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## **Factors which influence the Four-H membership status of the ninth and tenth grade girls in Bradley County, Tennessee**

Maxine Byerley

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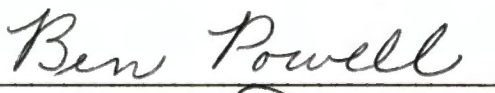
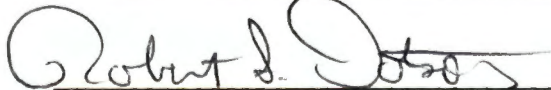
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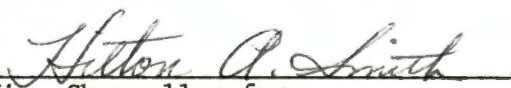
I am submitting herewith a thesis written by Maxine Byerley entitled "Factors Which Influence the Four-H Membership Status of the Ninth and Tenth Grade Girls in Bradley County, Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension Education.

  
Major Professor

We have read this thesis  
and recommend its acceptance:

Accepted for the Council:

  
Vice Chancellor for  
Graduate Studies and Research

FACTORS WHICH INFLUENCE THE FOUR-H MEMBERSHIP STATUS  
OF THE NINTH AND TENTH GRADE GIRLS IN  
BRADLEY COUNTY, TENNESSEE

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A Thesis  
Presented to  
the Graduate Council of  
The University of Tennessee

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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by  
Maxine Byerley  
June 1972



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## ABSTRACT

This study was concerned with the problem of decreasing enrollment among Senior 4-H Youth in Bradley County, Tennessee. Data were collected from ninth grade home economics classes at Bradley Central High School and Bradley Senior 4-H Club members. A total of 208 interview schedules was judged to be accurate and relevant and all 208 were used in the analysis. For purpose of analysis, data from 208 girls were classified into two groups according to the 4-H membership status of the interviewees: (1) girls who were 4-H Club members at the time of the interview (4-H members); and (2) girls who had been but were not 4-H in 1970 (dropouts). The purpose was to determine the relation between the 4-H membership status of these girls and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events. Forty-two independent variables were identified and used as a basis for comparing 4-H members and dropouts. Contingency tables were used to show the relation between the dropouts and independent variables. Chi square statistical analysis was made to show the significance level of relations identified. Chi square values which at least achieved the .05 level were accepted as statistically significant. Computations were done by The University of Tennessee Computing Center.

Major findings of the study which were significantly related to membership status were:

1. Grade in school--a larger proportion of the dropouts than the 4-H members were in the ninth grade, 4-H members tended to be in the tenth grade.

2. Grade in school when first joined 4-H--girls who were 4-H members joined when in a lower grade than did the dropouts.

3. Number of years of membership--girls who were 4-H members had been members longer than the dropouts. The longer a girl had been in 4-H, the more likely she would be to remain in 4-H for another year.

4. Plans for college attendance--girls who were 4-H members had more definite plans to attend college than did the dropouts.

5. Regular church attendance--girls who were 4-H members also attended church regularly.

6. Mothers' education level--mothers of girls who were 4-H members tended to have more formal education (i.e. high school or better) than the mothers of dropouts.

7. Mothers' membership in clubs or organizations--girls who were members mothers were members of one or more clubs or organizations. When mothers were not members of any club or organization there was a greater tendency for the girls not to be members of 4-H.

8. Fathers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H felt their fathers had a more positive attitude (i.e. were very pleased) toward 4-H membership than the fathers of dropouts.

9. Mothers attitude toward daughters joining 4-H the first time--girls who remained in 4-H perceived their mothers had a more positive attitude toward 4-H membership (i.e. were very pleased) than did the dropouts' mothers.

10. Fathers' attitude toward 4-H--girls who remained members felt their fathers were more interested in 4-H than the dropouts' fathers. Girls who remained in 4-H felt their fathers wanted them to devote more time to 4-H.

11. Free time--girls who were 4-H members felt they had more free time than the dropouts.

12. Membership in school organizations--girls who were 4-H members belonged to more school organizations than the dropouts.

13. Membership in out-of-school organizations--girls who were 4-H members belonged to a larger number of school organizations than the dropouts.

14. Membership in all organizations--girls who were 4-H members belonged to a larger number of organizations (i.e. in and out-of-school) than the dropouts.

15. Participation in school athletics--girls who were 4-H members were more active in school athletics than the dropouts.

16. Feelings about why others dropout--girls who were 4-H members felt that other girls dropped out of 4-H because it required too much time and responsibility.

17. Participation in 4-H events--girls who remained in 4-H participated in a larger number of 4-H events and activities than did the dropouts.

Four-H membership status was not significantly related to ages of the girls when data were collected; place of residence; age when first joined 4-H, school grade received most frequently and girls dating patterns. Family characteristics which were not significantly related to 4-H membership status were: parents marital status; annual family income; fathers' education level; fathers' occupation; mothers' employment outside the home and mothers' attitude toward 4-H. Other independent variables which were not significantly related to 4-H membership status were: participation in out-of-school athletics; feelings concerning competition; watching television; listening to music; attitude of peers concerning 4-H; and record books.

A slightly higher average percent of 4-H members than dropouts felt more emphasis should be given to each of 16 4-H activities and events. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as was given at the time of the study. On the average higher percentage of the dropouts than the members felt each of 16 4-H events and activities should receive less emphasis than given at time of the study.

On the average there was a tendency for a higher percentage of 4-H members than dropouts to know how to perform each of the 21 selected tasks. Although dropouts knew how to perform fewer of the

21 selected tasks than members, only a slightly higher percentage of dropouts than members wished to learn how to perform these tasks. A higher average percent of dropouts than members did not like to perform or would not like to learn the 21 selected tasks.

Implications and recommendations were also made.



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## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### I. INTRODUCTION

The basic premise of Extension youth education programs is simply stated in A Guide to Extension Programs for the Future when it says, "The future of any society depends on how well it prepares its young people to make the decision and carry the responsibilities of mature citizenship" (39:261).\*

For over a half a century the Cooperative Extension Service has worked to help young people to develop. Practical real-life learning experiences which supplement the effort of the home, church and school have been the trade mark of the 4-H program through the years as young people have learned to do by doing. (39).

Although the 4-H age in the United States is 9 to 19, over 50 percent of the membership is in the 10, 11, 12 year old age group. About 25 percent of those enrolled in 4-H each year are teenagers (13-19); however, when the 13 and 14 years old are removed, the figure is reduced to about 15 percent. Only eight percent of the 4-H members in the United States in 1970 had been in the program for six years or more. On the other hand 40 percent of all 4-H members had been in the program one year or less (55:3-4). A very small percentage of the total teenage population in Tennessee (5 percent) and in the United States is enrolled each year in 4-H (54:3).

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\*Numbers in parenthesis refer to numbered references in the bibliography; those after the colon are page numbers.



The adolescent period is one of particular importance in the developing of young people for they are not little adults, but developing adults (40). This is the time when the young person takes the final developmental steps to becoming an independent adult, a time when the basic purposes of the 4-H Club could truly find fertile ground.

## II. NEED FOR THE STUDY

Tennessee's Extension agents for some time have had an interest in the effectiveness of the senior 4-H program and at the time of this study there was a particular emphasis on this area. To do a more effective job of evaluating senior club work reliable information was needed concerning those factors which influenced some senior 4-H members to remain active while others dropped out of club work.

If these factors regarding membership tenure could be identified, then those agents working with youth programs could do a more effective job of planning and conducting the 4-H program in their counties.

## III. STATEMENT OF THE PROBLEM

Senior enrollment in the United States, as well as Tennessee, has been on the decline for several years. It is disconcerting to learn that 4-H is becoming a program principally for 10 to 12 year olds who stay in the program for only one or two years. The



largest drop in enrollment comes when the youngster becomes 14 or 15 (55:47). According to Tennessee enrollment figures, each year about half of the 13 and 14 year olds as well as those 14 and 15 drop out of 4-H (48; 49). This trend continues through all enrollment figures for the teenage audience.

The Bradley County 4-H program is no exception to this trend. In 1966 the total county enrollment was 2,106, but only 231 of those enrolled were 14 or older (48). In the 1969-70 school year the total enrollment was up to 3,136 and the enrollment of those 14 and older group had increased to 538, but the dropout rate between 13 and 14 as well as 14 and 15 was well over 70 percent for each year (49). These facts were a deepening concern for the Extension staff in Bradley County as well as the state staff.

#### IV. PURPOSE OF THE STUDY

Basically this study was to determine some of the factors which influenced the membership status of the ninth and tenth grade girls in Bradley County, Tennessee. The study's specific objectives were:

1. To determine the relation between 4-H membership status (members and dropouts) and selected personal characteristics of ninth and tenth grade girls in Bradley County.

2. To determine the relation between 4-H membership status (members and dropouts) and family characteristics of ninth and tenth grade girls in Bradley County.

3. To determine the relation between 4-H membership status (members and dropouts) of ninth and tenth grade girls in Bradley County and participation in various organizations, events, and activities.

4. To determine the relation between 4-H membership status of Bradley County ninth and tenth girls and their attitudes toward selected 4-H events and activities.

5. To determine the relation between 4-H membership status (members and dropouts) of the ninth and tenth grade girls in Bradley County and their interest in learning how to perform selected tasks.

#### V. LIMITATIONS OF THE STUDY

The study was limited to ninth and tenth grade girls in Bradley County who were attending first year home economics classes and to Bradley County senior 4-H Club girls not taking home economics.

Although many variables could have been used, the present study was limited to two dependent and 42 independent variables. The dependent variables were those concerning 4-H membership status (i.e., members and dropouts). Independent variables were classified into five major categories: (1) Personal characteristics of the girls (12 variables); (2) characteristics of the girls' parents and the total family (11 variables); (3) extent to which girls participated in selected youth organizations, events, and activities (13 variables); (4) attitudes of girls toward 4-H events and activities (3 variables); and (5) interests of the girls in learning more about selected subject matter areas (3 variables).

## VI. METHOD OF INVESTIGATION

### The Population and Sample

The population of the study included all the girls in the ninth grade home economics classes of Bradley Central High School and girls who were members of the Bradley County Senior 4-H Club who did not take home economics or attend Bradley Central High School. There was not an organized senior 4-H Club at the high school when the group interviews were conducted.

The sample included the 258 girls who were present in home economics classes and at the senior 4-H Club meeting when the interview schedules were administered. Fifty schedules were deleted from the analysis due to the fact that the girls had never been 4-H Club members. The remaining 208 interview schedules were used in the analysis. Of the 208 girls interviewed, 33 were 4-H members and 175 had been 4-H members, but were not at the time of the interview (dropouts).

### Collection of Data

In a conference with the Home Economics teachers of Bradley Central High School, prior to the collection of the data, the writer explained the purpose of the study, the use to be made of the data and the procedure to be followed in collecting the data.

The teachers agreed that the survey would be beneficial to both programs and obtained permission from the principal to conduct the interview during school hours.

The interview schedule used was revised from one originally tested by Shirley Hamilton in the Greene County, Tennessee, study. The revised version has been used by several counties in similar studies regarding 4-H membership relationships.

The group interviews were completed from May 25, 1970 to June 25, 1970 in the home economics classes and at the Bradley County senior 4-H club meetings. The home economics instructors remained in the room as the interviews were conducted and obtained the information from one class period during the day. A total of 258 girls completed the groups interview schedules.

#### Analysis of Data

The statistical test used in the analysis of data was chi square. The chi square values which achieved the .05, .02, .01, or .001 levels of significance were accepted as being statistically significant. Computation for determining the chi square values were done by the University of Tennessee Computing Center. The program also computed degrees of freedom used in determining the levels of significance.

A Contingency Table Analysis Computer program (SPSS, Crosstabs) was used to show the relation between each of the 42 independent variables and 4-H membership status. Output for this program included: (1) frequency tables, (2) row, column, and table percentages, and (3) chi square as well as degrees of freedom.

Although null hypothesis was not stated, an assumed null hypothesis for each independent variable was: There is not a

significant relation between the independent variable and 4-H membership status. (43)

The chi square test requires that the expected frequencies in each cell should not be too small. Cochran (1954) recommended that for chi square tests with degrees of freedom larger than one (that is, when either "k" or "r" is larger than two), fewer than 20 percent of the cell should have an expected frequency or less than 5, and no cell should have an expected frequency of less than 1 (43:178). An attempt was made to comply with the above requirements in the present study.

#### VII. DEFINITION OF TERMS

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

Dropouts (former members). Girls who were 4-H club members at one time, but dropped membership prior to 1969-70 4-H Club year.

Members. Girls enrolled in senior 4-H club work in Bradley County, Tennessee, during the 1969-70 4-H club year.

Senior 4-H Member. Those individuals between the ages of 14 and 19 years, enrolled in 4-H club work.



## CHAPTER II

### RELATED LITERATURE

Available literature which seemed to have a bearing on the independent variables was included in this review. Studies will be reported under the major topics of (1) personal factors, (2) parent and family-related factors, (3) participation in organizations, events, and activities, and (4) 4-H related experiences.

#### I. PERSONAL FACTORS RELATED TO CONTINUED

##### 4-H ENROLLMENT

"Teenagers have some basic characteristics, concerns and conflicts. Teens are basically curious. They want to be accepted by others their age, and they want to be accepted by adults as adults" (2:33). In a study of adolescence, Goodman reported that adolescents conformed more to the norms of their friends than to those of their parents or even their own (16). Cogburn and Cunningham feel that having friends enroll in 4-H is an influence for re-enrollment (5:9).

Age that a youngster joins 4-H has been a definite influence on the tenure of his membership. Studies by Hamilton and Jeter, as well as many others, showed that there was a definite tendency for the 4-H members to have enrolled at an earlier age than the dropout (18;21; 6;11; 27; 38; 53). Copp and Clark reported that

boys and girls who join as soon as they become eligible (age 10 and under) continued as 4-H members longer than those who join sometime after they become eligible (6:32). Esbeck's study in Iowa showed that girls were more apt to remain in 4-H Club work when they joined at age 10 rather than later (12:50).

In a study by Sabrosky a greater portion of the members were found to be from farms than non-farms. There was also a definite trend for the farm children to re-enroll for more years of 4-H work. Girls who stayed in club work tended to come from farms (38). Similar findings have been reported by Copp, Esbeck, Middleton and Mintmier (6; 12; 26; 27). Sherman found that projects chosen follow quite closely the residence and occupation of family members (42).

All youth regardless of where they live, rural and urban, are confronted with and must resolve common problems of growing up in our society (8). Over two-thirds of the 4-H members enrolled in urban programs were girls (57:8). In fact the urban girls have less difficulty fitting into 4-H club work since the projects they prefer are about the same as those generally elected by girls their age irrespective of residence (14:45).

Girls who were 4-H members in Greene County, Tennessee, attended church more frequently than the dropout (18). Approximately two-thirds of the United States population including many children are members of or pupils in religious institutions (29). In the study done by Radar, church activities occupied some time for 40 percent of the sample. They spent on the average 2.7 hours per week

in activities connected with the church. Girls participated twice as frequently as boys and town youth were far more active than others (30).

In a study of five Virginia Counties half of the 4-H members planned to attend or were attending college (34).

## II. PARENT AND FAMILY RELATED FACTORS RELATED TO CONTINUED 4-H ENROLLMENT

The home plays a large part in the developing of young people and the influence that the family has on 4-H reenrollment is also evident. In a survey of rural and urban youth, it was determined that the young people considered their parents as their best source of advice (28). In another similar study made by Stinnett and Walters, the young people indicated that important decisions, companionship, and ideas of right and wrong were strongly influenced by the parents (45). Stowe and many others indicated that the parents interest in 4-H work was an influence to remain in or drop out of 4-H (46; 5; 18; 7; 6).

Activity of the parent in the 4-H club program was also a significant factor. Mintmier found that reenrollment was higher when members' parents provided transportation and accompanied members to the meeting. Another fact which came out in this study related that family members of the active 4-H group reflected a closer relationship with each other than was true of families of dropouts (27).



In the group of junior leaders surveyed by Gehres, the fathers of 10 percent of the girls had been 4-H club members. Twenty percent of the girls' mothers were former 4-H members (15).

A greater percentage of the upper socio-economic levels enroll in club work than those from the lower levels. Those from upper levels definitely tend to reenroll for more years of 4-H work according to Sabrosky (38).

Approval from adults is important to adolescence (10). The Hamilton study indicated that parent approval and interest was related to girls remaining in 4-H (18). The Copp and Clark study showed that the dropouts came from disadvantage homes - that is poorer homes in community, parents were not farmers, their mothers work and their parents were not active in community affairs (7). Mothers membership in organizations outside the home was indicated as a factor in membership in 4-H club according to Jeter (21).

### III. PARTICIPATION IN ORGANIZATIONS, EVENTS, AND ACTIVITIES RELATED TO CONTINUED

#### 4-H ENROLLMENT

Four-H activities are usually considered part of the time that a young person has as free time, particularly in Bradley County as related to the senior program. One of the aspects of youth development discussed by the White House Conference on Children in 1970 had to do with the way leisure time is used. According to the Report to the President, leisure time is more than "left over" time; it is the

time the individual is best able to develop his personal identity and to realize his social, emotional, intellectual, and physical potential. What we do with our leisure actually has a lot to do with the matter of values (32).

From the Radar study comes information regarding how young people use their free time. In this study 72 percent of the young people belonged to one or more youth organizations. There was greater frequency of participation for girls than boys, for youth in town, and for tenth graders as compared with students in the ninth grade. In the group surveyed, those who belonged to some type of youth organization were associated with an average of 1.8 organizations. Free time of these young people spent in unstructured activities, many of which were not supervised, during the week amounted to over 20 hours per week. Radar concluded that the youth of the county surveyed had adequate time to devote to an informal educational program such as 4-H (30).

Findings of Hamilton that 4-H members belong to more in and out-of-school organizations than the dropout was borne out by the Copp and Clark study (18;7). The boys and girls who dropped out of 4-H were not really as busy as they often claimed to be. According to Copp and Clark, boys and girls did not drop out because they joined some other organization (7). In a Louisiana study the respondents rated 4-H club equal to or higher than organizations to which they belong on what they learn from it and how interesting it is to them (14).

Cervantes' study of the school dropout indicated that one characteristic of a potential or an actual school dropout was no participation in extracurricular activities (4).

#### IV. FOUR-H EXPERIENCES RELATED TO CONTINUED

##### 4-H ENROLLMENT

One of the key reasons for staying in the 4-H program in study after study related to participation of the individual (1; 31; 6; 53; 18; and others). Copp and Clark found that in the group they studied the young people were not able to find clear reasons for dropping out or staying in. Reasons discovered were from information about the young people rather than their opinions (7). A higher percent of the dropouts felt their peers had a favorable attitude toward 4-H while members thought their peers had an unfavorable attitude toward 4-H, according to the Hamilton study (18).

Mintmier, as well as other investigators, have found that holding office in the club and serving on committees was favorable to reenrollment (27; 23). Some of Dodge's findings related that one thing which members like about 4-H work was being part of a group (11). Evidence in the Wisconsin study by Hoyer showed that community service oriented clubs experience gain in members and leaders as well as number of projects carried per member after the year's experiences in community service activities. On the other hand 4-H clubs not involved in community service work experienced a loss in membership and in leaders and a reduction in average number of projects carried by the membership (19). The Lyle study in South

Dakota bears out this finding as she relates that members continued in clubs which perform certain activities within the community or as part of the county 4-H organization (24). To boost enrollment Sabrosky suggests, provide something to do year round (35).

Individuals in the Cunningham study were more likely to reenroll when they felt that their 4-H experiences had been worthwhile and satisfying (9). Whether awards are part of this satisfaction could be debatable; however, several researchers found awards to be an influence on membership status. Letlow says that young people in Louisiana were more likely to remain members when they earned awards (23). Parents of three or more children in 4-H work, says Sabrosky, were more likely than other parents to be in favor of competition (36). Reenrollment was more likely to occur where blue ribbon awards have been given for project work. Receiving no ribbon award appeared to discourage reenrollment (27). One study showed the effect of awards on 4-H boys and girls. About 70 percent of those interviewed were more concerned with the award than they were learning about the project, 67 percent felt their goals were closely associated with awards and 3.5 percent indicated the award was all important (36).

The question of competition is one that there is some difference of opinion. Frasier indicated that girls and boys do not like competition (13). Yet, a survey of boys across the nation indicated that three out of five boys would prefer to be judged in competition with other boys instead of comparing their present performance with past performances (20).

In the Krietlow study one of the most common reasons found for dropping out was that the club program was weak (22). Girls in the Thorburn survey said they did not reenroll because they were no longer interested (52). Lyle found that the activities within the club encouraged continued enrollment by the members (24). Girls who remained members were more likely to say their group "always" had enough recreation and less likely to say they "never" have enough recreation, according to Esbeck (12).

Studies by both Servoss and Wolfe indicated that home economics type projects were areas which girls were interested in learning more about (41;56). Learning was the most important reason for members joining 4-H club, according to Mailles. Members stated that fun was in second place and awards were third in enrollment importance (25). Gehres study revealed that girls rated working with younger members as a high interest factor.

In summary, many variables have been found which influence young persons to enroll, reenroll, or drop out of 4-H work. Among those cited here include: peer group influence, age at time of first enrollment, place of residence, church attendance, parents interest, participation and approval of 4-H activities, mothers' club membership, how the young person spends available free time, the individuals' participation in the 4-H program, local club activities, and the interests of the young person.



## CHAPTER III

### FINDINGS OF THE STUDY

The purpose of this chapter is to present the findings of the study. This will be done under following purpose-related topics:

1. Relation between 4-H membership status and selected personal characteristics.
2. Relation between 4-H membership status and selected family characteristics.
3. Relation between 4-H membership status and participation in organizations, events, and activities.
4. Relation between 4-H membership status and girls' attitudes toward 4-H events and activities.
5. Relation between 4-H membership status and girls' interest in learning to perform selected tasks.

#### I. RELATION BETWEEN 4-H MEMBERSHIP STATUS AND SELECTED PERSONAL CHARACTERISTICS

##### Relation Between Bradley County Girls' 4-H Membership Status and Grade in School

The percents of all respondents, 4-H members and dropouts, are shown in Table I according to their grade in school. The largest percent (92 percent) of the girls were in the ninth grade. About three out of four of the members (73 percent) were in the ninth grade, while

TABLE I

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND GRADE IN SCHOOL

Grade in School	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=201) <sup>b</sup>	Members (N=26)	Dropouts (N=175)
	Percents		
Ninth	92	73	95
Tenth and above	8	27	5
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 15.5, significant at .001 level.  
Critical  $X^2$  value for 1 df = 10.8 at the .001 level.

<sup>b</sup>N differs from total respondents because 7 members did not respond.

95 percent of the dropouts were ninth graders. The proportion of respondents who were tenth graders and above was 27 percent of the members and 5 percent of the dropouts. These observed differences in 4-H members and dropouts as to their grade in school achieved the .001 level of significance when tested by the chi square test. A significant relationship existed between the grade in school and 4-H membership status of the girls interviewed. A significantly larger proportion of the dropouts than of the 4-H members were in the ninth grade.

Relation Between Bradley County Girls' 4-H Membership Status and Their Ages

Table II shows the percents of all interviewees, 4-H members and dropouts, who were in two different age groupings. The ages of the girls interviewed ranged from 13 to 19 years. A little over half of the girls interviewed (59 percent) were in the 15-19 years age group. A higher percent of the members (65 percent) than dropouts (58 percent) were in the 15 to 19 age group. In the 13 to 14 age grouping there were 42 percent of the dropouts and 36 percent of the members. Although there was a tendency for the 4-H members to be older than the dropouts, these differences did not achieve the .05 significance level when tested by the chi square test of significance. This indicated that age was not a significant factor in the decision by ninth and tenth grade girls in Bradley County to remain a 4-H member or to drop out of 4-H.



TABLE II

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND THEIR AGES

Age	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
13-14	41	36	42
15-19	59	64	58
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 0.3; not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

Relation Between Bradley County Girls' 4-H Membership and Their  
Place of Residence

Table III shows the percents of all interviewees, 4-H members and dropouts, who resided in each of three different places. The largest percentage (44 percent) of all the girls lived in urban areas. Nearly one-half (45 percent) of the dropouts lived in urban areas, while 39 percent of the 4-H members lived in urban areas. About one-third of both members (37 percent) and dropouts (37 percent) lived in rural non-farm areas. A slightly higher percentage (24 percent) of 4-H members than of dropouts (18 percent) lived on farms. These observed differences in 4-H members and dropouts as to their place of residence did not achieve the .05 level of significance when tested by chi square. Members and dropouts did not differ significantly as to their place of residence. However, there was a slight tendency for the dropouts to live in urban areas.

Relation Between Bradley County Girls' 4-H Membership Status and  
Ages When They First Joined 4-H

Table IV gives the percent of interviewees, 4-H members and dropouts by age group when they first joined a 4-H Club. Of all the girls interviewed, 37 percent joined 4-H at age nine. Nearly one-half of the 4-H members (49 percent) joined 4-H at age nine, while 35 percent of the dropouts joined 4-H at the same age. A larger portion of the dropouts (35 percent) than 4-H members (30 percent) joined 4-H at age ten. An even larger portion of dropouts (30 percent) than 4-H members (21 percent) joined 4-H at age eleven. However, those observed

TABLE III

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND THEIR PLACE OF RESIDENCE

Place of Residence	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Urban	44	39	45
Rural Non Farm	37	37	37
Farm	19	24	18
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 0.7, not significant at .05 level.  
Critical  $X^2$  value for 2 df = 5.99 at the .05 level.

TABLE IV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND AGE WHEN THEY FIRST JOINED 4-H

Age When First Joined 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Nine	37	49	35
Ten	34	30	35
Eleven	29	21	30
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 2.4, not significant at .05 level.  
Critical  $X^2$  value at 2 df = 5.99 at the .05 level.

differences in members and dropouts did not achieve the .05 level when tested by the chi square test. There was a trend, however, for those who had dropped out of 4-H to have first joined 4-H at an older age than those who remained a 4-H member.

Relation Between Bradley County Girls' 4-H Membership Status and Grade in School When They First Joined 4-H

The grade in school when the girls interviewed first joined a 4-H Club are given in Table V. The highest percentage of all interviewees (66 percent) first joined a 4-H Club in the fourth or fifth grade. Over three-fourths of the members (84 percent) joined the first time when they were fourth or fifth graders while 62 percent of the dropouts joined in the fourth or fifth grade. About one-third of the dropouts (38 percent) joined 4-H for the first time in the sixth or seventh grade compared to 16 percent of the members. When tested by the chi square test, these data did achieve the .02 level of significance. Grade in school when the ninth and tenth grade girls first joined 4-H was a significant influence on their membership status. The Bradley County girls who were members joined 4-H Club at an earlier grade level than the dropouts, therefore, early enrollment would seem to increase tenure of membership.

Relation Between Bradley County Girls' 4-H Membership Status and Age When First Dropped Out of 4-H

Table VI gives the age in which the various percentages of all interviewees, 4-H members and dropouts, first dropped membership in

TABLE V

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND SCHOOL GRADE LEVEL WHEN THEY FIRST JOINED

Grade in School When First Joined 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=190) <sup>b</sup>	Members (N=30)	Dropouts (N=160)
	Percents		
Fourth and Fifth	66	84	62
Sixth and Seventh	34	16	38
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 5.9 significant at .02 level.  
Critical  $X^2$  value for 1 df = 5.41 at the .02 level.

<sup>b</sup>N differs from total respondents because 3 members  
and 15 dropouts did not respond.

TABLE VI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND AGE WHEN FIRST DROPPED OUT OF 4-H

Age When First Dropped Out Of 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=166) <sup>b</sup>	Members (N=7)	Dropouts (N=159)
	Percents		
10-12 years	20	29	20
13 years	20	29	20
14 years	49	29	49
15-16 years	11	13	11
Total	100	100	100

<sup>a</sup>Chi square computations were not made for this table due to the small number of 4-H members who had been dropouts.

<sup>b</sup>N differs from total respondents because 26 members had never been dropouts and 16 dropouts did not respond to the question.



4-H. Over three-fourths of the members (79 percent) had never dropped out of 4-H. Most of the dropouts (44 percent) had left 4-H when they were 14 years of age. Nineteen percent of the dropouts did so when they were 14. Ages 10 to 12 found 18 percent of the dropouts leaving club work, while only 6 percent of the members drop out in each of the first three age groupings. Fewer dropouts (9 percent) quit when they were 15, while the smallest percentage at 16 (1 percent). Three percent of the members dropped out at 15 and none at 16. The chi square computations were not made for this table because of the small numbers of 4-H members who had been dropouts. However, the data did indicate that most of the dropping out occurred at age 14 and below and that there is a good chance that when a girl drops out of 4-H she will not rejoin.

Relation Between Bradley County Girls' 4-H Membership Status and  
Number of Years They Have Been 4-H Members

In Table VII percents are given of all interviewees, 4-H members and dropouts, by the number of years they had been members of a 4-H Club. Of all the girls interviewed, 64 percent had been members of a 4-H Club four or more years. Nearly nine out of ten of the 4-H members (88 percent) had been a member of a 4-H Club four or more years, while 59 percent of the dropouts had been members for this same period of time. A larger portion of the dropouts (41 percent) than 4-H members (12 percent) had been members less than four years. When tested by chi square test, these observed differences were significant at the .05 level. This indicated that there was a

TABLE VII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF YEARS THEY HAVE BEEN 4-H MEMBERS

Number of Years in 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
1-3	36	12	41
4 - Over	64	88	59
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 10.1, significant at .01 level.  
Critical  $X^2$  value for 1 df = 6.64 at the .01 level.

significant relation between the number of years Bradley County ninth and tenth grade girls had been a 4-H member and whether they remained in 4-H or dropped out. The longer a girl had been in 4-H, the more likely she would be to remain in 4-H for another year.

Relation Between Bradley County Girls' 4-H Membership Status and School Grade They Received Most Frequently

All interviewees, 4-H members and dropouts, are compared by percentage in Table VIII in two categories by school grades received most frequently. Over half of all girls interviewed (62 percent) received "A's" and "B's" most frequently. Better than three-fourths of the members (76 percent) made "A's" and "B's", while 59 percent of the dropouts made these same grades. In the "C's" and below category, dropouts lead with 41 percent compared to 24 percent of 4-H members saying they made these grades most frequently. A chi square test of significance indicated these data were not significant at the .05 level. Although there was not a significant relationship between grades received most frequently by the Bradley County girls interviewed, there was a trend for the members to make higher grades more frequently than the dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and Their Plans To Go To College

College plans of all interviewees are shown in Table IX by percentages. Only 25 percent of the ninth and tenth grade girls had no plans to attend college. A higher proportion of 4-H members than

TABLE VIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND SCHOOL GRADE THEY RECEIVED MOST FREQUENTLY

Grade Respondent Received Most Frequently	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
A's & B's	62	76	59
C's & below	38	24	41
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 3.4, not significant at .05 level.  
Critical  $X^2$  value for 1 df - 3.84 at the .05 level.

TABLE IX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND THEIR PLANS TO GO TO COLLEGE

Had Plans To Go To College	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students		
	Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Yes	38	49	35
No	25	6	29
Undecided	37	45	36
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 7.6, significant at .05 level.  
Critical  $X^2$  value for 2 df = 5.99 at the .05 level.

dropouts had plans to attend college (49 and 35 percent respectively). Nearly half of the members (45 percent) and 36 percent of the dropouts were undecided about attending college. About one-third of the dropouts (29 percent) did not plan to attend college, while 6 percent of the members gave the same answer. Using the chi square test of significance, these differences were found to be significant at the .05 level. This indicated a significant relation between college plans and whether a Bradley County girl remained in 4-H. The ninth and tenth grade girls who were members had a more positive attitude regarding college attendance than did the dropouts.

#### Relation Between Bradley County Girls' 4-H Membership Status and Church Attendance

Table X gives the percentages of all respondents, 4-H members and dropouts by church attendance. Nearly two out of three (65 percent) of the girls attended church regularly. A higher percentage of the members (88 percent) than dropouts (61 percent) attended church regularly. About one-third of the dropouts (39 percent) and 12 percent of the members did not attend church regularly. The .01 significance level was achieved when these data were tested by the chi square test. There was a significant relationship between the tested girls' church attendance and their remaining in 4-H or dropping out. Regular participants in church tended also to remain in 4-H Club work.

TABLE X

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND CHURCH ATTENDANCE

Regular Church Attendance	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=202) <sup>b</sup>	Members (N=33)	Dropouts (N=169)
	Percents		
Yes	65	88	61
No	35	12	39
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 8.8, significant at .01 level.  
Critical  $X^2$  value for 1 df = 6.64 at the .01 level.

<sup>b</sup>N differs from total respondents because 6 dropouts did not respond.



Relation Between Bradley County Girls' 4-H Membership Status and  
Dating Patterns

Dating patterns of all those interviewed, 4-H members and dropouts, are indicated by percents in Table XI. As indicated, 53 percent of all the respondents said they did date. Of those that were dating, 58 percent were members and 52 percent dropouts. Nearly half of the dropouts (48 percent) did not date compared to 42 percent of the members. These observed differences did not achieve the .05 level of significance when tested by chi square. Whether or not the Bradley County girls interviewed dated did not significantly influence their decision to remain in 4-H or to drop out.

Relation Between Bradley County Girls' 4-H Membership Status and  
"Going Steady"

Whether or not all the interviewees, 4-H members and dropouts, were "going steady" are given by percents in Table XII. Almost three out of four of all the interviewees (72 percent) were not "going steady." A larger percentage of the dropouts (74 percent) than the members (61 percent) were not "going steady." Slightly more than one-third of the members (39 percent) were going steady compared to 26 percent of the dropouts. The .05 level of significance was not achieved when these data were tested by the chi square test. There was not a significant relation between the ninth and tenth grade girls "going steady" and their remaining in or dropping out of 4-H.

TABLE XI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND DATING PATTERNS

Dated	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=207) <sup>b</sup>	Members (N=33)	Dropouts (N=174)
	Percents		
Yes	53	58	52
No	47	42	48
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 0.3, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

<sup>b</sup>N differs from total respondents because one dropout did not respond.

TABLE XII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND "GOING STEADY"

"Going Steady"	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=207) <sup>b</sup>	Members (N=33)	Dropouts (N=174)
	Percents		
Yes	28	39	26
No	72	61	74
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 2.5, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

<sup>b</sup>N differs from total respondents because one dropout did not respond.

II. RELATION BETWEEN 4-H MEMBERSHIP STATUS AND  
SELECTED FAMILY CHARACTERISTICS

Relation Between Bradley County Girls' 4-H Membership Status and  
Parents Marital Status

Marital status of parents of all interviewees, 4-H members and dropouts, are given in Table XIII by percentages in two categories. Eighty-four percent of all interviewees' parents were living together. Comparison of members and dropouts showed that 88 percent of the former and 83 percent of the latter had parents who were living together. Only 17 percent of dropouts and 12 percent of members parents were not living together. When these observed differences were tested by the chi square test they did not achieve the .05 level of significance. Marital status of parents of ninth and tenth grade girls in Bradley County was not a significant factor in the girls' decision to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and  
Annual Family Income

Annual family income of all interviewees, 4-H members and dropouts, are given in Table XIV. Over 90 percent of all girls surveyed (93 percent) indicated that their family's annual income was \$3,000 or over. About an equal percent of 4-H members (94 percent) and dropouts (93 percent) had annual means of \$3,000 or over. Less than one-tenth of members' families (6 percent) and dropouts' families (7 percent) had an annual income of less than \$3,000. When tested by

TABLE XIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND PARENTS' MARITAL STATUS

Marital Status of Parents	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Living Together	84	88	83
Not Living Together	16	12	17
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 0.5, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

TABLE XIV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND ANNUAL FAMILY INCOME

Annual Income of Family	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Less than \$3,000	7	6	7
\$3,000 - over	93	94	93
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 0.1, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

the chi square, these differences in family incomes of members and dropouts did not achieve the .05 level of significance. The annual family income of Bradley County girls did not significantly influence whether a girl dropped out or remained in 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Fathers' Education Level

Table XV gives by percents the education level of the fathers of all the girls interviewed, 4-H members and dropouts. Over one-half of all those interviewed (53 percent) said that their fathers had eight years or less of grammar school. Fifty-five percent of dropouts' fathers fell in this category compared with 42 percent of members' fathers. In the attended high school category, 46 percent of the members' fathers attended high school compared to 35 percent of the dropouts' fathers. Slightly over one-tenth of the members' fathers were in this group. Four percent of the dropouts did not respond to this question. Using the chi square test of significance, these differences did not achieve the .05 level. These data indicated that education level was not a significant factor in the decision by Bradley County girls to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Mothers' Education Level

Mothers' education level of all the girls interviewed, 4-H members and dropouts, are given by percents in Table XVI. Over half



TABLE XV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND FATHERS' EDUCATION LEVEL

Education Level	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Grammar School	53	42	55
High School	37	46	35
College	7	12	6
No Response	3	0	4
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 4.2, not significant at .05 level.  
Critical  $X^2$  value for 3 df = 7.82 at the .05 level.

TABLE XVI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND MOTHERS' EDUCATION LEVEL

Education Level	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Grammar School	42	18	47
High School	51	58	49
College	6	21	3
No Response	1	3	1
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 21.6, significant at .001 level.  
Critical  $X^2$  value for 3 df = 16.27 at the .001 level.

of the girls' mothers (51 percent) had attended high school. A larger portion of members' mothers (58 percent) than dropouts' mothers (49 percent) had attended high school. Nearly half of the mothers of dropouts (47 percent) had eight years of grammar school, while 18 percent of the members' mothers were in this category. Almost one-fourth of the mothers' of members had attended college compared with 3 percent of dropouts' mothers. Those observed differences were found to be significant at the .001 level when tested by the chi square test for significance. The education level of the mothers' of ninth and tenth grade Bradley County girls significantly influenced these girls to remain in or drop out of 4-H. Four-H members' mothers had attained a higher educational level in school than had mothers of the dropouts.

Relation Between Bradley County Girls' Membership Status and  
Fathers' Occupation

Types of occupations of fathers of girls interviewed, members and dropouts, are given in Table XVII. Eighty-five percent of the group interviewed said their father was in a non-farm occupation. Both members and dropouts were at the 85 percent level in this category. Unemployed fathers made up 12 percent of the dropouts and 9 percent of the 4-H members. Less than one tenth of the members (6 percent) as well as dropouts (3 percent) were farmers. These data did not differ significantly when tested by the chi square test at the .05 level. Occupation of the fathers of ninth and tenth grade girls did not significantly influence the girls' decision to remain in or drop out of 4-H.

TABLE XVII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND FATHERS' OCCUPATION

Fathers' Occupation	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Farmer	3	6	3
Non-Farm	85	85	85
Not Employed	12	9	12
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 1.1, not significant at .05 level.  
Critical  $X^2$  value for 2 df = 5.99 at the .05 level.

Relation Between Bradley County Girls' 4-H Membership Status and Mothers' Employment Outside the Home

Table XVIII shows the percents of all interviewees, 4-H members and dropouts, whose mothers were employed outside the home. Over half of the girls (53 percent) said their mothers worked outside the home. Nearly two-thirds of the members' mothers (64 percent) and 51 percent of the dropouts' mothers worked away from home. Percentages for mothers not working outside the home were: dropouts 49 percent and members 36 percent. When tested by chi square, these differences did not achieve the .05 level. Employment of the girls' mothers outside the home did not significantly influence the girls' decisions to drop out or remain in 4-H. However, there was a tendency for the 4-H members' mothers to work outside the home.

Relation Between Bradley County Girls' Membership Status and Mothers' Membership in Clubs or Organizations

Mothers' membership in clubs or organizations is shown in Table XIX by percents for girls surveyed, 4-H members and dropouts. Nearly three out of four of all interviewees (72 percent) said their mother did not belong to one or more clubs or organizations, Seventy-six percent of the dropouts' mothers versus 51 percent of members' mothers did not belong to any club or organization. Almost half of the members' mothers (49 percent) belonged to one or more clubs or organizations while 24 percent of the mothers of dropouts were in this category. Those observed differences were significant at the .01

TABLE XVIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND MOTHERS' EMPLOYMENT OUTSIDE THE HOME

Employment Outside the Home	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Yes	53	64	51
No	47	36	49
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 1.7, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.



TABLE XIX

RELATION BETWEEN BRADLEY COUNTY GIRLS' MEMBERSHIP STATUS AND  
MOTHERS' MEMBERSHIP IN CLUB OR ORGANIZATION

Mothers Belonged to One or More Clubs or Organizations	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Yes	28	49	24
No	72	51	76
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 8.3, significant at .01 level.  
Critical  $X^2$  value for 1 df = 6.64 at the .01 level.

level when tested by chi square. Mothers' membership in one or more clubs or organizations was a significant factor influencing 4-H membership status of ninth and tenth grade girls in Bradley County. When mothers were not members of any club or organization there was a greater tendency for the girls to drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Attitude of Father When Respondent First Joined 4-H

Table XX gives the percent of all girls interviewed, 4-H members and dropouts, by the attitude the girls felt their fathers had about their daughter's joining 4-H for the first time. Of all the girls, 56 percent felt their fathers were displeased or uninterested in their joining 4-H. Almost twice as many dropouts (60 percent) as members (33 percent) felt that their father was either displeased or uninterested in their joining 4-H for the first time. Two-thirds of the members' fathers (67 percent) were very pleased when their daughters joined 4-H versus 40 percent of dropouts' fathers in this category. These differences did achieve the .01 level of significance when tested by the chi square. The attitude the Bradley County girls felt that their fathers had at the time they first joined was a significant factor influencing their decision to remain in or dropping out of 4-H. Girls who remained in 4-H felt their fathers had a positive attitude toward 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Attitude of Mothers When Respondent First Joined 4-H

Mothers' attitude toward daughters joining 4-H for the first

TABLE XX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND ATTITUDE OF FATHER WHEN RESPONDENT FIRST JOINED 4-H

Attitude of Respondents' Father When First Joined 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=205) <sup>b</sup>	Members (N=33)	Dropouts (N=172)
	Percents		
Very Pleased	44	67	40
Displeased or Uninterested	56	33	60
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 7.9, significant at .01 level.  
Critical  $X^2$  value at 1 df = 6.64 at the .01 level.

<sup>b</sup>N differs from total respondents because 3 dropouts  
did not respond.

time is given in Table XXI by percents of all girls interviewed, 4-H members and dropouts. Nearly three-fourths of the total group felt their mothers were very pleased when they first joined 4-H club. Nine out of ten of members' mothers (91 percent) compared to 67 percent of the dropouts' mothers were very pleased when the girls joined 4-H the first time, according to the daughters. About one-third of dropouts felt their mothers were uninterested or displeased at their joining a 4-H Club while 9 percent of the members indicated the same attitude. These differences were significant when tested by chi square. The attitude that ninth and tenth grade Bradley County girls felt their mothers had concerning their joining 4-H the first time was a significant factor influencing their 4-H membership status. Girls who perceived their mothers to have a positive attitude toward 4-H tended to remain in 4-H Club work.

Relation Between Bradley County Girls' 4-H Membership Status and  
Fathers' Attitudes Toward 4-H Now or At The Time Respondents  
Dropped Out of 4-H

Table XXII indicates the percents of all girls in the survey, 4-H members and dropouts, and how they think their fathers felt toward 4-H now or at the time they dropped out of 4-H. Over half of all girls' fathers (66 percent) felt that the girls devoted the correct amount of time to 4-H. Nearly three out of four of dropouts' fathers (70 percent) versus 43 percent of members' fathers felt their daughters devoted the correct amount of time to 4-H work now or when they dropped

TABLE XXI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
AND ATTITUDE OF MOTHER WHEN RESPONDENT  
FIRST JOINED 4-H

Attitude of Respondents' Mothers When First Joined 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Very Pleased	71	91	67
Displeased or Uninterested	29	9	33
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 7.5, significant at .01 level.  
Critical  $X^2$  value at 1 df = 6.64 at the .01 level.

TABLE XXII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND FATHERS' ATTITUDES TOWARD 4-H NOW OR AT  
THE TIME RESPONDENTS DROPPED OUT OF 4-H

Fathers' Attitude Now or at the Time Respondents Joined 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=178) <sup>b</sup>	Members (N=28)	Dropouts (N=150)
	Percents		
Should Devote More Time	23	43	19
Devoted Correct Amount of Time	66	43	70
Devoted Too Much Time	11	14	11
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 8.6, significant at .02 level.  
Critical  $X^2$  value at 2 df = 7.82 at the .02 level.

<sup>b</sup>N differs from total respondents because 5 members and  
25 dropouts did not respond.

out of 4-H. Fathers feeling their daughters should devote more time to 4-H work now or when they dropped out were members, 43 percent, and dropouts, 19 percent. About one-tenth of members' fathers (14 percent) and dropouts' fathers (11 percent) felt their daughters devoted too much time to 4-H work now or when they dropped out. These differences achieved the .02 level of significance when tested by chi square. The attitude which the Bradley County girls thought their father had toward 4-H now or at the time they dropped out was a significant factor in their decision to remain a 4-H member or drop 4-H. Girls who remained in 4-H felt their fathers wanted them to devote more time to 4-H work.

Relation Between Bradley County Girls' 4-H Membership Status and Mothers' Attitudes Toward 4-H Now or At The Time Respondent Dropped Out of 4-H.

Information in Table XXIII gives the attitudes toward 4-H of the mothers of all the interviewees, 4-H members and dropouts. Over half of all the girls (63 percent) felt their mothers thought they devoted the correct amount of time to 4-H work now or when they dropped out of 4-H. Nearly two-thirds of the dropouts mothers (65 percent) and 52 percent of the members' mothers felt this way. Forty-one percent of the members' mothers felt the daughters should devote more time to 4-H while 25 percent of mothers of dropouts felt that their daughters should devote more time to 4-H work when they dropped out. Mothers feeling their daughters devoted too much time to 4-H work now and when they dropped out of 4-H were 10 percent of dropouts' mothers and 7 percent of members' mothers. These data did not differ significantly when tested by the chi square test. Mothers' attitudes



TABLE XXIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND MOTHERS' ATTITUDES TOWARD 4-H NOW OR AT  
THE TIME RESPONDENTS DROPPED OUT OF 4-H

Mothers' Attitudes Now or at the Time Respondents Dropped Out of 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=184) <sup>b</sup>	Members (N=29)	Dropouts (N=155)
	————— Percents —————		
Should Devote More Time	28	41	25
Devotes Correct Amount of Time	63	52	65
Devotes Too Much Time	9	7	10
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 3.2, not significant at .05 level.  
Critical  $X^2$  value at 2 df = 5.99 at the .05 level.

<sup>b</sup>N differs from total respondents because 4 members and  
24 dropouts did not respond.

toward 4-H now, or at the time they dropped out of 4-H, did not significantly influence the decision by ninth and tenth grade girls in Bradley County to remain a 4-H member or to drop out of 4-H. However, there was a tendency for those who remained in 4-H to feel that their mothers wanted them to devote more time to 4-H work.

III. RELATION BETWEEN 4-H MEMBERSHIP STATUS AND  
AND PARTICIPATION IN ORGANIZATIONS,  
EVENTS, AND ACTIVITIES

Relation Between Bradley County Girls' 4-H Membership and Their  
Feelings Concerning Free Time

Table XXIV shows, by percents, the feelings of all girls interviewed, 4-H members and dropouts, concerning free time. Eighty-one percent of the girls felt they did not have enough to do. A larger portion of the members (94 percent) than dropouts (79 percent) said they did not have enough to do. Nearly one-fourth of the dropouts (21 percent) said they had too much to do versus 6 percent of the members with the same opinion. These observed differences achieved the .05 level when tested by chi square. Free time was a significant factor influencing the 4-H membership status of ninth and tenth grade girls in Bradley County. Four-H members felt they had more free time than dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and  
Number of School Organizations In Which They Were Active Members

The number of school organizations in which interviewees, 4-H members and dropouts, were active members is given in Table XXV. Of

TABLE XXIV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND THEIR FEELINGS CONCERNING FREE TIME

Feelings Concerning Free Time	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students		
	Interviewed (N=203) <sup>b</sup>	Members (N=33)	Dropouts (N=170)
	Percents		
Have Too Much To Do	19	6	21
Not Enough To Do	81	94	79
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 4.2, significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

<sup>b</sup>N differs from total respondents because 5 dropouts did not respond.

TABLE XXV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF SCHOOL ORGANIZATIONS IN WHICH THEY  
WERE ACTIVE MEMBERS

Number of School Organizations In Which They Were Active Members	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
None	57	31	63
One	28	24	28
Two	10	18	8
Three	2	9	1
Four and Above	3	18	0
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 50.6, significant at .001 level.  
Critical  $X^2$  value for 4 df = 18.46 at the .001 level.

all girls 57 percent were not active in any school club. About one-third of the members (31 percent) and two-thirds of the dropouts (63 percent) were not members of any school organization. More dropouts (28 percent) than 4-H members (24 percent) were members of one school club. Holding membership in two school organizations were 18 percent of the 4-H members and 8 percent of the dropouts. Nine percent of the 4-H members were active members of three school clubs versus 1 percent of the dropouts in this category. Active membership in four or more school clubs was held by 18 percent of the 4-H members compared to none in the dropouts' group. These differences were significant at the .001 level when tested by the chi square test. A significant relationship existed between the number of school organizations in which active membership was held and the 4-H membership status of girls in Bradley County. Four-H members belonged to more school organizations than did the 4-H dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and Number of Out-of-School Organizations Which They Were Active Members

Out-of-school organization membership of the girls, 4-H members and dropouts, is given in Table XXVI. Fifty-six percent of the girls did not belong to any out-of-school organization. Two-thirds of the dropouts (66 percent) compared to 3 percent of the 4-H members did not belong to an out-of-school organization. About one-third of the members (36 percent) and 29 percent of the dropouts were members of one out-of-school organization. Almost half of the 4-H members (46 percent) were active in two out-of-school organizations

TABLE XXVI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF OUT-OF-SCHOOL ORGANIZATIONS WHICH  
THEY ARE ACTIVE MEMBERS

Number of Out-of-School Organizations in Which Respondent Was An Active Member	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
None	56	3	66
One	31	36	29
Two	11	46	4
Three	1	9	0
Four and Over	1	6	1
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 86.8, significant at .001 level.  
Critical  $X^2$  value for 4 df = 18.46 at the .001 level.



while 4 percent of the dropouts were in the same category. Nine percent of the 4-H members and no dropouts were members of three out-of-school organizations. Holding membership in four or more out-of-school organizations were 6 percent of the members and 1 percent of the dropouts. These data achieved the .001 level of significance when tested by the chi square test. There was a significant relationship between the number of out-of-school organizations which ninth and tenth grade girls in Bradley County were members and whether they remained in or dropped out of 4-H. Four-H members belonged to a larger number of out-of-school organizations than the dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and Total Number of Organizations Which They Belonged

Table XXVII indicates total number of organizations, in and out-of-school, in which all girls, 4-H members and dropouts, were active members. Over one-third of all girls (37 percent) were not members of any organization. A larger portion of dropouts (44 percent) than members (3 percent) did not hold membership in any youth organization. About one-third of the dropouts (35 percent) were members of one organization in or out-of-school while 9 percent of the members were in the same group. A greater portion of 4-H members (88 percent) than dropouts (21 percent) were members of two or more organizations. When these differences were tested by the chi square test, they achieved the .001 level of significance. The total number of organizations a Bradley County girl was an active member had a significant influence on her decision to remain in or drop out of 4-H.



TABLE XXVII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND TOTAL NUMBER OF ORGANIZATIONS WHICH THEY BELONG

Number of Organizations	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
None	37	3	44
One	31	9	35
Two and Over	32	88	21
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 57.4, significant at .001 level.  
Critical  $X^2$  value for 2 df = 13.82 at the .001 level.

Four-H members belonged to a larger number of organizations, both in and out-of-school, than did the dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and Regular Participation in School Athletics

School athletic participation is shown in Table XXVIII by percent of all interviewees, 4-H members and dropouts. About nine out of ten of the total group (92 percent) did not participate in a school athletic or organized sports team. In the "no" grouping were 95 percent of the dropouts and 79 percent of the members. Nearly one-fourth of the members (21 percent) did participate in school athletics compared to 4 percent of the dropouts. Using the chi square test, these data were significant at the .01 level. Participation on school athletic teams was a significant factor influencing ninth and tenth grade girls in Bradley County to remain in or drop out of 4-H. Four-H members tended to be more active in school athletics than the dropouts.

Relation Between Bradley County Girls' 4-H Membership Status and Regular Participation in Out-of-School Athletics

In Table XXIX out-of school athletic participation is given by percents for the interviewees, 4-H members and dropouts. Eighty-two percent of the total group did not participate in out-of-school sports. Of those replying in the negative to out-of-school athletics, 83 percent were dropouts and 73 percent were members. About one-fourth of the members (27 percent) took part in out-of-school athletics while

TABLE XXVIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND REGULAR PARTICIPATION IN SCHOOL ATHLETICS

Participated in School Athletics	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Yes	7	21	4
No	92	79	95
No Response	1	0	1
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 11.6, significant at .01 level.  
Critical  $X^2$  value for 2 df = 9.21 at the .01 level.

TABLE XXIX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND REGULAR PARTICIPATION IN OUT-OF-SCHOOL ATHLETICS

Participates in Out-of-School Athletics	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Yes	18	27	17
No	82	73	83
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 2.1, not significant at .05 level.  
Critical  $X^2$  value for 1 df = 3.84 at the .05 level.

17 percent of the dropouts were in this category. These observed differences were not significant at the .05 level when tested by the chi square test. Out-of-school athletics were not a significant influence on the decision of Bradley County girls to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and How Well They Like to Compete With Others Their Age

Feelings about competition are shown in Table XXX by percents of the girls surveyed, 4-H members and dropouts. Over eight out of ten of the total group (85 percent) did not mind competition with others their age. A larger portion of members (91 percent) than dropouts (83 percent) did not mind competition. The breakdown of those not liking competition was 17 percent of the dropouts and 9 percent of the members. When tested by the chi square test for significance these data did not achieve the .05 significance level. Competing with others was not a significant factor in the decision by ninth and tenth grade girls in Bradley County to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Number of Hours They Watch Television Weekly

Table XXXI gives time all respondents, 4-H members and dropouts, spent watching television. Twenty-nine percent of all girls watched television 22 or more hours each week. Over one-third of the members (37 percent) compared to 27 percent of the dropouts watch television

TABLE XXX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND HOW WELL THEY LIKE TO COMPETE WITH OTHERS THEIR AGE

How Well Girls Like Competition	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=207) <sup>b</sup>	Members (N=33)	Dropouts (N=174)
	Percents		
Do not mind competition	85	91	83
Do not like competition	15	9	17
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 1.2, not significant at .05 level.  
Critical  $X^2$  value at 1 df = 3.84 at the .05 level.

<sup>b</sup>N differs from total respondents because 1 dropout did not respond.

TABLE XXXI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF HOURS THEY WATCHED TELEVISION WEEKLY

Number of Hours Respondent Watches Television Weekly	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
1 - 7 hours	24	24	24
8 - 14 hours	20	21	20
15 - 21 hours	27	18	29
22 - over	29	37	27
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 2.1, not significant at .05 level.  
Critical  $X^2$  value for 3 df = 7.82 at the .05 level.



22 or more hours weekly. Nearly one-third of the dropouts (29 percent) watched television 15 to 21 hours each week while 18 percent of the members spent this amount of time with television. Twenty-one percent of the members and 20 percent of the dropouts spent 8 to 14 hours each week watching television. Both members (24 percent) and dropouts (24 percent) spent 1 to 7 hours watching television each week. These differences did not achieve the .05 level of significance when tested by the chi square test. Time spent watching television did not significantly influence the ninth and tenth grade girls in Bradley County to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and  
Number of Hours They Listen to Radio and/or Records Weekly

Time spent in listening to radio and/or records is shown in Table XXXII by percents of all those interviewed, 4-H members and dropouts. More than one-fourth of all the girls (27 percent) spent over 22 hours per week listening to the radio and/or records. Thirty percent of the dropouts and 9 percent of the members were in this category. Nearly 40 percent of the members (39 percent) and 21 percent of dropouts spent 1 to 7 hours listening to records and/or the radio. Spending 15 to 21 hours listening to radio and records were 26 percent of both members and dropouts. About one-fourth of the members (26 percent) and dropouts (23 percent) listened to the radio and/or records 8 to 14 hours weekly. These data did not differ significantly at the .05 level when tested by the chi square test. The

TABLE XXXII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF HOURS THEY LISTENED TO RADIO AND/OR  
RECORDS WEEKLY

Number of Hours Girls Listened to Radio and/or Records Weekly	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=203) <sup>b</sup>	Members (N=31)	Dropouts (N=172)
	Percents		
1 - 7	24	39	21
8 - 14	23	26	23
15 - 21	26	26	26
22 - over	27	9	30
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 7.4, not significant at .05 level.  
Critical  $X^2$  value for 3 df = 7.82 at the .05 level.

<sup>b</sup>N differs from total respondents because 2 members and  
3 dropouts did not respond.

number of hours that ninth and tenth grade girls listened to the radio and/or records did not significantly influence their decision to remain in or drop out of 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Attitudes of Others Toward 4-H

Table XXXIII shows the responses of girls interviewed, 4-H members and dropouts, regarding attitudes of others toward 4-H. Forty-three percent of all girls felt their friends had a favorable attitude toward 4-H. A breakdown of this category shows 40 percent of the members felt this way and 42 percent of the dropouts. Nearly half of the dropouts (44 percent) said they felt that their friends had neither a favorable nor unfavorable attitude toward 4-H while 33 percent had the same opinion. Unfavorable attitudes of friends toward 4-H was indicated by 13 percent of the dropouts and 12 percent of the members. When tested by the chi square test, these differences did not reach the .05 level of significance. Bradley County ninth and tenth grade girls' 4-H membership status was not influenced significantly by their perception of the attitudes of others toward 4-H.

Relation Between Bradley County Girls' 4-H Membership Status and Most Important Reason They Think Most Girls Drop Out Of 4-H When They Enter High School

The opinions of all, 4-H members and dropouts, concerning the reasons girls drop out of 4-H around the ninth grade is shown in

TABLE XXXIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND ATTITUDES OF OTHERS TOWARD 4-H

Attitudes of Friends Toward 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
Favorable	43	49	42
Neither Favorable Nor Unfavorable	42	33	44
Unfavorable	13	12	13
No Response	2	6	1
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 3.2, not significant at .05 level.  
Critical  $X^2$  value at 3 df = 7.82 at the .05 level.

Table XXXIV. Nearly half of those interviewed (49 percent) felt that girls dropped out because they had other interests. A larger portion of dropouts (53 percent) than members (29 percent) felt this way. More members (52 percent) than dropouts (24 percent) said that most girls dropped out of 4-H when they entered high school because 4-H work required too much time and responsibility. Nearly one-fourth of the dropouts (23 percent) felt that dropping out of ninth graders was caused by various other reasons and 19 percent of members shared this view. These differences among members and dropouts were significant at the .01 level when tested by the chi square test. Feelings concerning why others drop out of 4-H were a significant factor in the decision of ninth and tenth grade girls to remain in or drop out of 4-H. Those who remained in 4-H tended to feel that other girls drop out of 4-H because it required too much time and responsibility.

Relation Between Bradley County Girls' 4-H Membership Status and  
Number of 4-H Events In Which They Had Participated

Table XXXV gives, by percents, the number of 4-H events in which all respondents, 4-H members and dropouts, were participants. Forty percent of all girls had participated in one event. A higher percent of dropouts (43 percent) than members (21 percent) had been a participant in one 4-H event. About one-fourth of the dropouts (27 percent) had participated in two 4-H events while 9 percent of the members had been a participant in two events. Participating in three events was 18 percent of the dropouts and 15 percent of the members. Over half of the members had participated in four or

TABLE XXXIV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND MOST IMPORTANT REASON THEY THINK MOST GIRLS DROP OUT  
OF 4-H WHEN THEY ENTER HIGH SCHOOL

Most Important Reason Respondents Think Girls Drop Out of 4-H	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=201) <sup>b</sup>	Members (N=31)	Dropouts (N=170)
	Percents		
Have Other Interests	49	29	53
Requires Too Much Time and Responsibility	29	52	24
Other Reasons	22	19	23
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 10.2, significant at .01 level.  
Critical  $X^2$  value for 2 df = 9.21 at the .01 level.

<sup>b</sup>N differs from total respondents because 2 members  
and 5 dropouts did not respond.

TABLE XXXV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND NUMBER OF 4-H EVENTS IN WHICH THEY HAD PARTICIPATED

Number of Events and Activities	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=208)	Members (N=33)	Dropouts (N=175)
	Percents		
One	40	21	43
Two	25	9	27
Three	17	15	18
Four - Over	18	55	12
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 35.6, significant at .001 level.  
Critical  $X^2$  value for 3 df = 16.27 at the .001 level.



more events compared to 12 percent of the dropouts. These observed differences were significant at the .001 level as tested by chi square. The number of 4-H events that ninth and tenth grade girls in Bradley County were participants was a significant factor in their decision to remain in or drop out of 4-H. Those who remained in 4-H tended to participate in a larger number of 4-H events and activities than did those who dropped out of 4-H.

#### Relation Between Bradley County Girls' 4-H Membership Status and Attitudes Toward 4-H Record Books

The attitude of all girls surveyed, 4-H members and dropouts, concerning 4-H record books is given in Table XXXVI. Of the total group interviewed, 51 percent thought record books were a fair basis for determining awards. About two-thirds of the members (67 percent) felt records were a fair basis for determining awards, while 48 percent of the dropouts shared this opinion. Feeling that records should be dropped were 29 percent of the dropouts and 10 percent of the members. The attitude that present records are adequate was expressed by 15 percent of the dropouts and 13 percent of the members. One out of ten members (10 percent) felt records required too much time while 8 percent of the dropouts held this view. These differences were not significant at the .05 level when tested by the chi square test. This would indicate that attitudes toward record books was not a significant factor influencing the decision by ninth and tenth grade girls to remain in or drop out of 4-H.

TABLE XXXVI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND ATTITUDES TOWARD 4-H RECORD BOOKS

Attitude Toward 4-H Record Book	Senior 4-H Club Membership Status <sup>a</sup>		
	All Students Interviewed (N=189) <sup>b</sup>	Members (N=30)	Dropouts (N=159)
	Percents		
Require Too Much Time	8	10	8
Fair Basis for Determining Awards	51	67	48
Should Be Dropped	26	10	29
Present Records Are Adequate	15	13	15
Total	100	100	100

<sup>a</sup>Calculated  $X^2$  value = 5.4, not significant at .05 level.  
Critical  $X^2$  value at 3 df = 7.82 at the .05 level.

<sup>b</sup>N differs from total respondents because 3 members and 16 dropouts did not respond.

IV. RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND GIRLS' ATTITUDES TOWARD 4-H EVENTS AND ACTIVITIES

Relation Between Bradley County Girls' 4-H Membership Status and  
4-H Activities and Events They Felt Should Receive More Emphasis

Table XXXVII gives, in rank order, the percents of all interviewees, 4-H members and dropouts, who felt more emphasis should be given to each of 16 4-H activities and events. Increased emphasis on share-the-fun was indicated by both members (73 percent) and dropouts (58 percent). Out of county trips were in second place for increased emphasis by members (67 percent) and first with dropouts (60 percent). Other areas that members felt more emphasis should be placed included: special interest meetings, project tours, public speaking and publicize awards and honors (59 to 50 percent). High on the list of dropouts desires for more emphasis were district camp, awarding ribbons, exhibits, project tours, and public speaking (53 to 43 percent). A slightly higher average percent of 4-H members (43 percent) than dropouts (42 percent) felt more emphasis should be given to each of the 16 4-H activities and events.

Relation Between Bradley County 4-H Girls' Membership Status and  
4-H Activities and Events Which They Felt Should Receive the  
Same Emphasis

In Table XXXVIII information is given in rank order and by percents regarding 4-H events and activities which the respondents,

TABLE XXXVII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD  
RECEIVE MORE EMPHASIS

Four-H Event or Activity	Should Receive More Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Share the fun	22	73	83	58
Out of county trips	16	67	75	60
Special interest meetings	13	59	43	39
Public speaking	15	56	51	43
Project tours	14	56	57	47
Publicize awards and honors	14	50	70	53
District camp	12	44	68	52
Awarding ribbons	12	41	75	52
Honor Club	10	40	50	43
Dress Revue	11	38	53	39
Judging contest	9	33	38	29
Demonstration contest	9	30	33	25
Exhibits	8	28	64	47
Achievement day	7	28	36	32
Bread baking contest	8	27	44	30
Judging projects on basis of records	5	20	26	23
Total average		43		42

TABLE XXXVIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD  
RECEIVE THE SAME EMPHASIS

Four-H Event or Activity	Should Receive Same Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Achievement day	19	72	53	48
Breadbaking contest	20	67	76	52
Demonstrations	20	67	84	63
Exhibits	17	61	52	38
Judging projects on basis of records	15	60	51	45
Awarding ribbons	17	59	57	40
Judging contests	15	56	63	48
Dress Review	16	55	69	50
District 4-H camp	14	52	44	34
Honor Club	13	52	51	44
Publicize awards and honors	13	46	48	37
Project tours	10	40	48	39
Public speaking	11	40	53	44
Special interest meetings	8	36	44	40
Out of county trips	8	33	34	27
Share the fun	8	27	43	30
Total Average		51		42

4-H members and dropouts, felt should receive the same amount of emphasis. Placing first with members (72 percent) was achievement day while dropouts (63 percent) felt the same emphasis should be placed on demonstrations contest. Over half of the members (67 to 52 percent) felt the same emphasis should be placed on breadbaking contest, demonstrations, exhibits, judging projects on the basis of records, awarding ribbons, judging contests, dress revue, district 4-H camp, and honor club. Two events rated above the 50 percent mark for the dropouts - breadbaking and dress revue. In the average, a higher percentage of the members (51 percent) than of the dropouts (42 percent) felt that each 4-H event and activity should continue to receive about the same emphasis as presently given.

Relation Between Bradley County Girls' Membership Status and 4-H Activities and Events Which They Felt Should Receive Less Emphasis

Four-H activities and events that should receive less emphasis are ranked in Table XXXIX for all girls interviewed, 4-H members and dropouts. A higher percentage of dropouts (32 percent) than members (20 percent) felt less emphasis should be placed on judging projects on the basis of records. Judging contests and exhibits both received 11 percent of the members' votes for less emphasis. Dropouts second and third choice varied slightly with judging contests (23 percent) and special interests meetings (21 percent). Dropouts had a higher



TABLE XXXIX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD  
RECEIVE LESS EMPHASIS

Four-H Event or Activity	Should Receive Less Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Judging projects on basis of records	5	20	37	32
Judging contests	3	11	30	23
Exhibits	3	11	20	15
Honor Club	2	8	16	13
Dress Revue	2	7	15	11
Breadbaking contest	2	6	25	18
Special interest meetings	1	5	23	21
Publicize awards and honors	1	4	13	10
Public speaking	1	4	16	13
District 4-H camp	1	4	18	14
Project tours	1	4	17	14
Demonstration contest	1	3	16	12
Achievement day	0	0	22	20
Out of county trips	0	0	16	13
Share the fun	0	0	17	12
Awarding ribbons	0	0	12	8
Total Average		5		16



percentage for each of the 4-H events and activities listed than the members. On the average, a higher percentage of the dropouts (16 percent) than the members (5 percent) felt each 4-H event and activity should receive less emphasis than presently given.

V. RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP  
STATUS AND GIRLS' INTEREST IN LEARNING TO  
PERFORM SELECTED TASKS

Relation Between Bradley County Girls' 4-H Membership Status and  
Tasks They Already Knew How to Perform

Tasks members and dropouts said they already knew how to perform are given in Table XL by rank according to the percent of members responding to each task. How to set a table (91 percent), how to cook (88 percent), and selecting and buying clothes ranked first, second, and third with 4-H members as well as dropouts (89, 78, and 74 percents respectively). A higher percent of members than dropouts knew how to perform all tasks except being at ease with boys (members, 32 percent and dropouts, 51 percent) and how to take photographs (members, 48 percent and 54 percent, dropouts). Tasks that less than 25 percent of the members knew how to perform were how to be a leader (22 percent) and making things of wood, metal, or leather. The tasks that less than 25 percent of the dropouts could perform included raising vegetables (24 percent), how to give a demonstration (22 percent), how to preside at meetings (20 percent), how to be a leader (18 percent), speaking in public (17 percent), and making

TABLE XL

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND TASKS THEY ALREADY KNEW HOW TO PERFORM

Four-H Task	Already Know How To Perform			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
How to set a table	30	91	153	89
How to cook	29	88	135	78
Selecting and buying clothes	28	85	127	74
Taking care of babies	24	77	106	62
How to sew	24	73	115	67
Preparing food for a party and serving it	23	72	88	51
How to dance	22	71	88	52
How to be well groomed and have good manners	20	63	103	60
Planning parties and leading recreation	18	56	75	44
How to take photographs	15	48	91	54
How to give a demonstration	15	48	38	22
Speaking in public	15	48	28	17
How to redecorate a room	14	45	58	34
How to preside at meetings	14	48	33	20
How to drive a car	14	42	54	31
Taking care of lawn	13	41	66	38

TABLE XL (continued)

Four-H Task	Already Know How To Perform			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Raising vegetables	13	41	42	24
Repairing things in the home	12	36	50	29
How to be at ease with boys	10	32	87	51
How to be a leader	7	22	31	18
Making things of wood, metal, or leather	3	9	10	6
Total average		54		44

things of wood, metal, or leather (6 percent). On the average there was a tendency for a higher percentage of 4-H members (54 percent) than dropouts (44 percent) to know how to perform each of the 21 selected tasks.

Relation Between Bradley County Girls' 4-H Membership Status and Tasks They Would Like to Learn

Listed in order by percents of 4-H members are the 21 tasks that 4-H members and dropouts would like to learn to perform (Table XLI). How to be a leader (74 percent) ranked first with the members as a task they would like to learn to perform compared to 68 percent of the dropouts. First interest of the dropouts was how to drive a car. How to be a leader ranked second with dropouts (59 percent) while members second interest was how to be at ease with boys (68 percent). Other areas ranking high with members were making things of wood, metal, or leather (58 percent), how to drive a car (58 percent), and how to preside at meetings (50 percent). A higher percentage of dropouts than members wanted to learn how to: redecorate a room, plan parties and lead recreation, repair things in the home, prepare food for a party and serve it, speak in public, dance, care for babies, sew, buy and select clothes, and cook. Although Bradley County dropouts knew how to perform fewer of the 21 selected tasks than members, only a slightly higher percentage of dropouts than members wished to learn how to perform these tasks.

TABLE XLI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND TASKS THEY WOULD LIKE TO LEARN

Four-H Task	Would Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
How to be a leader	23	74	101	59
How to be at ease with boys	21	68	77	45
Making things of wood, metal, or leather	19	58	57	34
How to drive a car	19	58	119	68
How to preside at meetings	16	50	65	39
How to redecorate a room	15	48	100	58
How to take photographs	13	42	65	38
Planning parties and leading recreation	12	38	80	47
How to be well groomed and have good manners	12	38	64	37
Repairing things at home	12	36	68	40
How to give a demonstration	10	32	42	25
Preparing food for a party and serving	9	28	78	45
Speaking in public	8	26	65	38
Taking care of lawn	8	25	38	22
Raising vegetables	8	25	36	21
How to dance	7	23	73	43

TABLE XLI (continued)

Four-H Task	Would Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Taking care of babies	7	23	54	32
How to sew	7	21	49	28
Selecting and buying clothes	5	15	43	25
How to set a table	3	9	12	7
How to cook	3	9	30	17
Total average		36		37

Relation Between Bradley County Girls' 4-H Membership Status and  
Tasks They Did Not Like to Perform or Would Not Like to Learn

Listed in rank order by percents in Table XLII are the tasks that 4-H members and dropouts did not like or would not like to learn how to perform. The top three tasks that dropouts did not like or would not like to learn were making things of wood, metal, or leather (60 percent), raising vegetables (55 percent) and giving a demonstration (53 percent). A higher percent of members than dropouts did not like or want to learn how to care for the lawn, how to take photographs and how to dance. In all other tasks the dropouts had the higher percentage. Areas in which a much higher portion of dropouts than members showed dislike included speaking in public, presiding at meetings, and how to be a leader. About one-third of the members did not have interest in raising vegetables, making things of wood, metal, or leather, and repairing things in the home. A higher average percent of dropouts (19 percent) than members (10 percent) among the Bradley County ninth and tenth grade girls did not like the 21 tasks they had tried to perform.



TABLE XLII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS  
AND TASKS THEY DO NOT LIKE TO PERFORM OR WOULD  
NOT LIKE TO LEARN

Four-H Task	Would Not Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Raising vegetables	11	34	94	55
Making things of wood, metal or leather	11	33	102	60
Repairing things in the home	9	27	52	31
Speaking in public	8	26	77	45
Taking care of lawn	8	25	38	22
How to give a demonstration	6	19	91	53
How to take photographs	3	10	14	8
How to dance	2	7	10	6
How to redecorate a room	2	7	13	8
Planning parties and leading recreation	2	6	14	8
How to preside at meetings	2	6	71	42
How to sew	2	6	9	5
How to be a leader	1	3	38	22
How to cook	1	3	8	5
Taking care of babies	0	0	10	6
How to set a table	0	0	8	5

TABLE XLII (continued)

Four-H Task	Would Not Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
How to be at ease with boys	0	0	6	4
How to be well groomed and have good social manners	0	0	6	4
Preparing for a party and serving it	0	0	6	4
Selecting and buying clothes	0	0	2	1
How to drive a car	0	0	1	1
Total Average		10		19

## CHAPTER IV

### SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

#### I. PURPOSES AND SPECIFIC OBJECTIVES

The purpose of this exploratory study was to determine the relation between the 4-H membership status of ninth and tenth grade girls in Bradley County, Tennessee, and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events.

#### Specific Objectives

The specific objectives of the study were as follows:

1. To determine the relation between 4-H membership status and selected personal characteristics of ninth and tenth grade girls in Bradley County.
2. To determine the relation between 4-H membership status and selected family characteristics of ninth and tenth grade girls in Bradley County.
3. To determine the relation between 4-H membership status of ninth and tenth grade girls in Bradley County and participation in various organizations, events, and activities.
4. To determine the relation between 4-H membership status of the Bradley County ninth and tenth grade girls and their attitudes toward selected 4-H events and activities.

5. To determine the relation between 4-H membership status of ninth and tenth grade girls in Bradley County and their interest in selected tasks.

This study was undertaken because of the large numbers of girls who drop out of 4-H, particularly at 14 or 15 years of age. It was believed that data from such a study might be helpful in planning 4-H programs which might better meet the needs and interests of senior 4-H age girls.

## II. METHOD OF INVESTIGATION

The population of the study included all girls in the ninth grade home economics classes of Bradley Central High School and girls who were members of the Bradley County Senior 4-H Club who did not take home economics or attend Bradley Central High School. Data were secured from 258 girls who were present in the home economics classes and at the Senior 4-H Club meeting the days interview schedules were administered. Fifty schedules were deleted due to the fact that the girls had never been 4-H Club members. This left a total sample of 208 girls, including 33 4-H members and 175 dropouts, who provided data which were used in the analysis.

## III. METHOD OF ANALYSIS

The completed interview schedules were coded and responses were recorded on data sheets. Data were punched on data processing cards. Forty-two independent variables were identified and used in

the analysis of factors related to the membership status (the dependent variable) of ninth and tenth grade girls. Computations were made by the University of Tennessee Computing Center. A contingency table analysis program was used. Output from this program included: (1) frequency tables, (2) row, column and table percentages; and (3) chi square and degrees of freedom. The chi square values which achieved at least the .05 probability level were accepted as statistically significant. Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 42 independent variables.

#### IV. MAJOR FINDINGS

Major findings were classified and presented under headings related to the objectives of the study.

##### Relation Between 4-H Membership Status and Selected Personal Characteristics

Four-H membership status was significantly related to five of the personal characteristics studied. Personal characteristics of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Grade in school--a larger proportion of the dropouts than the 4-H members were in the ninth grade, 4-H members tended to be in the tenth grade.

2. Grade in school when first joined 4-H--girls who were 4-H members joined when in a lower grade than did the dropouts.

3. Number of years of membership--girls who were 4-H members had been members longer than the dropouts. The longer a girl had been in 4-H, the more likely it was for her to remain in 4-H for another year.

4. Plans for college attendance--girls who were 4-H members had more definite plans to attend college than did the dropouts.

5. Regular church attendance--girls who were 4-H members also tended to go to church regularly.

Personal characteristics of ninth and tenth grade girls in Bradley County which were not significantly related to 4-H membership status included the following:

1. Ages of the girls when data were collected--age was not a significant factor influencing 4-H membership.

2. Place of residence--4-H members and dropouts did not differ significantly as to their place of residence (i.e., urban, rural, non-farm and farm).

3. Age when first joined 4-H--although the 4-H members tended to join 4-H at a younger age (i.e., nine years of age), they did not differ significantly from the dropouts.

4. School grade received most frequently--although not significant, there was a strong tendency for 4-H members to report receiving higher school grades (i.e., A's and B's) than did the dropouts.

5. Girls dating patterns--although a higher proportion of the 4-H members tended to be "going steady" than of the dropouts, the differences were not significant.



### Relation Between 4-H Membership Status and Family Characteristics

Four H membership status was significantly related to five of the selected family characteristics studied. Family characteristics of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Mothers' education level--mothers of girls who were 4-H members tended to have more formal education (i.e., high school or better) than the mothers of dropouts.
2. Mothers' membership in clubs or organizations--4-H members' mothers tended to hold membership in one or more clubs or organizations. When mothers were not members of any club or organization, there was a greater tendency for the girls not to be members of 4-H.
3. Fathers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H felt their fathers had a more positive attitude (i.e., were very pleased) toward 4-H membership than the dropouts.
4. Mothers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H perceived their mothers to have more positive attitudes toward 4-H membership (i.e., were very pleased) than did the dropouts.
5. Fathers' attitude toward 4-H--girls who remained members felt their fathers were more interested in 4-H than did the dropouts. Girls who remained in 4-H felt their fathers wanted them to devote more time to 4-H.



Family characteristics of ninth and tenth grade girls in Bradley County which were not significantly related to 4-H membership status included the following:

1. Parents' marital status--parents' marital status (i.e., living together or not living together) was not a significant factor influencing 4-H membership.

2. Annual family income--4-H members and dropouts did not differ significantly as to the annual family income.

3. Fathers' education level--although there was a tendency for fathers to have more formal education (i.e., high school or better), members did not differ significantly from dropouts.

4. Fathers' occupations--4-H members and dropouts did not differ significantly as to their fathers' occupations (i.e., farmers or non-farm employment).

5. Mothers' employment outside the home--although a higher proportion of members' mothers were employed outside the home than dropouts' mothers, the differences were not significant

6. Mothers' attitude toward 4-H--although there was a tendency for members' mothers to be more interested in 4-H (i.e., wanted their daughters to devote more time) than dropouts' mothers, the differences were not significant.

#### Relation Between 4-H Membership Status and Participation in Organizations, Events and Activities

Four-H membership status was significantly related to seven variables concerning participation in organizations, events and activities. Participation in organizations, events and activities

of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Free time--girls who were 4-H members felt they had more free time than the dropouts.

2. Membership in school organizations--girls who were 4-H members belonged to more school organizations than the dropouts.

3. Membership in out-of-school organizations--girls who were 4-H members belonged to a larger number of out-of-school organizations other than 4-H than the dropouts.

4. Membership in all organizations--girls who were 4-H members belonged to a larger number of all organizations (i.e., in and out-of-school) than the dropouts.

5. Participation in school athletics--girls who were 4-H members were more active in school athletics than the dropouts.

6. Feelings about why others dropped out--girls who were 4-H members felt that other girls dropped out of 4-H because 4-H required too much time and responsibility.

7. Participation in 4-H events--girls who remained in 4-H participated in a larger number of 4-H events and activities than did the dropouts.

Participation in organizations, events and activities which were not significantly related to 4-H membership status included the following:

1. Participation in out-of-school athletics--participation in out-of-school athletics was not a significant factor influencing 4-H membership.

2. Feelings concerning competition--although 4-H members tended to have less negative feelings toward competition (i.e., did not mind competition) than dropouts, the differences were not significant.

3. Watching television--the number of hours that the girls watched television each week was not significantly related to their 4-H membership status.

4. Listening to music--the number of hours that girls listened to the radio and/or records each week was not a significant factor influencing 4-H membership.

5. Attitude of peers concerning 4-H--although friends of members tended to have a more favorable attitude toward 4-H than dropouts' friends, they did not differ significantly.

6. Record books--although members had the tendency to have a more positive attitude toward record books, their attitudes did not differ significantly from dropouts' attitudes.

#### Relation Between 4-H Membership Status and Girls' Attitudes

##### Toward 4-H Events and Activities

1. A slightly higher average percent of 4-H members than dropouts felt more emphasis should be given to each of 16 4-H activities and events.

2. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as was given at the time of the study.

3. On the average higher percents of the dropouts than the members felt each of 16 4-H events and activities should receive less emphasis than given at time of the study.

Relation Between 4-H Membership Status and Girls' Interest In Learning to Perform Selected Tasks

1. On the average, a higher percentage of 4-H members than dropouts knew how to perform each of the 21 selected tasks.

2. Although dropouts knew how to perform fewer of the 21 selected tasks than members, only a slightly higher percentage of dropouts than members wished to learn how to perform these tasks.

3. A higher average percent of dropouts than members did not like to perform or would not like to learn each of the 21 selected tasks.

#### V. IMPLICATIONS

Based on the results of the study, the following implications were made:

1. Since early grade enrollment was significantly related to 4-H membership status, special attention and continued efforts should be given to the first year members in Bradley County if holding power is to increase.

2. Since parents of members tended to have more formal education and 4-H members had more positive attitudes toward college and received higher grades in high school, it would appear that the

4-H program appeals to the more fortunate, sharper students; therefore, additional activities keyed to girls with less ability and background should help to hold less fortunate girls in 4-H.

3. Since the attitudes of the fathers and mothers toward daughters joining and participating in 4-H were significantly related to membership status, this would imply that special attention and effort should be made to inform parents of the advantages and opportunities in 4-H thus producing more positive attitudes in parents when their daughters join and participate in 4-H Club work.

4. Since senior 4-H members were more active in organizations and felt they had available free time, it would seem that membership tenure might be increased by providing more and different opportunities for 4-H participation, particularly at the ninth through twelfth grade levels.

5. Since "too much time required" was a reason given for dropping out of 4-H Club, it was implied that more activities of a short-term nature should be included in the 4-H program.

#### VI. RECOMMENDATIONS

In order to retain and increase the number of female 4-H Club members through their senior 4-H Club years in Bradley County, and other counties faced with similar problems, the factors here found to be associated with 4-H membership status should be considered by those responsible for 4-H work.

Specific recommendations for application of findings included those listed below:



1. Given adequate resources, Bradley County Extension agents could meet Explorer groups (fourth grade groups) more often each month or for a longer period of time giving special emphasis and more detailed instruction in each Explorer area.

2. Given adequate resources, Bradley County Extension agents could set up home economics programs geared to meet the needs of the slow, average, as well as the superior students. Each young person should be helped to set goals for themselves as well as to meet certain project requirements and actually make application at their own level of living.

3. Given adequate resources, Bradley County Extension agents could strive to better inform 4-H parents through letters, parent meetings, and home visits to explain 4-H activities, the purposes of these activities, and the part parents can play in the development of the young person through the 4-H program.

4. Given adequate resources, Bradley County Extension agents could offer special interest meetings, workshops and tours oriented to senior interests.

5. Given adequate resources, Bradley County Extension agents should develop a system of community Senior High 4-H groups across the county by training and implementing adult leaders in each community to broaden the 4-H program and reach the interests of the girls who are not actively involved in other school and/or community clubs, organizations and activities.

6. Given adequate resources, Bradley County Extension agents could develop community service and other types of opportunities for

participation in activities of a short-term nature to 4-H members of the senior age group.

#### Recommendations For Further Study

1. Additional studies should be conducted in Tennessee to analyze reasons given by members and dropouts for "Why?" dropping out occurs prior to or during the senior years.

2. A study should be conducted to determine how teenagers actually spend their time to determine how much free time they actually have and if this is a legitimate reason for leaving senior 4-H work.

3. A comparative study should be made to determine the types of activities as well as quality of programs in senior clubs which retain members and those that have a shorter membership tenure.

4. A study should be done to further determine the types of educational programs which would be of interest as well as being needed by the affluent, disadvantaged and the in-between-groups of adolescents.

5. A study should be conducted in Tennessee to further determine activities and events of a briefer or shorter-termed nature that could be offered for senior 4-H member participation.

6. A study should be done in Tennessee to determine activities and events which would be especially suited to interests and needs of ninth and tenth grade girls.



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APPENDIX



THE UNIVERSITY OF TENNESSEE  
AGRICULTURAL EXTENSION SERVICE  
IN COOPERATION WITH LOCAL SCHOOL SYSTEMS

SURVEY OF YOUTH ACTIVITIES

Dear Student:

We would like to find out what activities teenagers take part in and what they are interested in doing. Your answers to the following questions, when added to those of your classmates, will give us this information.

Your answers will be kept strictly confidential. In fact, we do not want you to sign your questionnaire. There will be no way for us to identify your paper from that of your classmates. Nevertheless, we do need the right answers to these questions and your cooperation will be greatly appreciated.

1. Check whether boy \_\_\_\_\_ or girl \_\_\_\_\_.
2. Age \_\_\_\_\_ (last birthday). 3. Circle your grade in school 8 9 10 11 12.
4. Name of school \_\_\_\_\_ . 5. County \_\_\_\_\_ .

6. Check where you live:

- \_\_\_\_\_ in a town over 5,000 population.  
\_\_\_\_\_ in a town of less than 5,000 population.  
\_\_\_\_\_ in a thickly settled area but not in town.  
\_\_\_\_\_ in the county but not on a farm.  
\_\_\_\_\_ on a farm.

7. On your report card, do you get mostly -

- \_\_\_\_\_ A's                      \_\_\_\_\_ C's  
\_\_\_\_\_ B's                      \_\_\_\_\_ D's and F's

8. Listed below are some clubs or groups which are found in some schools and which meet during school hours. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) by the clubs which either are not organized in your school or you are not eligible to join.

- |                           |                      |                       |
|---------------------------|----------------------|-----------------------|
| _____ FFA                 | _____ Music Club     | _____ Interact Club   |
| _____ FHA                 | _____ History Club   | _____ Debate Team     |
| _____ Home Economics Club | _____ Science Club   | _____ Future Business |
| _____ 4-H Club            | _____ Latin Club     | _____ Leaders         |
| _____ Band                | _____ French Club    | _____ Future Teachers |
| _____ Key Club            | _____ Dramatics Club | _____ Others (Please  |
| _____ Glee Club           | _____ Biology Club   | _____ List)           |
| _____ Beta Club           | _____ Spanish Club   | _____                 |

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9. Listed below are the names of some clubs or groups which are found in some communities and which meet outside the school. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) mark by those which either are not organized in your community or you are not eligible to join.

<input type="checkbox"/> Boy Scouts	<input type="checkbox"/> Y.M.C.A.	<input type="checkbox"/> G.A.'s
<input type="checkbox"/> Girl Scouts	<input type="checkbox"/> Y.W.C.A.	<input type="checkbox"/> Luther League
<input type="checkbox"/> 4-H Club	<input type="checkbox"/> M.Y.F.	<input type="checkbox"/> Others (Please List)
<input type="checkbox"/> FFA	<input type="checkbox"/> B.T.U.	<input type="checkbox"/> _____
<input type="checkbox"/> FHA	<input type="checkbox"/> R.A.'s	<input type="checkbox"/> _____

10. Thinking of the time you have in the afternoon after school, in the evening and during the day on Saturday, do you feel that? (Please check one)
- a.  you have too much to do
- b.  you have a lot of time with nothing to do
- c.  there ought to be more activities for boys and girls in your age group
- d.  your time is pretty well taken up but that you are not too busy.
11. In all your spare time activities, what are the one or two things you enjoy doing most? (Please list below.)
- \_\_\_\_\_
- \_\_\_\_\_

12. How frequently do you attend activities connected with a church? (Please check one.)

more than once each week

every week

seldom attend

never attend

13. How often do you date? (Please check one.)

more than once a week

generally once a week

about twice a month

never

14. Are you going steady? Yes  No

15. Are you a regular participant in a school athletic or organized sports team which competes on a regular schedule with other schools? (Exclude Field Days)
- Yes  No

16. Are you "trying to make" the school team in one or more sports? Yes  No

17. Are you a regular participant on an athletic or sports team which is organized outside the school and competes on a regular schedule with other teams?
- Yes  No

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18. Are you "trying to make" the community or neighborhood teams in one or more sports? Yes \_\_\_\_\_ No \_\_\_\_\_
19. About how many hours each week do you watch T.V. -- including Saturday and Sunday? \_\_\_\_\_ hours.
20. About how many hours each week do you listen to the radio and/or records -- including Saturday and Sunday? \_\_\_\_\_ hours.
21. The following is a list of things some boys like to do in their out-of-school time. For each of the items please check (✓) the blank under the heading which best describes how you feel about that item. Girls skip to question 22.

	Already Know How	Would Like to Learn	Tried It- Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to take care of the lawn?				
b. How to raise vegetables?				
c. How to repair things in the home?				
d. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
e. How to select and buy clothes?				
f. How to be well groomed and have good social manners?				
g. How to cook?				
h. How to take photographs?				
i. How to speak in public?				
j. How to give a demonstration?				
k. How to raise sheep, beef, dairy cattle, hogs or horses?				
l. How to raise crops?				
m. How to repair electrical equipment?				
n. How to keep a car in good mechanical condition?				
o.				
o. How to be at ease with girls?				
p. How to dance?				
q. How to plan parties and lead recreation?				
r. How to preside at meetings?				
s. How to be a leader?				
t. How to drive a car?				

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22. The following is a list of things some girls like to do in their out-of-school time. For each of the items please check the blank under the heading which best describes how you feel about that item. Boys skip to question 28.

	Already Know How	Would Like to Learn	Tried It - Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to drive a car?				
b. How to take care of flowers, shrubs, lawn, etc.?				
c. How to repair things in the home?				
d. How to plan parties and lead recreation?				
e. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
f. How to select and buy clothes?				
g. How to sew?				
h. How to cook?				
i. How to set a table?				
j. How to prepare food for a party and serve it?				
k. How to be well groomed and have good social manners?				
l. How to raise vegetables?				
m. How to give a demonstration?				
n. How to speak in public?				
o. How to preside at meetings?				
p. How to be at ease with boys?				
q. How to take photographs?				
r. How to redecorate a room?				
s. How to take care of babies?				
t. How to dance?				
u. How to be a leader?				



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23. Marital status of parents: (Please check one.)

- Both alive, live together  
 Both alive, separated  
 Both alive, divorced  
 Neither parent living  
 Father not living  
 Mother not living

24. About how much income does your family earn each year? (Please check one.)

- Less than \$2,000  
 \$2,000 but less than \$3,000  
 \$3,000 but less than \$4,000  
 \$4,000 but less than \$5,000  
 \$5,000 and over

25. a. Does your Mother work for pay away from home? Yes \_\_\_\_\_ No \_\_\_\_\_

b. Does your Mother belong to any clubs or organizations? Yes \_\_\_\_\_ No \_\_\_\_\_

c. If so, about how many? One \_\_\_\_\_, Two \_\_\_\_\_, Three \_\_\_\_\_, Four or more \_\_\_\_\_

26. What kind of work does your Father do? \_\_\_\_\_

27. How long did your parents go to school?

	<u>Mother</u>	<u>Father</u>
Didn't finish grammar school	_____	_____
Finished grammar school, but then quit	_____	_____
Started high school, but didn't finish	_____	_____
Graduated from high school	_____	_____
Started college, but didn't finish	_____	_____
Graduated from college	_____	_____

28. Do you plan to go to college? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

29. In your opinion, what do boys and girls in your school think of boys and girls who belong to the 4-H Club? (You can check more than one item.)

- Is interested in learning about things not related to farming  
 Is interested in learning more about farming  
 Is interested in learning more about homemaking  
 Is a county "hick"  
 Is joining a kid's club  
 Will become a leader  
 Will have more opportunities for fun  
 Will have more opportunities to learn  
 Something of interest  
 Wants to get out of school work  
 Wants to win some prize money  
 Is lucky  
 Will learn something that will help them in future life  
 Wouldn't think much one way or the other

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30. Did you have an opportunity this school year to join a 4-H Club? Yes \_\_\_ No \_\_\_

31. Have you ever been a member of a 4-H Club? Yes \_\_\_ No \_\_\_

If your answer is "No" to question 31, this completes the questionnaire for you. Thank you for your help. Please turn in your paper after you check to see that you have answered all of the previous 31 questions.

32. Are you now a 4-H Club member? Yes \_\_\_ No \_\_\_

33. If you are now a 4-H Club member, or have been a member, please check the ones you have done. (You may check more than one.)

- \_\_\_ Exhibited livestock, dairy or horses at 4-H Shows
- \_\_\_ Entered a 4-H Public Speaking contest
- \_\_\_ Given a demonstration in a 4-H contest
- \_\_\_ Taken a trip out of county as a 4-H'er
- \_\_\_ Exhibited at the county fair as a 4-H'er
- \_\_\_ Attended a 4-H Club camp
- \_\_\_ Took part in a county rally as a 4-H'er
- \_\_\_ Took part in an achievement day as a 4-H'er
- \_\_\_ Been a 4-H officer in your local 4-H Club
- \_\_\_ Been a 4-H officer on the county level
- \_\_\_ Been on a judging team as a 4-H'er
- \_\_\_ Entered 4-H Dress Revue

34. How many years have you been (or were you) a member of a 4-H Club? \_\_\_ Years

35. How old were you when you joined 4-H for the first time? \_\_\_ Years old.

36. In what school grade were you when you first joined 4-H? \_\_\_ Grade

37. Have you been a member every year since you first joined a 4-H Club? Yes \_\_\_ No \_\_\_

38. If you have not been a member every year since you first joined a 4-H Club:

- a. How old were you when you first dropped out of 4-H? \_\_\_ Years old.
- b. How long was it before you joined 4-H again? \_\_\_ Years.
- c. How old were you when you joined 4-H again? \_\_\_ Years old.

39. How much do you now like to compete with others your age for recognition, honors, or awards? (Check one)

- \_\_\_ I am inspired by competition.
- \_\_\_ I don't mind competing but don't particularly like it.
- \_\_\_ I do not like to compete with others.
- \_\_\_ I dislike competition and feel that there is definitely too much of it in Senior 4-H Club work.

40. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one.)

- \_\_\_ Records require too much time to allow me to remain in 4-H Club.
- \_\_\_ Records serve as a fair basis for determining awards.
- \_\_\_ Records are too complicated.
- \_\_\_ Records should be dropped.
- \_\_\_ Present records are adequate.

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41. What was the attitude of your Mother or guardian when you first joined 4-H? (Check one)
- \_\_\_\_\_ She was very pleased.  
 \_\_\_\_\_ She was uninterested. (Not either pleased or displeased.)  
 \_\_\_\_\_ She was displeased. (Upset because I joined.)
42. What was the attitude of your Father or guardian when you first joined 4-H? (Check one)
- \_\_\_\_\_ He was very pleased.  
 \_\_\_\_\_ He was uninterested. (Neither please nor displeased.)  
 \_\_\_\_\_ He was displeased. (Upset because I joined)
43. What is now, or was at the time you dropped out of 4-H, the attitude of your Mother or guardian toward your 4-H work? (Check one)
- \_\_\_\_\_ She thinks I should devote more time to 4-H.  
 \_\_\_\_\_ She thinks I devote about the correct amount of time to 4-H.  
 \_\_\_\_\_ She thinks I devote too much time to 4-H.
44. What is now, or was at the time you dropped out of 4-H, the attitude of your Father or guardian toward your 4-H work? (Check one)
- \_\_\_\_\_ He thinks I should devote more time to 4-H.  
 \_\_\_\_\_ He thinks I devote about the correct amount of time to 4-H.  
 \_\_\_\_\_ He thinks I devote too much time to 4-H.
45. What do you think is the most important reason why many girls drop out of 4-H Club work about the time they enter high school?
- \_\_\_\_\_
46. What do you think is the most important reason why many boys drop out of 4-H Club work about the time they enter high school?
- \_\_\_\_\_
47. If you could change senior 4-H Club work, what is the one thing about 4-H you would like most to change?
- \_\_\_\_\_
48. What changes in organization (date, place, time, number and length of meetings, etc.) do you feel need to be made to help improve senior 4-H work in your school?
- \_\_\_\_\_
- \_\_\_\_\_
49. What changes in leadership (club officers, committees, planning monthly meetings and special activities, adult volunteer leaders, etc.) do you feel would need to be made to help improve senior 4-H work in your school?
- \_\_\_\_\_
- \_\_\_\_\_



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50. What changes in participation (kind and number of 4-H events, activities, contests held, kinds of projects offered, record keeping, etc.) do you feel would need to be made to help improve senior 4-H Club work in your school?

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51. What changes in recognition (kind, amount, basis for determining winners, contests, etc.) do you feel would need to be made to help improve seminar 4-H work in your county?

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52. For each of the following 4-H activities, events or projects, please check (✓) the blank below the response which best describes the amount of emphasis (effort in terms of time and money in promoting and conducting) that item should receive in senior 4-H Club work.

Item (events, activities or projects)	Amount of Emphasis (Check one for each item)					
	Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Know	Do Not Have In Our County
1. Public Speaking Contests						
2. Demonstration contests						
3. Judging Team contests						
4. Exhibit projects at county fairs, shows, sales, etc.						
5. County Rally day						
6. County achievement days						
7. County-wide meetings on subjects of special interest						
8. County-wide Honor Club						
9. District 4-H Camp						
10. Bread-baking Contest						
11. 4-H Project Tours						
12. Out-of-county Trips						
13. Judging project work on basis of records completed						
14. County 4-H fund raising events						
15. Giving ribbons for work done						
16. Publicize awards and honors given members						
17. Dress Revue						
18. Share-the-Fun						

This completes the survey form. Please check your paper to see that you have answered all the questions. Thank you for your help.

## VITA

Maxine Byerley, daughter of Mr. and Mrs. C. M. Byerley, was born in Knoxville, Tennessee, on June 23, 1941. She attended Knoxville and Knox County Schools and was graduated from Young High School in 1959. She graduated from the University of Tennessee, College of Home Economics in 1963 with a major in the area of Foods and Nutrition.

She was employed as Assistant Home Demonstration Agent with the Agricultural Extension Service in Bradley County, Tennessee, in September, 1963. She became Associate Extension Agent December, 1970. On March 29, 1972, she became Mrs. John Milbern Moore.