

DOCUMENT RESUME

ED 076 868

AC 014 380

AUTHOR Nichols, Joe F.; And Others
TITLE Influence of Selected Factors on Level of 4-H Participation by Seventh, Eighth and Ninth Grade Boys and Girls in Bledsoe County, Tennessee. A Research Summary of a Graduate Study.
INSTITUTION Tennessee Univ., Knoxville. Agricultural Extension Service.
PUB DATE Mar 73
NOTE 32p.; Extension Study No. 42; S. C. 932
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Extension Education; Family Influence; Performance Factors; Rural Extension; Student Characteristics; *Student Participation; Surveys; Technical Reports; *Youth Clubs

ABSTRACT

This study was concerned with the problem of decreasing 4-H members at the junior high level. Data were collected from 289 seventh, eighth, and ninth graders in interviews. Data were classified into two groups according to the level of participation in 14 4-H events and activities; there were 173 high participators and 116 low participators. The purpose was to determine the relationship between level of participation and personal characteristics, leisure time activities, attitudes, and family characteristics. Major findings included: (1) level of participation was significantly related to sex--girls had higher participation than boys; (2) participation was higher among those who were active in several clubs; (3) participation was greater among children who joined 4-H at an earlier age and school grade; (4) a higher participation level was achieved by those with definite plans to attend college; (5) participation was higher among those who received visits from extension agents; (6) participation was higher among those who spent the most time listening to the radio; (7) participation was greater among those whose mothers worked outside the home; (8) participation level was significantly related to father's and mother's education; and (9) high participators were more likely to be nonfarm residents. (Author/KM)

RESEARCH SUMMARY SERIES IN AGRICULTURAL EXTENSION

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

ED 076868

Extension Study No. 42
S. C. 832

**A Research Summary
of a
Graduate Study**

INFLUENCE OF SELECTED FACTORS ON LEVEL OF 4-H PARTICIPATION
BY SEVENTH, EIGHTH AND NINTH GRADE BOYS AND GIRLS
IN BLEDSOE COUNTY, TENNESSEE

Joe F. Nichols, Cecil E. Carter, Jr.
and Robert S. Dotson

AGRICULTURAL EXTENSION EDUCATION
AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE

ACD 14380

TABLE OF CONTENTS

| | PAGE |
|---|------|
| ABSTRACT | ii |
| I. PURPOSE AND SPECIFIC OBJECTIVES | 1 |
| II. METHOD OF INVESTIGATION | 2 |
| III. MAJOR FINDINGS | |
| Relationship Between Level of Participation and Personal Characteristics | 3 |
| Relationship Between Level of Participation and Leisure Time Activities | 5 |
| Relationship Between Level of Participation and Attitude Toward 4-H Work | 5 |
| Relationship Between Level of Participation and Family Characteristics | 6 |
| IV. IMPLICATIONS AND RECOMMENDATIONS | 6 |
| V. RECOMMENDATIONS FOR FURTHER STUDY | 7 |
| BIBLIOGRAPHY | 8 |
| APPENDIX | |
| TABLES I through V | 11 |
| Survey of Youth Activities | 17 |

INFLUENCE OF SELECTED FACTORS ON LEVEL OF 4-H PARTICIPATION

BY SEVENTH, EIGHTH AND NINTH GRADE BOYS AND GIRLS

IN BLEDSOE COUNTY, TENNESSEE

by

Joe F. Nichols

October 1972

ABSTRACT

This study was concerned with the problem of decreasing 4-H members at the seventh, eighth and ninth grade or junior high level. Data were collected from all seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee who were present on the day the interviews were conducted in each school. A total of 289 interview schedules were used in the analysis. For the purposes of analysis, data from the 289 boys and girls were classified into two groups according to the level of participation in 14 selected 4-H events and activities while they were 4-H members. There were 173 high participators and 116 low participators. The purpose was to determine the relationship between level of participation and personal characteristics, leisure time activities, attitudes and family characteristics. Sixty-nine variables were identified and used as a basis for comparing low and high participators. Statistical tests used in the analysis of data were chi square and zero order correlation coefficient. The chi square test was used with qualitative variables and the zero order correlation statistic (r) was used with quantitative variables. The .05 level was accepted as being statistically significant. Computations were done by the University of Tennessee Computing Center.

Major findings of the study were:

1. Level of participation was significantly related to entering or participating in speaking, demonstrations, out-of-county trips, exhibiting at fair, attending 4-H camp, achievement day, local 4-H officer, recipe contest, and bread baking. Participation level was higher among those who entered these event and activities.
2. Level of participation was very significantly related to sex of respondents. Girls had higher participation than boys.
3. Level of participation was significantly related to the number of youth clubs other than 4-H in which active membership was held. Participation was higher among those who were active in several clubs.
4. A significant relationship existed between level of 4-H participation and membership status. Those with high levels of participation were more likely to remain members rather than drop out.
5. Level of participation was significantly related to the number of years the respondents had been members. Participation increased with years of membership.
6. Level of participation was inversely related to age when first joined 4-H. Participation was greater among boys and girls who joined 4-H at an earlier age.
7. Level of participation was inversely related to school grade level when they first joined 4-H. The high participants tended to join 4-H at a lower school grade.

8. Level of participation was related to the age at which they dropped out of 4-H. Low participants dropped out at a younger age.
9. Level of participation was significantly related to school grades received. High participants made better grades than low participants.
10. Level of participation was significantly related to plans to attend college. A higher participation level was achieved by boys and girls having definite plans to attend college.
11. Level of participation was related to attendance at church activities. A higher participation level was achieved by the 4-H'ers who attended church activities more frequently.
12. Level of participation was significantly related to 4-H'ers who received visits by Extension Agents. Participation was higher among boys and girls who received visits by agents.
13. Level of participation was significantly related to hours spent listening to radio. A higher level of participation was achieved by boys and girls who spent the most time listening to radio.
14. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do eleven or more tasks.
15. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who liked to compete.

16. Participation level was significantly related to emphasis desired in public speaking, out-of-county trips, giving ribbons, and publicity of awards. High participants wanted more emphasis in these areas.
17. Participation level was significantly related to mothers working outside the home. Participation was greater among boys and girls whose mothers worked outside the home.
18. Participation level was significantly related to the father's education. Participation was greater among boys and girls whose fathers had completed more years of school.
19. Participation level was significantly related to the level of education of mothers. Participation was higher among boys and girls whose mothers had completed more years of school.
20. Participation level was significantly related to place of residence. Boys and girls with high levels of participation were more likely to be nonfarm residents.

The following variables were not significantly related to participation level: age, grade in school, interest score, feelings about spare time, spare time activities, time spent watching television, frequency of dating, their opinions of others toward 4-H, father's work, distance lived from Pikeville, miles to school, number of cars or number of drivers in their family.

Implications and recommendations were also made.

A RESEARCH SUMMARY*

This study was undertaken to help Extension workers, 4-H leaders and parents in Bledsoe County to develop a 4-H Program which will better meet the needs of seventh, eighth, and ninth grade boys and girls. Few members remain active participators for all the years they are eligible. The largest change in reenrollment is between the eighth and ninth grades. It was believed that the present study would be helpful in planning a 4-H program to meet the needs and interests of boys and girls of junior high 4-H age.

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to identify factors influencing the level of 4-H participation among seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee.

Specific Objectives

The specific objectives of the study were to determine the relation between participation level and: (1) selected personal and family characteristics; (2) leisure time activities; and (3) attitudes toward 4-H activities.

*Joe F. Nichols, Assistant Extension Agent, University of Tennessee, Agricultural Extension Service, Pikeville, Tennessee.

Cecil E. Carter, Jr., Associate Professor, Agricultural Extension Education Section, The University of Tennessee, Agricultural Extension Service, Knoxville, Tennessee.

Robert S. Dotson, Professor and Head, Agricultural Extension Education Section, The University of Tennessee, Agricultural Extension Service, Knoxville, Tennessee.

II. METHOD OF INVESTIGATION

Population and Sample

The population was the seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee. Data were secured from a total of 378 boys and girls who were present when the interview was conducted at their school. Data from twenty-one interviewees were discarded because they had never been 4-H members and 68 were omitted due to incompleteness. This left a sample including 194 members and 95 dropouts who provided data used in the analysis.

Statistical Analysis

The completed interview schedules were coded and responses were punched on data processing cards. Sixty-nine variables were identified and used in the analysis of factors related to the level of participation of seventh and eighth grade boys and girls. Computations were made by The University of Tennessee Computing Center.

Statistical tests used in the analysis of data were chi square and zero order correlation. Values which achieved the .05 level were accepted as being statistically significant.

A contingency table analysis program was used to determine the relation between each variable and level of 4-H participation. Output for this program included: (1) Two-way frequency tables, including row, column and table percentages, and (2) chi square and degrees of freedom.

Correlation coefficients for the zero order correlations could vary from -1.0 to +1.0. Output from the computer program included the correlation coefficient $.r$ and the significance level. Although research and

null hypothesis were not stated, an assumed null hypothesis for each variable was: There is not a significant relation between the level of 4-H participation and each of the 69 variables.

III. MAJOR FINDINGS

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

Relationship Between Level of Participation and Personal Characteristics*

1. Level of participation was significantly related to entering or participating in public speaking, demonstrations, out-of-county trips, exhibiting at fair, attending 4-H Camp, Achievement Day, local 4-H officer, recipe contest, and bread baking. The participation level was higher among those who entered these events and activities.
2. Level of participation was very significantly related to sex of respondents. Participation in 4-H events and activities was higher among girls.
3. Level of participation was significantly related to the number of clubs other than 4-H in which active membership was held. Participation was higher among those who were active in several clubs.
4. A significant relationship existed between level of 4-H participation and membership status. Those with high levels of participation were more likely to remain members rather than drop out.

*See Tables I and II in Appendix.

5. Level of participation was significantly related to the number of years respondents had been members. Participation tended to increase with years of membership.
6. Level of participation was inversely related to age when first joined 4-H. Participation was greater among boys and girls who joined 4-H at an earlier age.
7. Level of participation was inversely related to school grade level when first joined 4-H. The high participants tended to join 4-H at a lower school grade.
8. Level of participation was significantly related to the age at which they dropped out of 4-H. Low participants tended to drop out at a younger age.
9. Level of participation was significantly related to school grades received. High participants tended to have made better grades than low participants.
10. Level of participation was significantly related to plans to attend college. A high participation level was achieved by boys and girls having definite plans to attend college.
11. Level of participation was significantly related to attendance at church activities. A higher participation level was achieved by the 4-H'ers who attended church activities more frequently.
12. Level of participation was significantly related to 4-H'ers who received visits by Extension agents. Participation was higher among boys and girls who received visits by agents.
13. Level of participation was not significantly related to age, grade in school, or interest score.

Relationship Between Level of Participation and Leisure Time Activities*

1. Level of participation was significantly related to hours spent listening to radio. A higher level of participation was achieved by boys and girls who spent the most time listening to radio.
2. Level of participation was not significantly related to 4-H'ers feelings about spare time, spare time activities, time spent watching television or frequency of dating.

Relationship Between Level of Participation and Attitude Toward 4-H Work**

1. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do eleven or more tasks.
2. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who liked to compete.
3. Participation level was significantly related to emphasis desired in public speaking, out-of-county trips, giving ribbons, and publicity awards. High participants wanted more emphasis in these areas.
4. Participation level was not related to opinions they felt others had toward 4-H.

*See Table III in Appendix

**See Table IV in Appendix

Relationship Between Level of 4-H Participation and Family Characteristics*

1. Participation level was significantly related to mothers working outside the home. Participation was greater among boys and girls whose mothers worked outside the home.
2. Participation level was significantly related to the father's education. Participation was greater among boys and girls whose fathers had completed more years of school.
3. Participation level was significantly related to the level of education of mother. Participation was higher among boys and girls whose mothers had completed more years of school.
4. Participation level was significantly related to place of residence. Boys and girls with high levels of participation were more likely to be nonfarm residents.
5. Level of participation was not related to father's work, distance lived from Pikeville, miles to school, number of licensed drivers or automobiles.
6. Participation level was not related to 4-H membership of parents, brothers or sisters.

IV. IMPLICATIONS AND RECOMMENDATIONS

Based on the results of the study and the writer's experience and views, the following implications and recommendations are made:

1. Since participation was higher among those who joined 4-H at an earlier age or lower grade, one implication would be to try to obtain 100 percent membership in the Explorer Clubs (fourth grade) in Bledsoe County.

*See Table V in Appendix

2. Participation was higher among 4-H'ers participating in speaking, demonstrations, out-of-county trips, exhibits, 4-H Camp, Achievement Day, local 4-H officer, recipe contest and bread baking. These and other activities offer the 4-H members a chance to learn by doing and emphasis should be increased. Those who do not get involved tend to lose interest and become low participators.
3. Since participation level was related to plans for attending college, members should be encouraged by 4-H agents to make up their minds about college and other goals as soon as possible.
4. Since 4-H participation level was related to membership and participation in other clubs and church activities, 4-H agents should cooperate with school and civic leaders to promote and develop organizations other than 4-H which help youth to participate.
5. Since level of participation was higher when members were visited at home by Extension agents, more visits at home with the members and their family should be encouraged.

V. RECOMMENDATIONS FOR FURTHER STUDY

1. A similar study should be conducted in a Tennessee county with a relatively large 4-H enrollment to compare factors related to participation level.
2. A similar study should be conducted in Tennessee to determine the relative effectiveness of program designed to increase 4-H participation.

BIBLIOGRAPHY

1. Ahmad, Syed Zubair. "Relationship Between Enrollment and Selected Characteristics of Tennessee's County 4-H Extension Programs." Master's thesis, The University of Tennessee, Knoxville, 1969.
2. Aiton, E. W. "Background and Design for a Study of Vitality Factors in 4-H Club Programs," Review of Extension Research, Circular 511, June, 1957.
3. Bledsoe County Five-Year Plan. Knoxville: The University of Tennessee Agricultural Extension Service, 1971. (Mimeographed.)
4. Brownell, J. C. "Concepts of the Role of the 4-H Project Held by Members in Monroe County, New York," Review of Extension Research, Circular 532, July, 1960.
5. Copp, J. H. and R. C. Clark. Factors Associated with Re-Enrollment in 4-H Clubs. Madison, Wisconsin: The University of Wisconsin, 1956.
6. Cunningham, M. C. "Primary Group Influences on 4-H Enrollment," Review of Extension Research, Circular 532, July, 1960.
7. Edwards, C. M. "4-H Contest Participation," Review of Extension Research, Circular 493, January, 1954.
8. Franz, Verl R. "Factors Associated with Member Participation in 4-H Activities." Madison, Wisconsin: The University of Wisconsin, April, 1958. (Mimeographed summary Research on Cooperative Extension at the University of Wisconsin).
9. Hamilton, Shirley L. "Factors Related to 4-H Membership Status of Ninth and Tenth Grade Girls in Greene County, Tennessee." Master's thesis, The University of Tennessee, Knoxville, 1970.
10. Jeter, Ruby Neli. "Factors Related to 4-H Membership Status and Selected Characteristics of Ninth Grade Girls in Blount County, Tennessee." Master's thesis, The University of Tennessee, Knoxville, 1971.
11. Lie, Jerome C. R. Statistical Inference I. An Arbor, Michigan: Edwards Brothers, Inc., 1968.
12. Lyle, Mary Frances. "Participation of Older Members in 4-H Clubs in Selected Counties in South Dakota," Review of Extension Research, Circular 521, July, 1959.

13. McBroom, Charles T., Jr. "A Benchmark Analysis of Selected State and District Data from the Tennessee Extension Management Information System (TEMIS), Fiscal Years 1970 and 1971." Unpublished Master's thesis, The University of Tennessee, Knoxville, 1972.
14. National 4-H Service Committee. "From A Dream to Reality, A History of the National 4-H Service Committee 1921-1971."
15. Redman, A. L. "A Study of the Recreational Interests of Different Age and Sex Groups of 4-H Club Members in Marion County, Missouri," Review of Extension Research, Circular 534, July, 1961.
16. Sabronsky, Laurel K. "Enrollments, Re-enrollments, Completions." Selected Readings and References in 4-H Club Work. Madison: National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1961.
17. Sanders, H. C. and others. The Cooperative Extension Service. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
18. Schrupp, D. O. "Identifying Activities of Montana 4-H Beef Club Boys Sixteen to Twenty-One Years of Age Which are Related to Behavior Patterns and Needs of Youth," Review of Extension Studies, Circular 471, January, 1951.
19. Siegel, Sidney. Nonparametric Statistics for Behavioral Sciences. New York: McGraw-Hill Book Company, Inc., 1956.
20. Tennessee Agricultural Extension Service. "1970-1971 Tennessee Summary Annual 4-H Youth Development Enrollment Report." Knoxville: The University of Tennessee, 1970-1971. (Mimeographed).
21. Tennessee Department of Education. "1968-1970 Annual Statistical Report of the Department of Education." Nashville, 1968-1970.
22. Warner, W. Keith. "Problems of participation in Voluntary Organizations," Journal of Cooperative Extension, Vol. III, No. 4, 1965.
23. Warren, William Albert. "Influence of Selected Factors on Level of 4-H Participation by Seventh, Eighth and Ninth Grade Boys and Girls in Cannon County, Tennessee." Unpublished Master's thesis, The University of Tennessee, Knoxville, 1972.
24. Willson, A. M. "Factors Affecting Participation in the Junior Leadership Projects in Four Selected Southeastern Montana Counties," Review of Extension Research, Circular 532, July, 1960.

A P P E N D I X

TABLE I
 PARTICIPATION IN 4-H EVENTS AND ACTIVITIES
 BY 289 SEVENTH, EIGHTH, AND NINTH GRADE
 BOYS AND GIRLS IN BLEDSOE COUNTY,
 TENNESSEE

| 4-H Event or Activity | Participation Level | | | | X ² Value |
|-----------------------------------|---------------------|----|----------------|-----|-------------------------|
| | High (N=173) | | Low (N=116) | | |
| | Yes | No | Yes | No | |
| | ----- Percent ----- | | | | |
| 1. Exhibited at 4-H Show | 10 | 90 | 9 | 91 | 0.0 ^a |
| 2. Entered 4-H Speaking Contest | 37 | 63 | 3 | 97 | 41.6 ^c |
| 3. Gave a Demonstration | 41 | 59 | 6 | 94 | 40.4 ^c |
| 4. Took 4-H Trip Out of County | 21 | 79 | 0 | 100 | 26.6 ^c |
| 5. Exhibited at Fair | 40 | 60 | 8 | 92 | 34.8 ^c |
| 6. Attended 4-H Camp | 25 | 75 | 3 | 97 | 22.7 ^c |
| 7. Attended 4-H Rally | 4 | 96 | 3 | 97 | 0.0 ^a |
| 8. Attended Achievement Day | 13 | 87 | 1 | 99 | 12.5 ^c |
| 9. Had been a Local 4-H Officer | 72 | 28 | 16 | 84 | 84.5 ^c |
| 10. Had been a County 4-H Officer | 3 | 97 | 0 | 100 | 1.9 ^a |
| 11. Had been on a Judging Team | 5 | 95 | 2 | 98 | 1.4 ^a |
| 12. Entered Dress Review | 7 | 93 | 0 | 100 | 6.7 ^b |
| 13. Entered Recipe Contest | 38 | 62 | 3 | 97 | 43.7 ^c |
| 14. Entered Bread Baking | 62 | 38 | 15 | 85 | 62.6 ^c |

^aNot significant at .05 level, critical X² value for 1 df = 3.8 at .05 level.

^bSignificant at .01 level, critical X² value for 1 df = 6.6 at .01 level.

^cSignificant at .001 level, critical X² value for 1 df = 10.8 at .001 level.

TABLE II
 RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION
 AND SELECTED PERSONAL CHARACTERISTICS

| Personal Characteristics | Participation Level | | Total (N=239) |
|--------------------------------|---------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| | ---- Percents ---- | | |
| SEX ^d | | | |
| Boy | 39 | 60 | 47 |
| Girl | 61 | 40 | 53 |
| Total | 100 | 100 | 100 |
| AGE ^a | | | |
| Under age 14 | 41 | 35 | 39 |
| Age 14 | 40 | 38 | 39 |
| Over age 14 | 19 | 27 | 22 |
| Total | 100 | 100 | 100 |
| GRADE ^a | | | |
| Seventh | 29 | 27 | 28 |
| Eighth | 36 | 48 | 41 |
| Ninth | 35 | 25 | 31 |
| Total | 100 | 100 | 100 |
| CLUBS ^d | | | |
| None | 10 | 17 | 13 |
| One | 59 | 69 | 63 |
| Two | 19 | 10 | 15 |
| Three or More | 12 | 4 | 9 |
| Total | 100 | 100 | 100 |
| MEMBERSHIP STATUS ^d | | | |
| Always Member | 76 | 54 | 67 |
| Dropped Out Once or More | 24 | 46 | 33 |
| Total | 100 | 100 | 100 |
| YEARS MEMBER ^d | | | |
| 1 - 2 | 7 | 25 | 14 |
| 3 - 4 | 57 | 55 | 56 |
| 5 and over | 36 | 20 | 30 |
| Total | 100 | 100 | 100 |

^aNot significant at .05 level.

^bSignificant at .05 level.

^cSignificant at .01 level.

^dSignificant at .001 level.

TABLE II, Continued.

| Personal Characteristics | Participation Level | | Total (N=289) |
|---|----------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| | ----- Percents ----- | | |
| AGE JOINED^d | | | |
| Under ten years | 51 | 29 | 42 |
| Ten years | 33 | 39 | 36 |
| Over ten years | 16 | 32 | 22 |
| Total | 100 | 100 | 100 |
| AGE WHEN FIRST DROPPED OUT^d | | | |
| 11 and below | 11 | 19 | 14 |
| 12 | 6 | 18 | 11 |
| 13 | 4 | 4 | 4 |
| 14 | 3 | 5 | 4 |
| Never dropped out | 76 | 54 | 67 |
| Total | 100 | 100 | 100 |
| GRADES RECEIVED^c | | | |
| A and B | 82 | 69 | 77 |
| C, D, and F | 18 | 31 | 23 |
| Total | 100 | 100 | 100 |
| INTEREST SCORE^a | | | |
| 0 - 30 | 5 | 8 | 6 |
| 31 - 45 | 53 | 59 | 56 |
| Over 45 | 42 | 33 | 38 |
| Total | 100 | 100 | 100 |
| PLAN TO GO TO COLLEGE^c | | | |
| Yes | 38 | 20 | 31 |
| No | 26 | 42 | 32 |
| Don't know | 36 | 38 | 37 |
| Total | 100 | 100 | 100 |
| CHURCH ACTIVITIES ATTENDANCE | | | |
| Weekly | 65 | 47 | 58 |
| Less than weekly | 35 | 53 | 42 |
| Total | 100 | 100 | 100 |

TABLE III
 RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION
 AND SELECTED LEISURE TIME ACTIVITIES

| Leisure Time Activities | Participation Level | | Total (N=289) |
|--|---------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| ----- Percents ----- | | | |
| VISITS FROM AGENT^c | | | |
| None | 67 | 78 | 71 |
| One or more | 33 | 22 | 29 |
| Total | 100 | 100 | 100 |
| FREE TIME AVAILABLE^a | | | |
| Have too much to do | 9 | 13 | 10 |
| Have a lot of time with nothing to do | 12 | 9 | 11 |
| Need activities for free time | 31 | 27 | 30 |
| Free time OK | 48 | 51 | 49 |
| Total | 100 | 100 | 100 |
| SPARE TIME ACTIVITIES^a | | | |
| Sports | 43 | 45 | 44 |
| Outdoor Activities | 14 | 24 | 18 |
| Horses | 12 | 10 | 11 |
| Reading | 10 | 3 | 7 |
| Swimming | 6 | 7 | 6 |
| Radio and T.V. | 6 | 5 | 6 |
| Cook and Sew | 6 | 4 | 6 |
| Music | 3 | 2 | 2 |
| Total | 100 | 100 | 100 |
| HOURS WEEKLY RADIO^c | | | |
| 0 - 20 | 73 | 86 | 78 |
| Over 20 | 27 | 14 | 22 |
| Total | 100 | 100 | 100 |
| HOURS WEEKLY TELEVISION^a | | | |
| 0 - 20 | 58 | 53 | 56 |
| Over 20 | 42 | 47 | 44 |
| Total | 100 | 100 | 100 |
| DATING FREQUENCY^a | | | |
| Weekly | 14 | 22 | 17 |
| Less than weekly | 20 | 12 | 17 |
| Never | 66 | 66 | 66 |
| Total | 100 | 100 | 100 |

^aNot significant at .05 level.

^bSignificant at .05 level.

^cSignificant at .01 level.

^dSignificant at .001 level.

TABLE IV
 RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION
 AND SELECTED ATTITUDES TOWARD 4-H WORK

| Attitudes Toward 4-H Work | Participation Level | | Total (N=289) |
|--|----------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| | ----- Percents ----- | | |
| NUMBER TASKS KNEW HOW TO DO ^d | | | |
| Ten or less | 33 | 47 | 39 |
| Eleven or more | 67 | 53 | 61 |
| Total | 100 | 100 | 100 |
| ATTITUDE TOWARD 4-H ^a | | | |
| Favorable | 64 | 64 | 64 |
| Neutral | 20 | 20 | 20 |
| Unfavorable | 16 | 16 | 16 |
| Total | 100 | 100 | 100 |
| COMPETITION DESIRE ^d | | | |
| Like to compete | 56 | 29 | 45 |
| Don't like to compete | 44 | 71 | 55 |
| Total | 100 | 100 | 100 |

- ^aNot significant at .05 level.
^bSignificant at .05 level.
^cSignificant at .01 level.
^dSignificant at .001 level.

TABLE V
 RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION
 AND SELECTED FAMILY CHARACTERISTICS

| Family Characteristics | Participation Level | | Total (N=289) |
|---|---------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| ----- Percents ----- | | | |
| FATHER'S OCCUPATION^a | | | |
| Farmer | 20 | 18 | 19 |
| Skilled Trade | 13 | 16 | 14 |
| Laborer | 44 | 41 | 43 |
| Business and Professional | 17 | 16 | 17 |
| Other | 6 | 9 | 7 |
| Total | 100 | 100 | 100 |
| MOTHER WORKS OUTSIDE HOME^b | | | |
| Yes | 56 | 42 | 50 |
| No | 44 | 58 | 50 |
| Total | 100 | 100 | 100 |
| SCHOOL GRADE COMPLETED BY FATHER^d | | | |
| Eighth or less | 53 | 64 | 57 |
| Ninth or Higher | 47 | 36 | 43 |
| Total | 100 | 100 | 100 |
| SCHOOL GRADE COMPLETED BY MOTHER^d | | | |
| Eighth or less | 40 | 45 | 42 |
| Ninth or higher | 60 | 55 | 58 |
| Total | 100 | 100 | 100 |
| PLACE OF RESIDENCE^c | | | |
| Farm | 42 | 58 | 48 |
| Nonfarm | 58 | 42 | 52 |
| Total | 100 | 100 | 100 |
| MILES TO PIKEVILLE^a | | | |
| Under 10 miles | 50 | 52 | 50 |
| 10 through 19 | 44 | 39 | 42 |
| Over 19 | 6 | 9 | 8 |
| Total | 100 | 100 | 100 |

^aNot significant at .05 level.

^bSignificant at .05 level.

^cSignificant at .01 level.

^dSignificant at .001 level.

TABLE V, Continued

| Family Characteristics | Participation Level | | Total (N=289) |
|---|----------------------|----------------|------------------|
| | High (N=173) | Low (N=116) | |
| | ----- Percents ----- | | |
| MILES TO SCHOOL ^a | | | |
| Less than 10 | 76 | 82 | 78 |
| 10 or more | 24 | 18 | 22 |
| Total | 100 | 100 | 100 |
| NUMBER OF LICENSED DRIVERS IN FAMILY ^a | | | |
| One | 11 | 21 | 15 |
| Two | 53 | 45 | 50 |
| Over two | 36 | 34 | 35 |
| Total | 100 | 100 | 100 |
| NUMBER OF AUTOMOBILES ^a | | | |
| One | 27 | 30 | 28 |
| Two | 45 | 42 | 44 |
| Over two | 28 | 28 | 28 |
| Total | 100 | 100 | 100 |
| PARENT WAS 4-H MEMBER ^a | | | |
| Yes | 18 | 13 | 16 |
| No | 82 | 87 | 84 |
| Total | 100 | 100 | 100 |
| BROTHER A 4-H MEMBER ^a | | | |
| Yes | 60 | 54 | 58 |
| No | 40 | 46 | 42 |
| Total | 100 | 100 | 100 |
| SISTER A 4-H MEMBER | | | |
| Yes | 64 | 67 | 65 |
| No | 36 | 33 | 35 |
| Total | 100 | 100 | 100 |

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. We do need the right answers to these questions and your cooperation will be greatly appreciated.

Name _____ Address _____

1. Check whether boy _____ or girl _____ Age _____ (last birthday)
2. Circle your grade level in school 7, 8, 9.
3. Name of School _____
4.
 - a. List the miles you travel one way from home to: school _____, Community building _____, Pikeville _____.
 - b. List the number of relatives who were 4-H members one year or more. _____ brothers, _____ sisters, _____ parents.
 - c. On your report card do you get mostly _____ A's, _____ B's, _____ C's, _____ D's & F's
5.
 - a. Circle the number of drivable cars or trucks in your family.
1 2 3 4 5 6.
 - b. Circle the number of licensed drivers in your family. 1 2 3 4 5 6.
 - c. Circle the number of times you have been visited at home by an Extension Agent. 0 1 2 3 4 5 6 7 8 9 10 or more.
 - d. Circle the highest grade completed:
 By Father 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
 By Mother 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
6. Check where you live:
 - _____ 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. 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 to which you belong and attend over 1/2 the meetings.

| | | |
|--|---|--|
| <input type="checkbox"/> FFA | <input type="checkbox"/> Music Club | <input type="checkbox"/> Interact Club |
| <input type="checkbox"/> FHA | <input type="checkbox"/> History Club | <input type="checkbox"/> Debate Team |
| <input type="checkbox"/> Home Economics Club | <input type="checkbox"/> Science Club | <input type="checkbox"/> Future Business |
| <input type="checkbox"/> 4-H Club | <input type="checkbox"/> Latin Club | <input type="checkbox"/> Leaders |
| <input type="checkbox"/> Band | <input type="checkbox"/> French Club | <input type="checkbox"/> Future Teachers |
| <input type="checkbox"/> Key Club | <input type="checkbox"/> Dramatics Club | <input type="checkbox"/> Others (Please |
| <input type="checkbox"/> Glee Club | <input type="checkbox"/> Biology Club | <input type="checkbox"/> list) |
| <input type="checkbox"/> Beta Club | <input type="checkbox"/> Spanish Club | |

8. 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 to which you now belong and attend over 1/2 the meetings.

| | | |
|--------------------------------------|-----------------------------------|---|
| <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 |
| <input type="checkbox"/> FFA | <input type="checkbox"/> B.T.U. | <input type="checkbox"/> list) |
| <input type="checkbox"/> FHA | <input type="checkbox"/> R.A.'s | <input type="checkbox"/> |

9. 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)
- you have too much to do.
 - you have a lot of time with nothing to do.
 - there ought to be more activities for boys and girls in your age group.
 - your time is pretty well taken up but that you are not too busy.
10. In all your spare time activities, what are the one or two things you enjoy doing most? (Please list below.)
-
-

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

more than once each week
 every week
 seldom attend
 never attend

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

more than once a week
 generally once a week
 about twice a month
 never

13. Are you "trying to make" the School Team in one or more sports?
Yes _____ No _____
14. 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 _____
15. 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 _____
16. About how many hours each week do you watch T.V.--including Saturday and Sunday? _____ hours.
17. About how many hours each week do you listen to the radio and/or records -- including Saturday and Sunday? _____ hours.
18. 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 19.

| (Check one for each item) | Already | Would | Tried It- | Haven't Tried - |
|---|-------------|------------------|-------------------|----------------------------------|
| | Know How | Like to Learn | Didn't Like It | 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 bill-folds, 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? | | | | |

| (Check one for each item) | Already | Would | Tried It- | Haven't Tried - |
|---|-------------|------------------|-------------------|----------------------------------|
| | Know How | Like to Learn | Didn't Like It | But Don't Think Would Like It |
| 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. 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? | | | | |

19. 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 20.

| (Check one for each item) | Already | Would | Tried It- | Haven't Tried - |
|---|-------------|------------------|-------------------|----------------------------------|
| | Know How | Like to Learn | Didn't Like It | 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 bill-folds, belts, trays, etc.? | | | | |

| (Check one for each item) | Already Know How | Would Like to Learn | Tried It- Didn't Like It | Haven't Tried - But Don't Think Would Like It |
|---|------------------|---------------------|--------------------------|---|
| 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? | | | | |

20. Does your Mother work for pay away from home? Yes _____ No _____
21. What kind of work does your Father do? _____
22. Do you plan to go to college? Yes _____ No _____ Don't know _____
23. 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 more about farming.
- _____ Is interested in learning more about homemaking.
- _____ Is a county "hick".
- _____ Is joining a kid's club. (Continued)

- 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.

24. Did you have an opportunity this school year to join a 4-H Club?
 Yes _____ No _____

25. Have you ever been a member of a 4-H Club? Yes _____ No _____

If your answer is "No" to question 25, 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 25 questions.

26. Are you now a 4-H Club member? Yes _____ No _____

27. 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.
 Taken part in a county rally as a 4-H'er.
 Taken 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.
 Entered Recipe Contest.
 Entered Bread Baking contest.

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

29. How old were you when you joined 4-H for the first time? _____ Years old.

30. In what school grade were you when you first joined 4-H? _____ Grade

31. Have you been a member every year since you first joined a 4-H Club? Yes _____ No _____

32. If you have not been a member every year since you first joined a 4-H Club:
- How old were you when you first dropped out of 4-H? _____ Years old.
 - How long was it before you joined 4-H again? _____ Years.
33. 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 4-H Club work.
34. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one.)
- _____ Records require too much time.
- _____ Records serve as a fair basis for determining awards.
- _____ Records are too complicated.
- _____ Records should be dropped.
- _____ Records are adequate.
35. 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?
-
36. 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?
-
37. If you could change senior 4-H Club work, what is the one thing about 4-H you would like most to change?
-
38. For each of the following 4-H activities, events or projects, please check (✓) in the column which best describes the amount of emphasis (effort in terms of time and money in promoting and conducting) that item should receive in 4-H Club work.

(Check one for each item)

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

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

ERIC Clearinghouse

JUN 4 1973

on Adult Education