonmembers as to reasons for membership or nonmembership in 4-H
3. To compare 4-H members and nonmembers as to their opinions about the image of 4-H
4. To compare 4-H members and nonmembers as to involvement of parents in 4-H
5. To compare 4-H members and nonmembers as to participation in 4-H and other youth activities
6. To determine relationship between selected variables and respondents' participation in 4-H, length of membership in 4-H and scores on opinions about 4-H
7. To determine relationships between respondents' family characteristics and length of membership in 4-H, participation in 4-H and scores on opinions on 4-H
8. To determine relationships between respondents' participation in 4-H and length of membership in 4-H and their opinions about 4-H

IV. THE NEED FOR THE STUDY

Tennessee 4-H agents often see a decrease in enrollment of 4-H members at each grade level. Graduate studies have been done related to retention of 4-H club boys and girls through senior club work. Very few studies have been made on the junior high level where more dramatic decrease in enrollment become more evident.

If agents could identify significant factors related to this decrease in membership during the junior high years, they would be able to more effectively plan and implement programs to meet the needs of youth in the counties they serve.

V. LIMITATIONS OF THE STUDY

Data for the study were secured in Bradley County, Tennessee from eighth grade boys and girls from two junior high schools.

The study was limited to two dependent variables and one hundred and seventeen independent variables. The dependent variables were those concerning members and nonmembers. The independent variables were classified into five major groups: 1) personal and family background, 2) reasons for membership and nonmembership in 4-H, 3) image of 4-H, 4) involvement of parents in 4-H, 5) participation in 4-H and other youth activities. A questionnaire was designed so that it could be administered in one class period which lasted about 50 minutes on the average. Two junior high schools, Trewhitt Junior High and Bradley Junior High, were selected for the study of eighth grade students.

VI. METHOD OF INVESTIGATION

The Population and Sample

The population of the study included all the boys and girls in the eighth grade in two junior high schools in Bradley County, Tennessee. The two junior high schools were Bradley Junior High

and Trehitt Junior High. These schools both had organized 4-H clubs during the 1980-81 academic year.

The sample included the 633 eighth grade boys and girls who were present on the days the questionnaire were administered. Of this number a total of 320 students were at Bradley Junior High and 313 students at Trehitt Junior High.

Development of the Interview Schedule

The first step in the development of the questionnaire was to review those available from previous similar studies. Based upon the questions and ideas gained from these questionnaires, suggestions from faculty advisors and experience in working with 4-H members, a questionnaire with 45 questions was designed (a copy of the questionnaire is included in the appendix).

Collection of Data

Prior to the collection of the data, permission from the principals of the two junior high schools was obtained to conduct the study. The purpose of the study, the use to be made of the data and the procedure to be followed in collecting the data were explained to the principals. A schedule for conducting the questionnaire during school hours was developed with each principal.

The questionnaires were completed by the eighth grade students in both schools in April, 1981. Questionnaires were administered by the two Bradley County 4-H Extension agents and by one 4-H volunteer leader. A total of 633 boys and girls completed the questionnaire.

Analysis of Data

Data from the completed questionnaires were then punched on computer cards. Data on membership in 4-H and nonmembership were summarized in 10 tables. Frequencies and percents were used to compare eighth grade students as to their membership or nonmembership in 4-H and the relationship to personal and family background, reasons for membership and nonmembership in 4-H, image of 4-H, involvement of parents in 4-H and participation in 4-H and other youth activities. The Chi square (X^2) test was used to determine the significance of observed differences between members and nonmembers.

Data on the respondents' participation in 4-H, attitudes toward 4-H and family influence according to length of membership in 4-H, participation in 4-H and score on opinions about 4-H were summarized into three tables. The one way analysis of variance (F) test was used to determine the relationships. Differences which achieved the .05 level (X^2 test and analysis of variance test) were accepted as being statistically significant. All computations were made by the University of Tennessee Computing Center.

VII. DEFINITION OF TERMS

In order that the author and reader may have a common understanding of terms used in the study, certain terms were defined as follows:

Junior High 4-H member: A junior high 4-H member is a boy or girl in the 7th, 8th, or 9th grade who is enrolled in 4-H.

Junior High nonmember: A junior high nonmember is a boy or girl in the 7th, 8th, or 9th grade who is not enrolled in 4-H.

Participation: Youth taking part in 4-H events and activities beyond enrollment and attendance at regular meetings.

CHAPTER II

REVIEW OF RELATED LITERATURE

The 4-H club work has been one of the major areas of program emphasis for the Cooperative Extension Service. Today 4-H clubs are one of the largest organized programs for you in the world (22).* Four-H clubs attempt to provide effective learning experiences to accomplish the goal of "Making the Best Better" by enrolling members in projects related to agriculture and home economics and by encouraging the development of citizenship and leadership. The 4-H program serves young people of various ages from diverse social - cultural backgrounds. The overall goal of 4-H is stated in 4-H Century III: "The 4-H Mission is to help young people become self-directing, productive, and contributing." (12)

The 4-H program is divided into four age categories: explorer, junior, junior high, senior. For a number of years, total enrollment in the state of Tennessee has seen an upward trend. But upon an examination of individual age levels, there seems to be a trend of decline in senior 4-H enrollment. The Tennessee Summary of 4-H club work in Tennessee for FY1980 indicates that 4-H club work membership is high in the fourth, fifth, and sixth grades. Membership numbers then begin to drop in the seventh grade, level off in the

*Numbers in parenthesis refer to alphabetically listed items in the Bibliography.

eighth grade, and again drop drastically in the ninth grade into the twelfth grade. The FY80 4-H membership summary for Bradley County indicates strong membership trends from fourth to eighth grades with a drastic drop in enrollment beginning in the ninth grade. (28)

This study is to determine reasons why 4-H members remain in 4-H or choose to drop out of 4-H in Bradley County after the eighth grade. If the factors regarding membership could be identified, the Extension agents could do a more effective job of planning and conducting the 4-H program in Bradley County.

A number of graduate studies have been made to determine factors affecting 4-H membership. Studies to be reported on will be under the major topics of:

- 1) personal characteristics
- 2) participation in 4-H events, projects and activities and other activities
- 3) parental involvement
- 4) peer influences and image of 4-H

I. PERSONAL CHARACTERISTICS

The age that a youngster joins 4-H has been a definite influence on the tenure of his membership. In a study by Horace Jones, early enrollment in 4-H enhanced interest in enrollment (15). Rouse in a Tennessee study of senior boys conducted in 1963 found that the average dropout age of boys who were nonmembers was 14 years. He

also found that a critical time for membership was the transition from elementary to secondary school level (23).

Karen Stamm, Alice Blechl, and Mary Dahlman's study through the use of telephone interviews with 4-H dropouts indicated that 4-H members could be given more opportunity in their first year of 4-H (26).

Byerley in a Tennessee study of ninth and tenth grade girls in Bradley County found that a larger proportion of dropouts than 4-H members were in the ninth grade (4).

In a study of 181 4-H members ages 11-14, Mintmeir stated that youth who did not join 4-H until 11 years of age tended to drop out of 4-H earlier (20).

In two studies in Wisconsin of 4-H club members by James H. Copp and Robert C. Clark, each found that the sex of the individual was not a factor in the retention or dropout level of 4-H club members (7, 8). A total of 557 youth studied and reported in Wisconsin in 1957 indicated that sex did not affect reenrollment (8). In a second study the dropout level for boys and girls was about the same (7).

In a Pennsylvania study of reenrollment of 4-H members, Mintmeir found that the level of dropouts was greater for girls than boys who were in the sixth, seventh and eighth grades. Wedgeworth found that females participated in more activities than males (30).

II. PARTICIPATION IN 4-H AND OTHER ACTIVITIES

Much research is available pertaining to 4-H participation of club members and its affect on continuation in 4-H club work.

Mintmeir found that holding an office was favorable to reenrollment as well as winning ribbons and awards during club meetings and activities (20). Wedgeworth confirmed these findings (30). Four-H members also indicated that they liked the 4-H meeting. Esbeck's study and Warren's study in Iowa also indicated that 4-H members liked all activities and especially the club meeting (11, 29).

A study by Stam, Blechl, and Dahlman indicated dropouts had learned in 4-H but felt too much encouragement on participation was not good. Their telephone interviews indicated members should be allowed to set their own pace (26).

A 1961 study of sixth grade 4-H members in 10 Wisconsin communities by B. W. Kreitlow, L. Pierce, C. O. Middleton indicated that the reason members remained in 4-H longer was due to wanting to learn, working with others, and project work (16).

Nichols in a Tennessee study found that participation was greater among boys and girls who joined 4-H at an earlier age. He also found that girls tended to participate more than boys (21).

Labrosky's study and Wedgeworth's study of seventh grade youth in Dickson County, Tennessee found that a 4-H member needed to hold a responsible position in the club in order to feel the desire to stay in 4-H. They also found that failure to complete a project often presented a setback in the membership (24, 25, 30).

In a study by Copp and Clark, young people were not able to find clear reasons for dropping out or staying in 4-H (7, 8). The Kreitlow study found that club members dropped out because the club program was weak (16).

"Noninterest in a project" was a reason for dropout in a study of 165 4-H members and nonmembers in Tennessee by Wesley Rouse. Four-H members become more inactive the year before they dropped out of 4-H (23).

Hamilton found that size of 4-H club influences the retention of members. A club having active membership of 12 to 20 members has been found to be most effective. A smaller club will lose members because of lack of friends participating and a larger club may be easily distracted and difficult to direct (13). Wedgeworth found that most members wanted to improve 4-H by adding more group activities and more out-of-school projects and by having more meetings. Non-members reported that meetings were boring to them and that activities needed to be different in the seventh grade year (30).

Letlow in study in Louisiana stated that young people were more likely to remain in 4-H when they earned awards (17). Reenrollment was more likely to occur where blue ribbons have been given for project work. Receiving no ribbon appears to discourage reenrollment (4).

Chu in his study found that the number of junior 4-H members increased when either the number of junior 4-H leaders, adult 4-H leaders, 4-H All star Honor Club members or basic four organizations increased. Chu also found that the number of junior 4-H members increased when either the total number of junior 4-H clubs, total number of 4-H clubs or total number of senior 4-H clubs increased (6).

Chu also found that members increased when the total number of 4-H members participating in 4-H camp, total number of district project

winners or total number of 4-H members in judging events and activities increased (6).

Dadras in a study of counties with large senior enrollment found that large numbers of All Star members and Honor Club members were found to be in the five counties studied. He also found that the five selected counties also had numerous district, state and national project winners (10).

Wedgeworth found that present 4-H members planning to reenroll or enroll again the following year were likely to participate in more activities (30).

Copp and Clark in a study of 4-H members in Wisconsin found that those who were busiest in school were more likely to stay in 4-H and remain active by participating in activities and project work (7, 8). In a study by Cervantes, the dropout was usually only slightly involved in school activities (5).

F. W. Stowe, Jr. in a study of senior 4-Hers found that other factors such as homework and social life affected retention (27).

Bailey found that a greater number of 4-H members than dropouts tended to belong to other organizations beside 4-H than did dropouts. A larger number of 4-H dropouts were reported to be in sports (3).

III. PARENTAL INVOLVEMENT

Parental knowledge, interest and attitude toward 4-H have been shown directly to influence reenrollment of club members.

Cervantes found that dropouts have less family solidarity and less parental influence. He found that youth remain in 4-H a greater

number of years if their brothers and sisters had been enrolled longer (5). Middleton found that parents who assisted with 4-H events and showed interest positively influenced 4-H reenrollment (19). Mintmeir also found that when parents helped with transportation to meetings, reenrollment was higher (20). The study by Wedgeworth bore out these same conclusions (30).

Warren found that participation in 4-H events and activities was significantly related to the mother's and father's educational achievement (29).

Nichols and Rouse both found that children coming from farm or rural non-farm families had greater tendencies to join and remain in 4-H than children from urban settings (21, 23). Rouse also found that children encouraged in their 4-H work generally remained in the 4-H program longer than children who received little or no parental encouragement (23).

McClure in his study stated that 4-H enrollment might be increased by better informing all parents of 4-H members regarding the advantages and opportunities available in 4-H (18).

Ahmad in his study found that the total number of adult 4-H club leaders accounted for the largest increase in total 4-H enrollment (2).

Bailey found that more 4-H parents than non 4-H parents took active roles in local 4-H meetings, county activities, had visited the local Extension office and had helped with some 4-H activity (3).

IV. PEER INFLUENCE AND IMAGE OF 4-H

There is a high association between friends being enrolled in 4-H and remaining enrolled in 4-H (7, 8). Sabrosky found that close friends affect 4-H club work. The need for feeling accepted by peers and being recognized by friends is important (24, 25). Copp and Clark found that most nonmembers had had best friends who had dropped out of 4-H (7, 8). Cunningham in a Wayne County, New York study came to the same conclusions (9).

Rouse found that if members had close friends enrolled in the same senior 4-H club, retention in 4-H was encouraged (23).

If 4-H supplies part of social life and recreation, the youth is more likely to continue to be active in 4-H club work (13).

Abbott, Suttles, Jackson, and Logan found in a study of urban 4-H that involvement with 4-H caused a significant change in friendship networks of youth. Members identified most of their friends as fellow 4-H members (1).

Rouse, in a study of boys enrolled in senior 4-H, found that the problems cited most often affecting senior 4-H membership retention were lack of activity, unorganized meetings, lack of time for meetings, inadequate leadership, not enough effort on the part of individual members, inadequate project completion, too much record keeping, too few members, other members "goofing off", meetings taking up activity periods and lack of school support (23).

Hamilton in a study of ninth and tenth grade girls noted that as a 4-H member reaches high school, the member may be faced with added academic responsibility. Some may drop their 4-H membership

to devote more time to their studies. Many new clubs and activities become available to 4-H members. As a result membership in these conflicting activities may demand extra time and effort; thus the 4-H member may either drop 4-H membership or reduce 4-H participation (13).

CHAPTER III

FINDINGS OF THE STUDY

The purpose of this chapter was to present and discuss findings relative to the comparison of eighth grade students in two junior high schools in Bradley County, Tennessee on the basis of 4-H club membership. The variables used to compare eighth grade students were organized into the following categories: Their personal and family background, reasons given for membership and nonmembership in 4-H, their opinions about the image of 4-H, involvement of their parents in 4-H and their participation in 4-H and other youth activities. Data regarding each class of variables will be presented in tables discussed in separate sections.

I. COMPARISON OF MEMBERS AND NONMEMBERS AS TO SEX, AGE AND MEMBERSHIP IN 4-H, PERSONAL CHARACTERISTICS AND FAMILY CHARACTERISTICS

Section one was organized into three subsections. The purpose of subsection one was to compare members and nonmembers as to the following variables: sex, age and number of years in 4-H. Comparisons were made in terms of numbers and percents of members and nonmembers in the two junior high schools surveyed.

The purpose of subsection two was to compare members and nonmembers as to degree school was liked, grades in school, number who planned to join 4-H if meetings were held during school hours and number who planned to join 4-H the next year if meetings were held

after school hours. The Chi square (χ^2) test was used to determine the significance of observed difference between members and nonmembers.

The purpose of subsection three was to compare members and nonmembers as to family characteristics. These variables included number of brothers and sisters who were enrolled in 4-H, parent(s)' interest in 4-H, parent(s) lived with, order of birth, father and mother who were 4-H members, home location, type of home dwelling, mother's employment outside the home and father's employment.

Comparison of 4-H Members and Nonmembers as to Sex, Age and Membership in 4-H

The purpose of this subsection was to compare eighth grade members and nonmembers from two junior high schools (Bradley and Trewhitt) according to sex, age and membership in 4-H. Variables included sex and age of youth surveyed, and number of youth who were enrolled in 4-H in the fourth, fifth, sixth and seventh grades and those who were not enrolled.

Sex of youth surveyed. Data presented in Table I indicated that 51.1 percent of eighth grade 4-H members at Trewhitt were male while 48.9 percent of the members at Trewhitt were female. This compares to 52.1 percent of the 4-H members who were male and 47.9 percent of the 4-H members who were female at Bradley.

A total 38.2 percent of the nonmembers were males while 61.8 percent of the nonmembers were females at Trewhitt. This compares to 45.7 percent of the nonmembers who were males and 54.3 percent of the nonmembers who were females at Bradley.

Age of youth surveyed. When students at Bradley and Trewhitt were compared as to age there appeared to be only minor differences between the two schools. A very high percentage of the members in both schools were in the 13-14 age group. Table I revealed that at Trewhitt a total of 43.8 percent of the members were age 13 while 45.5 percent of the members were 14 years old. At Bradley 39.7 percent of the members were 13 years old while the 14 year old members made up 54.1 percent of the total membership. In comparison of nonmembers at the two schools, Bradley had 89.1 percent of the nonmembers in the 13-14 age category while Trewhitt had 86.8 percent of the nonmembers in the 13-14 age group.

Number of youth who were enrolled in 4-H in the fourth grade. When eighth grade students at Bradley and Trewhitt were compared as to their membership in 4-H in the fourth grade, a greater percentage of Trewhitt students had been enrolled in 4-H in the fourth grade than had students at Bradley. The table revealed that 82.6 percent of the Trewhitt youth compared to 72.8 percent of the Bradley youth had been 4-H members in the fourth grades.

Number of youth who were enrolled in 4-H in the fifth grade. When eighth grade students at Bradley and Trewhitt were compared as to their membership in 4-H in the fifth grade, a greater percentage of Trewhitt students had been enrolled in 4-H in the fifth grade than had students at Bradley. Table I revealed that 88.5 percent of the Trewhitt youth and 78.9 percent of the Bradley youth had been 4-H members in the fifth grade.

Number of youth who were enrolled in 4-H in the sixth grade.

Trewhitt and Bradley youth were compared as to their membership in 4-H in the sixth grade. A greater percentage of Trewhitt students than Bradley students were enrolled in 4-H in the sixth grade. Table I revealed that 91.1 percent of the Trewhitt youth and 78.9 percent of the Bradley youth had been enrolled in 4-H in the sixth grade.

Number of youth who were enrolled in 4-H in the seventh grade.

When Bradley and Trewhitt youth were compared as to membership in 4-H in the seventh grade, a greater percentage of Trewhitt youth were members. A total of 90.2 percent of the Trewhitt youth and 71.9 percent of the Bradley youth were enrolled in 4-H in the seventh grade.

Comparison of 4-H Members and Nonmembers as to Selected Personal Characteristics

The purpose of this subsection was to compare eighth grade members and nonmembers from two junior high schools (Bradley and Trewhitt) according to selected characteristics. Variables included degree school was liked, grades of youth in school and number of youth who plan to join 4-H next year (see Table II).

Degree school liked. When members and nonmembers were compared as to the degree school was liked, a higher percentage of members (24.0 percent) than nonmembers (17.6 percent) liked school very well. A higher percentage of nonmembers (58.8 percent) than members (53.3 percent) indicated school was okay. A small percentage of members (22.7 percent) and nonmembers (23.6 percent) indicated their dislike for school. The two groups did not differ significantly when tested by the Chi square.

TABLE II. Comparison of Members and Nonmembers as to Selected Personal Characteristics.

Selected Personal Characteristic	Nonmembers		Members	
	Number	Percent	Number	Percent
Degree School Liked				
Very Well	44	17.6	92	24.0
School is Okay	147	58.8	204	53.5
I Don't Really Like School	59	23.6	87	22.7
Total	250	100.0	383	100.0
$\chi^2 = 3.8; df = 2; p = 0.15$				
Grades in School				
Mostly A's	52	20.9	79	20.7
Mostly B's	116	46.6	168	43.7
Mostly C's	58	23.3	91	23.8
Mostly D's	23	8.8	40	10.5
Other	1	0.4	5	1.3
Total	250	100.0	383	100.0
$\chi^2 = 2.0; df = 4; p = 0.73$				
Number Who Plan to Join 4-H Next Year (If Meetings Are During School Hours)				
No	159	63.6	45	11.7
Yes	91	36.4	338	88.3
Total	250	100.0	383	100.0
$\chi^2 = 183.3; df = 1; p = 0.00$				
Number Who Plan to Join 4-H Next Year (If Meetings Are After School Hours)				
No	237	94.8	307	80.2
Yes	13	4.8	76	19.8
Total	250	100.0	383	100.0
$\chi^2 = 29.8; df = 1; p = 0.00$				

Grades in school. When members and nonmembers were compared as to the grades made in school, data in Table II indicated that a higher percentage of both members (64.4 percent) and nonmembers (67.5 percent) made A's and B's in their course work as compared to 34.3 percent members and 32.1 percent nonmembers who made mostly C's and D's. No significant differences in comparison of grades were observed between members and nonmembers.

Number who plan to join 4-H next year (if meetings are held during school hours.) Data from Table II indicated that significant differences were observed between members and nonmembers when questioned about 4-H membership for the next year. A higher percentage of members (88.3 percent) than nonmembers (36.4 percent) indicated they would join 4-H next year if meetings were held during school hours. When tested by the Chi square, these differences were significant.

Number who plan to join 4-H next year (if meetings are held after school hours.) Data from Table II indicated that significant differences were observed between members and nonmembers when they were compared as to their joining 4-H clubs that meet after school hours for the next year. Although percentages were much smaller, a total of 19.8 percent of the members and 4.8 percent of the nonmembers indicated that they would join 4-H next year if meetings were held after school hours. There were significant differences between the members and nonmembers when tested by the Chi square test ($p=0.00$).

Summary. Members and nonmembers were compared as to selected personal characteristics. Of the selected personal characteristics, three were significantly related.

A slightly greater percentage of members as compared to nonmembers indicated that they liked school either very well or to some degree. A greater percentage of members than nonmembers indicated that they would join 4-H the next year if meetings were held during school hours. Likewise a greater percentage of members than nonmembers indicated that they would join 4-H the next year if meetings were held after school hours.

Comparison of 4-H Members and Nonmembers as to Family Characteristics

The purpose of this subsection was to compare members and nonmembers as to family characteristics according to selected variables. The Chi square (χ^2) test was used to determine the significance of observed differences between members and nonmembers. Variables selected in this subsection were brothers and sisters who had been enrolled in 4-H, parental interest in 4-H, parent lived with, order of birth, father's employment, father a 4-H member, home location, type of home dwelling, mother's employment outside the home and mother a 4-H member.

Brother(s) in 4-H. Members and nonmembers were compared as to whether they had brothers who had been enrolled in 4-H. Data from Table III show that a higher percentage of members (51.9 percent) than nonmembers (38.7 percent) indicated they had brothers who had been enrolled in 4-H. The differences between the two groups were significant when tested by the Chi square.

Sister(s) in 4-H. Members and nonmembers were compared as to whether they had sisters who had been enrolled in 4-H. A higher

TABLE III. Comparison of Members and Nonmembers as to Family Characteristics.

Family Characteristics	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Brother(s) In 4-H</u>				
No	85	35.2	104	27.1
Yes	97	38.7	199	51.9
Do not have brothers	68	26.1	80	21.0
Total	250	100.0	383	100.0
$\chi^2 = 6.8; df = 1; p = 0.01$				
<u>Sister(s) In 4-H</u>				
No	66	26.4	77	20.1
Yes	109	43.6	188	49.1
Do not have sisters	75	30.0	118	30.8
Total	250	100.0	383	100.0
$\chi^2 = 3.7; df = 2; p = 0.16$				
<u>Parent(s) Interest in 4-H Club</u>				
Very Interested	3	1.2	22	5.7
Interested	39	15.6	112	29.2
Not Very Interested	86	34.4	153	39.9
Not Interested	122	48.8	96	25.1
Total	250	100.0	383	100.0
$\chi^2 = 45.7; df = 3; p = 0.00$				
<u>Do You Live With</u>				
Both Parents	207	82.7	284	74.0
Mother Only	31	12.5	72	18.9
Father Only	8	3.2	13	3.4
Other Family Member	1	0.4	9	2.4
Guardian	3	1.2	3	0.8
Other Persons	0	0.0	2	0.5
Total	250	100.0	383	100.0
$\chi^2 = 10.4; df = 5; p = 0.06$				
<u>Order Of Birth</u>				
Only	21	8.4	24	6.3
Oldest Child	63	25.2	122	31.9
Middle Child	79	31.6	118	30.8
Youngest Child	87	34.8	119	31.1
Total	250	100.0	383	100.0
$\chi^2 = 3.9; df = 3; p = 0.27$				

TABLE III. (continued)

Family Characteristics	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Father's Employment</u>				
Manufacturing	80	31.5	112	28.7
Business	62	25.0	97	25.5
Education	4	1.6	7	1.8
Farming	3	1.2	15	3.9
Religion	6	2.4	8	2.1
Miscellaneous	57	23.0	96	25.3
Do Not Know	24	9.7	24	6.3
Not Employed	14	5.6	24	6.3
Total	250	100.0	383	100.0
$\chi^2 = 7.1; df = 7; p = 0.42$				
<u>Father 4-H Member</u>				
No	61	24.4	74	19.3
Yes	13	5.2	36	9.4
Do Not Know	176	70.4	273	71.3
Total	250	100.0	383	100.0
$\chi^2 = 5.3; df = 2; p = 0.07$				
<u>Home Location</u>				
Inside City Limits	53	21.2	65	17.1
Subdivision In County	94	37.6	148	38.8
In Country	72	28.8	119	31.2
On Farm	31	12.4	51	12.9
Total	250	100.0	383	100.0
$\chi^2 = 1.8; df = 3; p = 0.62$				
<u>Home</u>				
House	225	90.0	348	90.9
Apartment	6	2.4	5	1.3
Duplex	1	0.4	5	1.3
Trailer	18	7.2	25	6.5
Total	250	100.0	383	100.0
$\chi^2 = 2.5; df = 3; p = 0.48$				
<u>Mother Employed Outside Home</u>				
No	95	38.2	139	36.3
Yes	149	59.8	240	62.7
Mother Not Living	5	2.0	4	1.0
Total	249	100.0	383	100.0
$\chi^2 = 1.3; df = 2; p = 0.52$				

TABLE III. (Continued)

Family Characteristics	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Mother 4-H Member</u>				
No	42	16.8	59	15.4
Yes	28	11.2	56	14.7
Do Not Know	180	72.0	267	69.9
Total	250	100.0	382	100.0

$\chi^2 = 3.1; df = 3; p = 0.38$

percentage of members (49.1 percent) than nonmembers (43.6 percent) had had sisters enrolled in 4-H. There were no significant differences between the two groups.

Parent(s) interest in 4-H club. Members and nonmembers were compared as to their parent(s)' interest in the 4-H club. A greater percentage of members (34.9 percent) than nonmembers (16.8 percent) indicated that parents were very interested or interested. In contrast a greater percentage of nonmembers (83.2 percent) than members (65.0 percent) indicated their parent's interest in the 4-H club was classified as not very interested or not interested. There was a significant difference between the two groups.

Parent(s) lived with. When members and nonmembers were compared as to the parent(s) lived with, a greater percentage of nonmembers (82.7 percent) than members (74.0 percent) lived with both parents. In comparison 18.9 percent of the members and 12.5 percent of the nonmembers lived with the mother only. There was little noticeable differences observed between members and nonmembers living with the father only. A greater percentage of members (2.4 percent) than nonmembers (0.4 percent) lived with another family member. A total of 1.2 percent of the nonmembers and 1.3 percent of the members lived with a guardian or other person. There were no significant differences between the groups.

Order of birth. Members and nonmembers were compared as to their order of birth. Data from Table III indicated that a greater percentage of nonmembers (8.4 percent) than members (6.3 percent) were classified as an only child. A greater percentage of members (31.9

percent) than nonmembers (25.2 percent) indicated that they were the oldest child. A total of 31.6 percent of the nonmembers and 30.8 percent of the members indicated they were the middle child. A greater percentage of the nonmembers (34.8 percent) than members (31.1 percent) indicated that they were the youngest child in the family. There was no observed difference between member and nonmember when tested by the Chi square test.

Father's employment. Members and nonmembers were compared as to their father's employment. A higher percentage of nonmembers (31.5 percent) than members (28.7 percent) indicated the father's employment was manufacturing. A total of 25.0 percent of the nonmembers and 25.5 percent of the members indicated the father's employment was education. A total of 1.2 percent of nonmembers and 3.9 percent of members indicated the father's employment was farming. In the area of religion, a total of 2.4 percent of nonmembers and 2.1 percent of members indicated the father's employment was religion. A total of 23.0 percent of the nonmembers and 25.0 percent of the members classified their father's employment in the miscellaneous category. A higher percentage of nonmembers (9.7 percent) than members (6.3 percent) did not know the nature of their father's employment. Lastly 5.6 percent of the nonmembers and 6.3 percent of the members indicated that their father was unemployed. Father's employment did not appear to be a significant factor in determining member or nonmember status.

Father a 4-H member. Members and nonmembers were surveyed as to their response about their father being a 4-H member. Data from

Table III indicated that a higher percentage of members (9.4 percent) than nonmembers (5.2 percent) indicated that the father had been a 4-H member. In contrast a higher percentage of nonmembers (24.4 percent) than members (19.3 percent) indicated that the father had never been a 4-H member. Lastly 71.3 percent of the members and 70.4 percent of nonmembers indicated they did not know if their father had ever been a 4-H member. In conclusion the father having been a 4-H member did not appear to be a significant factor in determining member and non-member status.

Home location. Members and nonmembers were surveyed as to their home location. Table III revealed that a higher percentage of nonmembers (21.2 percent) than members (17.1 percent) lived inside the city limits. A total of 37.6 percent nonmembers and 38.8 percent of members listed their home location as a subdivision in the county. A slightly higher percentage of members (31.2 percent) than nonmembers (28.8 percent) indicated the place of residence as "in the country" or in a rural area. A total of 12.4 percent of nonmembers and 12.9 percent members indicated the place of residence as the farm. When tested by the Chi square test, there was little significant difference observed between members and nonmembers as to place of residence.

Type of home dwelling. Members and nonmembers were surveyed as to type of home dwelling. Both members (90.9 percent) and nonmembers (90.0 percent) overwhelmingly indicated that the standard house was the type of dwelling lived in. Other dwellings mentioned were apartment (2.4 percent for nonmembers compared to 1.3 percent members), duplex (0.4 percent nonmembers and 1.3 percent members) and

mobile home (7.2 percent nonmembers and 6.5 percent members). Type of home dwelling did not appear to be a significant factor in determining member and nonmember status.

Mother employed outside the home. Members and nonmembers were surveyed as to the mother's employment outside the home. Data from Table III indicated that a higher percentage of members (62.7 percent) than nonmembers (59.8 percent) indicated that the mother was employed outside. Mother's employment did not appear to be a significant factor in determining member and nonmember status.

Mother a 4-H member. Members and nonmembers were surveyed as to their mother being a 4-H member. A higher percentage of members (14.7 percent) than nonmembers (11.2 percent) indicated that the mother had been a 4-H member. The largest percentages were noted in both members and nonmembers having no knowledge of their mother ever being a 4-H member. A total of 72.0 percent of the nonmembers and 69.9 percent of the members did not know if their mother had ever been a 4-H member. Members and nonmembers did not appear to be significantly different when surveyed about their mother being a 4-H member.

Summary. Members and nonmembers were compared as to their family characteristics. Of the 11 family characteristics, only two were significant. A greater percentage of members as compared to nonmembers had had brother(s) in 4-H and had parental interest in the 4-H Club.

Nine family characteristics were not significant. There were no significant differences between members and nonmembers who had

sister(s) in 4-H. There were no significant differences between members and nonmembers and the parent(s) or guardian(s) lived with. There were no significant differences between members and nonmembers and their order of birth. No significant differences were observed between 4-H membership and nonmembership and father's employment. There were no significant differences between members and nonmembers and the family characteristics that the father or mother were 4-H members. Home location and type of home dwelling were also not significantly related to determining members and nonmembers. Mother's employment outside the home was also not related to 4-H membership and nonmembership.

II. COMPARISON OF MEMBERS AND NONMEMBERS AS TO REASONS WHY YOUNG PEOPLE REMAIN IN 4-H OR DROP OUT OF 4-H

The purpose of section two was to compare members and nonmembers as to reasons why young people remain in 4-H or drop out of 4-H. Variables for reasons young people remain enrolled in 4-H include learning experiences will make them a better person, friends remain in 4-H, 4-H members like to go to 4-H camp, meetings are fun and interesting, like to compete for awards, like to work in 4-H project books, 4-H will help youth to be become better leaders, 4-H will help youth to become better citizens, 4-Her's enjoy 4-H activities, parents encouraged them to remain in 4-H and most of friends in 4-H.

Variables for reasons why young people drop out of 4-H include unorganized meetings, inadequate club officers, too much record keeping, boring meetings, club members "goof off" in meeting, more time needed for studies, activities require too much time, new clubs to join,

friends quit going, afraid to speak up in club, meeting was too noisy, popular kids win everything anyway, not enough recreation in meeting and too much competition. Comparisons for both tables were made in terms of numbers and percents. The Chi square (χ^2) test was used to determine the significance of the differences between members and nonmembers.

Comparison of Members and Nonmembers as to the Reasons Young People Remain in 4-H

The purpose of this subsection was to compare members and nonmembers as to selected reasons why young people remain enrolled in 4-H. Reasons for remaining enrolled in 4-H included the learning experiences making them a better person, friends remaining in 4-H, 4-H members liking to go to 4-H camp, meetings being fun and interesting, liking to compete for 4-H awards, liking to work in 4-H project books, 4-H helping youth become leaders, 4-H helping youth become better citizens, 4-H members enjoying 4-H activities, parents encouraging them to remain in 4-H and most of friends remaining enrolled in 4-H. The Chi square (χ^2) test was used to determine the significance of observed differences between members and nonmembers (see Table IV.)

Learning experiences will make them a better person. Members and nonmembers were surveyed as to the reason for remaining enrolled in 4-H that the learning experiences would make them a better person. When members and nonmembers were compared, data from Table IV indicated that a total of 57.1 percent of the members and 41.6 percent of the nonmembers indicated that the fact that the learning experiences make them a better person is a reason for remaining enrolled in 4-H.

TABLE IV. Comparison of Members and Nonmembers as to Reasons Why Young People Remain Enrolled In 4-H.

Reasons	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Learning Experiences Will Make Them A Better Person</u>				
No	146	58.4	164	42.9
Yes	104	41.6	219	57.1
Total	250	100.0	383	100.0
$\chi^2 = 13.9; df = 1; p = 0.00$				
<u>Friends Remain In 4-H</u>				
No	69	27.6	89	23.3
Yes	181	72.4	294	76.7
Total	250	100.0	383	100.0
$\chi^2 = 1.3; df = 1; p = 0.26$				
<u>4-Hers Like To Go To 4-H Camp</u>				
No	82	32.8	118	30.9
Yes	168	67.2	265	69.1
Total	250	100.0	383	100.0
$\chi^2 = 0.2; df = 1; p = 0.68$				
<u>Meetings Are Fun And Interesting</u>				
No	156	62.4	137	35.9
Yes	94	37.6	246	64.1
Total	250	100.0	383	100.0
$\chi^2 = 41.7; df = 1; p = 0.00$				
<u>Like To Compete For 4-H Awards</u>				
No	86	34.4	120	31.4
Yes	164	65.6	263	68.6
Total	250	100.0	383	100.0
$\chi^2 = 0.5; df = 1; p = 0.49$				
<u>Like To Work In 4-H Project Books</u>				
No	184	73.5	266	69.4
Yes	66	26.5	117	30.6
Total	250	100.0	383	100.0
$\chi^2 = 1.1; df = 1; p = 0.31$				
<u>4-H Will Help Youth To Become Leaders</u>				
No	162	64.8	205	53.4
Yes	88	35.2	178	46.6
Total	250	100.0	383	100.0
$\chi^2 = 7.6; df = 1; p = 0.01$				

TABLE IV. (Continued)

Reasons	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>4-H Will Help Youth To Become Better Citizens</u>				
No	149	59.6	170	44.5
Yes	101	40.4	213	55.5
Total	250	100.0	383	100.0
$\chi^2 = 13.2; df = 1; p = 0.00$				
<u>4-Hers Enjoy 4-H Activities</u>				
No	78	31.5	96	25.2
Yes	172	68.5	287	74.8
Total	250	100.0	383	100.0
$\chi^2 = 2.6; df = 1; p = 0.10$				
<u>Parent(s) Encouraged Them To Remain In 4-H</u>				
No	157	62.7	255	66.4
Yes	93	37.3	128	33.6
Total	250	100.0	383	100.0
$\chi^2 = 0.8; df = 1; p = 0.38$				
<u>Most Of Friends Are In 4-H</u>				
No	128	51.2	74	19.4
Yes	122	48.8	309	80.6
Total	250	100.0	383	100.0
$\chi^2 = 68.6; df = 1; p = 0.00$				

When tested by the Chi square test, these differences were significant. The fact that learning experiences will make them a better person would appear to be a factor in young people remaining enrolled in 4-H.

Friends remain in 4-H. When members and nonmembers were compared as to the reason that friends remain in 4-H, a slightly higher percentage of members (76.7 percent) than nonmembers (72.4 percent) indicated that having friends enrolled in 4-H was an important reason for remaining in 4-H. There were no observed differences between the two groups when tested by the Chi square.

4-Hers like to go to 4-H camp. When members and nonmembers were compared as to the reason 4-Hers like to go to 4-H camp, a relatively high percentage of members (69.1 percent) and nonmembers (67.2 percent) gave positive responses. When tested by the Chi square test, the two groups did not differ significantly as to this reason why young people remain enrolled in 4-H.

Meetings are fun and interesting. Members and nonmembers were surveyed as to the reason that meetings are fun and interesting. A higher percentage of members (64.1 percent) than nonmembers (37.6 percent) indicated that 4-H meetings are fun and interesting. When tested by the Chi square, these differences were significant. Meetings being fun and interesting would appear to be a factor in youth remaining enrolled in 4-H.

Like to compete for awards. Members and nonmembers were compared as to the reason that youth like to compete for 4-H awards. Data from Table IV indicated that a higher percentage of members (68.6 percent) than nonmembers (65.6 percent) like to compete for awards.

Four-H awards did not appear to be a significant factor in youth remaining enrolled in 4-H.

Like to work in 4-H project books. When members and nonmembers were compared to the reason that young people like to work in 4-H project books, data from Table IV indicated that a higher percentage of both members (69.4 percent) and nonmembers (73.5 percent) did not like to work in 4-H project books. Only 30.6 percent of the members and 26.5 percent of the nonmembers indicated that they like to work in 4-H project books. Four-H project books did not appear to be significant factor in youth remaining enrolled in 4-H.

4-H will help youth to become leaders. Responses by members and nonmembers were made concerning the reason that 4-H will help youth to become leaders. A higher percentage of members (46.6 percent) than nonmembers (35.2 percent) indicated that 4-H will help youth to become leaders. In contrast over half of the members (53.4 percent) and nonmembers (64.8 percent) indicated 4-H would not help youth to become leaders. Leadership in 4-H would not appear to be a significant factor for youth to remain enrolled in 4-H.

4-H will help youth to become better citizens. Members and nonmembers were compared as to the reason that 4-H will help youth become better citizens. Data from Table IV indicated that a higher percentage of members (55.5 percent) than nonmembers (40.4 percent) indicated that 4-H will help youth become better citizens. When tested by the Chi square test, there was significant difference between members and nonmembers in their responses to this question. Becoming

a better citizen through 4-H would appear to be a reason for youth remaining enrolled in 4-H.

4-H members enjoy 4-H activities. Members and nonmembers were compared as to the reason that 4-H members enjoy 4-H activities. A higher percentage of members (74.8 percent) than nonmembers (68.5 percent) indicated a reason for remaining enrolled in 4-H was that 4-H members enjoy 4-H activities. The reason that 4-H members enjoy 4-H activities would not appear to be a significant factor for youth remaining enrolled in 4-H.

Parents encouraged youth to remain in 4-H. Members and nonmembers were compared as to the reason that the parent(s) encouraged them to remain enrolled in 4-H. A higher percentage of both members (66.4 percent) and nonmembers (62.7 percent) indicated that parents did not encourage them to remain in 4-H. The parent(s)'s encouragement of 4-H membership would not appear to be a significant factor in 4-Hers remaining enrolled in 4-H.

Most of friends are in 4-H. Members and nonmembers were compared as to the reason that most of friends are in 4-H. A greater percentage of members (80.6 percent) than nonmembers (48.8 percent) indicated a reason for remaining enrolled in 4-H was that most of friends were in 4-H. When tested by the Chi square test, data from Table IV indicated significant differences were observed between members and nonmembers. Having friends in 4-H would appear to be a significant factor in youth remaining enrolled in 4-H.

Summary. Members and nonmembers were compared as to reasons why young people remain enrolled in 4-H. Of the 11 reasons, five

were listed as being significant. A greater number of members than nonmembers indicated that a reason for remaining enrolled in 4-H was that the learning experiences will make them a better person. A second reason for remaining enrolled was that the meetings are fun and interesting. A third reason was that 4-H helps youth to become better leaders. A fourth reason was that 4-H will help youth to become better citizens. A fifth reason was that most of their friends are in 4-H.

The reasons that their friends remain in 4-H, that 4-H members like to go to 4-H camp, that 4-H members like to compete for 4-H awards, that 4-H members like to work in 4-H project books, that 4-H members enjoy 4-H activities and that parent(s) encouraged them to remain in 4-H were not related to membership and nonmembership in 4-H.

Comparison of Members and Nonmembers as to Reasons Young People Drop Out of 4-H

The purpose of this subsection was to compare members and nonmembers as to the reasons 4-H members drop out of 4-H. These reasons include unorganized meetings, inadequate club officers, too much record keeping, boring meetings, club members "goof off" in meeting, more time needed to devote to studies and activities requiring too much time. Other reasons include new clubs to join, friends quit going to the meetings, afraid to speak up in the club, meeting was too noisy, popular kids win everything anyway, insufficient recreation at the meeting and too much competition. The Chi square (χ^2) test was used to determine the significance of differences between members and nonmembers.

Unorganized meetings. Members and nonmembers were compared as to the reason that unorganized meetings were a factor in determining

whether young people drop out of 4-H. Data from Table V indicated high percentages of both members (61.0 percent) and nonmembers (62.7 percent) indicated that unorganized meetings were not a reason for dropping out of 4-H. When tested by the Chi square test, unorganized meetings did not appear to be a significant factor in youth deciding to drop out of 4-H.

Inadequate club officers. Members and nonmembers were compared as to the reason inadequate club officers. A higher percentage of nonmembers (51.2 percent) than members (48.4 percent) indicated that inadequate club officers were a reason for youth to drop out of 4-H. When tested by the Chi square test, members and nonmembers did not differ significantly as to their response. Inadequate club officers would not appear to be a significant factor in 4-H members dropping out of 4-H.

Too much record keeping. Members and nonmembers were compared as to their response to the reason that there was too much record keeping. A higher percentage of nonmembers (39.2 percent) than members (29.3 percent) indicated there was too much record keeping. In contrast the majority of youth (70.0 percent of the members and 60.8 percent of the nonmembers) indicated that too much record keeping was a reason for dropping out of 4-H. Too much record keeping would not appear to be a significant factor in 4-H members dropping out of 4-H.

Boring meetings. Members and nonmembers were compared as to their response to the reason of boring meetings. A higher percentage of nonmembers (85.6 percent) than members (71.9 percent) indicated that

TABLE V. Comparison of Members and Nonmembers as to Reasons Young People Drop Out of 4-H.

Reason Given	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Unorganized Meetings</u>				
No	157	62.7	234	61.0
Yes	93	37.3	149	39.0
Total	250	100.0	383	100.0
$\chi^2 = 0.1; df = 1; p = 0.73$				
<u>Inadequate Club Officers</u>				
No	122	48.8	198	51.6
Yes	128	51.2	185	48.4
Total	250	100.0	383	100.0
$\chi^2 = 0.4; df = 1; p = 0.55$				
<u>Too Much Record Keeping</u>				
No	152	60.8	271	70.7
Yes	98	39.2	112	29.3
Total	250	100.0	383	100.0
$\chi^2 = 6.2; df = 1; p = 0.01$				
<u>Boring Meetings</u>				
No	36	14.4	107	28.1
Yes	214	85.6	276	71.9
Total	250	100.0	383	100.0
$\chi^2 = 15.4; df = 1; p = 0.00$				
<u>Club Members "Goof Off" In Meeting</u>				
No	128	51.0	167	43.3
Yes	122	49.0	216	56.7
Total	250	100.0	383	100.0
$\chi^2 = 3.3; df = 1; p = 0.07$				
<u>More Time Needed To Devote To Studies</u>				
No	164	65.5	271	70.7
Yes	86	34.5	112	29.3
Total	250	100.0	383	100.0
$\chi^2 = 1.7; df = 1; p = 0.20$				
<u>Activities Require Too Much Time</u>				
No	147	58.8	257	67.0
Yes	103	41.2	126	33.0
Total	250	100.0	383	100.0
$\chi^2 = 4.1; df = 1; p = 0.04$				

TABLE V. (Continued)

Reason Given	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>New Clubs To Join</u>				
No	135	54.0	201	52.2
Yes	115	46.0	182	47.8
Total	250	100.0	383	100.0
$\chi^2 = 0.1; df = 1; p = 0.72$				
<u>Friends Quit Going</u>				
No	49	19.6	87	22.8
Yes	201	80.4	296	77.2
Total	250	100.0	383	100.0
$\chi^2 = 0.7; df = 1; p = 0.39$				
<u>Afraid To Speak Up In The Club</u>				
No	145	58.0	193	50.3
Yes	105	42.0	190	49.7
Total	250	100.0	383	100.0
$\chi^2 = 3.3; df = 1; p = 0.07$				
<u>Meeting Was Too Noisy</u>				
No	181	72.4	302	78.8
Yes	69	27.6	81	21.2
Total	250	100.0	383	100.0
$\chi^2 = 3.1; df = 1; p = 0.80$				
<u>Popular Kids Win Every Thing Anyway</u>				
No	103	41.2	170	44.5
Yes	147	58.8	213	55.5
Total	250	100.0	383	100.0
$\chi^2 = 0.5; df = 1; p = 0.46$				
<u>No Enough Recreation Included in Meeting</u>				
No	116	46.6	180	47.1
Yes	134	53.4	203	52.9
Total	250	100.0	383	100.0
$\chi^2 = 0.00; df = 1; p = .096$				
<u>Too Much Competition</u>				
No	204	81.6	304	79.3
Yes	46	18.4	79	20.7
Total	250	100.0	383	100.0
$\chi^2 = 0.4; df = 1; p = 0.55$				

boring meetings were a reason for members dropping out of 4-H. When tested by the Chi square test, there was a significant difference ($p=0.00$) between members and nonmembers in their response. Boring meetings would appear to be a significant factor in members dropping out of 4-H.

Club members "goof off" in meeting. Members and nonmembers were compared as to the reason that club members "goof off" in the meeting. A higher percentage of members (56.7 percent) than nonmembers (49.0 percent) indicated that club members "goofing off" in the meeting was a reason for members to drop out of 4-H. When tested by the χ^2 test, there was no significant difference between members and nonmembers in their response to this reason. Club members "goofing off" in the meeting would not appear to be a significant factor in members dropping out of 4-H.

More time needed to devote to studies. Members and nonmembers were compared as to the reason that youth needed more time for studies. A higher percentage of nonmembers (34.5 percent) than members (29.3 percent) indicated youth needed more time to devote to studies. In contrast, a total of 70.7 percent of the members and 65.5 percent of the nonmembers indicated youth did not need more time to devote to studies. This reason does not appear to be a significant factor for members to drop out of 4-H.

Activities require too much time. Members and nonmembers were compared as to the reason that 4-H activities require too much time. A higher percentage of nonmembers (41.2 percent) than members (33.0 percent) reported that activities were too time consuming. When

tested by the Chi square test, there was a significant difference between members and nonmembers. Four-H activities requiring too much time would appear to be a significant factor for youth to drop out of 4-H.

New clubs to join. Members and nonmembers were compared as to the reason that there are new clubs to join. About half of the members (47.8 percent) and nonmembers (46.0 percent) indicated that having new clubs to join was a reason for youth to drop out of 4-H. There was no significant difference between the two groups. Having new clubs to join would not appear to be a significant factor in young people dropping out of 4-H.

Friends quit going. Members and nonmembers were compared as to the reason that friends quit going. A high percentage of members (77.2 percent) and nonmembers (80.4 percent) indicated that when friends quit going to 4-H, youth begin to drop out of 4-H. There was no significant difference between the two groups. The reason that friends quit going to 4-H meetings did not appear to be a reason for youth dropping out of 4-H.

Afraid to speak up in the club. Members and nonmembers were compared as to the reason that youth might be afraid to speak up in the club. A higher percentage of members (49.7 percent) than nonmembers (42.0 percent) indicated that youth being afraid of speaking up in the club might be a reason for members dropping out of 4-H. When tested by the Chi square test, there was no significant difference between the two groups. Being afraid to speak up in the club would not appear to be a reason for youth dropping out of 4-H.

Meeting was too noisy. Members and nonmembers were compared as to the reason that the meeting was too noisy. A small percentage of members (21.2 percent) than nonmembers (27.6 percent) indicated that a noisy meeting was a reason for youth to drop out of 4-H. When tested by the Chi square, there were no significant differences between the two groups. A meeting being too noisy did not appear to be a reason for youth dropping out of 4-H.

Popular kids win everything anyway. Members and nonmembers were compared as to the reason that the popular kids win everything anyway. A higher percentage of nonmembers (58.8 percent) than members (55.5 percent) indicated that this reason was a factor for young people dropping out of 4-H. When tested by the Chi square test, there was no significant difference between the two groups. The reason that the popular kids win everything anyway would not appear to be a reason in young people dropping out of 4-H.

Not enough recreation included in meeting. Members and nonmembers were compared as to the reason that insufficient recreation was not included in the club meeting. Data from Table V indicated that about half of the members (52.9 percent) and nonmembers (53.4 percent) indicated insufficient recreation included in the 4-H meeting was a reason for dropping out of 4-H. There was no significant difference between the two groups. Insufficient recreation in the club meeting would appear to be a reason for youth dropping out of 4-H.

Too much competition. Members and nonmembers were compared as to the reason that there was too much competition in 4-H. A

slightly higher percentage of members (20.7 percent) than nonmembers (18.4 percent) gave this as a reason. In contrast, the majority of members (79.3 percent) and nonmembers (81.6 percent) indicated that too much competition was not a factor in youth dropping out of 4-H. There was no significant difference between the two groups. Too much competition did not appear to be a reason for youth dropping out of 4-H.

Summary. Members and nonmembers were compared as to reasons for youth dropping out of 4-H. Of the 14 reasons for dropping out, three were listed as being significant. A greater percentage of members than nonmembers indicated that a reason for dropping out of 4-H was too much record keeping. A second reason was that there were boring meetings. A third reason was that the activities require too much time.

There were no significant differences between members and nonmembers and their responses to the following reasons: unorganized meetings, inadequate club officers, club members "goofing off" in the meetings, more time needed for studies, new clubs to join, friends quit going, afraid to speak up in the club, the meeting being too noisy, popular kids winning everything anyway, not enough recreation included in the meeting and too much competition.

III. COMPARISON OF MEMBERS' AND NONMEMBERS' OPINIONS AS TO THE IMAGE OF THE 4-H CLUB

The purpose of section three was to compare members and nonmembers as to the image of the 4-H club. Variables included that

4-H was a club to learn about farming, a club to learn about home-making, a club for "country hick", a club just for kids, a club to become leader, a fun club, a club to earn trips, a club to get out of school work, a club to win prize money, a club to learn something that will help young person in the future, a great club to be member of, a club that is waste of time, a club in which youth can earn a college scholarship, a club that youth have opportunity to take special 4-H trips on Saturdays and during summer months, a club in which 9th grade meetings are fun and interesting, a club that is boring, a club in which young people like to compete for awards to some degree and a club young people have some information about. Comparisons for Table VI were made in terms of numbers and percents of members and nonmembers. The Chi square (χ^2) test was used to determine the significance of the differences between members and nonmembers.

Comparison of Members and Nonmembers as to Opinions About the Image of the 4-H Club

The purpose of this section was to compare eighth grade members and nonmembers from two junior high schools (Bradley and Trewhitt) according to selected variables. Data was recorded in Table VI.

Is club to learn about farming. Members and nonmembers were compared as to the image of the 4-H club that 4-H is a club to learn about farming. A higher percentage of members (73.1 percent) than nonmembers (66.0 percent) indicated 4-H was a club to learn about farming. There was significant difference between the two groups. The opinion that 4-H is a club that enabled youth to learn about farming is more prevalent among members than nonmembers.

TABLE VI. Comparison of Members' and Nonmembers' Opinions as to the Image of the 4-H Club.

4-H Club Is	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Club To Learn About Farming</u>				
No	85	34.0	103	26.9
Yes	165	66.0	280	73.1
Total	250	100.0	383	100.0
$\chi^2 = 4.2; df = 1; p = 0.04$				
<u>Club To Learn About Homemaking</u>				
No	78	31.2	90	23.5
Yes	172	68.8	293	76.5
Total	250	100.0	383	100.0
$\chi^2 = 4.2; df = 1; p = 0.04$				
<u>Club For Country "Hick"</u>				
No	191	76.3	290	75.6
Yes	59	23.7	93	24.4
Total	250	100.0	383	100.0
$\chi^2 = 0.0; df = 1; p = 0.91$				
<u>Club Just For Kids</u>				
No	170	68.0	297	77.5
Yes	80	32.0	86	22.5
Total	250	100.0	383	100.0
$\chi^2 = 6.5; df = 1; p = 0.01$				
<u>Club In Which One Can Become Leader</u>				
No	141	56.4	139	36.4
Yes	109	43.6	244	63.6
Total	250	100.0	383	100.0
$\chi^2 = 23.7; df = 1; p = 0.00$				
<u>Fun Club</u>				
No	146	58.4	92	23.6
Yes	104	41.6	291	76.2
Total	250	100.0	383	100.0
$\chi^2 = 78.7; df = 1; p = 0.00$				
<u>Club To Earn Trips</u>				
No	125	50.0	159	41.5
Yes	125	50.0	224	58.5
Total	250	100.0	383	100.0
$\chi^2 = 4.1; df = 1; p = 0.04$				

TABLE VI. (Continued)

4-H Club Is	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Club To Get Out Of School Work</u>				
No	91	36.4	163	42.8
Yes	159	63.6	220	57.2
Total	250	100.0	383	100.0
$\chi^2 = 2.3; df = 1; p = 0.13$				
<u>Club To Win Prize Money</u>				
No	97	38.8	119	31.2
Yes	153	61.2	264	68.8
Total	250	100.0	383	100.0
$\chi^2 = 3.6; df = 1; p = 0.06$				
<u>Club To Learn Something That Will Help Young Person In The Future</u>				
No	72	28.8	61	15.9
Yes	178	71.2	322	84.1
Total	250	100.0	383	100.0
$\chi^2 = 14.3; df = 1; p = 0.00$				
<u>Great Club To Be Member Of</u>				
No	152	60.8	93	24.1
Yes	98	39.2	290	75.9
Total	250	100.0	383	100.0
$\chi^2 = 86.2; df = 1; p = 0.00$				
<u>Club That Is Waste Of Time</u>				
No	161	64.3	330	86.1
Yes	89	35.7	53	13.9
Total	250	100.0	383	100.0
$\chi^2 = 39.9; df = 1; p = 0.00$				
<u>Club In Which Individual Can Earn A College Scholarship</u>				
No	182	72.7	212	55.3
Yes	68	27.3	171	44.7
Total	250	100.0	383	100.0
$\chi^2 = 18.8; df = 1; p = 0.00$				
<u>Club That Youth Have Interest In Taking Special 4-H Trips On Saturdays And During Summer Months</u>				
Very Interested	25	10.0	125	32.7
Interested	34	13.6	91	23.6
Some Interest	66	26.4	79	20.7
Not Interested	125	50.0	88	23.0
Total	250	100.0	383	100.0
$\chi^2 = 75.3; df = 3; p = 0.00$				

TABLE VI. (Continued)

4-H Club Is	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Club In Which 9th Grade Meetings Would Be Fun And Interesting</u>				
No	154	61.6	101	26.4
Yes	96	38.4	282	73.4
Total	250	100.0	383	100.0
$\chi^2 = 78.3; df = 1; p = 0.00$				
<u>Club That Is Boring</u>				
No	65	26.0	206	53.7
Yes	97	38.8	96	25.0
Do Not Know	88	35.2	81	21.6
Total	250	100.0	383	100.0
$\chi^2 = 33.1; df = 1; p = 0.00$				
<u>Club In Which Young People Like To Compete For Awards</u>				
Very Much	97	38.8	155	40.6
Some	104	41.6	171	44.5
Not Very Much	34	13.6	41	10.7
Not At All	15	6.0	16	4.2
Total	250	100.0	383	100.0
$\chi^2 = 2.5; df = 3; p = 0.48$				
<u>Club In Which Young People Know Information About 4-H</u>				
Know Great Deal	41	16.4	93	24.3
Know Some	145	58.0	247	64.4
Do Not Know Much	47	18.8	35	9.2
Know Nothing	17	6.8	8	2.1
Total	250	100.0	383	100.0
$\chi^2 = 24.8; df = 3; p = 0.00$				

Is club to learn about homemaking. When members and nonmembers were compared as to their opinion that 4-H was a club to learn about homemaking, a higher percentage of members (76.5 percent) than nonmembers (68.8 percent) answered in a positive response. When tested by the Chi square test, the differences between the two groups were significant ($p=0.04$). The opinion that 4-H is a club to learn about homemaking is more prevalent among members than nonmembers.

Is club for "Country Hick". When members and nonmembers were compared as to the opinion that 4-H is a club for the "country hick", only 24.2 percent of the members and 23.7 percent of the nonmembers had the opinion that 4-H was a club for the "country hick". There was no significant difference between the two groups. The opinion that 4-H is not primarily a club for the "country hick" is prevalent among members and nonmembers alike.

Is club just for kids. Members and nonmembers were compared as to the image that 4-H is a club just for kids. Data from Table VI indicated a higher percentage of nonmembers (32.0 percent) than members (22.5 percent) felt 4-H was a club for "kids only". In contrast high percentages of members (77.5 percent) and nonmembers (68.0 percent) indicated that the idea that 4-H is just for kids is not a predominant opinion among both groups. When tested by the Chi square, there was a significant difference between the two groups.

Is club to become leader. Members and nonmembers were compared as to the opinion that 4-H is a club that enables youth to become leaders. A higher percentage of members (63.6 percent) than nonmembers (43.6 percent) had the opinion that 4-H was a club that enabled youth

to become leaders. There was a significant difference ($p=0.0$) between the two groups in their responses to this question. The opinion that 4-H is a leadership club is more prevalent among members than nonmembers.

Is fun club. When members and nonmembers were compared as to their opinion that 4-H is a fun club, a higher percentage of members (76.2 percent) than nonmembers (41.6 percent) indicated 4-H was a fun club. There was a significant difference between the two groups. The opinion that 4-H is a fun club is more prevalent among members than nonmembers.

Is club to earn trips. Members and nonmembers were compared as to the opinion that 4-H is a club in which youth can earn trips. Data in Table VI indicated that a greater percentage of members (58.5 percent) than nonmembers (50.0 percent) indicated 4-H was a way to earn trips. When tested by the Chi square test, these differences were significant ($p=0.04$). Earning trips through 4-H is an opinion held by a greater number of members than nonmembers.

Is club to get out of school work. Members and nonmembers were compared as to the opinion that 4-H is a club that get youth out of school work. This opinion is held because club meetings are held during a class period during school hours. A higher percentage of nonmembers (63.6 percent) than members (57.2 percent) held this opinion about 4-H. There was no significant difference between the two groups. The impression that 4-H is a club that enables youth to get out of school work is prevalent among both members and nonmembers.

Is club to win prize money. When members and nonmembers were compared as to the opinion that 4-H is a club that enables youth to win prize money, a higher percentage of members (68.8 percent) than nonmembers (61.2 percent) indicated their opinion of 4-H was that it enabled youth to win prize money. There was no significant difference between the two groups. The opinion that 4-H is a club in which youth win prize money is more prevalent among members than nonmembers.

Is club to learn something that will help young person in the future. When members and nonmembers were compared as to their opinions about the 4-H club, a higher percentage of members (84.1 percent) than nonmembers (71.2 percent) indicated that the 4-H club would help young people in the future. There was a significant difference ($p=0.0$) between the two groups. The opinion that the 4-H club helps young people learn something useful for the future is a predominant opinion held by a higher percentage of members than nonmembers.

Is great club to be member of. When members and nonmembers were compared as to their opinions on 4-H, a very high percentage of members (75.9 percent) indicated the 4-H club was a great club to be a member of. This was in comparison to the nonmembers (39.2 percent) who gave a positive response to this opinion. When tested by the Chi square test, the significance was great ($p=0.0$). Being a member of the 4-H club would seem to influence the opinion on this question. A greater number of members than nonmembers indicated that 4-H was a great club to be a member of.

Is club that is a waste of time. When members and nonmembers were compared as to their opinions about the club being a waste of

time, a higher percentage of members (86.1 percent) than nonmembers (64.3 percent) indicated the club was not a waste of time. The differences were significant between the two groups ($p=0.0$). The opinion that 4-H is a club that is not a waste of time was held by a higher percentage of members than nonmembers.

Is club in which youth can earn college scholarships. Members and nonmembers responded to the opinion that 4-H is a club in which youth can earn college scholarships. Data from Table VI indicated that a much higher percentage of members (62.3 percent) than nonmembers (27.3 percent) were aware that the 4-H club was a means of earning college scholarships. The differences between the two groups were significant ($p=0.0$). The opinion that youth can earn college scholarships through 4-H is more prevalent among members than nonmembers.

Is club that youth have interest in taking special 4-H trips on Saturdays and during summer months. Members and nonmembers were asked to what degree they were interested in special 4-H trips. A high percentage of members (56.3 percent) responded either very interested or interested. This was in contrast to the nonmembers who were much lower in percentages (23.6 percent). When tested by the Chi square test, the significance of difference was very great ($p=0.0$). Being a 4-H member would appear to be factor influencing the degree of interest in taking special 4-H trips and in the image of the 4-H club.

Is club that ninth grade meetings would be fun and interesting. When members and nonmembers were compared as to their opinions about ninth grade 4-H club meetings, a higher percentage of members (73.4 percent) than nonmembers (38.4 percent) indicated that meetings would

be fun and interesting. The differences between the two groups were significant ($p=0.0$). The opinion that ninth grade meetings would be fun and interesting appears to be more prevalent among members than nonmembers.

Is club that is boring. Members and nonmembers were compared as to their opinions that the 4-H club is boring. Data from Table VI indicated that only 25.0 percent of the members and 38.8 percent of the nonmembers held this opinion. Over half of the members (53.7 percent) and one fourth of the nonmembers (26.0 percent) indicated that the 4-H club was not boring. The differences between the two groups were very significant ($p=0.0$). The opinion that 4-H is not a boring club is more prevalent among members than nonmembers.

Is club in which young people like to compete for awards. Members and nonmembers were compared as to the degree they felt young people liked to compete for awards. Large percentages of members (85.1 percent) and nonmembers (80.4 percent) indicated that young people like to compete for awards either very much or to some degree. There were no significant differences in these two groups in their response to this opinion. Both members and nonmembers would indicate that young people like to compete for awards. Awards would appear to contribute to a positive image of the 4-H club.

Is club in which young people know information about. Members and nonmembers were compared as to the degree of information young people know about the 4-H club. A larger percentage of members (88.7 percent) than nonmembers (74.4 percent) indicated that young people

either know a great deal or have some knowledge about the 4-H club. The differences between the two groups were significant ($p=0.0$). The opinion that young people have knowledge about the 4-H club is more prevalent among members than nonmembers.

Summary. Of the 18 opinions studied to determine the images of the 4-H club, 14 were significant. A higher percentage of members than nonmembers indicated that 4-H is a club in which youth can learn about farming. Likewise a higher percentage of members than nonmembers indicated 4-H is a club in which youth learn about homemaking. Four-H club members did indicate that 4-H was not a club for kids. A larger percentage of members than nonmembers indicated that 4-H was a club in which a young person could become a leader. Members also indicated that 4-H was a fun club. A larger percentage of members than nonmembers indicated that 4-H was a club in which youth can earn trips. A greater percentage of members than nonmembers indicated tha 4-H is a club that will help a young person in the future. A greater percentage of members than nonmembers indicated that 4-H is a great club to be a member of. A greater percentage of members than nonmembers indicated that 4-H is not a waste of time. A larger percentage of members than nonmembers indicated that the 4-H club is a club in which youth can earn college scholarships. A greater number of members than nonmembers indicated that they had interest in taking special trips on Saturdays and during summer months. A greater percentage of members than nonmembers indicated that 4-H club work is not boring. A greater percentage of members than nonmembers indicated that 4-H is a club in which young people have some informtion.

Four opinions were not significantly related to member and nonmember status. An equal number of members and nonmembers indicated that 4-H is not a club for a country "hick". Approximately equal percentages of members and nonmembers indicated that 4-H is a club that enables youth to get out of schoolwork. Members and nonmembers indicated that 4-H is a club in which youth can win prize money. Members and nonmembers indicated that 4-H is a club in which young people like to compete for awards.

IV. COMPARISON OF MEMBERS AND NONMEMBERS AS TO PARENTAL INVOLVEMENT IN 4-H

The purpose of section four was to compare eighth grade members and nonmembers as to parental involvement in 4-H. Variables studied in this table were as follows: provided transportation to 4-H event, taught 4-H project group, served as judge at 4-H event, attended a 4-H meeting, helped with a 4-H project, provided transportation for other 4-H members to attend a 4-H event, helped with or coached a sports team and been a member of a club (civic, church or social). The Chi square test was used to determine the significance of differences between members and nonmembers.

Comparison of Members and Nonmembers as to Parental Involvement in 4-H

Four-H members and nonmembers from two junior high schools in Bradley County were compared as to parental involvement in 4-H in this section. Data was recorded in Table VII.

TABLE VII. Comparison of Members and Nonmembers as to Parental Involvement in 4-H.

Parent Participation	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Provided Transportation to 4-H Event</u>				
No	182	72.7	200	52.2
Yes	68	27.3	183	47.8
Total	250	100.0	383	100.0
$\chi^2 = 25.6; df = 1; p = 0.00$				
<u>Taught 4-H Project Group</u>				
No	247	98.8	379	99.0
Yes	3	1.2	4	1.0
Total	250	100.0	383	100.0
$\chi^2 = 0.0; df = 1; p = 1.00$				
<u>Served As Judge At 4-H Event</u>				
No	246	98.4	377	98.4
Yes	4	1.6	6	1.6
Total	250	100.0	383	100.0
$\chi^2 = 0.0; df = 1; p = 1.00$				
<u>Attended A 4-H Meeting</u>				
No	218	87.2	295	77.0
Yes	32	12.8	88	23.0
Total	250	100.0	383	100.0
$\chi^2 = 9.5; df = 1; p = 0.00$				
<u>Helped With A 4-H Project</u>				
No	110	44.2	117	30.5
Yes	140	55.8	266	69.5
Total	249	100.0	383	100.0
$\chi^2 = 11.6; df = 1; p = 0.00$				
<u>Provided Transportation For Other 4-Hers To Attend A 4-H Event</u>				
No	214	85.6	290	75.7
Yes	36	14.4	93	24.3
Total	250	100.0	383	100.0
$\chi^2 = 8.5; df = 1; p = 0.00$				
<u>Helped With Or Coached A Sports Team</u>				
No	167	66.8	240	62.7
Yes	83	33.2	143	37.3
Total	250	100.0	383	100.0
$\chi^2 = 1.0; df = 1; p = 0.33$				

TABLE VII. (Continued)

Parent Participation	Nonmember		Member	
	Number	Percent	Number	Percent
<u>Been A Member Of A Club (Civic, Church or Social)?</u>				
No	118	47.4	144	37.7
Yes	132	52.6	239	62.3
Total	250	100.0	383	100.0

$\chi^2 = 5.4; df = 1; p = 0.02$

Provided transportation to 4-H event. Members and nonmembers were compared as to whether their parents had ever provided transportation for them to attend a 4-H event. A higher percentage of members (47.8 percent) than nonmembers (27.3 percent) indicated parent(s) had provided transportation to 4-H events. There was a significant difference ($p=0.0$) between the two groups. A greater number of members than nonmembers had had parental involvement in 4-H by their providing transportation to a 4-H event.

Taught 4-H project group. Members and nonmembers were compared as to whether their parent(s) had ever taught a 4-H project group. Small percentages of parents of members (1.0 percent) and nonmembers (1.2 percent) had ever taught a 4-H project group. The differences between the two groups did not appear to be significant. Parents having taught a 4-H project group did not appear to be a factor in determining member or nonmember status.

Served as judge at 4-H event. Members and nonmembers were compared as to whether their parent(s) had ever served as a judge at a 4-H event. Equal percentages (1.6 percent) of members and nonmembers reported that a parent had judged at a 4-H event. There was little observed difference between the two groups. Parents having served as a judge at a 4-H event did not appear to determine member or nonmember status.

Attended a 4-H meeting. Members and nonmembers were compared as to whether a parent had ever attended a 4-H meeting. Data from

Table VII indicated that about one fourth of the members (23.0 percent) compared to 12 percent of the nonmembers reported that parent(s) had attended a 4-H meeting. The differences between the two groups were significant. Having a parent(s) attend a 4-H meeting had an influence on member of nonmember status.

Helped with 4-H project. When members and nonmembers were compared as to parental involvement, a higher percentage of members (69.5 percent) than nonmembers (55.8 percent) reported that parent(s) had helped with a 4-H project. The differences between the two groups were significant ($p=0.0$). Members reported a higher percentage of parental involvement than nonmembers.

Provided transportation for other 4-Hers to attend a 4-H event. Members and nonmembers were compared as to whether parent(s) had ever provided transportation for other club members to attend a 4-H event. A total of 24.3 percent of the members compared to 14.4 percent of the nonmembers reported that parents had provided additional transportation to other members. There was a significant difference between the two groups. Members reported a higher percentage of parental involvement than nonmembers.

Helped with or coached a sports team. Members and nonmembers were compared as to whether parent(s) had ever helped with or coached a sports team. A higher percentage of members (37.3 percent) than nonmembers (33.2 percent) reported that parent(s) had been involved in some sports team activities. There were no significant differences between the two groups. Coaching a sports team did not appear to be a factor in determining parental involvement in 4-H.

Been a member of a club (civic, church or social). Members and nonmembers were compared as to whether parent(s) had ever been a member of a club (civic, church or social). Data from Table VII indicated that a higher percentage of members (62.3 percent) than nonmembers (52.6 percent) reported that parent(s) had been a member of a club. There were significant differences between the two groups. Members reported a higher percentage of parents who had been a member of a club than had nonmembers.

Summary. Of the eight items included under parental involvement, five were listed as being significant. A greater percentage of members than nonmembers indicated that they had had parents provide transportation for them to a 4-H event. A greater percentage of members than nonmembers reported that a parent had attended a 4-H meeting. A greater percentage of members than nonmembers indicated that a parent had helped them with a 4-H project. A greater percentage of members than nonmembers reported that their parent(s) had provided transportation for other 4-H members to attend a 4-H event. A greater percentage of members than nonmembers reported that their parent(s) had been a member of a club whether it was of a civic, church or social nature.

Three items were not significantly related to membership and nonmembership. Equal percentages of members and nonmembers reported that their parent(s) had taught a 4-H project group and had served as a judge at a 4-H event. Approximately equal percentages of both members and nonmembers reported that their parent(s) had either helped with or coached a sports team.

VIII. COMPARISON OF MEMBERS AND NONMEMBERS AS TO
PARTICIPATION IN 4-H AND OTHER
SELECTED YOUTH ACTIVITIES

The purpose of section eight, organized into three subsections, was to compare members and nonmembers as to participation in 4-H and other activities and interest in selected 4-H activities. Variables studied in Table VIII included served as an officer, won a ribbon, exhibited livestock, dairy cattle or other animals at a 4-H show, was a member of a district judging team, entered a 4-H breadbaking contest, entered a 4-H poster contest, entered a 4-H public speaking contest, gave a 4-H demonstration for a contest, entered an item at county demonstration day, entered a district contest, received a medal or award at 4-H achievement program, attended 4-H camp, was a member of a 4-H project group, was a member of the 4-H Honor Club, ever read a 4-H project book and ever answered the questions in a 4-H project book. The Chi square (χ^2) test was used to determine the significance of difference between the two groups. Variables in subsection two were participation in Scouts, school band, gymnastics training, private music lessons, private dance classes and being member of school paper or yearbook staff, youth group at church, organized sports team, Beta Club or student council. Members and nonmembers were compared. The Chi square test was used to determine significant difference.

Subsection three was organized under the following categories: be on radio, attend a 4-H contest in Chattanooga, be on a 4-H judging team, complete a 4-H record book, attend 4-H trips out of the county, attend weekend 4-H camps in Crossville, receive 4-H academic credit, attend 4-H meetings at night rather than during the day and be visited

TABLE VIII. Comparison of Members and Nonmembers as to 4-H Participation.

4-H Participation	Nonmember		Member	
	Number	Percent	Number	Percent
<u>Served As Officer</u>				
No	152	60.8	181	47.3
Yes	98	39.2	202	52.7
Total	250	100.0	383	100.0
$\chi^2 = 10.6; df = 1; p = 0.00$				
<u>Exhibited Livestock, Dairy Cattle or Other Animals At A 4-H Show</u>				
No	234	93.6	350	91.4
Yes	16	6.4	33	8.6
Total	250	100.0	383	100.0
$\chi^2 = 0.8; df = 1; p = 0.4$				
<u>Was A Member Of A District Judging Team</u>				
No	246	98.4	364	95.0
Yes	4	1.6	19	5.0
Total	250	100.0	383	100.0
$\chi^2 = 4.0; df = 1; p = 0.05$				
<u>Entered A 4-H Breadbaking Contest</u>				
No	123	49.2	130	33.9
Yes	127	50.8	253	66.1
Total	250	100.0	383	100.0
$\chi^2 = 14.0; df = 1; p = 0.00$				
<u>Entered A 4-H Poster Contest</u>				
No	70	28.0	72	18.8
Yes	180	72.0	311	81.2
Total	250	100.0	383	100.0
$\chi^2 = 6.8; df = 1; p = 0.01$				
<u>Entered 4-H Public Speaking Contest</u>				
No	145	58.0	163	42.7
Yes	105	42.0	220	57.3
Total	250	100.0	383	100.0
$\chi^2 = 13.6; df = 1; p = 0.00$				
<u>Gave A 4-H Demonstration For A Contest</u>				
No	144	57.6	154	40.2
Yes	106	42.4	229	59.8
Total	250	100.0	383	100.0
$\chi^2 = 17.7; df = 1; p = 0.00$				

TABLE VIII. (Continued)

4-H Participation	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Entered An Item At County Demonstration Day</u>				
No	231	92.4	306	79.9
Yes	19	7.6	77	20.1
Total	250	100.0	383	100.0
$\chi^2 = 17.4; df = 1; p = 0.00$				
<u>Entered A District 4-H Contest</u>				
No	223	89.2	318	83.0
Yes	27	10.8	65	17.0
Total	250	100.0	383	100.0
$\chi^2 = 4.0; df = 1; p = 0.04$				
<u>Attended 4-H Camp</u>				
No	232	92.8	306	79.9
Yes	18	7.2	77	20.1
Total	250	100.0	383	100.0
$\chi^2 = 18.8; df = 1; p = 0.00$				
<u>Was A Member Of 4-H Project Group</u>				
No	231	92.4	333	86.9
Yes	19	7.6	50	13.1
Total	250	100.0	383	100.0
$\chi^2 = 4.09; df = 1; p = 0.04$				
<u>Ever Read A 4-H Project Book</u>				
No	87	34.8	99	25.8
Yes	163	65.2	284	74.2
Total	250	100.0	383	100.0
$\chi^2 = 5.4; df = 1; p = 0.02$				
<u>Ever Answered The Questions In A 4-H Project Book</u>				
No	161	64.4	184	48.0
Yes	89	35.6	199	52.0
Total	250	100.0	383	100.0
$\chi^2 = 15.7; df = 1; p = 0.00$				
<u>Received A Medal Or Other Award At 4-H Achievement Program</u>				
No	233	93.2	340	88.7
Yes	17	6.8	43	11.3
Total	250	100.0	383	100.0
$\chi^2 = 3.0; df = 1; p = 0.08$				

TABLE VIII. (Continued)

4-H Participation	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Won A Ribbon</u>				
No	62	24.8	47	12.3
Yes	188	75.2	336	87.7
Total	250	100.0	383	100.0
$\chi^2 = 15.80; df = 1; p = 0.00$				
<u>Was A Member Of The 4-H Honor Club</u>				
No	249	99.6	378	98.7
Yes	1	0.4	5	1.3
Total	250	100.0	383	100.0
$\chi^2 = 0.5; df = 1; p = 0.47$				

by Extension Agent. Members and nonmembers were compared in a table. The Chi square values which achieved the .05 level were accepted as statistically significant.

Comparison of Members and Nonmembers as to Their Participation in 4-H

The purpose of subsection one was to compare members and nonmembers as to their participation in 4-H. Variables in Table VIII included served as an officer, won a ribbon, exhibited livestock, dairy cattle, or other animals at a 4-H show, was a member of a district judging team, entered a 4-H breadbaking contest, entered a 4-H poster contest, entered a 4-H public speaking contest, gave a 4-H demonstration for a contest, entered an item at county demonstration day, entered a district contest, received a medal or award at 4-H achievement program, attended 4-H camp, was a member of a 4-H project group, was a member of a 4-H Honor Club, ever read a 4-H project book and ever answered the questions in a 4-H project book.

Served as officer. Members and nonmembers were compared as to their participation in 4-H. A higher percentage of members (52.7 percent) than nonmembers (39.2 percent) had served as a 4-H officer. There were significant differences between members and nonmembers. Having served as an officer had a direct influence on youth remaining a club member.

Exhibited livestock, dairy cattle or other animals at a 4-H show. Participation in a livestock, dairy cattle or other animal show was compared between members and nonmembers. A higher percentage of members (8.6 percent) than nonmembers (6.4 percent)

reported participation in a 4-H show. There was no significant difference between the two groups. Having exhibited livestock, dairy cattle or other animals at a 4-H show had no relationship in determination of member or nonmember status.

Was a member of a district judging team. Members and nonmembers were compared as to their membership on a district 4-H judging team. A higher percentage of members (5.0 percent) than nonmembers (1.6 percent) reported that they had been a member. There was a significant difference between the two groups. Having served as a member of a district judging team was significantly related to member or nonmember status.

Entered a 4-H breadbaking contest. When members and nonmembers reported their participation in breadbaking, data from Table VIII indicated that a higher percentage of members (66.1 percent) than nonmembers (50.8 percent) had entered the contest. There was a significant difference between the two groups. Participation in the breadbaking contest was significantly related to membership and nonmembership.

Entered a 4-H poster contest. Members and nonmembers were questioned as to their participation in the 4-H poster contest. A higher percentage of members (81.2 percent) than nonmembers (72.0 percent) had entered a 4-H poster contest. There was a significant difference between the two groups. The 4-H poster contest did appear to have a direct influence on member retention in the 4-H club.

Entered a 4-H public speaking contest. When members and nonmembers were compared as to their participation in the 4-H public speaking contest, data from Table VIII indicated that a higher

percentage of members (57.3 percent) than nonmembers (42.0 percent) had entered the 4-H public speaking contest. There was a significant difference between the two groups. Participation in a 4-H public speaking contest was significantly related to member and nonmember status.

Given a 4-H demonstration for a contest. Members and nonmembers were compared as to their giving a demonstration for a contest. Data from Table VIII indicated that a higher percentage of members (59.8 percent) than nonmembers (42.4 percent) had given 4-H demonstrations. When tested by Chi square test, the two groups differed significantly. Thus, participation in a demonstration was related to member or non-member status.

Entered an item at county demonstration day. Members and nonmembers were compared as to their entering an item at the county demonstration day. A higher percentage of members (20.1 percent) than nonmembers (7.6 percent) had entered an item. There was a significant difference between the two groups when tested by the Chi square test. Participation at county demonstration day was significantly related to member or nonmember status.

Entered a district 4-H contest. When members and nonmembers were compared as to their entering a district 4-H contest, a higher percentage of members (17.0 percent) than nonmembers (10.8 percent) had entered. The two groups differed significantly, according to the Chi square test. Participation in a district 4-H contest was significantly related to member or nonmember status.

Attended 4-H camp. Members and nonmembers were compared as to their attendance at 4-H camp. A higher percentage of members (20.1

percent) than nonmembers (7.2 percent) had attended 4-H camp. The two groups differed significantly when tested by the Chi square test. Attendance at 4-H camp was related to member and nonmember status.

Was a member of 4-H project group. Members and nonmembers were compared as to their having been a member of a 4-H project group. A total of 13.1 percent of the members and 7.6 percent of the nonmembers reported that they had been a member of a project group. The two groups differed significantly. Being a member of a 4-H project group was related to member and nonmember status.

Ever read a 4-H project book. When members and nonmembers were surveyed as to their having read a 4-H project book, a slightly higher percentage of members (74.2 percent) than nonmembers (65.2 percent) had read a 4-H project book. When tested by the Chi square test, the two groups differed significantly. Having read a 4-H project book was related to member and nonmember status.

Ever answered the questions in a 4-H project book. Members and nonmembers were surveyed as to their having answered the questions in a 4-H project book. A higher percentage of members (52.0 percent) than nonmembers (35.6 percent) reported that they had answered questions in a 4-H project book. When tested by the Chi square, the two groups differed significantly. Answering the questions in a 4-H project book was related to member and nonmember status.

Received a medal or award at 4-H achievement program. Members and nonmembers were compared as to whether or not they had received a medal or award at the county 4-H achievement program. Data indicated that low percentages of members (11.3 percent) and nonmembers (6.8

percent) had received medals or awards. There was no significance between the two groups when tested by the Chi square. Receiving a medal or award at the county achievement program was not related to member and nonmember categories.

Won a 4-H ribbon. Members and nonmembers were compared as to whether they had ever won a 4-H ribbon. A higher degree of members (87.7 percent) than nonmembers (75.2 percent) reported they had won 4-H ribbons. There was a significant difference between the two groups. Having won a 4-H ribbon had a direct relationship on member and nonmember status.

Was a member of the 4-H Honor Club. Members and nonmembers were compared as to their membership in the 4-H Honor Club. Minimal percentages of members (1.3 percent) and nonmembers (0.4 percent) were members of the 4-H Honor Club. The two groups did not differ significantly when tested by the Chi square test. Being a member of the 4-H Honor Club was not related to member and nonmember status.

Summary. Members and nonmembers were compared as to their participation in 4-H activities. Of the 16 items included in Table VIII, 13 were significantly related to membership and nonmembership. A greater percentage of members as compared to nonmembers reported that they had served as a club officer, had won a 4-H ribbon, had been a member of district judging team, had entered a 4-H poster contest, had entered a 4-H public speaking contest, had given a demonstration for a contest, had entered an item at county demonstration day, had entered a district 4-H contest, had attended 4-H camp, and

had been a member of a 4-H project group, had read a 4-H project book and had answered the questions in a 4-H project book.

There were three items not significantly related to membership and nonmembership. Exhibiting livestock, dairy cattle or other animals at a 4-H show was not related to membership and nonmembership. Receiving a medal or other award at 4-H achievement program was not significantly related to membership and nonmembership. Lastly being a member of the 4-H Honor Club was not significantly related to membership and nonmembership.

Comparison of Members and Nonmembers as to Their Membership in Other Youth Activities

The purpose of this subsection was to compare members and nonmembers as to their membership in other youth activities. Variables in Table IX included membership in Scouts, school band, gymnastics training, private music lessons, private dance classes, school paper or school yearbook staff, youth group at church, organized sports team, Beta Club and student council.

Member of scouts. Members and nonmembers were compared as to their membership in other youth activities. As seen in Table IX a slightly higher percentage of members (41.0 percent) than nonmembers (39.6 percent) indicated that they had been a member of Boy or Girl Scouts. There was no significant difference between the two groups. Having been a member of Scouts did not seem to be related to member and nonmember status.

Member of school band. Members and nonmembers were surveyed as to their membership in the school band. A total of 30.3 percent

TABLE IX. Comparison of Members and Nonmembers as to Membership in Other Youth Activities.

Activity	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Member of Scouts</u>				
No	151	60.4	226	59.0
Yes	99	39.6	157	41.0
Total	250	100.0	383	100.0
$\chi^2 = 0.1; df = 1; p = 0.79$				
<u>Member of School Band</u>				
No	180	72.0	267	69.7
Yes	70	28.0	116	30.3
Total	250	100.0	383	100.0
$\chi^2 = 0.3; df = 1; p = 0.60$				
<u>Participant In Gymnastics Training</u>				
No	210	84.0	331	86.4
Yes	40	16.0	52	13.6
Total	250	100.0	383	100.0
$\chi^2 = 0.5; df = 1; p = 0.47$				
<u>Participant In Private Music Lessons</u>				
No	163	65.2	258	67.4
Yes	87	34.8	125	32.6
Total	250	100.0	383	100.0
$\chi^2 = 0.2; df = 1; p = 0.63$				
<u>Participant In Private Dance Classes</u>				
No	226	90.4	335	87.5
Yes	24	9.6	48	12.5
Total	250	100.0	383	100.0
$\chi^2 = 1.0; df = 1; p = 0.31$				
<u>Member Of School Paper Or School Yearbook Staff</u>				
No	210	84.0	295	77.0
Yes	40	16.0	88	23.0
Total	250	100.0	383	100.0
$\chi^2 = 4.1; df = 1; p = 0.04$				
<u>Member of Youth Group At Church</u>				
No	84	33.6	105	27.4
Yes	166	66.4	278	72.6
Total	250	100.0	383	100.0
$\chi^2 = 2.5; df = 1; p = 0.12$				

TABLE IX. (Continued)

Activity	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>Member Of Organized Sports Team</u>				
No	83	33.2	92	24.1
Yes	167	66.8	291	75.9
Total	250	100.0	383	100.0
$\chi^2 = 5.7; df = 1; p = 0.02$				
<u>Member Of Beta Club</u>				
No	226	90.4	351	91.6
Yes	24	9.6	32	8.4
Total	250	100.0	383	100.0
$\chi^2 = 0.2; df = 1; p = 0.69$				
<u>Member Of Student Council</u>				
No	236	94.4	362	94.5
Yes	14	5.6	21	5.5
Total	250	100.0	383	100.0
$\chi^2 = 0.0; df = 1; p = 1.00$				

of the members and 28.0 percent of the nonmembers had been members of the school band. When tested by the Chi square, there were no significant differences between the two groups. Being a member of the school band did not appear to be related to member and nonmember status.

Participant in gymnastics training. Members and nonmembers were compared as to their participation in gymnastics training. In Table IX a slightly higher percentage of nonmembers (16.0 percent) than members (13.6 percent) indicated that they had participated in gymnastics training. There were no significant differences between the two groups. Participation in gymnastics training did not appear to be related to member and nonmember status.

Participant in private music lessons. Members and nonmembers were compared as to their having participated in private music lessons. A slightly higher percentage of nonmembers (34.8 percent) than members (32.6 percent) indicated that they had taken private music lessons. There were no significant differences between the two groups when tested by the Chi square test. Being a participant in private music lessons did not appear to be related to member and nonmember status.

Participant in private dance classes. Members and nonmembers were compared as to their participation in private dance classes. Percentages of members (12.5 percent) and nonmembers (9.6 percent) reported they had taken private dance classes. There were no significant differences between the two groups. Being a member of a private dance class did not appear to have any relevance in determining why some youth are members and others nonmembers.

Member of school paper or school yearbook staff. Members and nonmembers were compared as to their being a member of a school paper or school yearbook staff. A higher percentage of members (23.0 percent) than nonmembers (16.0 percent) reported that they had been a member of either the school paper or school yearbook staff. The differences between the two groups were significant. Being a member of the school paper or school yearbook staff does appear to be related to member and non-

Member of youth group at church. Members and nonmembers were compared as to their membership in a youth group at a church. A higher percentage of members (72.6 percent) than nonmembers (66.4 percent) reported that they had been a member of a youth group at a church. There were no significant differences between the two groups when tested by the Chi square test. Being a member of a youth group at church did not appear to have any effect on member and nonmember status.

Member of organized sports team. Members and nonmembers were compared as to their participation on an organized sports team. A higher percentage of members (75.9 percent) than nonmembers (66.8 percent) had participated in an organized sports team such as football, basketball, swimming, softball, baseball, etc. There were significant differences between the two groups. Member and nonmember status did seem to be influenced by being a member of an organized sports team.

Member of Beta Club. Members and nonmembers were compared as to their membership in the Beta Club. A slightly higher percentage of nonmembers (9.6 percent) than members (8.4 percent) indicated

that they were Beta Club members. There was no significant difference between the two groups when tested by the Chi square test. Being a member of the Beta Club did not appear to be related to either member or nonmember status.

Member of student council. When members and nonmembers were compared as to their membership on the student council, about equal percentages of members (5.5 percent) and nonmembers (5.6 percent) indicated that they had been members. There was no significant difference between the two groups. Being a member of the student council did not appear to be related to whether a youth was a member or nonmember.

Summary. Members and nonmembers were compared as to their membership in other youth activities. Of the 10 items included in Table IX, only two were significantly related to membership in other activities. A greater percentage of members as compared to nonmembers had been a member of the school paper or school yearbook staff. Likewise a greater percentage of members than nonmembers had also been a member of an organized sports team.

There were no significant differences in the other eight youth activities. Being a member of scouts, school band, youth group at church, Beta Club or Student Council were not significantly related to youth becoming members or nonmembers. Likewise being a participant in gymnastics training, private music lessons or private dance classes was not significantly related to membership or non-membership.

Comparison of Members and Nonmembers as to Interest in Selected 4-H Activities

Members and nonmembers were compared as to their interest in selected 4-H activities in subsection three. Data from Table X was organized under the following categories: be on radio, attend a 4-H contest, be on a 4-H judging team, complete a 4-H record book, attend 4-H trips out of the county, attend weekend 4-H camps, receive 4-H academic credit, attend 4-H meetings at night rather than during the day and visit by Extension agent to home. The Chi square test was used to determine the significance of difference between the two groups.

Be on radio. Members and nonmembers were compared as to their interest in being on radio. Data from Table X indicated that a higher percentage of members (62.3 percent) than nonmembers (51.2 percent) expressed interest in being on radio. There were significant differences between the groups. Being on the radio was a selected 4-H activity that is related to member and nonmember status.

Attend a 4-H contest in Chattanooga. Members and nonmembers were compared as to their interest in attending a 4-H contest in Chattanooga (central location of many district 4-H events). Twice as many members (44.2 percent) as nonmembers (23.2 percent) expressed interest. There were very significant differences between the two groups when tested by Chi square. Attending a district 4-H contest was more appealing to members than nonmembers.

Be on a 4-H judging team. Members and nonmembers were compared as to their interest in being on a 4-H judging team. A higher

TABLE X. Comparison of Members and Nonmembers as to Interest in Selected 4-H Activities.

Interest in 4-H Activities	Nonmembers		Members	
	Number	Percent	Number	Percent
<u>To Be On Radio</u>				
No	122	48.8	144	37.7
Yes	128	51.2	239	62.3
Total	250	100.0	383	100.0
$\chi^2 = 7.2; df = 1; p = 0.01$				
<u>To Attend A 4-H Contest In Chattanooga</u>				
No	192	76.8	214	55.8
Yes	58	23.2	169	44.2
Total	250	100.0	383	100.0
$\chi^2 = 28.16; df = 1; p = 0.00$				
<u>To Be On A 4-H Judging Team</u>				
No	206	82.4	269	70.2
Yes	44	17.6	114	29.8
Total	250	100.0	383	100.0
$\chi^2 = 25.9; df = 1; p = 0.00$				
<u>To Complete A 4-H Record Book</u>				
No	206	82.4	269	70.2
Yes	44	17.6	114	29.8
Total	250	100.0	383	100.0
$\chi^2 = 11.4; df = 1; p = 0.00$				
<u>To Attend 4-H Trips Out Of The County</u>				
No	101	40.4	68	17.8
Yes	149	59.6	315	82.2
Total	250	100.0	383	100.0
$\chi^2 = 38.0; df = 1; p = 0.00$				
<u>To Attend Weekend 4-H Camps In Crossville</u>				
No	129	51.6	110	28.9
Yes	121	48.4	273	71.1
Total	250	100.0	383	100.0
$\chi^2 = 32.2; df = 1; p = 0.00$				
<u>To Receive 4-H Academic Credit</u>				
No	102	41.0	81	21.2
Yes	148	59.0	302	78.8
Total	250	100.0	383	100.0
$\chi^2 = 27.6; df = 1; p = 0.00$				

TABLE X. (Continued)

Interest In 4-H Activities	Nonmembers		Members	
	Number	Percent	Number	Percent
To Attend 4-H Meetings At Night Rather Than During The Day				
No	228	91.2	327	85.3
Yes	22	8.8	56	14.7
Total	250	100.0	383	100.0

$\chi^2 = 4.3; df = 1; p = 0.04$

percentage of members (29.8 percent) than nonmembers (17.6 percent) indicated interest in the 4-H judging team. These observed differences were significant at the .05 level. Being on a 4-H judging team appealed more to a greater number of members than nonmembers.

Complete a 4-H record book. Members and nonmembers were compared as to their interest in completing a 4-H record book. A higher percentage of members (29.8 percent) than nonmembers (17.6 percent) indicated interest in completing a 4-H record book. When tested by the Chi square there were significant differences. Completing a 4-H record book appealed to larger number of members than nonmembers.

Attend 4-H trips out of the county. Members and nonmembers were compared as to their interest in attending 4-H trips out of the county. A very high percentage of members (82.2 percent) than nonmembers (59.6 percent) expressed interest. There were significant differences between the two groups. Attending 4-H trips out of the county appealed to a larger number of members than nonmembers.

Attend weekend 4-H camps in Crossville. Four-H camps for Bradley County are normally held at the Clyde M. York 4-H Training Center in Crossville. Members and nonmembers were compared as to their interest in attending weekend trips to Crossville. A greater percentage of members (71.1 percent) than nonmembers (48.4 percent) expressed interest in these camps. These observed differences were significant at the .05 level. Attending weekend camps appealed to a much larger group of members than nonmembers.

Receive 4-H academic credit. Members and nonmembers were compared as to their interest in receiving 4-H academic credit. A

much higher percentage of members (78.8 percent) than nonmembers (59.0 percent) indicated interest in receiving 4-H academic credit. Academic credit enables the 4-H member to receive 1/2 credit per year (total of 2) for 4-H work completed. There was a significant difference between the two groups. Receiving 4-H academic credit appealed to a much larger percentage of members than nonmembers.

Attend 4-H meetings at night rather than during the day. Members and nonmembers were compared as to their interest in attending 4-H meetings at night rather than during the day. Low percentages of members (14.7 percent) and nonmembers (8.8 percent) expressed interest in attending 4-H meetings at night rather than during the day. There was significant difference between the two groups. Attending 4-H meetings at night in comparison to day meetings was more appealing to members than nonmembers.

Has Extension Agent ever been to your house. In untabled data, members and nonmembers were compared as to their having an Extension agent visit their home. A total of 7.0 percent of the members and only 0.8 percent of the nonmembers stated that an Extension agent had visited their home. These observed differences were significant at the .05 level. Having an Extension agent visit the home of a 4-H member was related to member and nonmember status.

Summary. Members and nonmembers were compared as to their interest in participating in selected 4-H activities. All of the nine selected 4-H activities were significantly related to membership and nonmembership. A greater percentage of members as compared to nonmembers indicated an interest in being on the radio, attending

a 4-H contest in Chattanooga, being on a 4-H judging team, completing a 4-H record book, attending 4-H trips out of the county, attending 4-H camps in Crossville, receiving 4-H academic credit and attending 4-H meetings at night rather than during the day. A greater percentage of members than nonmembers also indicated that an Extension agent had visited their home.



CHAPTER IV

FACTORS INFLUENCING LENGTH OF MEMBERSHIP, SCORES ON OPINIONS ABOUT 4-H AND PARTICIPATION IN 4-H

The purpose of this chapter was to present and discuss the relationships of selected variables regarding eighth grade students from Bradley County, Tennessee upon the length of membership in 4-H, their opinions about 4-H, and their participation in 4-H activities. Variables were divided into three categories: selected variables on attitudes toward 4-H, family influence and participation in 4-H.

I. INFLUENCE OF SELECTED VARIABLES REGARDING RESPONDENTS UPON THE LENGTH OF MEMBERSHIP IN 4-H, THEIR OPINIONS ABOUT 4-H AND THEIR PARTICIPATION IN 4-H ACTIVITIES

In section one, the respondents' attitude toward 4-H is compared with their opinions about 4-H, the number of years they had been in 4-H and the number of 4-H activities the respondents had participated in. Variables included in the respondent's attitude toward 4-H were participation in other school activities, membership in 4-H next year if meetings were held during school hours or after school hours, knowledge of 4-H project, 4-H projects sounding interesting, membership in a 4-H project group and membership in the 4-H Honor Club. The one-way analysis of variance (F) test was used to determine the relationships.

Influence of Selected Variables Regarding Respondents' Length of Membership in 4-H, Their Opinion about 4-H and Their Participation in 4-H

The purpose of this subsection was to determine a relationship between selected variables regarding the respondents upon the length of time they had been in 4-H, their opinions about 4-H and their participation in 4-H. The mean was computed for selected 4-H activities which included serving as club officer, winning a 4-H ribbon, exhibiting livestock, dairy cattle or other animals at a 4-H show, being a member of a district judging team, entering a 4-H breadbaking contest, entering a 4-H poster contest, entering a 4-H public speaking contest, giving a 4-H demonstration for a contest, entering an item at county demonstration day, entering a 4-H district contest, receiving a medal or award at the achievement program, attending 4-H camp, being a member of a 4-H project group and being a member of the 4-H Honor Club.

The opinions about 4-H included the following: 1) is a club to learn about farming; 2) is club to learn about homemaking; 3) is club for a country "hick"; 4) is club just for kids; 5) is a way to become a leader; 6) is a fun club; 7) is a way to earn trips; 8) is a way to get out of school work; 9) is way to win prize money; 10) is a club that will enable member to learn something to help in the future; 11) is a great club to be a member of; 12) is a club that is a waste of time; and 13) is a way of earning a college scholarship.

The mean was computed on the number of years the youth had been in 4-H, the number of 4-H activities youth had participated in and the number of positive responses on their opinion about 4-H.

Participation in other school activities. Data presented in Table XI indicated that length of membership in 4-H, scores on opinions about 4-H and participation in 4-H activities did not differ significantly between respondents who had participated in other school activities and those who had not participated.

Membership in 4-H next year if meetings are held during school hours. Those young people who planned to join 4-H the next year if meetings were held during school hours had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who had not indicated that they planned to join 4-H the next year if meetings were held during school hours. There was a significant difference between the two groups.

Membership in 4-H next year if meetings are held after school hours. Those eighth grade students who indicated their feelings about membership in 4-H and who had been a 4-H member a significantly greater number of years had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who indicated that they would not join 4-H the next year if meetings were held after school hours. The one-way analysis of variance (F) test was used to determine significant difference.

Knowledge about 4-H project. Data presented in Table XI indicated that those young people who had knowledge about a 4-H

TABLE XI. Influence of Selected Variables Regarding Respondents Upon the Length of Time They Had Been in 4-H, Their Opinions About 4-H and Their Participation in 4-H Activities

Characteristic or Attitude Toward 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>Do you participate in other school activities?</u>				
No	463	8.34	3.65	4.55
Yes	170	8.31	3.48	4.38
		F=0.0 p=0.91	F=1.6 p=0.20	F=0.5 p=0.47
<u>Do you plan to join 4-H next year if meetings are held during school hours?</u>				
No	203	6.25	2.53	3.49
Yes	430	9.31	4.11	4.99
		F=157.3 p=0.00	F=187.1 p=0.00	F=49.1 p=0.00
<u>Do you plan to join next year if meetings are held after school hours?</u>				
No	545	8.01	3.50	4.30
Yes	88	10.08	4.25	5.88
		F=11.6 p=0.00	F=9.1 p=0.00	F=15.1 p=0.00
<u>Do you know what a 4-H project is?</u>				
No	67	6.03	2.06	2.27
Yes	567	8.60	3.79	4.77
		F=41.1 p=0.00	F=84.9 p=0.00	F=60.3 p=0.00
<u>Do 4-H projects sound interesting to you?</u>				
No	223	6.07	3.14	3.80
Yes	411	9.53	3.87	4.92
		F=81.0 p=0.00	F=12.5 p=0.00	F=12.5 p=0.00

TABLE XI. (Continued)

Characteristic or Attitude Toward 4-H	Number Respondents	*Score Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>Do you know where the 4-H club meets?</u>				
No	86	6.99	2.00	2.87
Yes	544	8.51	3.86	4.77
		F=17.5 p=0.00	F=129.3 p=0.00	F=41.9 p=0.00
<u>How interested are your parents in the 4-H club?</u>				
Very interested	26	9.92	4.38	7.38
Interested	151	9.86	4.09	5.36
Not very interested	239	8.72	3.75	4.51
Not interested	218	6.66	3.03	3.57
		F=41.2 p=0.00	F=19.7 p=0.00	F=28.6 p=0.00
<u>How well do you like to compete for awards?</u>				
Very much	253	8.94	3.51	4.77
Some	274	8.43	3.74	4.72
Not very much	75	7.16	3.63	3.56
Not at all	31	5.29	3.06	2.58
		F=17.0 p=0.00	F=2.3 p=0.07	F=10.9 p=0.00
<u>How much do you know about the 4-H club?</u>				
Know great deal	134	9.70	4.27	6.06
Know some	391	8.48	3.76	4.56
Do not know much	82	6.52	2.40	2.54
Know nothing about the 4-H club	26	4.62	1.62	1.62
		F=33.2 p=0.00	F=49.8 p=0.00	F=52.9 p=0.00
<u>How interested are you in taking special 4-H trips?</u>				
Very interested	150	9.86	4.19	5.39
Interested	125	9.30	3.81	4.86
Have interest	145	8.76	3.62	4.36
Not interested	213	6.39	3.06	3.77
		F=52.6 p=0.00	F=17.9 p=0.00	F=12.9 p=0.00

TABLE XI. (Continued)

Characteristic or Attitude Toward 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>Do you think 9th grade 4-H meetings will be fun and interesting?</u>				
No	256	5.97	3.00	3.84
Yes	377	9.93	4.02	4.97
		F=183.1	F=37.2	F=16.8
		p=0.00	p=0.00	p=0.00
<u>Is 4-H club work boring to you?</u>				
No	271	9.55	4.09	4.96
Yes	194	6.71	3.40	4.36
		F=105.2	F=28.9	F=6.4
		p=0.00	p=0.00	p=0.10
<u>Has a 4-H Extension agent ever been to your house?</u>				
No	604	8.24	3.55	4.34
Yes	30	10.13	4.67	7.90
		F=10.1	F=15.2	F=58.1
		p=0.00	p=0.00	p=0.00
<u>Have you ever read a 4-H project book?</u>				
No	345	7.49	2.96	3.24
Yes	289	8.68	3.88	5.03
		F=18.6	F=50.0	F=69.1
		p=0.00	p=0.00	p=0.00
<u>Have you ever answered the questions in a 4-H project book?</u>				
No	345	7.46	3.15	3.63
Yes	289	9.37	4.15	5.55
		F=61.8	F=49.0	F=97.3
		p=0.00	p=0.00	p=0.00
<u>How well to you like school?</u>				
Very well	136	9.49	3.88	4.93
School is okay	351	8.42	3.55	4.50
I don't really like school	147	7.03	3.49	4.12
		F=22.7	F=2.9	F=3.4
		p=0.00	p=0.06	p=0.33

TABLE XI. (Continued)

Characteristic or Attitude Toward 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>What grades do you usually make in school?</u>				
Mostly A's	131	8.39	3.74	5.53
Mostly B's	283	8.56	3.61	4.58
Mostly C's	150	8.09	3.48	3.84
Mostly D's	62	7.73	3.60	3.40
Other	6	9.17	3.50	6.83
		F=1.2 p=0.27	F=0.5 p=0.73	F=12.4 p=0.00
<u>Are most of your friends in 4-H?</u>				
No	203	6.88	2.86	3.38
Yes	429	9.01	3.96	4.83
		F=67.3 p=0.00	F=77.2 p=0.00	F=20.7 p=0.00

*Maximum Score was 13

**Typical Maximum Number of Years was 5

***Maximum Score was 14

project had been a 4-H member a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who did not have some knowledge about a 4-H project.

4-H projects sounding interesting to you. Those youth who indicated that 4-H projects sounded interesting to them had been a 4-H member a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who had indicated that 4-H projects did not sound interesting to them.

Location of 4-H club meetings. Data in Table XI indicated that those respondents who knew the location of 4-H club meetings had been enrolled in 4-H a significantly greater number of years, who had significantly higher scores on opinions about 4-H and who had participated in a significantly greater number of 4-H activities as compared to those who did not know the location of the 4-H club meeting. The one-way analysis of variance test was used to test significance.

Interest of parent(s) in 4-H club. Data presented in Table XI indicated that those respondents whose parent(s) had interest in the 4-H club had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who indicated that parents had not had an interest in the 4-H club.

Desire to compete for awards. Those eighth grade youth who had a desire to compete for awards had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who did not have a desire to compete for awards.

Knowledge about the 4-H club. Data from Table XI indicated that those youth who had knowledge about the 4-H club had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who did not have some knowledge about the 4-H club.

Interest in taking special 4-H trips. Those youth who had interest in taking special 4-H trips had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who did not have an interest in taking special 4-H trips.

Opinion about ninth grade 4-H meetings. Data from Table XI indicated that those youth who indicated that ninth grade 4-H meetings would be fun and interesting had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in a significantly greater number of 4-H activities as compared to those who indicated that ninth grade 4-H meetings would not be fun and interesting.

Four-H club work boring to youth. Data indicated that the youth who indicated that 4-H work was not boring to youth had significantly higher scores on opinions about 4-H, had been a 4-H member a significantly greater number of years and had participated in a significantly greater number of 4-H activities as compared to those youth who indicated that 4-H club work was boring to youth.

Visit by 4-H Extension agent to home. Those eighth grade students who had been visited by a 4-H Extension agent had significantly higher scores on opinions about 4-H, had been a 4-H member a significantly greater number of years and had participated in a significantly greater number of 4-H activities as compared to those youth who indicated that they had not had a visit to their home by an Extension agent.

Youth having read a 4-H project book. Data from Table XI indicated that those youth who had read a 4-H project book had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in significantly greater number of 4-H activities as compared to those who indicated that they had not read a 4-H project book.

Youth answered questions in a 4-H project book. Data indicated that those eighth grade youth who had answered the questions in a 4-H project book had been a member of 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H and had participated in significantly greater number of 4-H activities as compared to those who had not answered the questions in a 4-H project book.

Degree school is liked. Data from Table XI showed that those eighth grade students who liked school to some degree had significantly higher scores on opinions about 4-H as compared to those who indicated that they did not like school to some degree. Number of years enrolled in 4-H and number of 4-H activities participated in were not significant factors in determining how well school was liked.

Grades usually made in school. Data from Table XI indicated that those eighth grade students who usually made A's and B's in their school work had participated in a significantly greater number of 4-H activities as compared to those who had not made A's in their school work. Number of years enrolled in 4-H and scores on opinions did not differ significantly when youth indicated the grades they usually made in school.

Friends in 4-H. Youth who had friends enrolled in 4-H had been enrolled in 4-H a significantly greater number of years, who had significantly higher scores on opinions about 4-H and who had participated in significantly greater number of 4-H activities as compared to those who did not have friends enrolled in 4-H.

Summary. Those eighth grade students who had been enrolled in 4-H a significantly greater number of years, had significantly higher scores on opinions about 4-H, and had participated in a significantly greater number of 4-H activities, as compared to others indicated the following characteristics and attitudes toward 4-H:

1. They participated in other school activities
2. They would join 4-H next year if meetings were held during school hours

3. They would join 4-H next year if meetings were held after school hours
4. They had knowledge about a 4-H project
5. They indicated that 4-H projects sounded interesting to them
6. They knew the location of the 4-H club meeting
7. They had parents who had an interest in the 4-H club
8. They had a desire to compete for awards
9. They had some knowledge about the 4-H club
10. They had interest in taking special 4-H trips
11. They indicated that ninth grade 4-H meetings would be fun and interesting
12. They indicated that 4-H club work was not boring to them
13. They indicated that a 4-H Extension agent had made a visit to their home
14. They had read a 4-H project book
15. They had answered the questions in a 4-H project book

There were no significant differences between grades usually made in school and the scores on opinions about 4-H. Those youth who had participated in significantly greater number of 4-H activities usually made grades of A's and B's for their grades in school. There were no significant differences observed between grades usually made in school and number of years enrolled in 4-H.

Those respondents who indicated that they had friends in 4-H had significantly higher scores on opinion about 4-H, had been

enrolled in 4-H a significantly greater number of years and had participated in significantly greater number of 4-H activities.

II. INFLUENCE OF RESPONDENTS' FAMILY UPON THE LENGTH OF TIME THEY WERE A 4-H MEMBER, THEIR OPINIONS ABOUT 4-H AND THEIR PARTICIPATION IN 4-H

The purpose of section two was to compare the influence of the respondent's family as to their opinions about 4-H, the number of years enrolled in 4-H and the number of activities the respondents had participated in. Variables included under family influence included brothers in family, brothers' membership in 4-H, sisters in family, sisters' membership in 4-H, respondents' order of birth in family, home location, kind of dwelling lived in, mother's employment outside the home, mother's membership in 4-H, father's employment and father's membership in 4-H.

Influence of Respondents' Family upon the Length of Time They Were a 4-H Member, Their Opinion about 4-H and Their Participation in 4-H

The purpose of this subsection was to determine a relationship between selected variables regarding the respondents' family upon the length of time they had been enrolled in 4-H, their opinions about 4-H and their participation in 4-H. The mean was computed for selected family variables which included brothers in family, brothers' membership in 4-H, sisters in family, sisters' membership in 4-H, respondents' order of birth in family, home location, kind of dwelling lived in, mother's employment outside the home, mother's membership in 4-H and the youth's membership in 4-H, scores on 4-H opinions about 4-H and participation in 4-H activities.

Brothers in family. When respondents were compared as to their having brothers in the family, there was no significant relationship between those having brothers in the family and those who did not and number of years enrolled in 4-H, score on opinion about 4-H and participation in 4-H activities.

Brothers 4-H members. Data from Table XII indicated that there was a significant relationship between respondents who had had brothers enrolled in 4-H as compared to those who did not have brothers and the respondents' length of membership in 4-H, score on opinions about 4-H and participation in 4-H activities. Those respondents having brothers who had been in 4-H had been in 4-H a significantly greater number of years, had participated in significantly greater number of 4-H activities and had significantly higher scores on opinions about 4-H.

Sisters in family. When respondents were compared as to their having sisters in the family, there was no significant relationship between 4-H and participation in 4-H activities.

Sisters 4-H members. Data from Table XII indicated that there was a significant relationship between the respondents who had sisters who had been 4-H members and those who did not and the respondents' length of membership in 4-H, score on opinions about 4-H and participation in 4-H activities. Those respondents having sisters enrolled in 4-H had been in 4-H a significantly greater number of years, had participated in a significantly greater number of 4-H activities and had significantly higher scores on opinions about 4-H.

Order of birth in family. Data from Table XII indicated that the respondents order of birth in the family was not a significant

TABLE XII. Influence of Respondents' Families Upon the Length of Time They Had Been in 4-H, Their Opinions About 4-H and Their Participation in 4-H Activities.

Family Influence	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>Do you have brothers?</u>				
No	184	8.1	3.5	4.5
Yes	450	8.5	3.7	4.5
		F=1.5 p=0.22	F=1.0 p=3.77	F=0.0 p=0.97
<u>Were your brothers 4-H members?</u>				
No	189	7.8	3.2	3.5
Yes	297	8.8	3.9	5.1
		F=12.8 p=0.00	F=28.8 p=0.00	F=47.6 p=0.00
<u>Do you have sisters?</u>				
No	220	8.4	3.7	4.7
Yes	414	8.3	3.6	4.4
		F=0.3 p=0.58	F=0.3 p=0.56	F=1.1 p=0.30
<u>Were your sisters 4-H members?</u>				
No	143	7.5	2.9	3.8
Yes	297	8.6	3.9	4.8
Do not have sisters	194	8.6	3.7	4.6
		F=5.7 p=0.00	F=18.3 p=0.00	F=7.2 p=0.00
<u>What is your order of birth in your family?</u>				
An only child	45	8.0	3.4	4.4
The oldest child	186	8.5	3.7	4.8
A middle child	197	8.5	3.7	4.3
The youngest child	206	8.1	3.5	4.5
		F=1.0 p=0.40	F=0.6 p=0.60	F=1.1 p=0.37

TABLE XII. (Continued)

Family Influence	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>What area of Bradley County do you live in?</u>				
Inside Cleveland city limits	119	8.4	3.1	3.7
In a subdivision in the county	242	8.1	3.6	4.4
In the country	191	8.5	3.8	4.6
On a farm	80	8.5	4.1	5.7
		F=0.7 p=0.52	F=8.5 p=0.00	F=10.2 p=0.00
<u>What kind of dwelling do you live in?</u>				
A house	574	8.2	3.6	4.6
An apartment	11	1.9	3.6	5.0
A duplex	6	4.3	4.3	3.7
A trailer	43	3.1	3.5	3.7
		F=2.6 p=0.5	F=0.5 p=0.66	F=1.7 p=0.16
<u>Is your mother employed outside the home?</u>				
No	234	8.3	3.6	4.4
Yes	390	8.4	3.6	4.6
Mother is not living	9	8.4	3.0	3.9
		F=0.0 p=0.96	F=0.8 p=0.48	F=0.6 p=0.54
<u>Was your mother ever a 4-H member?</u>				
No	101	7.1	3.0	3.8
Yes	84	9.3	4.8	5.5
Do not know	448	8.4	3.7	4.5
		F=8.2 p=0.00	F=7.3 p=0.00	F=8.1 p=0.00

TABLE XII. (Continued)

Family Influence	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean	***No. of 4-H Activities Participated In Mean
<u>What is your father's employment?</u>				
Manufacturing	187	8.4	3.8	4.5
Business	159	7.7	3.4	4.4
Education	11	9.4	3.7	6.1
Farming	18	9.1	4.4	5.4
Religion	14	7.5	2.8	3.8
Miscellaneous	154	8.6	3.8	4.8
Do not know	48	8.4	3.2	3.6
Not employed	38	9.0	3.7	4.3
		F=1.8 p=0.09	F=2.9 p=0.01	F=2.3 p=0.03
<u>Was your father ever a 4-H member?</u>				
No	135	7.0	3.0	3.9
Yes	49	9.4	4.1	6.8
Do not know	450	8.6	3.7	4.5
		F=16.2 p=0.00	F=14.5 p=0.00	F=25.2 p=0.00

*Maximum Score was 13
 **Typical Number of Years was 5
 ***Maximum Score was 14

factor in the respondents membership in 4-H, score on opinions about 4-H and participation in 4-H activities.

Area of Bradley County lived in. When the eighth grade respondents were compared as to the location of their home in Bradley County, enrollment in 4-H and participation in 4-H were significantly related to location of the home. Those members who lived on the farm as compared to those who did not live on the farm had been in 4-H a significantly greater number of years and had participated in significantly larger number of 4-H activities. Scores on opinions about 4-H did not differ significantly between the two groups.

Kind of home dwelling. Data from Table XII indicated that type of home dwelling was not significantly related to the respondents' length of membership in 4-H, participation in 4-H activities and scores on opinion about 4-H.

Mother's employment outside the home. Data from Table XII indicated that when the respondents were compared as to their mothers having employment outside the home, the length of membership in 4-H, participation in 4-H activities and score on opinions about 4-H did not differ significantly between the groups.

Mother a 4-H member. Data from Table XII indicated that those respondents whose mothers had been 4-H members had been in 4-H a significantly greater number of years, had participated in significantly greater number of 4-H activities and had significantly higher scores on opinions about 4-H.

Father's employment. When the eighth grade respondents were compared as to their father's type of employment, enrollment in 4-H

and participation in 4-H were significantly related to the father's type of employment. Members who listed their father's employment as farming, had been enrolled in 4-H the greatest number of years, followed next by those fathers whose employment was in manufacturing as well as miscellaneous. The next occupations mentioned were education, business and unknown occupations. Those members who listed the father's employment as not employed or religion had been 4-H members the least number of years.

Members who listed their father's employment as education had participated in the greatest number of 4-H activities. Education was followed next by farming, miscellaneous, manufacturing, business and not employed. Those members whose father's employment was in the area of religion and the do not know category had participated in the least number of 4-H activities.

There were no significant differences between father's employment and the scores on opinions about 4-H.

Father a 4-H member. Data from Table XII indicated that there was a significant relationship between the respondents who had fathers who had been 4-H members as compared to those whose fathers were not 4-H members and the respondent's length of membership in 4-H, participation in 4-H activities and score on opinions about 4-H. Those respondents whose fathers had been 4-H members had been in 4-H a significantly longer number of years, had participated in significantly greater number of 4-H activities and had significantly higher scores on opinions about 4-H.

Summary. Having brothers or sisters in the family did not appear to have any significant relationship upon the respondents' length of membership in 4-H, participation in 4-H and scores on opinions on 4-H. But those respondents who had brothers, sisters, mother or father who had been 4-H members had been enrolled in 4-H a significantly greater length of time, had participated in significantly greater number of activities and had significantly higher scores on opinions about 4-H. The area in which the respondent lived also was significantly related to the length of membership in 4-H, participation in 4-H and scores on opinions about 4-H. Those youth who lived on a farm, in the rural area or in a subdivision out in the county had significantly higher scores on opinions about 4-H, had been a 4-H member a significantly longer time and had participated in significantly greater number of 4-H activities.

Although mother's employment outside the home was not significantly related, father's type of employment outside the home was significantly related to the respondents' participation in 4-H, length of membership in 4-H and scores on opinions about 4-H. Those youth who had fathers employed in farming had been in 4-H the longest number of years. The next types of employment were manufacturing and those that fell into a miscellaneous category. Those youth whose fathers' employment was in the field of religion were enrolled in 4-H the shortest number of years. When youth were compared as to their participation in 4-H, those youth whose father's employment was education participated in the greatest number of 4-H activities. Those in religion participated the least.

III. RELATIONSHIP BETWEEN RESPONDENTS' PARTICIPATION IN 4-H AND LENGTH OF MEMBERSHIP IN 4-H AND THEIR OPINIONS ABOUT 4-H

The purpose of section three was to compare the respondents' participation in 4-H with their opinions about 4-H and the length of membership in 4-H. Variables included under the heading of participation in 4-H included the following: were 4-H club officer, won a 4-H ribbon, exhibited livestock, dairy cattle or other animals at 4-H show, been a member of district judging team, entered a 4-H bread-baking contest, entered a 4-H poster contest, entered a 4-H public speaking contest, gave a 4-H demonstration for a contest, entered a 4-H district contest, received a medal or award at the achievement program, attended 4-H camp, been a member of a 4-H project group and been a member of the 4-H Honor Club. The analysis of variance was used to test the relationships.

Influence of Variables in 4-H Participation Regarding Respondents' Length of Membership in 4-H and Scores on Opinions about 4-H

The purpose of this subsection was to determine a relationship between variables in 4-H participation regarding the respondents' length of membership in 4-H and scores on opinions about 4-H. The mean was computed on selected variables and the number of years the respondent had been in 4-H and the score on opinions about 4-H.

Served as 4-H club officer. Data from Table XIII indicated that those respondents who had served as a 4-H club officer had significantly higher scores on opinions about 4-H and had been enrolled in 4-H a significantly greater number of years as compared to those who indicated that they had not served as a 4-H club officer.

TABLE XIII. Relationships Between Respondent's Participation In 4-H and the Length of Time They Had Been in 4-H and Their Opinions About 4-H.

Participation in 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean
<u>Served as a 4-H club officer</u>			
No	334	9.8	4.1
Yes	300	10.1	4.5
		F=8.1 p=0.00	F=66.3 p=0.00
<u>Exhibited livestock, dairy cattle or other animals at a 4-H show</u>			
No	585	10.0	4.3
Yes	49	10.1	4.4
		F=0.3 p=0.60	F=1.7 p=0.19
<u>Been a member of district 4-H judging team</u>			
No	610	10.1	4.0
Yes	24	10.3	4.6
		F=1.6 p=0.21	F=3.4 p=0.07
<u>Entered a 4-H breadbaking contest</u>			
No	254	9.6	3.9
Yes	380	10.1	4.6
		F=15.6 p=0.00	F=145.4 p=0.00
<u>Entered a 4-H poster contest</u>			
No	142	9.6	3.7
Yes	491	10.1	4.5
		F=16.4 p=0.00	F=149.7 p=0.00
<u>Entered a 4-H public speaking contest</u>			
No	309	9.8	4.0
Yes	324	10.2	4.6
		F=13.1 p=0.00	F=95.1 p=0.00

TABLE XIII. (Continued)

Participation in 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean
<u>Gave a 4-H demonstration for a contest</u>			
No	299	9.7	4.0
Yes	335	10.2	4.6
		F=22.1 p=0.00	F=119.0 p=0.00
<u>Entered an item at county demonstration day</u>			
No	538	9.9	4.3
Yes	96	10.4	4.6
		F=10.4 p=0.00	F=16.1 p=0.00
<u>Entered a 4-H district contest</u>			
No	542	9.9	4.3
Yes	92	10.6	4.6
		F=6.0 p=0.02	F=18.8 p=0.00
<u>Attended 4-H camp</u>			
No	538	9.9	4.2
Yes	96	10.4	4.6
		F=13.0 p=0.00	F=22.7 p=0.00
<u>Was a member of a 4-H project group</u>			
No	564	9.9	4.3
Yes	70	10.4	4.5
		F=8.8 p=0.00	F=3.2 p=0.07
<u>Received a medal or award at the achievement program</u>			
No	573	10.0	4.3
Yes	60	10.4	4.5
		F=5.2 p=0.02	F=6.5 p=0.01

TABLE XIII. (Continued)

Participation in 4-H	Number Respondents	*Score On Opinions About 4-H Mean	**No. of Years in 4-H Mean
<u>Won a 4-H ribbon</u>			
No	109	9.6	3.4
Yes	525	10.0	4.5
		F=13.2	F=252.2
		p=0.00	p=0.00
<u>Was a member of the 4-H Honor Club</u>			
No	628	10.0	4.3
Yes	6	10.7	4.4
		F=1.9	F=0.1
		p=0.17	p=0.71

*Maximum Score was 13

**Typical Maximum Number of Years was 5

Exhibited livestock, dairy cattle or other animals at a 4-H show. There was no significant difference between respondents' length of membership in 4-H and scores on opinions about 4-H when those respondents reported whether or not they had exhibited livestock, dairy cattle or other animals.

Been a member of district 4-H judging team. There were no significant differences between respondents' length of membership in 4-H and scores on opinions about 4-H when those respondents reported whether or not they had been a member of a district 4-H judging team.

Entered a 4-H breadbaking contest. Data from Table XIII indicated that those respondents who had entered a 4-H breadbaking contest had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions on 4-H as compared to those who had not entered a 4-H breadbaking contest.

Entered a 4-H poster contest. Data from Table XIII indicated that those respondents who had entered a 4-H poster contest had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions on 4-H as compared to those youth who had not entered a 4-H poster contest.

Entered a 4-H public speaking contest. Eighth grade respondents who had entered a 4-H public speaking contest had scored significantly higher on their opinions about 4-H and had been enrolled in 4-H a significantly greater number of years as compared to those youth who had not entered a 4-H public speaking contest.

Given a 4-H demonstration for a contest. Data from Table XIII indicated that eighth grade respondents who had given a 4-H

demonstration for a contest had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions about 4-H as compared to those who had not given a 4-H demonstration for a contest.

Entered an item at county demonstration day. Data from Table XIII indicated that those eighth grade students who had entered an item at county demonstration day had significantly higher scores on opinions about 4-H and had been enrolled in 4-H a significantly greater number of years as compared to those youth who had not entered an item at county demonstration day.

Entered a 4-H district contest. Data from Table XIII indicated that eighth grade respondents who had entered a 4-H district contest had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions about 4-H as compared to those who had not entered a 4-H district contest.

Attended 4-H camp. Those eighth grade respondents who had attended 4-H camp had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions about 4-H as compared to those respondents who had not attended 4-H camp.

Been a member of a 4-H project group. Those respondents who had been a member of a 4-H project group had significantly higher scores on opinions about 4-H as compared to those who had not been a member of a 4-H project group. There was no significant difference between length of membership in 4-H and being a member of a 4-H project group.

Received a medal or award at the achievement program. Those respondents who had received a medal or award at the 4-H achievement program had been enrolled in 4-H a significantly greater number of years and had significantly higher scores on opinions about 4-H as compared to those who had not received a medal or award at the achievement program.

Won a 4-H ribbon. Those respondents who had won a 4-H ribbon had significantly higher scores on opinions about 4-H and had been 4-H members a significantly greater number of years as compared to those respondents who had not won a 4-H ribbon.

Been a member of the 4-H Honor Club. When respondents were compared as to their being a member of the 4-H Honor Club and the number of years they had been enrolled in 4-H and their scores on opinions about 4-H, there was no significant difference between respondents who had been a member of the 4-H Honor Club and those who had not.

Summary. Those respondents who had significantly higher scores on opinions about 4-H and who had been enrolled in 4-H a significantly greater number of years than others indicated that they had participated in 4-H in the following ways:

1. Served as a 4-H club officer
2. Won a 4-H ribbon
3. Entered a 4-H breadbaking contest
4. Entered a 4-H poster contest
5. Entered a public speaking contest
6. Given a 4-H demonstration for a contest

7. Entered an item at county demonstration day
8. Entered a 4-H district contest
9. Received a medal or award at the achievement program
10. Attended 4-H camp

There were no significant differences between length of membership in 4-H and scores on opinions about 4-H and those eighth grade respondents who had exhibited livestock, dairy cattle or other animals at a 4-H show and those who had not. There were no significant differences between length of membership in 4-H and scores on opinions about 4-H and those respondents who had been a member of the 4-H Honor Club and those who had not.

All those respondents who had significantly higher scores on opinions about 4-H indicated that they had been a member of a 4-H project group. There were no significant differences between length of membership in 4-H and those who had been a member of a 4-H project group, though a tendency was noted.

There were no significant differences between length of membership in 4-H and scores on opinions about 4-H and those respondents who had been a member of a district 4-H judging team and those who had not.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to compare eighth grade 4-H members and nonmembers from two junior high schools in Bradley County according to personal and family backgrounds, reasons for membership and nonmembership in 4-H, opinions about the image of 4-H, parental involvement in 4-H and participation in 4-H and other youth activities.

Specific Objectives

The specific objectives of the study were as follows:

1. To compare 4-H members and nonmembers as to personal and family backgrounds
2. To compare 4-H members and nonmembers as to reasons for membership and nonmembership in 4-H
3. To compare 4-H members and nonmembers as to the image they had of 4-H
4. To compare 4-H members and nonmembers as to involvement of parents in 4-H
5. To compare 4-H members and nonmembers as to participation in 4-H and other youth activities

6. To determine relationship between selected variables and respondents' participation in 4-H, length of membership in 4-H and scores on opinions about 4-H

7. To determine the relationships of respondents' family characteristics and length of membership in 4-H, participation in 4-H and scores on opinions on 4-H

8. To determine the relationship between respondents' participation in 4-H to length of membership in 4-H and to scores on opinions about 4-H

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population of this study included the boys and girls in the eighth grade at two junior high schools in Bradley County, Tennessee. The two junior high schools were Bradley Junior High and Trewhitt Junior High. The sample included the 633 eighth grade boys and girls who were present at school on the days that the questionnaires were administered. Of this number, totals of 320 students were at Bradley Junior High School and 313 students were at Trewhitt Junior High School.

Collection of Data

A questionnaire was developed for 4-H members to indicate their reactions about their personal and family backgrounds, reasons for membership or nonmembership in 4-H, the opinions about the image of 4-H, the involvement of parents in 4-H and their participation in

4-H and other youth activities. The questionnaires were administered by the two Bradley County 4-H Extension agents and by one 4-H volunteer leader.

Analysis of Data

Data from the completed questionnaires were then punched on computer cards. Computations were made by The University of Tennessee Computing Center. The Chi square (χ^2) test was used to determine the significance of observed differences between 4-H members and nonmembers. The analysis of variance F test was also used to determine the relationships between the independent and dependent variables. Values that achieved the .05 level were considered to be statistically significant.

III. MAJOR FINDINGS

Major findings were classified and will be presented under group headings related to the eight objectives of the study.

Comparison of 4-H Members and Nonmembers as to Personal Characteristics

A significantly greater percentage of members than nonmembers indicated that they liked school either very well or to some degree. Significantly greater percentages of members than nonmembers indicated that they would join 4-H next year if club meetings were held during school hours. Likewise, a greater percentage of 4-H members than nonmembers indicated that they would join 4-H the next year if meetings were held after school hours.

Comparison of 4-H Members and Nonmembers as to Family Characteristics

A significantly greater percentage of members than nonmembers had had brother(s) enrolled in 4-H and had parents who were interested in the 4-H club.

There were no significant differences between members and nonmembers regarding the following family characteristics: having sister(s) enrolled in 4-H, parent(s) or guardian(s) lived with, order of birth, father(s)' and mother(s)' employment outside the home, having had father or mother enrolled in 4-H, home location or type of dwelling lived in.

Comparison of Members and Nonmembers as to Reasons Why Young People Remain in 4-H or Drop Out of 4-H

A significantly greater percentage of members than nonmembers cited the following reasons for young people remaining enrolled in 4-H:

1. The learning experiences will make them a better person
2. The meetings are fun and interesting
3. 4-H helps youth to become leaders
4. 4-H will help youth to become better citizens
5. Most of their friends are enrolled in 4-H

There were no significant differences between members and nonmembers as to the following reasons for remaining enrolled in 4-H: friends remain in 4-H, desire to compete for 4-H awards, desire to work in 4-H project books, parent(s)' encouragement for them to remain enrolled in 4-H, desire to go to 4-H camp and enjoy 4-H activities.

A significantly greater percentage of nonmembers than 4-H members cited the following reasons for young people dropping out of 4-H:

1. Too much record keeping
2. Boring meetings
3. Activities requiring too much time

There were no significant differences between members and nonmembers regarding these reasons for dropping out of 4-H: unorganized meetings, inadequate club officers, club members "goofing off" in the meetings, more time needed for studies, new clubs to join, friends quit going, afraid to speak up in the club, meeting being too noisy, popular kids winning everything anyway, not enough recreation included in the meeting and too much competition.

Comparison of Members' and Nonmembers' Opinions as to Image of the 4-H Club

Significantly greater percentages of 4-H members than nonmembers cited the following opinions as to image of the 4-H club:

1. 4-H is a club in which youth learn about farming
2. 4-H is a club in which youth learn about homemaking
3. 4-H is club in which a young person could become a leader
4. 4-H is a fun club
5. 4-H is a club in which youth can earn trips
6. 4-H is a club that will help a young person in the future
7. 4-H is a great club to be a member of
8. 4-H is not a waste of time

9. 4-H is not just a club for kids
10. 4-H is a club in which youth can earn college scholarships
11. 4-H is a club in which youth are interested in taking special trips on Saturdays and during summer months
12. 4-H club work is not boring
13. 4-H is a club about which young people have some information

There were no significant differences between 4-H members and nonmembers regarding the following opinions about the 4-H club:

1. 4-H is not a club for the country "hick"
2. 4-H is club that enables youth to get out of school work
3. 4-H is club in which youth can win prize money
4. 4-H is club in which young people like to compete for awards

Comparison of 4-H Members and Nonmembers as to Parental Involvement in 4-H

Significantly higher percentages of 4-H members than nonmembers indicated that parents had assisted with 4-H in the following ways:

1. Provided transportation to 4-H event
2. Attended a 4-H meeting
3. Helped 4-H member with a 4-H project
4. Provided transportation for other 4-H members to attend a 4-H event

A significantly greater percentage of members than nonmembers reported that their parents had been a member of a club (civic, church or social).

There were no significant differences between members and nonmembers as to parent(s) who had taught a 4-H project group, who had served as a judge at a 4-H event and who had either helped with or coached a sports team.

Comparison of 4-H Members and Nonmembers as to Participation in 4-H and Other Selected Activities

Significantly greater percentages of 4-H members than nonmembers indicated they had participated in the following 4-H activities:

1. Served as a club officer
2. Was a member of a district 4-H judging team
3. Entered 4-H breadbaking contest
4. Entered 4-H poster contest
5. Entered 4-H public speaking contest
6. Gave a demonstration for a contest
7. Entered a district 4-H contest
8. Attended 4-H camp
9. Was a member of a 4-H project group

A significantly greater percentage of members than nonmembers indicated that they had won a 4-H ribbon, had entered an item at county demonstration day and had read and answered the questions in a 4-H project book.

There were no significant differences between members and nonmembers who had exhibited livestock, dairy cattle or other animals at a 4-H show. Likewise, there were no significant differences between members and nonmembers who had received a medal

or other award at the 4-H achievement program and who were members of the 4-H Honor Club.

Significantly greater percentages of 4-H members than nonmembers had been members of the school paper and/or school yearbook staffs and/or had been members of an organized sports team.

There were no significant differences between members and nonmembers as to their participation in Scouts, school band, youth group at church, Beta Club, Student Council, gymnastics training, dance classes and private music lessons.

Comparison of 4-H Members and Nonmembers as to Interest in Selected 4-H Activities

Significantly greater percentages of 4-H members than nonmembers cited the following selected 4-H activities that they had interest in:

1. Being on the radio
2. Attending a 4-H contest in Chattanooga
3. Being a member of a 4-H judging team
4. Completing a 4-H record book
5. Attending 4-H trips out of the county
6. Attending weekend 4-H camps in Crossville
7. Receiving 4-H academic credit
8. Attending 4-H meetings at night rather than during the day

A significantly greater percentage of members than nonmembers, though small percentages, indicated that an Extension agent had visited their home.

Influence of Selected Variables Regarding Respondents' Length of Membership in 4-H, Opinions about 4-H and Participation in 4-H

Respondents who answered yes to the following statements had been in 4-H a significantly greater number of years, had participated in a significantly greater number of 4-H activities and had significantly higher scores on opinions about 4-H as compared to those who responded negatively to the following:

1. Plan to join 4-H next year if 4-H club meetings were held during school hour
2. They did not plan to join 4-H if 4-H club meetings were held after school hours
3. Had knowledge about a 4-H project
4. Knew the location of the 4-H club meeting
5. Indicated that 4-H projects sounded interesting to them
6. Felt that their parent(s) expressed interest in the 4-H club
7. Liked to compete for awards
8. Had some knowledge about the 4-H club
9. Had an interest in taking special 4-H trips
10. Indicated that ninth grade meetings would be fun and interesting
11. Had had a 4-H Extension agent to visit their home
12. Had read and answered questions in a 4-H project book
13. Felt that the 4-H club was not boring to them

Also respondents who reported that they liked school had significantly higher scores on opinion about 4-H. There were no significant differences between those respondents who liked

school and those who did not and their length of membership in 4-H and their participation in 4-H activities.

Respondents who reported that they usually made A's and B's in their school work had participated in significantly greater number of 4-H activities. There were no significant differences between respondents' grades in school and their scores on opinions about 4-H and length of membership in 4-H.

Those respondents who indicated that they had friends in 4-H had significantly higher scores on opinions about 4-H, had been enrolled in 4-H a significantly greater number of years and had participated in significantly greater number of 4-H activities.

Influence of Respondents' Families upon the Length of Time They Had Been in 4-H, Their Opinions about 4-H and Their Participation in 4-H Activities

Those respondents who had brother(s), sister(s), mother or father who had been 4-H members had been enrolled in 4-H a significantly greater length of time, had participated in a greater number of 4-H activities and had higher scores on opinions about 4-H. Those youth who lived on a farm, in a rural area or in a subdivision out in the county had significantly higher scores on opinions about 4-H, had been enrolled in 4-H a significantly greater length of time and had participated in a significantly greater number of 4-H activities. Although mother's employment outside the home was not significantly related, father's employment was related to the three variables. Those youth who had fathers employed in farming had been enrolled in 4-H the longest number of years. The next areas of employment were

manufacturing and miscellaneous. Those youth whose father's employment was in the field of unemployed or religion had been enrolled in 4-H the shortest number of years. Members who listed their father's employment as education had participated in the greatest number of 4-H activities. Education was followed next by farming, miscellaneous, manufacturing, business and not employed.

There were no significant differences between father's employment and the scores on opinions about 4-H.

Having brothers or sisters in the family did not appear to make any significant difference as to respondents' length of membership in 4-H, participation in 4-H or scores on opinions about 4-H. Also employment of the mother outside the home was not significantly related to respondents' length of membership in 4-H, scores on opinions on 4-H or participation in 4-H activities.

Relationship Between Respondents' Participation in 4-H as to Length of Membership in 4-H and Opinions about 4-H

Those respondents who participated in the following activities had been a 4-H member a significantly greater number of years and had significantly higher scores on opinions about 4-H than did those who had not participated in the following 4-H activities:

1. Served as a 4-H club officer
2. Entered a 4-H breadbaking contest
3. Entered a 4-H poster contest
4. Entered a 4-H public speaking contest
5. Gave a demonstration for a contest

6. Entered a district 4-H contest
7. Attended 4-H camp
8. Was a member of a 4-H project group

Likewise, those respondents who had won a 4-H ribbon and who had received a medal or award at the achievement program indicated they had been a 4-H member a significantly greater number of years and had significantly higher scores on opinions about 4-H.

There were no significant differences between length of membership in 4-H or scores on opinions about 4-H among those respondents who had and those who had not exhibited livestock, dairy cattle or other animals at a 4-H show. Likewise, there were no significant differences in the length of membership in 4-H or scores on opinions about 4-H among those respondents who had and those who had not been a member of the 4-H Honor Club.

IV. IMPLICATIONS AND RECOMMENDATIONS

Based on the findings of this study, the examination of related literature and the experience the author had in working as an Extension agent, the following implications and recommendations are made:

1. The availability of the 4-H club remains important in maintaining enrollment and participation in the 4-H club activities and projects. Four-H club meetings should continue to meet during school hours in order to reach a greater number of members and to increase overall junior high membership. The beginning of new

activities on the junior high level might increase interest and participation in the program. Extension agents might make use of the activities that respondents mentioned such as being on the radio, having more district events, providing more judging team opportunities, having more out of county trips and weekend camps, stressing the importance of receiving academic credit and by having a variety of meeting times and schedules for club meetings. Perhaps senior enrollment would increase if junior high youth were better satisfied with the 4-H program.

2. Parental interest as well as involvement in 4-H is important in junior high youth continuing their membership into senior 4-H work. Extension agents should encourage involvement of parents in 4-H club work. Parents should be encouraged to provide transportation for both their own children and other youth as well to 4-H events. Extension agents should continue to ask parents to attend 4-H meetings so they will have a better understanding of the 4-H program. Parents might also be encouraged to use their knowledge and expertise by helping members with project work.

It has been stated often that the busiest people make the best leaders. Parents who are actively involved in civic, church or social clubs should be especially recruited by Extension agents to help with 4-H activities.

Educational materials might also be developed that would give parents a better understanding of the 4-H program and explain the role parents play in helping their children to have more successful learning experiences.

3. Participation in 4-H activities is important for youth to remain involved and interested in 4-H. Extension agents should continue to offer a wide range of 4-H events and activities for the members to participate in. Extension agents could offer junior high weekend camps, begin new 4-H activities (not offered in grades four through six) for junior high members and include more trips to district events. Also, Extension agents could utilize adult volunteer leaders to conduct more and varied project groups available to junior high members in order to maintain interest in the 4-H program. Extension agents might also strive to devote more time and work more closely with junior high members. As a result membership into senior work would be strengthened.

4. There are many new school activities and clubs available when junior high youth reach high school age. Yet the majority of young people do not join and participate in these groups. Since 4-H is a club begun in the fourth grade, young people get introduced to club organization and leadership qualities early in life. These early roots coupled with a strong basic 4-H program in the junior years and variety in the junior high years should offer youth the security of being a member of a club through senior work. Extension agents should encourage youth to both enroll and participate in 4-H at the fourth grade level in order to help these youth receive a firm foundation in club work.

VI. RECOMMENDATIONS FOR FURTHER STUDY

1. A similar study could be conducted with ninth graders to determine factors which influence their membership and participation in 4-H through their senior 4-H years.

2. Additional studies could be conducted with senior 4-H members to determine factors which influence their membership and participation in senior 4-H work.



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APPENDIX

CHAMBER & CREST

SURVEY OF EIGHTH GRADE YOUTH IN BRADLEY COUNTY

The purpose of this questionnaire is to determine factors which influence some youth to remain in 4-H Club work through the eighth grade. This information will help to improve 4-H work in Bradley County. Therefore, it is important that you answer these questions as accurately as possible.

Name _____

- I. (1) 1. Card Number
- (2) 2. Your Sex (1 = Boy; 2 = Girl)
- (3) (4) (5) 3. Your Age (Actual Age)
- (6) 4. Your School (1 = Bradley junior high; 2 = Treshitt junior high)
- (7) 5. Are you a 4-H member this year (1 = No, 2 = Yes)
- (8) 6. What other years were you a 4-H member?
 - (9) a. 4th grade (1 = No; 2 = Yes)
 - (10) b. 5th grade (1 = No; 2 = Yes)
 - (11) c. 6th grade (1 = No; 2 = Yes)
 - (12) d. 7th grade (1 = No; 2 = Yes)
- (13) 7. Do you think other school activities keep young people from joining the 4-H Club? (1 = No; 2 = Yes)
- (14) 8. Do you plan to join 4-H next year if meetings are held during school hours? (1 = No; 2 = Yes)
- (15) 9. Do you plan to join 4-H next year if meetings are held after school hours? (1 = No; 2 = Yes)
- (16) 10. Do you know what a 4-H project is? (1 = No; 2 = Yes)
- (17) 11. Do 4-H projects sound interesting to you? (1 = No; 2 = Yes)
- (18) 12. Do you know where the 4-H Club meets for its meetings at your school? (1 = No; 2 = Yes)
- (19) 13. Are your parents interested in the 4-H Club? (1 = Very interested; 2 = Interested; 3 = Not very interested; 4 = Not interested)

- (18) 14. How well do you like to compete for awards?
(1 = Very much; 2 = Some; 3 = Not very much;
4 = Not at all)
- (19) 15. How much do you know about the 4-H Club:
(1 = I know a great deal; 2 = I know some; 3 =
I don't know much; 4 = I know nothing about
the 4-H Club)
- (20) 16. How interested are you taking special 4-H trips
on Saturdays and during the summer months?
(1 = Very interested; 2 = Interested; 3 = Some
interested; 4 = Not interested)
- (21) 17. Do you think 9th grade 4-H meetings will be fun
and interesting? (1 = No; 2 = Yes)
- (22) 18. Is 4-H Club work boring to you? (1 = No; 2 = Yes;
3 = Don't know)



19. Have you ever:

- (23) a. Served as a 4-H Club officer? (1 = No; 2 = Yes)
- (24) b. Won a 4-H ribbon? (1 = No; 2 = Yes)
- (25) c. Exhibited livestock, dairy cattle or other animals at a 4-H show? (1 = No; 2 = Yes)
- (26) d. Been a member of a district judging team? (1 = No; 2 = Yes)
- (27) e. Entered a 4-H Breadbaking Contest? (1 = No; 2 = Yes)
- (28) f. Entered a 4-H Poster Contest? (1 = No; 2 = Yes)
- (29) g. Entered a 4-H Public Speaking Contest? (1 = No; 2 = Yes)
- (30) h. Given a 4-H Demonstration for a contest? (1 = No; 2 = Yes)
- (31) i. Entered an item at County Demonstration Day? (1 = No; 2 = Yes)
- (32) j. Entered a district 4-H contest? (1 = No; 2 = Yes)
- (33) k. Received a medal or award at the 4-H Achievement Program? (1 = No; 2 = Yes)
- (34) l. Attended 4-H Camp? (1 = No; 2 = Yes)
- (35) m. Been a member of a 4-H project group (sewing classes, cake decorating, beef, dairy, etc.)? (1 = No; 2 = Yes)
- (36) n. Been a member of the 4-H Honor Club? (1 = No; 2 = Yes)
- (37) 20. Has a 4-H Extension Agent ever been to your house? (1 = No; 2 = Yes)
- (38) 21. Have you ever read a 4-H project book? (1 = No; 2 = Yes)
- (39) 22. Have you ever answered the questions in a 4-H project book? (1 = No; 2 = Yes)
- (40) 23. How well do you like school? (1 = Very well; 2 = School is okay; 3 = I don't really like school)

- (41) 24. In thinking about your grades at school, do you usually make? (1 = Mostly A's; 2 = Mostly B's; 3 = Mostly C's; 4 = Mostly D's)
25. Have you ever
- (42) a. Been a member of Scouts? (1 = No; 2 = Yes)
- (43) b. Ever been a member of the school band? (1 = No; 2 = Yes)
- (44) c. Ever taken gymnastics training? (1 = No; 2 = Yes)
- (45) d. Had private music lessons? (piano, drums, etc.) (1 = No; 2 = Yes)
- (46) e. Had private dance classes? (1 = No; 2 = Yes)
- (47) f. Worked on a school paper or school yearbook? (1 = No; 2 = Yes)
- (48) g. Been a member of a youth group at church? (1 = No; 2 = Yes)
- (49) h. Been a member of an organized sports team (football, basketball, swimming, softball, baseball, etc.)? (1 = No; 2 = Yes)
- (50) i. Been a member of the Beta Club? (1 = No; 2 = Yes)
- (51) j. Been a student council member? (1 = No; 2 = Yes)
- (52) 26. Do you live with? (1 = Both parents; 2 = Your Mother only; 3 = Your Father only; 4 = Other family member; 5 = Guardian; 6 = Other persons)
- (53) 27. Do you have brothers? (1 = No; 2 = Yes)
- (54) 28. Were your brothers 4-H members? (1 = No; 2 = Yes; 3 = Do not have brothers)
- (55) 29. Do you have sisters? (1 = No; 2 = Yes)
- (56) 30. Were your sisters 4-H members? (1 = No; 2 = Yes; 3 = Do not have sisters)
- (57) 31. Thinking about your order of birth in your family, are you? (choose one) (1 = An only child; 2 = The oldest child; 3 = A middle child; 4 = The youngest child)

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- (58) 32. Thinking about your home, do you live? (choose one)
(1 = Inside the Cleveland city limits; 2 = In a subdivision out in the county; 3 = In the country; 4 = On a farm)
- (59) 33. Do you live in: (1 = A house; 2 = An apartment; 3 = A duplex; 4 = A trailer)?
- (60) 34. Is your mother employed outside the home? (1 = No; 2 = Yes; 3 = Mother is not living)
- (61) 35. Was your mother ever a 4-H member?
(1 = No; 2 = Yes; 3 = Do not know)
- (62) 36. Is your father's employment related to (1 = Manufacturing; 2 = Business; 3 = Education; 4 = Farming; 5 = Religion; 6 = Miscellaneous; 7 = Do not know; 8 = Not employed)?
- (63) 37. Was your father ever a 4-H member? (1 = No; 2 = Yes; 3 = Do not know)
- 38. Has either of your parents ever:
 - (64) a. Provided you with transportation to a 4-H event?
(1 = No; 2 = Yes)
 - (65) b. Ever taught a 4-H project group? (1 = No; 2 = Yes)
 - (66) c. Served as a judge at a 4-H event? (1 = No; 2 = Yes)
 - (67) d. Attended a 4-H meeting? (1 = No; 2 = Yes)
 - (68) e. Helped you with a 4-H project? (1 = No; 2 = Yes)
 - (69) f. Provided transportation for other 4-Hers to attend a 4-H event? (1 = No; 2 = Yes)
 - (70) g. Helped with or coached a sports team?
(1 = No; 2 = Yes)
 - (71) h. Been a member of a club (civic, church, or social)?
(1 = No; 2 = Yes)

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Name _____

2. Card Number

(1)

35. When you think of the 4-H Club, do you think the club:

- (2) a. Is a place to learn about farming? (1 = No; 2 = Yes)
- (3) b. Is a place to learn about homemaking? (1 = No; 2 = Yes)
- (4) c. Is for a country "hick"? (1 = No; 2 = Yes)
- (5) d. Is just for kids (1 = No; 2 = Yes)
- (6) e. Is a way to become a leader? (1 = No; 2 = Yes)
- (7) f. Is a fun club? (1 = No; 2 = Yes)
- (8) g. Is a way to earn trips? (1 = No; 2 = Yes)
- (9) h. Is a way to get out of school work? (1 = No; 2 = Yes)
- (10) i. Is a way to win prize money? (1 = No; 2 = Yes)
- (11) j. Is a place to learn something that will help you in the future? (1 = No; 2 = Yes)
- (12) k. Is a great club to be a member of (1 = No; 2 = Yes)
- (13) l. Is a waste of time? (1 = No; 2 = Yes)
- (14) m. Is a way of earning a college scholarship? (1 = No; 2 = Yes)



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40. Which of the following 4-H activities sound interesting to you?
- (15) a. Be on the radio (1 = No; 2 = Yes)
 - (16) b. Attend a 4-H contest in Chattanooga (1 = No; 2 = Yes)
 - (17) c. Be on a 4-H judging team (1 = No; 2 = Yes)
 - (18) d. Complete a 4-H record book (1 = No; 2 = Yes)
 - (19) e. Attend 4-H trips out of the county (1 = No; 2 = Yes)
 - (20) f. Attend weekend 4-H camps at Crossville (1 = No; 2 = Yes)
 - (21) g. Receive 4-H academic credit (1/2 credit per year - a total of 2 credits during high school) (1 = No; 2 = Yes)
 - (22) h. Attend 4-H meetings at night - rather than during the day? (1 = No; 2 = Yes)
41. Are most of your friends in 4-H?
- (23) (1 = No; 2 = Yes)

42. In your opinion, what are some reasons that cause your friends to drop out of a club?
- (24) a. Unorganized meetings (1 = No; 2 = Yes)
 - (25) b. Inadequate club officers (1 = No; 2 = Yes)
 - (26) c. Too much record keeping (1 = No; 2 = Yes)
 - (27) d. Boring meetings (1 = No; 2 = Yes)
 - (28) e. Club members "goof off" in the meeting (1 = No; 2 = Yes)
 - (29) f. More time needed to devote to studies (1 = No; 2 = Yes)
 - (30) g. Activities require too much time (1 = No; 2 = Yes)
 - (31) h. There are new clubs to join (1 = No; 2 = Yes)
 - (32) i. Friends quit going (1 = No; 2 = Yes)
 - (33) j. Afraid to speak up in the club (1 = No; 2 = Yes)
 - (34) k. The meeting was too noisy (1 = No; 2 = Yes)
 - (35) l. The "popular" kids win everything anyway (1 = No; 2 = Yes)
 - (36) m. Not enough recreation included in the meeting (1 = No; 2 = Yes)
 - (37) n. Too much competition (1 = No; 2 = Yes)
43. Do you know where the Bradley County 4-H Office is located? (1 = No; 2 = Yes)
- (38)
44. Have you ever visited the 4-H office? (1 = No; 2 = Yes)
- (39)



45. Do you think young people remain in the 4-H Club after the eighth grade because:

- (40) a. The learning experiences will make them a better person (1 = No; 2 = Yes)
- (41) b. Their friends remain in 4-H (1 = No; 2 = Yes)
- (42) c. They like to go to 4-H Camp (1 = No; 2 = Yes)
- (43) d. 4-H meetings are fun and interesting (1 = No; 2 = Yes)
- (44) e. They like to compete for 4-H awards (1 = No; 2 = Yes)
- (45) f. They like to work in 4-H project books (1 = No; 2 = Yes)
- (46) g. They will become leaders (1 = No; 2 = Yes)
- (47) h. They will become better citizens (1 = No; 2 = Yes)
- (48) i. They enjoy 4-H activities (1 = No; 2 = Yes)
- (49) j. Their parents encouraged them to remain in 4-H (1 = No; 2 = Yes)

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VITA

Kaye Morrisette Smith was born on September 14, 1949, in Union City, Tennessee. She is the daughter of Mr. and Mrs. Charles E. Morrisette. She has two younger sisters, Jane and Betsy.

Kaye attended elementary and high schools in Union City where she graduated from Union City High School in 1967. She was granted the Bachelor of Science degree in Home Economics Education from The University of Tennessee at Martin in 1971.

Upon graduation, Kaye became the Assistant Extension Agent with the Agricultural Extension Service in Van Buren County, Tennessee. She accepted a similar position in Bradley County, Tennessee in 1972. She was promoted to Associate Extension Agent in 1978.

Kaye was married to William Bradford Smith, Jr. who was from Brentwood, Tennessee, on April 21, 1973. Their daughter Laura Jayne, was born January 1, 1978.

Kaye is a member of the following professional organizations: Tennessee Association of Extension Home Economists, National Association of Extension Home Economists, Tennessee Association of Extension 4-H Workers, Omega Chapter of Epsilon Sigma Phi, American Home Economics Association, Tennessee Home Economics Association, Phi Delta Kappa, and Phi Kappa Phi.

She is director of two year old children at the First Baptist Church in Cleveland, Tennessee.