

A COMPARATIVE STUDY OF MEMBERS' COMMITMENT
TO 4-H CLUBS AND SPECIAL INTEREST
GROUPS IN OKLAHOMA

By

BEVERLY MARIE RUSSELL PARKER

Bachelor of Science in Home Economics
Langston University
Langston, Oklahoma
1961

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1977

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1984

Thesis
1984D
P238c
Cop. 2



A COMPARATIVE STUDY OF MEMBER COMMITMENT
TO 4-H CLUBS AND SPECIAL INTEREST
GROUPS IN OKLAHOMA

Thesis Approved:

Anna M. German

Thesis Adviser

Frances Stromberg

Robert Perry

Elaine Jorgenson

Norman A. Durbin

Dean of the Graduate College

ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Anna M. Gorman, Chairperson of her advisory committee, for her research expertise, guidance, and encouragement during all phases of this study. Thanks is also expressed to Dr. Elaine Jorgenson and Dr. Frances Stromberg for their interest, guidance, and suggestions throughout my graduate study at Oklahoma State University.

Appreciation is expressed to Dr. Pete Williams, Dr. William Strom and Dr. Robert Terry in Cooperative Extension for their interest, support, and shared materials on 4-H Club work. Special thanks is expressed to the advisory committee for their critical reading of the manuscript.

A special thanks is expressed to the Cooperative Extension Program, the 4-H cooperative extension agents, the 4-H adult leaders, and the 4-H club members across the four counties who participated in this study. Appreciation is expressed to the parents of the 4-H club members for helping to make this study possible.

My sincerest appreciation is expressed to all of my relatives, friends, colleagues, and faculty members at Oklahoma State University.

My appreciation and indebtedness is finally expressed to my husband, Raymond, and daughters, Crystal Marie and Tonya Annette, for the many personal sacrifices made during my study at Oklahoma State University.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Significance of the Problem	3
Statement of the Problem.	5
Purpose and Objectives.	7
Hypotheses.	7
Basic Assumptions of the Study	8
Limitations of the Study.	8
Definition of Terms	9
Organizational Format of the Study.	10
II. REVIEW OF LITERATURE.	12
Introduction.	12
Socialization of Children	12
Agents of Social Learning.	13
The Processes of Socialization.	14
The Essentials of Socialization.	15
Developmental Needs of Youth.	17
Abraham H. Maslow's Hierarchy of Needs	18
Basic Needs of Boys and Girls.	19
The Age Levels of Youth	20
Middle Childhood	20
Preadolescence	21
Early Adolescence.	21
Middle Adolescence	21
Late Adolescence	22
The 4-H Organization.	22
The Historical Development of 4-H.	22
4-H in Oklahoma.	25
The 4-H Leadership Team.	29
Recognition, Incentives, and Awards.	31
Commitment and the 4-H Organizations.	32
Definitions of Commitment.	32
Commitment and 4-H Participation	33
Commitment of 4-H Leaders.	41
Leaders and Leadership Styles	44
Definitions of Leadership.	45
Leadership Styles.	46
Leaders and Leadership Research.	48
Guidance and Counseling	51
Summary	53

Chapter	Page
III. RESEARCH DESIGN AND METHODOLOGY	54
Introduction.	54
Research Design	54
Description of the Population and Sample.	55
Procedure for Obtaining Sample	57
The Instrumentation.	57
The Collection of Data.	58
The Analysis of Data.	58
IV. PRESENTATION AND ANALYSIS OF DATA.	60
Introduction.	60
Characteristics of 4-H Members.	60
Personal Data.	61
Commitment to 4-H Scale	77
Things Liked Best About 4-H Clubs.	77
Types of 4-H Involvement	79
Satisfaction With 4-H Experiences This Year.	82
Things 4-H Members Willing To Do To Show Support for 4-H	82
4-H Club Projects.	87
Guidance Preference	95
Help Given by Father or Mother with 4-H Work	95
Type of Help Desired From 4-H Leader	97
Help Received from Adult Leaders	99
Leadership Style Preference	101
Opinion About Teen Leaders' Help in Local Program	101
Opinion About Adult Leaders.	103
Description of Ideal 4-H Leader.	105
Statistical Analysis.	108
Summary	114
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	115
Summary	115
Conclusions	117
Personal Characteristics	117
Guidance and Assistance.	120
Leadership Style Preference.	122
Recommendations	122
A SELECTED BIBLIOGRAPHY	124
APPENDIXES.	130
APPENDIX A - DESCRIPTIVE DATA AND QUESTIONNAIRE SCORES.	131
APPENDIX B - ALL ABOUT ME--A 4-H MEMBER QUESTIONNAIRE	136
CODING PROCEDURE.	150

LIST OF TABLES

Table	Page
I. Racial-Ethnic Characteristics Oklahoma 4-H Members in 1978-79.	6
II. Three Leadership Styles.	49
III. Response Rate of 4-H Youth in Four Counties in Oklahoma.	56
IV. Percentage Distribution of White and Non-white 4-H Members by Age When Joining 4-H.	62
V. Percentage Distribution of White and Non-white 4-H Members by Years of Active 4-H Membership.	63
VI. Percentage Distribution of 4-H Members According to Type of Group Joined	65
VII. Percentage Distribution of 4-H Members by Reasons for Joining.	66
VIII. Percentage Distribution of 4-H Members by Place of Residence.	68
IX. Percentage Distribution of 4-H Members by Feelings About School	69
X. Percentage Distribution of 4-H Members by Educational Level of 4-H Members' Fathers.	71
XI. Percentage Distribution of 4-H Members by Educational Level of 4-H Members' Mothers.	72
XII. Percentage Distribution of 4-H Members by Sex.	73
XIII. Percentage Distribution of 4-H Members by Race	75
XIV. Percentage Distribution of 4-H Members by Type of Careers Desired.	76
XV. Things Liked Best About 4-H by Participating 4-H Club Members	78
XVI. Types of 4-H Involvement by Participating 4-H Club Members	80

Table	Page
XVII. 4-H Members' Effort at Recruiting Others	83
XVIII. 4-H Members' Satisfaction With 4-H Experiences This Year	84
XIX. Things Be Willing to Do to Show Support of 4-H by A Group of 4-H Club Members.	86
XX. 4-H Activities or Projects These Participating Members Have Done in the Past.	88
XXI. 4-H Activities or Projects These Participating Members are Presently Doing.	91
XXII. 4-H Activities or Projects These Participating Members Plan to Do in the Future	93
XXIII. Help Given by Father or Mother	96
XXIV. Type of Help From 4-H Leaders Desired by 4-H Club Members.	98
XXV. Help Received by 4-H Members From Adult Leaders.	100
XXVI. 4-H Club Members' Opinion About Teen Leaders' Help in Their Local Programs	102
XXVII. 4-H Club Members' Opinion About Adult Leaders' Help in Their Local Programs	104
XVIII. Description of Ideal 4-H Leader by 4-H Club Members. . .	106
XXIX. Summary of F Tests Results of White and Non-White 4-H Members' Commitment to 4-H Club by Personal Characteristics.	109
XXX. Summary of F Tests Results of White and Non-White 4-H Members' Commitment to 4-H Club by Guidance Preference	111
XXXI. Summary of F Tests Results of White and Non-White 4-H Members' Commitment to 4-H Club by Leadership Style Preference	112
XXXII. Duncan's Multiple Range Test Means for Commitment to 4-H Club by Project.	113
XXXIII. A Comparison of Commitment to 4-H Club by Project and Race	132
XXXIV. Data for 3-Way Analysis of Variance for Commitment to 4-H Club by Projects, Race, and Retention.	133

LIST OF FIGURES

Figures	Page
1. Maslow's Hierarchy of Needs	18
2. The Local and County 4-H Leadership Team	27
3. The Oklahoma 4-H Program	23
4. Types of Leadership.	47
5. Continuum of Leader Behavior	48

CHAPTER I

INTRODUCTION

"The need for a dynamic, ever-moving youth program is greater today than ever before" (Extention Committee on Organization and Policy (ECOP), 1977, p.5). Technology, affluence, urbanization and suburbanization, the decline of youth work roles, large institutions, and mass media have caused an increase in the rate of change in our society (Wynne, 1978). The youth of today must face societal forces and issues undreamed of three decades ago. "These are very turbulent times for the Nation's youth and there are many signs of their confusion, cynicism and apathy. They are caught in many conflicts and cross currents and are affected by many forces around them" (ECOP, 1977, p. 5).

The majority of youth are good citizens seeking a variety of opportunities to better themselves and their communities; however, many have serious problems dealing with the world in which they live. Many youth have conflicts in life styles as they affect the individual and the family. They experience problems with drugs and alcohol, growing incidence of crime, delinquency rates increasing, inflation, teenage pregnancy, fewer job opportunities for youth, more leisure-time options, and rising expectations for women and minority groups (ECOP, 1977). These societal conflicts may have an influence on young boys and girls' lives now or in the future. The youth organizations have a tremendous

challenge to assist young people through well-trained youth and adult leaders who are concerned about their development.

Today there are approximately 55,000 youth between the ages of nine and 19 living in the United States (National 4-H Service Committee, 1978). Only one of three young people now belong or has belonged to any of the wide variety of voluntary youth organizations (ECOP, 1977).

The 4-H club is a nationwide organization which assists youth in coping with the world in which they live (National 4-H Service Committee, 1978). It is the largest youth organization for rural and urban boys and girls found in America today. The 4-H club is one phase of the Cooperative Extension Service program of the United States Department of Agriculture (Willman, 1963). The organization is a cooperative arrangement of Agriculture, the state land grant universities, and the county governments. One of its major purposes is to provide informal educational activities for young boys and girls (Brown and Boyle, 1964).

The program is designed for youth between nine and 19 years of age. It involves youth participation from all racial, economic, cultural, and social backgrounds. "Young people need to learn about, respect, and understand the pluralistic nature of our society. All people can enrich the broader culture by bringing different perspectives and different concepts to all human groups" (Berry, 1979, p. 745).

Gordon Berry (1979) suggests a new emphasis on the beauties of differences. Those who are responsible for ". . . the socialization of the young should expose them to the concept of differences. We must also recognize and respect the beauty and strength of our similarities" (p. 745).

The 4-H members work to achieve these objectives by participating in a wide variety of activities, programs, exhibits, fairs, projects, and other related experiences. Through adult guidance and assistance, the 4-H members "Learn by doing" (Martin, 1956, p. 2). This implies that 4-H members learn best as a result of performing different tasks.

"Today's youth are not without hope for a better future for themselves or for their country; but they want to be involved in the planning and decisions that affect their lives and futures" (ECOP, 1977, p. 5). The components of the 4-H program are designed to assist youth in making future plans and sound decisions in the areas of: (1) economics, jobs and careers; (2) animal, plant and social sciences; (3) environment and natural resources; (4) home and family resources; (5) health safety; (6) leadership, citizenship, education, and community development; and (7) mechanical sciences and energy (ECOP, 1977).

4-H Club work today encourages boys and girls to develop fully their potential by helping them to appreciate the value and dignity of work, acquire knowledge and skills, explore careers, develop attitudes and ability to cooperate with others, learn to accept and discharge responsibility, develop leadership, and be of service to others (Hanson and Carlson, 1972, pp. 154-155).

The 4-H program provides these positive opportunities for young boys and girls to share by doing educational activities and experiences. Therefore, it is important for all youth from different racial, economic, cultural, and social backgrounds to join and remain in the 4-H club organization.

Significance of the Problem

Many ideas about the nature of behavior and learning have been studied. The use of many alternatives to the formal classroom setting

has a long history in the United States. A few examples may illustrate the point: development of the Grange; the boy and girl scout movement; the enactment of the Smith-Lever Act in 1914 and the emerging 4-H clubs Homemakers' and Farmers' Clubs; and the Smith-Hughes Act of 1917 and the emerging Future Homemakers of America, and Future Business Leaders of America.

These alternatives strengthen the potential for youth and adults to be continuously educated. The opportunity for learning needs this broad approach because of the importance of social learning. Three principles of learning and behavior provide a rationale for encouraging the strengthening of these educational alternatives. Taba (1962) reported:

The learning process is primarily social. The innate tendencies of an individual are modified, suppressed, or encouraged according to social demands around him to produce standardized means by which to gratify the primary needs. This is the process of socialization, or the process by which an individual internalizes the demands of his surrounding culture.

Socialization is carried on by a variety of culture agents, among which the family is the most potent. But school, the peer group, the friendship groups, the work group, the church, and the neighborhood continue the process of socialization throughout life. The more inconsistent and discontinuous this impact of the various socializing agents is, the greater the anxiety that accompanies social learning.

Most human activity is motivated by covert patterns called motives, which are secondary drives superimposed on universal basic drives. These secondary drives are culturally patterned. They are also accompanied by strong feelings and, once established, are fairly difficult to change (p. 131).

All three principles of learning have an impact on the nature of the final learning experiences of boys and girls. The socializing agencies, both formal and informal, "transmit to the developing individual the rules, values, prohibitions, and sanctions of the society, together with its accumulated knowledge" (Goodstein and Lanyon,

1975, p. 79).

"Socialization does not proceed in a vacuum" (Harris, 1946, p. 102). Socialization occurs in 4-H clubs as young boys and girls are given the wide variety of opportunities for contacts with other children and adults of different ages and different backgrounds. Through interaction with 4-H members and youth and adult leaders, 4-H members learn to communicate their own needs, interests, and feelings. Through active participation in 4-H activities and experiences, boys and girls "Learn to do by doing" (Martin, 1956, p.2).

4-H members also learn to value and seek intangible rewards such as security, achievement, and status in the 4-H clubs. The members learn what social behaviors are appropriate to one's position in society (Goodstein and Lanyon, 1975). The 4-H adult leaders serve as models for young boys and girls to imitate. "The personality, attitudes, and behavioral style of the adults who come into contact with groups of children exert a great influence on the individuals within those groups and on the group dynamics themselves" (Papalia and Olds, 1978, p. 233).

Statement of the Problem

The 4-H program has been designed to meet successfully the informal educational needs of young boys and girls living in rural and urban areas between nine and 19 years of age. For the past 65 years, administrators of the Cooperative Extension Service and adult 4-H leaders have worked with youth across the country to achieve the goals of the 4-H program. The adult leaders work with 4-H members at the local, county, district, state, and national levels.

Oklahoma has participated in the total 4-H movement with success at

all levels. The 4-H adult leaders have worked with white and non-white 4-H members through well-organized 4-H learning activities and experiences. In 1978-79, there were 146,498 active 4-H club members in Oklahoma. The Oklahoma ES-237 summary reports the following racial-ethnic characteristics of the 4-H members:

TABLE I
RACIAL-ETHNIC CHARACTERISTICS OF OKLAHOMA
4-H MEMBERS IN 1978-79

Classification	Number	Total
White 4-H Club members		115,728
Non-white 4-H Club members		30,770
Black 4-H members	15,674	
Indian 4-H members	12,924	
Spanish Surname members (Hispanic)	1,676	
Oriental (Asian)	496	
Total 4-H Club members		146,498

The 4-H administrators are increasingly becoming concerned about the non-white 4-H club members. There has been an increase in the dropout rate of the non-white 4-H club members between 1976 and 1977. In 1976, there were 27,591 non-white 4-H club members in Oklahoma. In 1977, there were 25,922 non-white 4-H club members in Oklahoma. There was a

decrease of 1,769 non-white 4-H club members during this period (Cooperative Extension Service, 1978).

There is a need to continue to attract white and non-white 4-H club members in Oklahoma. Further research is needed to determine what factors influence the participation of white and non-white 4-H members in 4-H activities and why they remain in 4-H clubs and special interest groups.

The information from the research study can be utilized by the 4-H leadership team at all levels in Oklahoma. The findings should aid leaders in planning programs to meet the needs of both white and non-white 4-H members, in planning adult leader training programs, and in the preparation of programs for future 4-H cooperative extension agents.

Purpose and Objectives

The purpose of this research is to make recommendations to the 4-H leadership on the attraction and retention of 4-H members accounting for racial differences, if they exist. The objectives that guided the research endeavor were as follows.

1. To assess the degree to which white and non-white youth were committed to the 4-H club and special interest groups as associated with selected personal characteristics.
2. To assess the effect of type of guidance and assistance given by 4-H youth and adult leaders and the degree of commitment of white and non-white 4-H members.
3. To assess the effect of leadership style preferences given by 4-H county extension agents and the degree of commitment of white and non-white 4-H members in their counties.

Hypotheses

The following hypotheses were related to the purpose and the

objectives of the study.

1. There will be no significant difference in the degree to which white and non-white youth are committed to the 4-H club including special interest groups as associated with personal characteristics.
2. There will be no significant difference in the effect of type of guidance and assistance given by 4-H youth and adult leaders and the degree of commitment of white and non-white 4-H members.
3. There will be no significant difference in the effect of leadership style preferences given by 4-H county extension agents and the degree of commitment of white and non-white 4-H members in their counties.

Basic Assumptions of the Study

The basic assumption of this research study was that white and non-white 4-H members value their 4-H learning experiences and that they would be willing to share their opinions and preferences with the researcher. A second assumption was that a reliable and valid questionnaire would be an efficient method of obtaining data for the study. A third assumption was that the responses of the white and non-white 4-H members, the youth and adult 4-H leaders, and the 4-H county extension agents would provide useful information for making recommendations to the 4-H leadership personnel.

Limitations of the Study

The research study population was limited to the integrated 4-H clubs in four of the 77 counties in Oklahoma. The four were Tulsa, Stephens, Oklahoma and Muskogee. Only the 4-H boys and girls between nine and 19 years of age who had been a member for one or more years were included in the study.

Definition of Terms

The following definitions were utilized to explain the concepts used in the study.

1. 4-H club - an American non-formal educational, character, and skills building youth organization (National 4-H Service Committee, 1978).

2. 4-H member - a boy or girl between nine and 19 years of age who is enrolled in the 4-H club.

3. 4-H leader - the title given to volunteer adults who are "engaged in helping children and youth learn in 4-H learning groups (often called 4-H clubs)" (National 4-H Volunteer Leadership Development Committee, 1973, p. 2).

4. 4-H county agent - the key person in initiating and implementing 4-H programs. He or she is responsible for extending the 4-H program throughout the county by working with 4-H leaders and other personnel. This person may have various titles, for example: 4-H Agent, Extension Home Economist, or Assistant Agent (Brown and Boyle, 1964).

5. Non-white 4-H member - the Black, Indian, Spanish surname (Hispanic), or Oriental (Asian) 4-H member.

6. Committed 4-H members - those 4-H members who are recognized as being devoted and dedicated to the 4-H program. They are active participants in the 4-H club meetings, activities, projects, demonstrations, trips, educational programs, and other related 4-H club work.

7. Leadership - "the activity of influencing people to cooperate toward some goal which they come to find desirable" (Tead, 1935, p. 20). Leadership refers to "the frequency with which an individual in a group

may be identified as one who influences or directs the behaviors of others within the group" (Napier and Gershenfeld, 1973, pp. 153-154).

8. Guidance - the "process of helping the individual to understand himself and his world so that he can utilize his potentialities" (Peters and Shertzer, 1974, p. 35).

9. Participation - the degree to which members of a group apply time and effort to group activities (Shartle, 1956).

10. Socialization - the "continuous process of producing the behaviors that will meet social expectations" (Goodstein and Lanyon, 1975, p. 82).

11. Agent of socialization - a person who

. . . intentionally or unintentionally, transmits to another person the culture to which the agent belongs, principally by reinforcing those behaviors which are regarded as appropriate in that culture (Goodstein and Lanyon, 1975, p. 469).

12. Maslow's hierarchy - a five-level scheme of primary and secondary drives.

Organizational Format of the Study

The research study was designed to make recommendations to the 4-H leadership on attraction and retention of the 4-H members accounting for racial differences, if they exist. The formulation of the major objectives served as a guide for the study.

The study has been described in the following chapters:

Chapter I--The introduction to the study has been presented in the first chapter. The chapter has explained the significance of the problem, the statement of the problem, the purpose and objectives, the hypotheses, the basic assumptions of the study, the limitations of the study, the definition of the terms, and the organizational format of

study.

Chapter II--An extensive review of the literature was conducted by the researcher. Chapter II includes the introduction, the socialization of children, developmental needs of youth, the age levels of youth, the 4-H organization, commitment and the 4-H organization, leaders and leadership styles, guidance and counseling, and a summary and conclusions.

Chapter III--This chapter describes the research design and the methodology for the study. It includes an introduction, the design of the study, a description of the population, the collection of data, and the analysis of the research data.

Chapter IV--The presentation and analysis of the research data were included in this chapter. The introduction, the descriptive data, the test of hypotheses, and the summary were also included in the chapter.

Chapter V--Chapter V includes two important parts of the research. It presents the summary and conclusions; and the implementations and recommendations for program planning, program evaluation, and direction for future 4-H research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The 4-H club is defined as an informal, practical, learn-by-doing educational program for youth between nine and 19 years of age. It helps boys and girls establish real-life goals and become competent, productive citizens (Cooperative Extension Service, 1973).

This chapter presents a review of the research and literature reviewed by the researcher. The major focus of the research is on the 4-H club members, 4-H youth and adult leaders, 4-H county extension agents, commitment, leadership styles, and guidance and counseling. This information served as a basis for the research study.

Socialization of Children

The literature defined socialization as being important to the human development of young children. Duvall (1977, p. 9) stated that "socialization is the process by which individuals acquire the knowledge and develop the skills, attitudes, and competencies that enable them to function in society." At birth, infants were viewed as bundles of potentials which were waiting to be developed. They were to be socialized in order to become truly human (Duvall, 1977). Socialization continued throughout life as new roles were played in each new situation or group that the individual enters.

P

Inkeles (1966), a Harvard sociologist, asserted that

. . . socialization is the training of infants, children, adolescents (and sometimes adults) so that they can ultimately fulfill the social obligations that their society and culture will place on them, p. 265).

Inkeles, therefore, suggested that socialization develops competencies which enables boys and girls to accomplish a future role adequately.

Taba (1962) reported that:

Socialization also trains the individual to accept certain behaviors and to reject others as unfitting. The more successful this unconscious socialization is, the greater the danger of prejudice, of rejection of differences in values and behavior and of ethnocentricity in feelings, valuations, and standards (p. 223).

According to Duvall (1977, socialization took place in interaction with other people. Social pressures influenced individuals to conform to the expectations and the customs of the particular culture he or she is entering. Duvall (1977) listed five ways which individuals are helped through the socialization process. The five ways suggested were:

- (1) Individuals are helped to become acceptable members of the group.
- (2) They are helped to develop a sense of themselves as social beings.
- (3) Individuals are helped through interacting with other persons in various roles, positions, and statuses.
- (4) Individuals are helped to anticipate the expectations and reactions of other persons.
- (5) They are helped to prepare for future roles that they will be expected to fill (p. 9).

Agents of Social Learnings

The learning in the process of socialization was viewed as "a social act: it is being accomplished either in the actual presence of, or symbolically in the presence of individuals" (Taba, 1962, p. 134). The

basic socialization of the child occurs in early childhood and in the family. However, recognition was increasing of the possibility of later changes, and changes through agencies other than the family: the peer group, the school, clubs, friendship groups, the church, and the neighborhood (Taba, 1962).

Kluckhohn, Murray, and Schneider (1955) stated that:

The very young child feels only the impact of his subculture [his immediate family], because the family is the psychological agency at this point. Through its socializing procedures the family imposes its style of life on the growing child (p. 244).

The family acts as the socializing agent for young children. As children grow older and moved into a larger environment, their interests, values, and attitudes change. They were frequently influenced by other socializing agents.

When children enter school their personality is open to the impact of a wider culture. As adolescence is approached, the values and standards of peer groups acquire an increasing importance in controlling behavior and in developing the ethics of interpersonal relations (Kluckhohn, Murray, and Schneider, 1955, p. 244).

This implied that as children grow older, they are influenced by members other than the immediate family.

The Process of Socialization

As children became socialized, three processes were involved. The three processes involved in socialization were "(1) proper performance behavior, (2) the playing of approved social roles, and (3) the development of approved social attitudes" (Hurlock, 1964, p. 325).

Hurlock (1964) reported the three processes of socialization in the following manner:

Proper performance behavior means that the child will behave

in a manner approved by the social group. . . . A social role is a pattern of customary behavior which is defined and expected by members of the social group. . . . The development of social attitudes, is that of becoming 'imbued with a sense of oneness, intercommunication, and cooperation' (p. 325).

In becoming socialized, a child behaved in such a way that he or she fitted into the social group according to the manner in which he or she wished to be identified and accepted by the group as a member. Hurlock (1964) stated that the failure in the development of any one process resulted in a lower level of socialization for the child than normally expected.

The Essentials of Socialization ✓

Children need ample opportunities to learn through the socialization processes. They needed opportunities for contacts, not only with children of their age and level of ability, but also with adults of different ages and different backgrounds (Hurlock, 1964). Children learned by socially participating and interacting with others. According to Hurlock (1964), social participation is the first essential element of socialization.

According to Hurlock (1964), the second essential element of socialization was motivation. ✓ The motivation to learn to be social depended to a large degree, upon how much satisfaction the child derived from social contacts with children and adults. Hurlock (1964) pointed out that the kind of social contacts children had were more important than the number of contacts.

The third essential element of socialization was that the method used in working with children should be adequate to achieve the desired results (Hurlock, 1964). Children learned both directly and indirectly.

For example, a child learned how to get along with other people by imitation. The child observed what others did and then practiced doing it, pretending to be the other person. This learning came through the child identifying with the person he or she was imitating, this was known as role playing (Cattell and Coan, 1957). Children learned many things by imitating people and things in the world in which they live. They enjoyed role playing various youth and adult phases of daily living experiences and activities. For example, a nine-year old 4-H member may role play or imitate the 4-H club president presiding over a meeting. This illustrated a leadership model for the 4-H member. Another 4-H club member may pretend to be an adult 4-H leader giving members guidance and assistance during project experiences.

In conclusion, the 4-H members have a wide variety of opportunities for social participation and interaction with other youth and adults, especially at the county level. These opportunities were made available through 4-H club meetings, project work, demonstrations, trips, educational experiences, camps, 4-H club committee work, leadership roles, and a wide variety of other experiences which helped members to "Learn to do by doing" (Martin, 1956, p. 2).

The 4-H members are aided in the processes of socialization. "Socialization does not proceed in a vacuum" (Farber, 1962, p. 3). These contacts and experiences were judged to be important in the lives of children. Maslow (1962) stated:

The person, insofar as he is a real person is his own main determinant. Every person is, in part, 'his own project' and makes himself. The process of growth [development] is the process of becoming a person. Being a person is different (p. 234).

Developmental Needs of Youth

A review of the literature revealed that all human beings have basic needs which could be fulfilled for the maximum growth and development of individuals. Physiological, primary, biological, or basic needs required satisfaction or fulfillment for human survival (Gibson, 1973). These needs included food, water, rest, oxygen, avoidance of pain, a satisfactory temperature, and proper elimination. The requirements of these needs differed with each individual; however, they were common to everyone (Gibson, 1973).

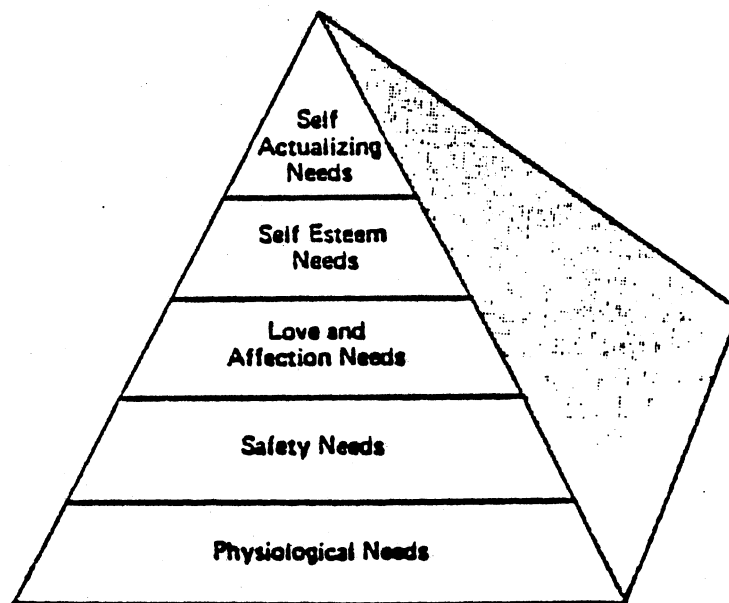
Social, psychogenic, or secondary needs were not directly related to survival (Gibson, 1973). These needs were not essential to life; however, they were considered essential to happiness and mental health. They varied among persons greater than do biological needs. Some needs appeared after the individual's biological needs had been satisfied. For example, the social needs of love and affection, recognition, achievement, social acceptance, power, or self-fulfillment (Gibson, 1973).

Some needs may never be fully satisfied (Gibson, 1973). For example, the need to grow and develop to the fullest extent that one can, to understand and enjoy the world, or to achieve up to one's level of ability.

The child development theorists, sociologists, and psychologist were identified and categorized human needs in a variety of ways. One category of human needs was formulated by the psychologist Abraham H. Maslow. He presented five classes of needs in the order of their dominance. These needs are (1) physiological, (2) safety, (3) belongingness, (4) esteem, and (5) self-actualization (Maslow, 1943).

Abraham H. Maslow's Hierarchy of Needs

Abraham Maslow placed the five classes of needs in a formal framework referred to as the hierarchy of needs. The needs were ordered according to their importance. Figure 1 illustrated the five categories of human needs.



Source: E. C. Glantz, Guidance: Foundations, Principles and Techniques (Boston, Allyn and Bacon, 1974), p. 115.

Figure 1. Maslow's Hierarchy of Needs

A brief description of the five categories of needs was summarized:

1. Physiological Needs: This category of needs consisted of the basic or primary needs such as food, water, shelter, rest, elimination, and sexual satisfaction.

2. Safety Needs: The physical and psychological needs occurred as soon as the basic organic drives were fulfilled. Safety needs included protection from physical harm, economic disaster, ill health, and

avoidance of the unexpected.

3. Love and Belongingness Needs: The need to be with other individuals, to share affection and love, and to be a part of a group fulfilled these needs. Organizations usually provide opportunities to satisfy these social needs.

4. Esteem Needs: After the lower needs were satisfied and a person feels accepted and loved, the next level was the esteem needs. This category related to the worth and dignity as a human being.

5. Self-Actualizing Needs: The highest level of Maslow's hierarchy was related to man's striving to become what he was capable of becoming. Self-actualization took into account the goals and potentials of the individual. A 4-H member can recognize and utilize his or her own talent and creative ability in accomplishing goals.

Basic Needs of Boys and Girls

The Oklahoma State University Cooperative Extension Service (1977) identified the basic needs that all boys and girls had in common. The following list of basic needs was utilized by 4-H leaders in guiding and assisting 4-H members reported in The Oklahoma 4-H Leaders' Guide (Cooperative Extension Service, 1978).

1. All boys and girls want to belong.
2. They want to achieve.
3. They want to become independent.
4. They want adventure and experience.
5. They want love and affection (p. 8).

These needs vary according to the individual 4-H member, the age level, the background, the socioeconomic status, and the level of

maturity. The 4-H leaders were aware of individualizing project work, activities, and experiences to meet this diversified group of needs for 4-H boys and girls.

The Age Levels of Youth

✓ The child development experts and social scientists divided youth into different age levels. These age levels were based on their levels of maturity. The development from one age level to the next was usually gradual; however, it varied somewhat according to the sex of the individual, the body structure, and the maturity of the individual (Martin, 1956).

The "official 4-H club ages of youth generally ranged from nine or 10 to 21 years of age" (Martin, 1956, p. 14). The following age levels were explained briefly as they applied to the 4-H members. These classifications included: (1) middle childhood, (2) preadolescence, (3) early adolescence, (4) middle adolescence, (5) late adolescence, and (6) early adulthood (Cole, 1954).

Middle Childhood

The range of middle childhood was from six to 11 years for the girls and six to 13 years for the boys. An individual was eight or nine years old before he or she joined a 4-H club. The children in this category were generally satisfactorily adjusted, self-centered, and dependent upon their local 4-H leaders and parents for support and guidance. They usually preferred to associate with members of their own sex (Martin, 1956).

Preadolescence

The preadolescence period ranged from 11 to 13 years of age for the girls and 13 to 15 years of age for the boys. This was the most dominant age group in the 4-H program in terms of membership (Martin, 1956).

The boys and girls in this group received the greatest satisfaction from belonging to the club. They generally welcomed and enjoyed the opportunities to be of service to the 4-H club. These boys and girls served as club officers, work on committees, plan programs, present demonstrations, participate in a variety of activities and experiences, and influence the younger 4-H members. This age group challenged the 4-H leaders because of their need for leadership training, emotional security, companionship, and recognition (Martin, 1956).

Early Adolescence

Early adolescence for the girls ranged from 13 to 15 years and for the boys, from 15 to 17 years of age. Martin (1956) stated that more boys and girls in this age group dropped out of the 4-H club work and failed to re-enroll than in any other age group. This period was defined as the transition period from dependent childhood to independent early adulthood (Martin, 1956). The 4-H leaders worked with both 4-H projects and individual problems of the 4-H members through effective guidance and counseling techniques.

Middle Adolescence

Middle adolescence for the girls was the period between 15 and 18 years and for the boys was the period between 17 to 19 years of age.

According to Martin (1956), this was the age for additional leadership responsibilities. The 4-H adult leaders usually selected and trained junior leaders to assist them. The tasks of 4-H junior leaders included leading a project group, organizing and conducting club events, outlining committee procedures, or planning method demonstrations.

Late Adolescence

The years between 18 and 21 for the girls and 19 and 21 for the boys were considered to be the late adolescence period. There were fewer 4-H club members in this age group than in the previous age groups. Cole (1956) stated that both boys and girls had social, moral, emotional, and economic problems during this period of development.

The 4-H Organization

The 4-H Club was defined as an American non-formal educational, character, and skills building youth organization. It was keyed to the individual developmental needs and interests of boys and girls of all socioeconomic, cultural, and ethnic groups. The 4-H program involved volunteer leaders and youth at all organizational levels for more than 75 years (Anderson, 1977).

The Historical Development of 4-H

The 4-H program originated near the beginning of the twentieth century (ECOP, 1977). During the early 1900's, school teachers, superintendents, parents, and local business and civic leaders recognized the need for supplementing reading, writing, and arithmetic for boys and girls (Anderson, 1977). Several district school

superintendents started various clubs for boys and girls.

Liberty Hyde Bailey inspired junior naturalist clubs and other clubs to be organized in rural schools (Kelsey and Hearne, 1963). Seaman A. Knapp began boys' clubs in order to demonstrate crop rotation and corn growing. A. B. Graham started club work for boys and girls clubs in Ohio in 1904 (Kelsey and Hearne, 1963). The superintendents in many states such as Iowa, Ohio, Illinois, and Mississippi organized clubs for boys and girls with practical learning-by-doing experiences (Anderson, 1977).

The Smith-Lever Act (1914) established the Cooperative Extension Service, "an organizational entity of the United States Department of Agriculture and the Land-Grant College System" (ECOP, 1977, p. 1). The Cooperative Extension Service provided the professional staff and the support needed to make the 4-H program progress.

The 4-H program was conducted by volunteer men and women under the supervision of the Cooperative Extension Service of the Agricultural Colleges, the Federal Extension Service of the United States Department of Agriculture, and the local county extension agents. It was supported by federal and state money, as well as by local contributions (Kelsey and Hearne, 1963).

With the passage of the Smith-Lever Act, O. H. Benson furnished the inspiration for the name 4-H (Helsey and Hearne, 1963).

With the passage of the Smith-Lever Act, O. H. Benson furnished the inspiration for the name 4-H (Helsey and Hearne, 1963). The 4-H emblem first appeared on national literature in a bulletin written in 1913 by Gertrude L. Warren (Anderson, 1977). The first emblem, originally used by O. H. Benson of Iowa around 1907, was designed for the Boys' and

Girls' clubs and was a three-leaf clover (Anderson, 197). The three-leaf clover was an H on each leaf, one each for head, heart, and hands. In 1911, the four-leaf clover became the national membership badge with the fourth H standing for health (Anderson, 1977). The 4-H club failed to gain universal recognition until about 1925 (Anderson, 1977).

A broader Cooperative Extension Service program emerged between 1906 and 1914. This program was keyed to helping people to help themselves (Anderson, 1977).

Several factors led to the development of the 4-H club. These factors were identified:

1. There was a feeling that rural schools are inadequate for the needs of farm boys and girls.
2. Colleges of agriculture were compelled to pass on new techniques.
3. There was concern for the needs of adolescents.
4. The formation of other clubs.
5. The concern for farm youth drifted to the cities.
6. The drive to lift rural cultural standards (Hanson and Carlson, 1972).

Even before its official beginning there was approximately 73,000 boys and 23,000 girls enrolled in clubs of various kinds such as in poultry, potato, or cotton clubs (Reck, 1951).

The 4-H club began in 1914 when the federal Congress passed the cooperative demonstration act, known as the Smith-Lever Act (Willman, 1963). Prior to 1914, the 4-H movement did not have an official name or definite plan of organization.

The 4-H program continued to grow according to the needs and interests of boys and girls under the guidance of a growing number of adult volunteer leaders. By the 1950's and 60's, the 4-H curriculum was expanded to include many new subject areas, and also to more effectively deal with the new and changing social issues. The leaders placed more emphasis on boys and girls selecting their projects and activities according to their individual needs and interests. This new emphasis was called "special interest programs" (Anderson, 1977, p. 17).

4-H club work today encourages all boys and girls to develop fully their potential by helping them to: (1) develop leadership, (2) appreciate the value and dignity of work, (3) acquire knowledge and skills, (4) explore careers, (5) develop attitudes and ability to work with others, (6) learn to accept and discharge responsibility, and (7) be of service to others (Hanson and Carlson, 1972). The organization is the largest in the nation with a basis for meeting individual needs of youth through program work.

4-H in Oklahoma :

The modern 4-H program in Oklahoma evolved from the Corn Club which started in Tishomingo, Oklahoma, in 1909 (Cooperative Extension Service, 1978). The original philosophy remains the same today. The purpose listed then was to "educate the hands, eyes, and hearts, as well as the minds of young people; to study things as well as books; and to become doers as well as dreamers" (Cooperative Extension Service, 1977, p. 11).

The 4-H clubs expanded to all 77 counties in Oklahoma (Cooperative Extension Service, 1978). There were over 106,000 urban and rural boys and girls from nine to 19 years of age who have participated in more

than 50 regular project areas. The regularly enrolled 4-H members were involved in scheduled program areas or self-determined projects. Other 4-H members were involved in short-term and special programs. Descriptive information of 4-H in Oklahoma is provided in Appendix C.

The 4-H clubs in Oklahoma involved white and non-white members, youth and adult leaders, and county extension agents. The members represented of all socioeconomic levels, cultural backgrounds, and ethnic groups residing in Oklahoma.

Involvement has been the key work in Oklahoma 4-H club work. The youth and adult leaders guided and assisted 4-H members toward developing attitudes and skills associated with citizenship, leadership, and achievement through community development, decision making, and social responsibility.

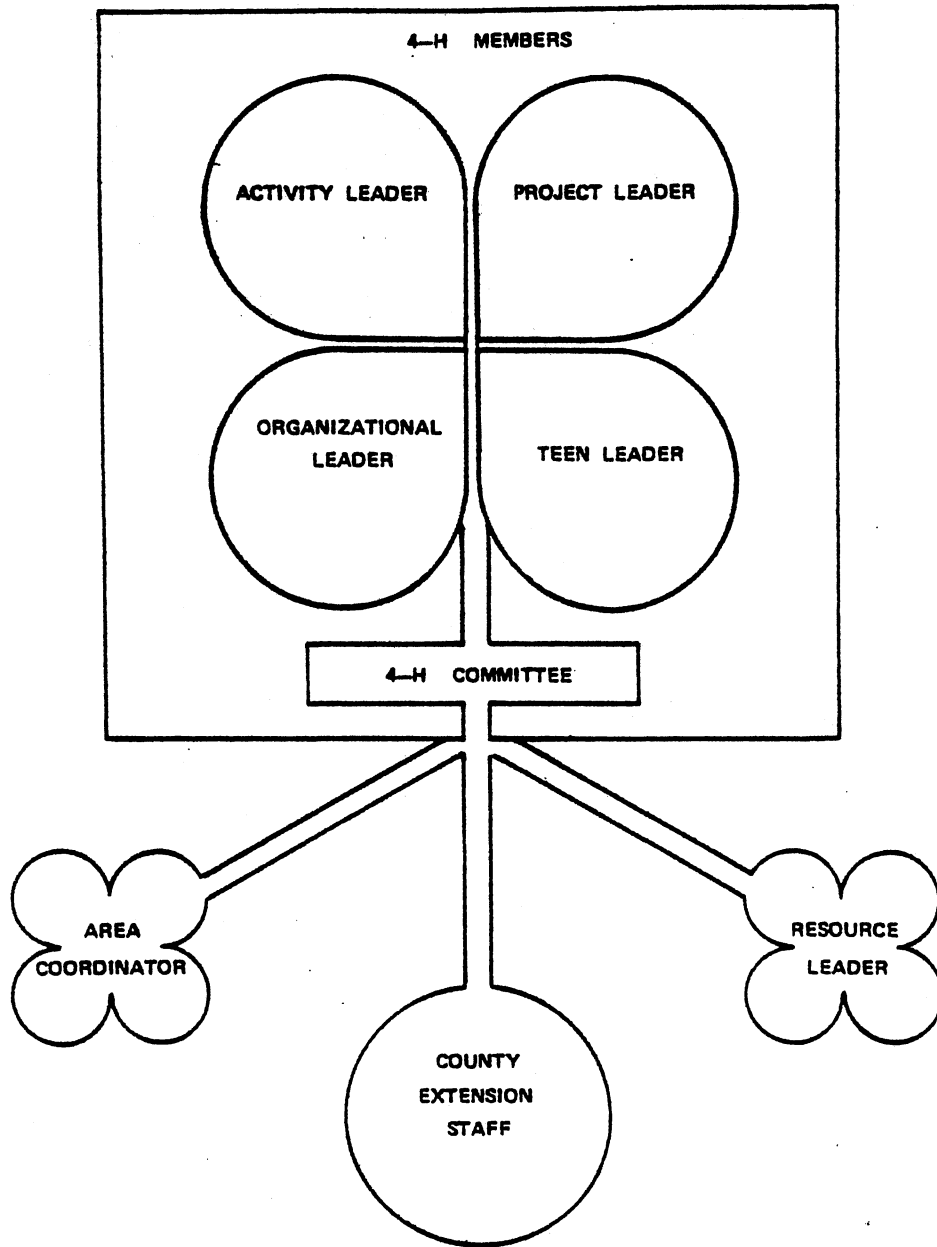
The 4-H members in Oklahoma gained from their experiences in activities and projects. The Oklahoma 4-H Opening Horizons (Cooperative Extension Service, 1977) stated:

The multi-faceted programs create a sense of belonging, of being involved, of being wanted and needed, of sharing thoughts and skills with others. ...4-H creates lifelong interests and abilities - it challenges minds, directs growth and development, unlocks doors to new knowledge, develops citizenship and leadership, and teaches concern for others (p. 20).

The youth in Oklahoma participated in the 4-H program to strive to achieve the national goals and objectives of 4-H. The 4-H members were involved in projects, camps, recreational activities, educational experiences, demonstrations, and other events both competitive and non-competitive, at the local, county, district, state, and national level.

The basic unit of 4-H is at the local level. Each local 4-H club is

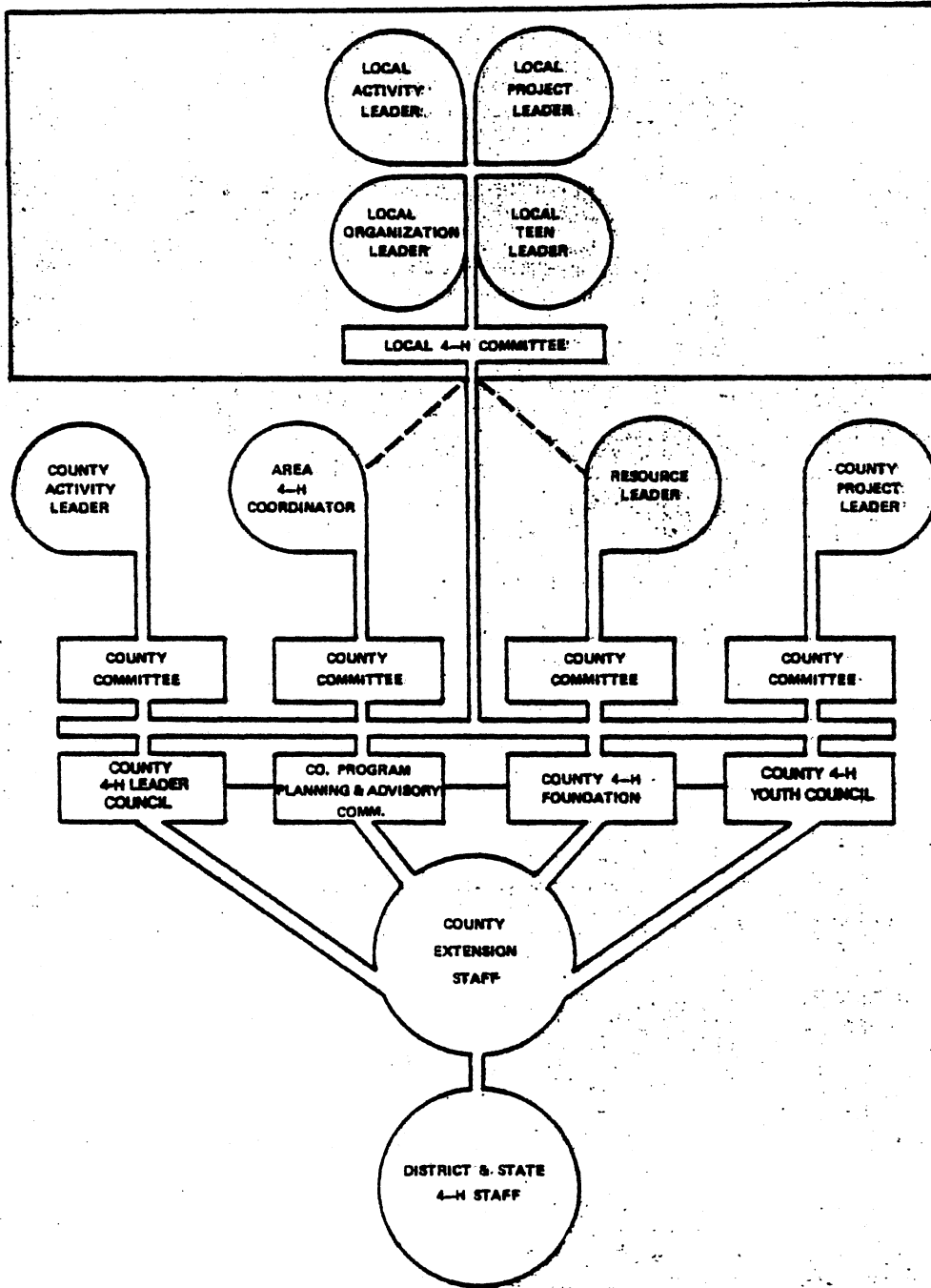
LOCAL 4-H PROGRAM



Source: Cooperative Extension Service, Oklahoma 4-H Leaders' Guide (Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1978), p. 16.

Figure 2. The Local and County 4-H Leadership Team

THE OKLAHOMA 4-H PROGRAM



Source: Cooperative Extension Service, Oklahoma 4-H Leaders' Guide (Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1978), p. 16).

Figure 3. The Oklahoma 4-H Program

also a part of a larger unit. Organizational charts illustrating the local and county 4-H leadership team are presented on the following pages of this chapter.

The 4-H Leadership Team

Volunteer leaders played a significant role in the total 4-H youth program since it originated in the early part of the twentieth century (Cooperative Extension Service, 1978). The early 4-H leaders were usually parents of 4-H members. Parents still served as an important source of 4-H leadership. Today other adults with special skills in certain 4-H project areas also assisted in performing important leadership roles in the 4-H clubs. The members worked with many adults who served as role models for varying races, backgrounds, socioeconomic classes, and educational levels.

Each county or community utilized these different types of leaders at the local level as reported in the Oklahoma 4-H Leaders' Guide (Cooperative Extension Service, 1978).

1. Organizational leader: These leaders provide the basic overall leadership for the 4-H clubs. They coordinate the programs of the clubs and give general guidance and leadership to 4-H members (p. 19).
2. Project leaders: The project leaders provide expertise, guidance, and leadership in assisting 4-H members in project work (p. 20).
3. Activity leader: The activity leaders help organize local activities for the 4-H members. They also give assistance in helping 4-H members to participate in county activities (p. 20).
4. Teen leader: A teen leader is an older 4-H member who assists with local 4-H programs (p. 21).
5. Resource leader: Resource leaders assist the 4-H program on a short-term basis in local and/or county activities and events (p. 22).

6. Local 4-H committee: The committee includes 4-H members, 4-H leaders, and other adults who help to identify the needs of the 4-H'ers to plan and evaluate the total 4-H program (p. 22).
7. Parents: The parents of the 4-H members provide support and guidance with project work at home (p. 23).

The area 4-H coordinator was organized to be a leader beyond the local community. The 4-H coordinators recruited leaders, organized new 4-H clubs, trained and counsel with local 4-H leaders, and served as key communication links in the 4-H organization.

The county 4-H program was composed of different 4-H clubs which worked together for the common good of the county in achieving the national goals and objectives of the 4-H organization. The Oklahoma 4-H Leaders' Guide (Cooperative Extension Service, 1978) stated:

1. County project leaders: The county project leader is generally the chairperson during county project committee meetings. The primary purpose of this leader is to train local project leaders and older 4-H members (p. 18).
2. County activity leader: The county activity leader may serve as chairperson on countywide committees, plan and coordinate specific county activities, provide training for activities, and serve as the key communicator with local activity leaders (p. 18).
3. County committees: These leaders serve on county committees (p. 18).
4. County 4-H leaders' council: This group consists of all volunteer leaders who provide program assistance and leadership at the county level (p. 18).
5. County 4-H youth council: This group includes the officers from each 4-H club, headed by the elected county 4-H officers (p. 18).
6. County program planning and advisory council: This council is composed of interested adult and youth volunteers who are representative of the county geographically. Its purpose is to analyze the needs and concerns of the county's 4-H program and make recommendations regarding this evaluation (p. 10).

7. County 4-H foundation: The foundation has a voluntary board of directors to assist the 4-H financially (p. 19).
8. County extension staff: The county extension staff consists of professional and paraprofessional members who are responsible for the management of the total 4-H program throughout the county (p. 19).

Each extension district has a 4-H agent who resided and worked in the district. The state 4-H staff members worked over the entire state. The 4-H agents and the state 4-H staff members composed another group in the 4-H organization (Cooperative Extension Service, 1978). All of the 4-H leaders worked with 4-H members through various leadership roles to make the 4-H program a success.

Recognition, Incentives, and Awards

Recognition, incentives, and awards were the tools utilized by the 4-H leadership team to help 4-H youth learn and develop (Cooperative Extension Service, 1978). They were instruments of communication to the members, parents, friends, and the community as to the members' work or performance. The 4-H members were acknowledged personally and/or publicity of individual or group accomplishments.

The usual reason for recognition was for an outstanding job well done. 4-H members were recognized formally through letters, statements at meetings, certificates, picture in the paper, or radio acknowledgement. Informal recognition was also given by the 4-H adult leaders during project work, sharing experiences, and other 4-H club work. The leaders selected the time, method, and style appropriate for 4-H members.

Commitment and the 4-H Organization

The review of literature showed that groups express a great concern about professional commitment (Loftis, 1962; Brog and Couch, 1965; Kemp, 1967; Kanter, 1968), especially in the field of education. Kemp (1967, p. 172) reported that "professional commitment of dedication seems to be a desired quality for personnel at all levels of the Cooperative Extension Service."

Definitions of Commitment

Kanter (1968) stated that commitment refers to the willingness of people to give their energy and loyalty to social systems. Commitment is defined as,

...the process through which individual interests become attached to the carrying out of socially organized patterns of behavior which are seen as fulfilling those interests, as expressing the nature and needs of the person (Kanter, 1968, p. 500).

Three types of commitment existed in social systems: (1) continuance commitment, (2) cohesion commitment, and/or (3) control commitment (Kanter, 1968).

There were varying degrees of commitment viewed by organizations. For example, a member continued his or her membership in an organization but be uncommitted to its control (continuance commitment). The members joined together to accomplish the goals and objectives of the organization but not be controlled by it (cohesion commitment). The members upheld norms and obeyed the authority of the group (control commitment). "Systems with all three kinds of commitment, with total commitment, should be more successful in their maintenance than those without" (Kanter, 1968, p. 501). Commitment involved sacrifices,

investments, dedication, obedience, loyalty, and involvement by members to organizations (Kanter, 1968).

Reddy and Smith (1973) revealed that an individual was more likely to join and actively participate in a group or organization if he or she was committed to it. "A strong sense of commitment to the goals and aims of the particular group; a sense of identification with the fortunes of the group; loyalty to the group are attitudes of committed members" (p. 36).

The other attitudes toward active group participation were:

1. A feeling of social, civic, or moral obligation;
2. a sense of personal fit...a matching of one's own needs and talents with the needs, demands, roles, and opportunities provided by the group;
3. a personal sense of social support, belongingness, and fellowship from within the group itself and its members/participants;
4. a feeling that the group has a good image or status;
5. an attitude that the group is or will be personally rewarding to the individual; that the benefits of participation far outweigh the various costs involved;
6. an attitude that the group has been effective in achieving its goals or performing its services and activities (p. 40).

Commitment and 4-H Participation

The 4-H leadership team and members worked in the total 4-H club program. Participation referred to paying dues, attending meetings, working on individual and/or group projects, presenting demonstrations, and any of the wide variety of informal educational experiences conducted by the 4-H club.

Helping participation in the 4-H program involved more than simply making sure the 4-H members had the opportunity to play an active role

in the group. The leadership team developed an atmosphere in which the 4-H members wanted to participate fully. Too often members dropped out, became inactive, or in other ways lost their commitment to the 4-H club.

Social science investigations of member participation attempted to provide some answers relating to why the 4-H members enroll, drop out, or remain in the 4-H clubs. Through the research, the 4-H members identified some of the factors which influenced participation. Some of the factors which influenced 4-H participation were peers, parents, projects, social status, leaders, and 4-H club members.

The reasons why individuals participated in the 4-H club tended to be related to the basic and social needs of all individuals. These needs were satisfied in varying degrees by 4-H participation according to the age, sex, socioeconomic background, and ethnic background of the 4-H member.

"In his quest to satisfy his needs and wants, man has found that many of them are best satisfied through group affiliation and action" (Beal, 1962, p. 64). Beal (1962) revealed that youth join groups for different reasons. When asked why they joined the group, they gave different answers. He listed the following reasons for group membership.

1. Some members join groups to enhance their status.
2. Some join because of a value placed on their service, for example, wanting to help other people.
3. Some members value the contacts with other members of the group.
4. Some join because of traditional reasons, for example, their mother or father was an active member.
5. Some members join because of friendships with other members of the group.

6. A few members join because they are lonely.
7. Some members join because of specific activities, projects, and experiences of the group.
8. Some join because of the influence of leaders in the group (p. 69).

Many of the basic needs of people were best satisfied through group membership. While the great majority of people belonged to at least one group, some did not belong to any groups (Beal, 1962). Some members tended to drop out of the group when they became dissatisfied.

Tai (1969) investigated 4-H club participation among young boys and girls. The sample included 325 4-H members in four counties in Washington, D.C. At each of 25 4-H club meetings, each member evaluated the meeting as successful, average, or unsuccessful.

Tai (1969) reported that a relationship between the verbal participation of 4-H club members and the success of meetings existed. He concluded that the higher the rate of verbal interactions of 4-H members during meetings, the higher the rate of successful 4-H club meetings.

Smith (1974) listed three major reasons for group affiliation. The three major reasons included group prestige, personal attraction for the group, and group goals.

According to Smith (1974), youth joined groups for the recognition they received and also for social status purposes. Therefore, youth fulfilled their social needs through group affiliation.

Some 4-H members were influenced by other group members (Smith, 1974). According to Smith (1974), personal attraction to 4-H members increased when their friends belonged to the 4-H club, 4-H members also achieved greater satisfaction from 4-H club work and accomplishments

when friends were present.

A third reason for group affiliation was that some people were attracted to a group because its goals or potential goals corresponded to their own ambitions (Smith, 1974). The author illustrated this point by stating that some individuals became 4-H adult leaders because of a strong desire to achieve a goal common to a group goal and thereby achieve personal satisfaction for his or her effort. An individual also joined to achieve a personal goal that was totally different from the goals of the group.

The research related to participation had shown that:

Most youth organization do not effectively reach lower socioeconomic youth than is known about their counterparts in rural America (Everson and Apps, 1967, p. 205).

Everson and Apps (1967) conducted an extensive study which involved 456 young boys and girls between the ages of 10 and 13 in Adams County, Wisconsin. The purposes of the research were (1) to determine to what extent youth from rural low-income areas participate in voluntary organizations and (2) to identify how characteristics of youth from low-income rural areas are related to participation.

The findings of the Adams County study supported the view that participation was a family trait. Regardless of socioeconomic status, "the degree of parental interest in having youth belong to clubs was more closely related to youth membership in clubs than other family characteristics" (Everson and Apps, 1967, p. 209).

Warner (1965) stated that participation may apply to a variety of different forms. For example, participation suggested the following: (1) club affiliation, (2) attendance at the meetings, (3) taking part in the activities and programs of the meetings, (4) contributing to the

club financially, (5) exercising leadership responsibilities, (6) performing special assignments or jobs for the club, and (7) working on club projects.

An examination of the problem of membership participation and the factors which influenced member involvement in programs and activities of organizations was made by Warner (1965). In identifying the problems related to participation, Warner stated that the rates of participation varied significantly among the different kinds of participation and among the different kinds of groups. He further illustrated this point by stating that:

1. Group participation may be high when based on the requirement of membership dues or the making of contributions to the organization.
2. Attendance and active involvement in the meetings and programs is likely to have a lower participation rating.
3. Only a minority of members tend to be very active in most groups.
4. Visibility of participation is viewed as one of the variety of group problems. When the number of persons involved can be counted, there is visible evidence of the success of the organization.
5. Some organizations undergo a kind of inversion process. The organizations change from being instruments toward ends or purposes to being ends in themselves (p. 224).

Everson and Apps (1967) found that 4-H club participation was influenced by parents. Youth membership in clubs was the highest when parents: (1) belonged to several adult organizations, (2) approved of having their children join clubs, (3) held leadership positions in youth clubs, and (4) when parents had been members of youth clubs (Everson and Apps, 1967). The club membership was found to be associated with peer group influence also. The boys and girls joined the same clubs to which their friends belonged. This was consistent in all of the socioeconomic

status groups.

In examining the perceived attitudes toward clubs, the researchers were concerned about the things youth liked and disliked about clubs. Regardless of socioeconomic status, the boys and girls liked individual projects, group activities, and opportunity to learn. The things liked least were competition and rewards, club meetings, and being with friends.

The Adams County study revealed no statistically significant differences among the youth in the lower and higher socioeconomic status groups in reasons given for not joining clubs. The reasons given included: (1) lack of transportation to meetings, (2) time conflicts, (3) never been asked to join a club, and (4) parents did not approve of joining.

Davis (1970) examined the possible causes of the disparity in the 4-H enrollment between boys and girls. The sample was drawn from four rural and four urban counties in seven states. The states involved in the study were Arizona, Colorado, Montana, Oregon, Utah, Washington, and Wyoming.

In comparing the male-female ratio in membership and leadership, Davis found little differences between the rural and urban counties in the boy-man, girl-woman relationship. A nearly perfect correlation was found when the researcher compared the boy-girl ratio with the man-woman ratio.

Davis (1970) examined the re-enrollment rates of boys and girls. He found that 4-H boys frequently dropped out of the 4-H club in greater numbers than the 4-H girls. According to Davis (1970), boys did not join the 4-H club in the same numbers as girls. In looking at the total

membership of the 4-H club, he found that the increases were due to the recruitment of new members rather than by the re-enrollment of previous 4-H members.

The projects of the 4-H boys and girls were ranked by the researcher. The top three projects for the boys were beef, sheep, and horsemanship. The top three projects for the girls were food preparation, clothing, and horsemanship.

Rouse (1964) studied the factors which influence the retention of senior boys in the 4-H club in Hamilton County, Tennessee. He interviewed 75 senior male 4-H club members and 92 senior male 4-H club dropouts.

The researcher found the following factors to appear to influence the retention of senior boys in the 4-H club.

1. The active participation of members in the 4-H program.
2. The membership of friends in the same 4-H club.
3. The recognition members receive from 4-H club accomplishments.
4. The home visits county agents and leaders make to 4-H club members.
5. The mothers not working outside of the home.

He found the following factors appeared to be related to losses in 4-H club membership in the sample he used:

1. The lack of interest of boys in the 4-H club projects and activities.
2. The participation in other activities rather than 4-H work.
3. The teasing of 4-H club members by nonmembers.
4. The interference of high school work (Rouse, 1964).

Through the analysis of the data, the researcher also found some

values associated with the 4-H club program of work. The following values were identified.

1. The learning through 4-H projects.
2. The participating in general 4-H club activities and experiences.
3. The learning of 4-H members to become better citizens.
4. Enjoying fellowship of the 4-H club members.
5. Participation of 4-H members in the meetings.
6. The development of leadership qualities and experiences.
7. The learning to speak in public by the 4-H members (Rouse, 1964).

The finding of this study appeared to significant in terms of 4-H club program planning and evaluation.

Cobes (1965) studied the effect of anxiety and competition on fifth grade boys. Observations were made of the boys in the high and low anxiety groups performing a complex psycho-motor task with peers, both present and absent. The researcher found that the combination of anxiety and peers had more effect on performance of the first trial than it did alone. The low anxiety boys in the absence of their peers performed better than they did while their peers were present.

The 4-H club members performed competitively in such activities as demonstrations and judging in the presence of their peers, leaders, parents, and others. Cobes' (1965) research indicated that competition has different effects on different boys and girls. Anxious boys and girls performed better and were more stable in the setting of goals when they were competing with others. Less anxious boys and girls performed at a higher level on their first trial and were less variable in the setting of goals when competing with others.

Commitment of 4-H Leaders

The continuous or discontinuance of 4-H leaders to work with 4-H clubs was a concern of recent researchers (Allen, 1963; Sabrosky, 1964; Brog and Couch, 1965; Kemp, 1967). Allen (1963) found that 27 percent of the volunteer leaders of the 4-H clubs dropped out after one year in a Michigan survey. Sabrosky (1964) reported that at the end of one year, approximately one-third of the volunteer leaders of the 4-H clubs discontinue to work with the organization.

Brog and Couch (1965) administered tests to 207 Michigan 4-H leaders. The Twenty Statements Test was analyzed to "determine the level of community orientation and commitment to the 4-H leader role" (Brog and Couch, 1965, p. 111). The researchers found that 4-H leaders who were above the median on community orientation were below the median on commitment to the 4-H club. The 4-H leaders who were below the median on community orientation were above the median on commitment to the 4-H club.

The 4-H leaders were relatively short tenure - three years or less - were found to be less committed to the 4-H clubs. There were 19 leaders with three years or less tenure who were above the median on community orientation and below the media on commitment to the 4-H leader role. After three years, only two of these leaders were still active in 4-H club work. Seventeen leaders had withdrawn. There were 12 leaders who were below the median on community orientation and above the median on commitment to the 4-H leader role. After three years, nine of these 4-H leaders were still active. Of the remaining proportion of 4-H leaders, they were above or below the median on both dimensions. Approximately

half of these 4-H leaders had withdrawn after three years.

The researchers concluded by stating that there is a relationship of high degree of community orientation with withdrawing from the 4-H leaders role. In short,

...for leaders of short tenure, a high degree of community orientation by the new leader appears to go with withdrawing from the role of 4-H leaders, while a high commitment to the 4-H leader role is associated more with the person's continuing (Brog and Couch, 1965, p. 112).

Kemp (1967) designed and conducted a study in Kansas to determine the professional commitment and job satisfaction of home economics agents. In this study, commitment was defined as the "the dedication or devotion of an agent to her profession" (Kemp, 1967, p. 172). The committed agents were viewed as those who had serious intentions about continuing in the profession and striving to achieve the goals of the Cooperative Extension Service. The least committed agents were viewed as those who failed to have positive attitudes and concerns toward achieving the goals or objectives of the profession.

The researcher mailed a questionnaire to each county home economics agent employed in Kansas. The questionnaire included the following parts: (1) Measure of Professions Commitment (MOPC), (2) a five-point self-commitment rating scale, (3) a personal data sheet, and (4) an adaptation of Hoppock's Job Satisfaction Blank #5 (Kemp, 1967).

Kemp (1967) found a highly significant correlation between self judgments of professional commitment and job satisfaction. The home economics agents were shown to have

...a level of job satisfaction not inconsistent with their correlation of .25 obtained between MOPC and job satisfaction scores of each agent. This value was significant at the .01 level. A similar finding was shown when the agent's level of job satisfaction was compared with her level of professional commitment as determined by the five-point self-commitment

rating scale. ...Correlation of self and supervisor's rating of professional commitment suggests that the supervisor tends to rate the agent in the same way the agent rates herself (Kemp, 1967, p. 174).

In further data analyses, the researcher found that the level of professional commitment of the Kansas home economics agents was independent of age, educational level, marital status, and job effectiveness rating. "Agents in the high commitment group were not necessarily the oldest agents, nor did they hold the highest academic degrees" (Kemp, 1967, p. 174). The more committed agents belonged to more professional organizations, attended more state and national professional meetings, and reported doing more professional reading and writing than did the home economics agents who were less committed.

Alexander (1969) investigated 527 first-year 4-H leaders in New York State. The "Sixteen Personality Factor Questionnaire, Form C, designed by Cattell, Saunders, and Stice of the Institute for Personality and Ability Testing" was used in the study (Alexander, 1969, p. 105). Male and female first-year leaders were compared to males and females in the general population. Alexander also compared male leaders to female leaders.

There was no significant relationship found between the personality characteristics of first-year 4-H leaders relating to their place of residence, agreement with their 4-H agents on jobs which they should do, and to continuity of leadership. There were differences found between the 4-H leaders and the general population, and also between the male 4-H leaders and female 4-H leaders.

Alexander (1969) found that volunteer first-year 4-H leaders differed from the general population in personality characteristics. The first-year men leaders in New York State were characterized as being

more aloof, more submissive, more conscientious, more timid, more conventional, and more insecure in comparison to the men in the general population. The first-year women leaders in New York State were characterized as being more aloof, higher in general ability, more enthusiastic, more tough, more trustful, more conventional, and more controlled in comparison to the females in the general population.

Pyle (1973) conducted a study in East Central Indiana with 4-H leaders, junior 4-H leaders, extension youth agents, and state 4-H staff personnel participants. The purpose of the study was "to determine what potential the concept of a balanced orientation might have for approaching 4-H leader training" (Pyle, 1973, p. 14).

A three-part questionnaire was mailed to the subjects involved in the study. There were significant differences found in the task dimension of leader behavior between junior leaders and state staff personnel, women and men leaders, and adult leaders with 12 years of education. The groups included in the study had a greater concern for the personal dimension than for the task dimension of leader behavior. The personal dimension referred to "the emphasis of a leader puts on leader-member relationships and involvement of the member in decision making program planning" (Pyle, 1973, p. 13). The task dimension of leader behavior referred to "the emphasis a leader puts on things like project requirements, parliamentary procedure, project construction details, and club organization details" (Pyle, 1973, p. 13).

Leaders and Leadership Styles

"Each person's leadership style has an important bearing on how effectively an organization reaches its objectives" (Lester, 1975, p.

3). The adult leaders in Extension had major responsibilities and decisions to make in a variety of leadership roles (Lester, 1975).

Definitions of Leadership

Leadership was significant to many organizations. The term leadership was defined in a wide variety of ways. Shartle (1956) stated that leadership is an act that influenced others in a shared direction. Knezevich (1969) described leadership as:

(1) an attribute of personality (symbolic leadership); (2) a status, title, or position recognized in a formal organizational chart (formal leadership); and (3) a function or a role performed in an organized group (functional leadership). Leadership is, in essence, concerned with human energy in organized groups. It is a force which can initiate action among people, guide activities in a given direction, maintain such activities, and unify efforts toward common goals (p. 95).

Haiman (1951, p. 4) stated that "in the broadest sense, leadership refers to that process whereby an individual directs, guides, influences, or controls the thoughts, feelings, or behavior of other human beings." After reviewing several definitions of leadership, Hersey and Blanchard (1972, p. 68) concluded that "leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."

Cartwright and Zander (1960) viewed leadership as shared. "It is the performance of acts that help the group achieve its preferred outcome" (Cartwright and Zander, 1960, p. 492). Davis (1972) stated that

...without leadership, an organization is but a muddle of men and machines. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it toward goals. Management activities such as planning, organizing, and decision making are dormant cocoons until the leader triggers the power of motivation in people and guides them

toward goals. Leadership transforms potential into reality. It is the ultimate act which brings to success all of the potential that is in an organization and its people (p. 222).

In a review of leadership literature, Stogdill (1974) suggested 11 perspectives. Leadership was defined as

- (1) a function of group process,
- (2) personality or effects of personality
- (3) the art of inducing compliance,
- (4) the exercise of influence,
- (5) a form of persuasion,
- (6) a set of acts or behaviors,
- (7) a power relationship,
- (8) an instrument of goal achievement,
- (9) an effect of interaction,
- (10) a differentiated role
- (11) the initiation of structure (p. 7).

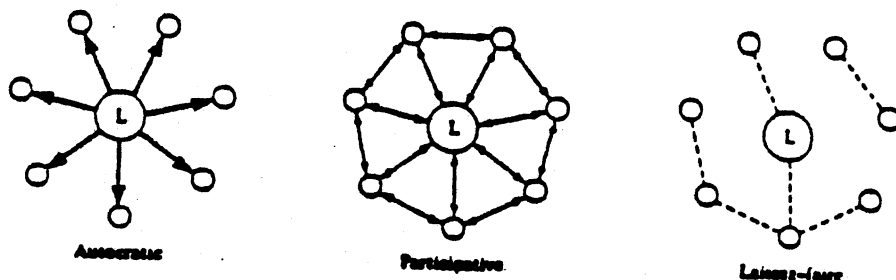
The definitions of leadership vary in the field of research. This is also true of leadership styles of youth and adult leaders. Table II identified three leadership with an explanation of each.

Leadership Styles

The review of literature revealed that youth and adult leaders used different leadership styles (Stogdill, 1948, 1974). Leadership is often classified into three styles (see Table II): (1) autocratic, (2) democratic, and (3) laissez-faire (Peters and Shertzer, 1974). However, "most leaders, given certain conditions, exhibit attributes of all three styles" (Peters and Shertzer, 1974, p. 116). Leaders used different styles in managing different situations.

The leaders' authority and the subordinates' freedom varied with each leadership style. Autocratic leadership consisted of orders issued to subordinates from the leader. The democratic or participative leadership allowed an interchange of ideas between all of the involved individuals. The laissez-faire leadership furnished leadership when

asked (Hicks and Gullet, 1975). These three styles of leadership were described in Figure 4.

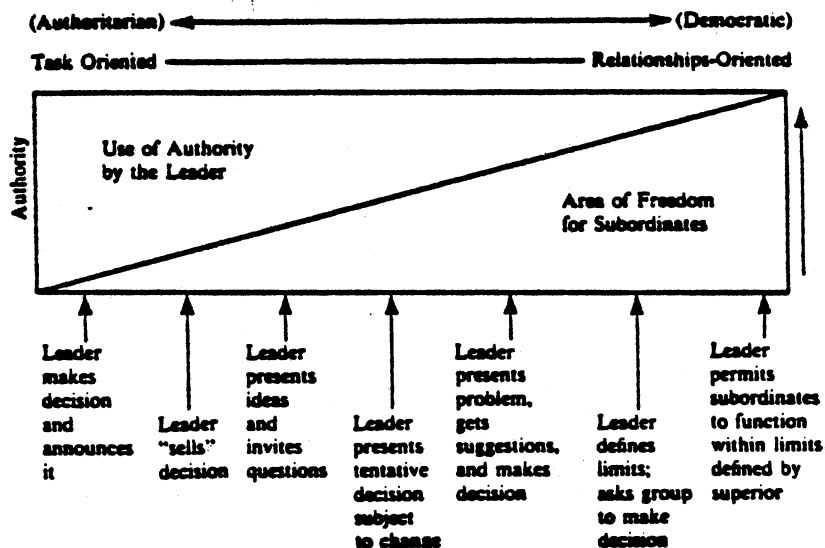


Source: Lewis B. Sappington and C. G. Browne, Managerial Marketing: Perspective and Viewpoints (Homewood, Illinois, 1962).

Figure 4. Types of Leadership

Mott (1972) identified the three major leadership styles as democratic, multifactor, and situational. The democratic style suggested open communication and decision-making processes used by all members of the group. The multifactor style took into account certain factors with tasks. The situational style was one which the leader was influenced according to the particular situation (Lester, 1975).

Other writers and researchers identified similar leadership styles. The results were a continuum of styles which ranged from the very authoritative to the very free, which divides readily into three general styles or classifications. A continuum of leader behavior was presented in Figure 5.



Source: Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior (2nd ed.) (Englewood Cliffs, New Jersey: Prentice-Hall, 1972).

Figure 5. Continuum of Leader Behavior

Lester (1975, p. 5) concluded that "the democratic leadership style seems to offer the most promises for achieving the maximum results". The democratic leadership style was used with the wide variety of talent available among the members of organizations.

Leaders and Leadership Research

Prior to 1949, most of the psychological studies of leadership attempted to isolate the traits which attempted to separate the leaders from the nonleaders and the effective leaders from the ineffective leaders (Stoddill, 1948). Stoddill (1948) indicated that the traits of intelligence, dependability and responsibility, scholarship, social participation, and socioeconomic status consistently differentiated leaders from nonleaders in an extensive survey of leadership studies. Gibb (1969) later reported that the huge number of leadership studies

TABLE II
THREE LEADERSHIP STYLES

Authoritarian	Democratic	Laissez faire
1. All determination of policy by the leaders.	1. All policies a matter of group discussion and decision, encouraged and assisted by the leader.	1. Complete freedom for group or individual decision, with a minimum of leader participation.
2. Techniques and activity steps dictated by the authority, one at a time, so that future steps are always uncertain to a large degree.	2. Activity perspective gained during discussion period. General steps to group goal sketched, and where technical advice is needed, the leader suggests two or more alternative procedures from which choice can be made.	2. Various materials supplied by the leader who makes it clear that he would supply information when asked. He takes no other part in work discussion.
3. The leader usually dictates the particular work task and work companion of each member.	3. The members are free to work with whomever they choose, and the division of tasks is left up to the group.	3. Complete nonparticipation of the leader in detertasks and companions.
4. The leader tends to be "personal" in his praise and criticism of the work of each member; remains aloof from active group participation except when demonstrating.	4. The leader is "objective" or "fact-minded" in his praise and criticism, and tries to be a regular group member in spirit without doing too much of the work.	4. Infrequent spontaneous comments on member activities unless questioned, and no attempt to appraise or regulate the course of events.

Source: White, R. and Lippett, R., Autocracy and Democracy (New York: Harper and Row, 1960), p. 26.

revealed that the research had failed to find any consistent patterns of traits which characterized leaders.

Apps (1968), an associate professor at the University of Wisconsin, conducted a study involving 456 youth between the ages of 10 and 13. The purpose of the research was to determine if lower socioeconomic rural youth needed different types of leaders than did higher socioeconomic rural youth. Two dimensions of leadership were considered by Apps - leadership style and personal characteristics desired in a leader.

Apps (1968) defined leadership style as being either authoritarian, democratic, or laissez-faire which was described by Lippitt and White (1953). The researcher developed 10 situations to measure leadership style which the subjects desired in a leader. For each situation, the subjects responded according to the leadership style preferred. The subjects who indicated a majority of authoritarian responses to the various situations were assumed to desire a leader with an authoritarian style of leadership; those with a majority of democratic responses to the various situations were assumed to desire a leader with a democratic style of leadership; and those with a majority of laissez-faire responses were assumed to desire a laissez-faire style of leadership.

There were no significant differences found between lower and higher socioeconomic status rural youth as to style of adult leadership desired. A democratic style of leadership was preferred by 46 percent of the lower socioeconomic subjects. Fifty-three percent of the higher socioeconomic status group also preferred a democratic leader. The authoritarian style of leadership was preferred by five percent or less of both groups.

This study suggested that low socioeconomic status rural youth were as interested in democratic leadership as were higher socioeconomic status rural youth. It was contradictory to the work of Benne (1948). Benne (1948) suggested that cooperative democratic behavior was unfamiliar to children who lived in an undemocratic home environment and, therefore, was viewed as a threat to them. The researcher found that no differences existed between the lower and the higher socioeconomic status rural youth for the following factors: (1) grade in school, (2) residence, (3) membership in the 4-H club, (4) organizational participation in the 4-H club, and (5) the number of people living in respondent's home.

Apps (1968) determined which personal characteristics the subjects desired in an adult. He found that more higher than lower socioeconomic status rural youth preferred a leader with specific skills and talents. There were significant differences found between lower and higher socioeconomic status rural youth for these personal characteristics: (1) respect for young people, (2) kindness and helpfulness, (3) physical characteristics, and (4) authoritativeness.

The researcher concluded by stating that "socioeconomic status is not related to the desire for a particular style of adult leadership by rural youth" (Apps, 1968, p. 220). The three styles of leadership indicated that both higher and lower socioeconomic status rural youth preferred a democratic leader (Apps, 1968).

Guidance and Counseling

Leaders in leadership roles provided guidance and counseling assistance for youth and youth organizations with interest and

enthusiasm (Bennett, 163; Glaze, 1974). Counseling was used by county extension agents since the beginning of extension work (Trent and Donohue, 171). In the late 1950's and the early 1960's, counseling reached its peak as a method when the national emphasis was focused on Home and Farm Development.

Peters and Shertzer(1974) reported "the aim of guidance is to help every person develop the best that is in him as an individual and as a member of society" (p. 33). Guidance was committed to helping individuals to achieve, in accordance with their free choice, up to the level of their potential (Glanz, 1974). Glanz (1974) identified and listed the purposes of guidance as

1. uncovering, developing, and utilizing talent as a part of national policy.
2. the individualization of education,
3. self-realization and fulfillment,
4. societal and cultural development of persons,
5. the extension and effective utilization of individual freedom (p. 64).

Glanz (1974, p. 40) further stated that "the human organism is constantly involved and participating in a process of thinking, problem solving, decision making, and plan developing". Through these processes, each person adopted personal values and life objectives that guide and direct his or her efforts through life.

The 4-H teen leaders, adult leaders, and cooperative extension agents counseled and gave guidance to 4-H youth across all age, race, and socioeconomic groups. Counseling and guidance involved experiences such as:

1. organizing 4-H clubs;

2. leadership training programs;
3. 4-H projects, activities, and meetings;
4. informing the community of 4-H programs;
5. special problems of 4-H members;
6. local, district, state, and national 4-H club work.

Summary

Chapter II discussed literature related to the 4-H program. A description of the socialization of children, the developmental needs of youth, and the age levels of youth was given. The factors influencing the historical development and organization of the 4-H club were reported. Finally, a discussion was given of the related variables: (1) commitment and the 4-H organization, (2) leaders and leadership styles, and (3) guidance and counseling.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The major purpose of this research was to make recommendations to the 4-H leadership on the attraction and retention of 4-H members accounting for racial differences, if they existed. To achieve this purpose the study was designed to (1) assess the degree to which white and non-white youth were committed to the 4-H club as associated with personal characteristics, (2) assess the effect of type of guidance and assistance given by white and non-white youth and adult leaders on the degree of commitment of youth to 4-H, and (3) assess the impact of personal characteristics and guidance and assistance preferences of white and non-white 4-H leaders and guidance preferences of 4-H members in their counties.

This chapter described the research design, the description of the population and sample, the instrumentation procedure, the collection of data, and the selection of variables from the instrument. It also included the statistical analysis of the research data for the study.

Research Design

The present study was designed to utilize descriptive research. The purpose of descriptive research was described by Best (1977) stated that:

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing (p. 116).

Data were collected by use of a survey of 4-H members in the selected counties of Oklahoma.

Description of the Population and Sample

"A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher" (Best, 1977, p. 267). The population may consist of all the individuals in a particular group or a restricted proportion of the group. "To study a whole population in order to arrive at generalizations would be impracticable, if not impossible" (Best, 1977, p. 267).

A sample may be drawn from the population for research purposes. "A sample is a small proportion of a population selected for analysis. By observing the sample, certain inferences may be made about the population" (Beal, 1977, p. 268).

The population of concern to this study was all 4-H club members residing in the four counties in Oklahoma. The invited sample consisted of the 1,268 4-H club members residing in these four counties. The four counties included A, B, C, and D. These counties were described as follows:

1. The 4-H members ranged in ages from 9 years to 18 years old.
2. Each 4-H club had male and female 4-H members.
3. Both white and non-white 4-H members were enrolled in the 4-H clubs.
4. The 4-H club members had two or more years of 4-H membership.

5. There was an increase in the 4-H members enrolled in C and D counties.
6. There was a decrease in the 4-H members enrolled in A and B counties.

All 4-H members residing in these four counties (see Table III) were invited to participate in the study. The invited sample consisted of 1,268 4-H members. The accepting sample consisted of 380 4-H members with 366 useable responses. Approximately 30 percent of the invited 4-H members participated in the research study.

TABLE III
RESPONSE RATE OF 4-H YOUTH IN FOUR COUNTIES
IN OKLAHOMA

County	Invited Sample Size	Accepting Sample Responses	Response Percentage
A	129	75	58.1
B	136	66	48.5
C	835	196	23.5
D	168	43	25.6
Total	1,268	380	30.0

B and D counties reported approximately 50 percent of the 4-H members responding to the research study. A and C counties reported approximately 25 percent of the 4-H members responding to the research study. Table III reported the response rate of the 4-H youth in the four selected counties in Oklahoma.

There appeared to be a decline in 4-H membership in two of the counties. Counties A and B were selected because of a decrease in the non-white 4-H enrollment in a county containing a city and in a rural county. C and D counties were selected because of an increase in the non-white 4-H enrollment.

All 4-H agents and leaders in these four counties were contacted. A meeting was then held to explain the purpose of the research, the objectives, and to invite their 4-H clubs and special interest groups to participate in the study. All four counties accepted which resulted in the sample for this study.

Procedure for Obtaining Sample

The criteria for selecting the 4-H clubs in the four counties in Oklahoma were reviewed. Those 4-H clubs that met the criteria for this study were obtained from data in the 4-H Office at Oklahoma State University.

Instrumentation

After formulating the objectives for this study, the researcher reviewed two instruments supplied by the Cooperative Extension Center at Oklahoma State University in Stillwater, Oklahoma. These two instruments failed to measure the objectives of the present study. The 4-H instruments reviewed through a review of the research literature were also inappropriate for this study.

The survey instrument consisted of 45 items which were validated by a panel of evaluation and Cooperative Extension experts. The 4-H experts were asked to check each item: (1) as being of "worth" for the

purpose of the research and (2) as being clearly written.

To determine the reliability of the 4-H survey instrument, a 4-H club and a special group in the Stillwater area were used. The test-retest method for establishing reliability involved administering the survey instrument to the same group on two different occasions. The pre-testing of the survey instrument helped to determine the clarity of the questions, the ease with which 4-H members responded, and the response time for the different age groups.

The final revisions to the 4-H survey instrument were made by the researcher and the coding procedures were determined (see Appendix B). The survey instrument "All About Me -- A 4-H Member" is in Appendix B. The Coding Procedure is in Appendix C.

The Collection of Data

Forty 4-H adult cooperative extension local leaders and county 4-H cooperative extension agents assisted in the gathering of 4-H data. In A county there were two agents and six leaders. In B county there were three agents and 10 leaders. In C county there were three agents and 15 leaders. These 4-H leaders and agents were trained by an Oklahoma State University research team to administer the instruments to 4-H members in their own counties.

The instrument was administered to 380 4-H members in May, 1981, by the 4-H trained leaders in each county. The instruments were returned to Oklahoma State University.

The Analysis of the Data

The data was analyzed by two statistical procedures. The Analysis

of Variance and the Duncan's Multiple Range Tests were made to determine the degree to which white and non-white 4-H members were committed to the 4-H club and special interest groups.

The F test was used to determine if the variances of the white and non-white 4-H members were significantly different at the .05 level. Anderson and Bancroft (1952, p. 83) reported the following formula for the F test:

$$F = \frac{s_1^2}{s_2^2}$$

The Duncan's Multiple Range Test was used when the F value was significant at the .05 or beyond. The data is presented in Appendix A of this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The overall purpose of this study was to make recommendations to the 4-H leadership on the attraction and retention of 4-H members accounting for racial differences, if they exist. This study was based on the attitudes, opinions, and views of white and non-white 4-H members enrolled in 4-H clubs and special interest groups in Oklahoma.

In this chapter, the researcher summarized the four areas of study: (1) personal data, (2) commitment to 4-H scale, (3) guidance preference, and (4) leadership style preference. Descriptive data were analyzed by the Analysis of Variance (AOV), the Duncan's Multiple Range Tests, and by visual examination of frequency and percentage distribution tables.

Characteristics of 4-H Members

The characteristics of the white and non-white 4-H members examined in this study were: (1) age, (2) years of active membership when joined, (3) type of group joined, (4) reasons for joining, (5) place of residence, (6) feelings about school, (7) educational level of 4-H members' fathers, (8) educational level of 4-H members' mothers, (9) sex, (10) race, (11) type of careers desired, and (12) future educational plans of 4-H members. The 4-H members in the sample provided information to each of these items.

Personal Data

The review of literature showed that 4-H members were committed to the 4-H program for a variety of reasons (Rouse, 1964; Everson and Apps, 1967; Smith, 1974). The 4-H enrollment was influenced by sex. There were more females enrolled in 4-H clubs than males. Boys and girls joined organized clubs more than special interest groups. 4-H members were influenced by their peer group and adult 4-H leaders. Youth also joined organized groups more when their parents graduated from high school and attended or graduated from college (see Chapter II).

Age of Participating 4-H Member When Joined. One-half of all respondents (50.8 percent) that participated in the study were nine years old when they joined the 4-H clubs or special interest groups as was presented in Table IV. Approximately 20 percent joined the 4-H club when they were 10 years old. Approximately 10 percent joined the 4-H club when they were 11 or 12 years old. Only one percent of the respondents joined the 4-H club when they were 14 or 15 years old. Of the 211 white 4-H members, 129 (61.1 percent) joined at nine years of age, while 52 (37.7 percent) of the 138 non-white joined at this age. For this sample of 4-H members, it appeared the non-white recruitment to 4-H membership extended over a greater age range for approximately 62 percent of these members joined 4-H after they nine years of age.

Years of Active 4-H Membership by Participating 4-H Member. The largest percent (43.7 percent) of all respondents reported participating in the 4-H club for the first year (see Table V). Approximately 22 percent of the members were in their second year in the 4-H club. About 15 percent of the respondents were in their third year in the 4-H club.

TABLE IV
 PERCENTAGE DISTRIBUTION OF WHITE AND NON-WHITE 4-H MEMBERS
 BY AGE WHEN JOINING 4-H

Age	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	3	.8	0	.0	2	.6	5	1.4
Nine years old	5	1.4	129	35.2	52	14.2	186	50.8
Ten years old	4	1.1	39	10.6	27	7.4	70	19.1
Eleven years old	1	.3	24	6.5	14	3.8	39	10.6
Twelve years old	3	.8	9	2.5	25	6.8	37	10.1
Thirteen years old	1	.3	6	1.6	12	3.3	19	5.2
Fourteen years old or older	0	.0	3	.8	2	.6	5	1.4
Fifteen years old or older	0	.0	1	.3	4	1.1	5	1.4
Total	17	4.7	211	57.5	138	37.8	366	100.0

TABLE V

PERCENTAGE DISTRIBUTION OF WHITE AND NON-WHITE 4-H MEMBERS
BY YEARS OF ACTIVE 4-H MEMBERSHIP

Years	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	3	.8	2	.6	6	1.6	11	3.0
My first year	1	.3	122	33.3	37	10.1	160	43.7
Two years	7	1.9	27	7.4	48	13.1	82	22.4
Three years	3	.8	29	7.9	24	6.6	56	15.3
Four years	1	.3	13	3.5	8	2.2	22	6.0
Five or more years	2	.6	18	4.9	15	4.1	35	9.6
Total	17	4.7	211	57.6	138	37.7	366	100.0

Less than 10 percent of the total respondents were in the 4-H club for for or more years. In this group of white 4-H members, 26.5 percent were in their second or third year of 4-H membership. The non-white group had 52.5 percent maintaining 4-H membership through the second or third year.

Type of Group Joined. The majority (83.4 percent) of all 4-H members joined an organized club (see Table VI). Some 8.2 percent of all 4-H members joined a self-determined project group. The 4-H members were least interested in joining the short term project group (1.9 percent) and the school science program group (2.2 percent). Unlike the white 4-H members, the non-white 4-H members joined a self-determined project group for 22 of the 138 (15.9 percent) compared to 3 of 211 white 4-H members.

Reasons for Joining. A visual inspection of Table VII revealed that 40.4 percent of all 4-H members joined the 4-H club because they wanted to join. About 16.3 percent of the 4-H members joined because of their parents, 14.3 percent joined because of their friends, and 6.0 percent joined because of their leaders, brothers, and/or sisters influenced them to join the 4-H club. These facts were consistent with the past research as previously reported in the review of literature.

The reasons for joining the 4-H club were ranked somewhat different for the white and non-white 4-H members. The white 4-H members ranked their reasons for joining as: (1) I wanted to join, (2) parents' idea, (3) friends, (4) brothers and/or sisters, and (5) 4-H leaders; whereas, non-white 4-H members ranked their reasons for joining the 4-H club as: (1) I wanted to join, (2) friends, (3) parents' idea, (4) 4-H leader,

TABLE VI
 PERCENTAGE DISTRIBUTION OF 4-H MEMBERS ACCORDING TO
 TYPE OF GROUP JOINED

Group	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	3	.8	7	1.9	6	1.6	16	4.3
An organized club	7	1.9	200	54.6	98	26.9	305	83.4
Short term project groups	1	.3	0	.0	6	1.6	7	1.9
School Science program	1	.3	1	.3	6	1.6	8	2.2
Self-determined project	5	1.4	3	.8	22	6.0	30	8.2
Total	17	4.7	211	57.6	138	37.7	366	100.0

TABLE VII

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY REASONS FOR JOINING

Reason	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Parents' idea	3	.4	82	12.3	24	3.6	109	16.3
Brothers and/or sisters	4	.6	23	3.4	13	2.0	40	6.0
School class project	2	.3	17	2.5	10	1.5	29	4.3
Friends	6	.8	42	6.3	48	7.2	96	14.3
I wanted to join	6	.8	171	25.7	93	13.9	270	40.4
4-H leader	5	.7	21	3.2	18	2.7	44	6.6
County extension agent	2	.3	6	.9	6	.9	14	2.1
TV and radio	1	.2	11	1.6	10	1.5	22	3.3
I read about it	2	.3	20	3.0	13	1.9	35	5.2
Other	0	.0	8	1.2	2	.3	10	1.5
Total	31	4.4	401	60.1	237	35.5	669	100.0

*Multiple response item

and (5) brothers and/or sisters. The white 4-H members were influenced greater by their parents and brother and/or sisters; whereas, the non-white 4-H members were influenced greater by their friends and 4-H leaders. The reason, "I wanted to join," received the largest number of responses. The responses for the white 4-H members were 171 (42.6 percent) of 401 multiple responses and 93 (39.2 percent) of 237 multiple responses for the non-white 4-H members.

Place of Residence. Table VIII reported the place of residence when the respondents joined the 4-H club. Some 39.0 percent of the sample lived in the country. About 29.2 percent of the sample lived in the city. Approximately 24.6 percent of the sample lived in a small town. Only 5.0 percent of all respondents lived in a suburb.

There were some differences by place of residence for the white and non-white 4-H members. Of the 211 white 4-H members, 113 (53.6 percent) lived in the country, while 26 (1.8 percent) of the 138 non-white lived in the country, while 26 (1.8 percent) of the 138 non-white lived in the country. The largest number, 77 of 138 (55.8 percent) non-white members lived in the city, whereas 22 of 211 (10.4 percent) white members lived in the city. Sixty-seven (31.8 percent) of the white 4-H members lived in a small town and only 23 (16.7 percent) of the non-white 4-H members lived in a small town. Fewer 4-H members in both groups lived in the suburbs.

Feelings About School. Of the members in the white and non-white classifications, 214 (58.5 percent) reported they liked school and made good grades (see Table IX). In the white group, 124 (57.1 percent) responded that they liked school, and 90 (68.2 percent) of the non-white

TABLE VIII

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY PLACE OF RESIDENCE

Place	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	4	1.1	0	.0	4	1.1	8	2.2
In the country	4	1.1	113	30.8	26	7.1	143	39.0
In a small town	0	.0	67	18.3	23	6.3	90	24.6
In a suburb	1	.3	9	2.5	8	2.2	18	5.0
In a city	8	2.2	22	6.0	77	21.0	107	29.2
Total	17	4.7	211	57.6	138	37.7	366	100.0

TABLE IX
 PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY FEELINGS
 ABOUT SCHOOL

Feelings	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	5	1.4	7	1.9	7	1.9	19	5.2
I like school and making good grades	10	2.7	124	33.9	90	24.6	224	61.2
I like school, but my grades are not good	2	.6	39	10.6	26	7.1	67	18.3
I find it hard	0	.0	7	1.9	2	.6	9	2.5
I don't like school, but have to go	0	.0	34	9.3	7	1.9	41	11.2
I don't like school, and I'm going to stop	0	.0	6	1.6	0	.0	6	1.6
Total	17	4.7	217	59.2	132	36.1	366	100.0

members also liked school and made good grades. The two groups were similar in their feelings about school. Their responses were ranked as follows: (1) "I like school and making good grades," (2) "I like school, but my grades are not good," (3) "I like school, but have to go," and (4) "I find it hard."

Educational Level of 4-H Members' Fathers. Table X showed the distribution of 4-H members according to the level of their fathers. Of the 349 members who were classified as white or non-white, some 26.7 percent of the 4-H members' fathers graduated from high school, 6.3 percent started to college but did not complete, and 16.7 percent graduated from college. The percentage of fathers that graduated from college was higher (20.8 percent) for the white members than for the 4-H non-white members (10.9 percent). The numbers of "no response" and "don't know" hampered putting much trust in these findings.

Educational Level of 4-H Members' Mothers. Of the 4-H club members, whose mothers were classified by race, 124 (33.9 percent) graduated from high school. Of the 211 white mothers, 73 (34.6 percent) graduated from high school, while 51 (36.9 percent) of the 138 non-white mothers graduated from high school. Fifty-eight (27.5 percent) of the white mothers started and/or graduated from college, whereas 23 (16.7 percent) of the non-white mothers started and/or graduated from college. The white 4-H mothers graduated from college more than the non-white mothers in this study. This was also true of the fathers (see Table XI). These findings were also questionable because of the number of 4-H members who did not know their mothers' educational background.

Sex. Table XII reported the distribution of 4-H members by sex.

TABLE X
 PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY EDUCATIONAL
 LEVEL OF 4-H MEMBERS' FATHERS

Level	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	8	2.2	12	3.3	21	5.7	41	11.2
Didn't finish grade school	2	.6	3	.8	6	1.6	11	3.0
Finished grade school	0	.0	2	.6	6	1.6	8	2.2
Attended high school	1	.3	18	4.9	13	3.5	32	8.7
Graduated from high school	3	.8	53	14.5	38	10.4	94	25.7
Started college; didn't complete	0	.0	13	3.5	9	2.5	22	6.0
Graduated from college	2	.6	44	12.0	15	4.1	61	16.7
Don't know	1	.3	66	18.0	30	8.2	97	26.5
Total	17	4.4	211	57.4	138	38.2	366	100.0

TABLE XI

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY EDUCATIONAL
LEVEL OF 4-H MEMBERS' MOTHERS

Level	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	9	2.5	5	1.4	14	3.8	28	7.7
Didn't finish grade school	2	.6	3	.8	6	1.6	11	3.0
Finished grade school	0	.0	2	.6	6	1.6	8	2.2
Attended high school	1	.3	15	4.0	9	2.5	25	6.0
Graduated from high school	4	1.1	73	19.9	51	14.0	128	35.0
Started college; didn't complete	0	.0	21	5.7	9	2.5	30	8.2
Graduated from college	0	.0	35	10.1	14	3.8	51	15.9
Don't know	1	.3	55	15.0	29	7.9	85	23.2
Total	17	4.8	211	57.5	138	37.7	366	100.0

TABLE XII

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY SEX

Sex	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	5	1.4	2	.5	8	2.2	15	4.1
Female	6	1.6	133	36.4	72	19.7		57.7
Male	6	1.6	76	20.8	58	15.8		38.2
Total	17	4.6	211	57.7	138	37.7		100.0

Correcting for unclassified and no response (17 members), 205 of the 339 (60.5 percent) of the 4-H members in the study were female. The greater percent of female 4-H members was especially true for the white group (63.6 percent) rather than the non-white members (55.4 percent).

Among the 4-H white members, 133 (63.0 percent) of 211 were females and 76 (36.4 percent) of 211 were males. There were 72 (52.2 percent) of 138 non-white females and 58 (42.0 percent) of 138 non-white males. There appeared to be more females than males in both of the groups; however, the difference in the percentage of females and males was smaller in the non-white group.

In this sample, the largest group according to sex appeared to be the white 4-H females (39.2 percent). The second largest group was the white 4-H males (22.4 percent). The third group was the non-white 4-H females (21.2 percent). The smallest group was the non-white 4-H males (17.2 percent).

Race. There were six classifications of race. Over one-half (57.7 percent) of the sample consisted of white 4-H members. In the total sample (including 19 no responses), 37.1 percent of the sample consisted of non-white 4-H members. Of this group of 136 non-white members, 96 (70.6 percent) of the non-white 4-H members were Black, 25 (18.4 percent) were Indian, eight (5.9 percent) were White with Spanish blood, six (4.4 percent) were Asian, and one (.7 percent) was a Mexican 4-H member. The data by race were presented in Table XIII of this chapter.

Type of Career Desired. The distribution of 4-H members by the type of careers desired in the future was presented in Table XIV. The largest number, 105 (21.7 percent) of 483 multiple response items

TABLE XIII

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY RACE

Race	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	19	5.2	0	.0	0	.0	19	5.2
Indian	0	.0	0	.0	25	6.8	25	6.8
Black	0	.0	0	.0	96	26.2	96	26.2
White with no Spanish blood	0	.0	211	57.7	0	.0	211	57.7
White with Spanish blood	0	.0	0	.0	8	2.2	8	2.2
Mexican	0	.0	0	.0	1	.3	1	.3
Asian	0	.0	0	.0	6	1.6	6	1.6
Total	19	5.2	211	57.7	136	37.1	366	100.0

TABLE XIV

PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY TYPE OF CAREERS DESIRED

Career Options	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Farm and	2	.4	48	9.9	9	1.9	59	12.2
Plumber, electrician, etc.	0	.0	40	8.3	25	5.2	65	13.5
Medical doctor, dentist, lawyer	1	.2	35	7.3	21	4.3	57	11.8
Teacher, manager, extension agent, minister, nurse	2	.4	62	12.8	41	8.5	105	21.7
Custodian, automobile mechanic, or a secretary	0	.0	33	6.8	8	1.7	41	8.5
Full-time homemaker	1	.2	19	3.9	8	1.7	28	5.8
Homemaker with work outside the home	0	.0	13	2.7	6	1.2	19	3.9
I don't know	0	.0	35	7.3	15	3.1	50	10.4
Other	2	.4	43	8.9	14	2.9	59	12.2
Total	8	1.6	328	67.9	147	30.5	483	100.0

*Multiple response item

revealed that 4-H members selected a "teacher, manager, extension agent, minister, or a nurse" as a first desired career choice. This was consistent with the white 4-H members, 62 (18.9 percent) of 328, and the non-white 4-H members, 41 (27.9 percent) of 147 multiple responses.

The other career options desired were ranked for both groups. The second career option for the white 4-H members was farm and rancher (14.6 percent), and plumber, electrician, etc. (17.0 percent) for the non-white 4-H members. The third career option for the white 4-H members was plumber, electrician, etc. (12.2 percent), and medical doctor, dentist, or lawyer (14.3 percent) for the non-white 4-H members. A large number, 50 (10.5 percent) of 475 of the total number of respondents was undecided.

Commitment to the 4-H Scale

The 4-H members showed the degree of commitment to the 4-H clubs and special interest groups by responding to the following items: (1) things liked best about 4-H, (2) types of 4-H involvement, (3) effort at recruiting others, (4) satisfaction with 4-H experiences this year, and (5) things I'd be willing to do to show support to 4-H clubs and special interest groups. The 4-H members in the sample provided information for each of these items and also data of past, present, and future 4-H projects.

Things Liked Best About 4-H Clubs

The things liked best about the 4-H clubs and special interest groups were reported in Table XV. Two hundred and forty-eight (24.1 percent) liked to work on projects of interest to them. Two hundred

TABLE XV

THINGS LIKED BEST ABOUT 4-H BY PARTICIPATING 4-H CLUB MEMBERS*

Reasons	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Work on projects of interest to me	10	1.0	161	15.6	77	7.5	248	24.1
Being with friends and doing things with them	8	.8	156	15.1	75	7.3	239	23.2
Special help I get from leaders	3	.3	82	7.9	43	4.2	128	12.4
Special help I get from agent	2	.2	64	6.2	20	2.0	86	8.4
Enter projects for awards	5	.5	122	11.9	44	4.3	171	16.7
Helped me do better in school	4	.4	89	8.6	46	4.5	139	13.5
Other	1	.1	11	1.0	6	.6	18	1.7
Total	30	3.3	685	66.3	311	30.4	1,029	100.0

*Multiple answer items

thirty-nine (23.2 percent) of the 4-H members liked being with friends and doing things with their friends. About 17 percent of the 4-H members liked the 4-H club because of the awards they received from entering projects at different levels. Members also liked participating because it helped them do better in school and they enjoyed receiving special help from leaders and agents.

Of the 685 multiple responses of white 4-H members, 161 (23.5 percent) liked working on projects of their own interest best, while 77 (24.8 percent) of the 311 non-white liked working on projects of interest to them also. Some 156 (22.8 percent) of 685 white 4-H members' responses and 75 (24.1 percent) of 311 non-white 4-H members' responses indicated their second choice was being with friends and doing things with them. Ranking for the third choice showed a difference among white and non-white 4-H members. Of 685 multiple responses for white 4-H members, 122 (17.8 percent) liked entering projects for awards, as compared to 46 (14.8 percent) of 311 multiple responses for non-white 4-H members that reported 4-H helped them do better in school. The special help from agents received the least number of checked responses. There were 64 (9.3 percent) checked for the white 4-H members and 20 (6.4 percent) checked for the non-white 4-H members. A few members did, however, respond to the item "others".

Types of 4-H Involvement.

The 4-H members accomplished many tasks by being involved in the total 4-H program (see Table XVI). Some 29.1 percent (280 members) reported attending 4-H meetings regularly. Participation in Share-the-Fun activities was acknowledged by 133 (18.6 percent) of the

TABLE XVI

TYPES OF 4-H INVOLVEMENT BY PARTICIPATING 4-H CLUB MEMBERS*

Plans	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Attend 4-H meeting regularly	11	1.1	175	18.2	94	9.8	280	29.1
Gave one or more demonstrations or talks	9	.9	78	8.1	46	4.8	133	13.8
Held an office in a 4-H club	5	.5	50	5.2	35	3.7	90	9.4
Went to a 4-H camp	2	.2	40	4.2	21	2.2	63	6.6
Exhibited project in county or state fair	5	.5	73	7.6	27	2.8	105	10.9
Went on a tour with club	4	.4	48	5.0	26	2.7	78	8.1
Participated in Share-the-Fun	8	.8	119	12.4	52	5.4	179	18.6
Other	0	.0	19	2.0	14	1.5	33	3.5
Total	44	4.4	602	62.7	315	32.9	961	100.0

*Multiple answer item

4-H members. Among the respondents, approximately 13.8 percent gave one or more demonstrations or talks. One-tenth (10.9 percent) of the respondents exhibited projects at county or state fairs. Less than 10 percent of the sample held an office in a 4-H club, went on a tour with the club, went to a 4-H camp, and participated in other activities.

Of 602 white multiple responses, 175 (29.9 percent) attended 4-H meetings regularly, while 94 (29/8 percent) of the non-white 4-H members attended meetings regularly. Share-the-Fun was the second type of 4-H involvement preferred by both groups.

The 119 (19.8 percent) white 4-H members as compared to the 52 (16.5 percent) non-white 4-H members selected Share-the-Fun as a second type of 4-H involvement. The 4-H members reported giving one or more demonstrations or talks, 78 (13.0 percent) for the white 4-H members and 46 (14.6 percent) for the non-white 4-H members. There were no differences reported in their sixth choice ("went on a tour with club") or seventh choice ("went to a 4-H camp") as revealed in Table XVI.

Some differences were found in the fourth and fifth types of involvement. The white 4-H members exhibited projects in the country and/or state fair 12.1 percent (73 of 602) more often than the non-white 4-H membes—8.5 percent (27 of 315) and was their fourth choice. Of 602 white 4-H members, 50 (8.3 percent) held an office in the 4-H club as compared to 35 (11.1 percent) of 315 non-white members. Most of the 4-H members attended 4-H meetings and participated in Share-the-Fun activities. This was understandable since most of the 4-H participants were nine years of age.

Effort at Recruiting Others

The 4-H members reported their efforts at recruiting others into the 4-H clubs and special interest groups (see Table XVII). Of 366 4-H members, 173 (47.3 percent) of all of the respondents made an effort to recruit their friends at school. The percentage for white 4-H members was higher (59.5 percent) than for non-white 4-H members (37.4 percent). The non-white 4-H members made a greater effort and recruited their friends around their neighborhoods (24.0 percent) more than the white 4-H members (1.0 percent). A large percentage of both groups did not recruit their friends or anyone. Some 25 (14.0 percent) of 178 for the white 4-H members and 58 (34.0 percent) of 171 for the non-white 4-H members were in this group.

Satisfaction With 4-H Experiences This Year

The data reported in Table XVIII shows that 4-H members were satisfied with their 4-H experiences during the year. More than one-half (57.7 percent) of all 4-H members were satisfied. The 4-H members (22.4 percent) reported the 4-H club experiences as being "so-so". Only 11.2 percent of the members revealed they did not like their 4-H experiences very much. The data were consistent for the white and non-white 4-H members as to their satisfaction with 4-H experiences with the white members having a higher percent of being very satisfied. The numbers (25 of "no response") hampered putting much trust in these findings.

Things 4-H Members Willing to Do to Show Support for 4-H

In Table XIX, the white and non-white 4-H members reported they

TABLE XVII

4-H MEMBERS EFFORT AT RECRUITING OTHERS

Effort	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	6	1.6	12	3.3	8	2.2	26	7.1
My friends at school	6	1.6	103	28.1	64	17.6	173	47.3
My friends around my neighborhood	5	1.4	32	8.7	41	11.2	78	21.3
Have not talked with others	0	.0	25	6.8	58	15.9	83	22.7
Others	0	.0	6	1.6	0	.0	6	1.6
Total	17	4.6	178	48.5	171	46.9	366	100.0

TABLE XVIII

4-H MEMBERS' SATISFACTION WITH 4-H EXPERIENCES THIS YEAR

Degree of Satisfaction	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	3	.8	10	2.7	12	3.3	25	6.8
Very satisfied	11	3.0	125	34.2	75	20.5	211	57.7
It was so-so	3	.8	51	14.0	28	7.6	82	22.4
Didn't like it much	0	.0	22	6.0	19	5.2	41	11.2
Didn't like it at all	0	.0	3	.8	4	1.1	7	1.9
Total	17	4.6	211	57.7	138	37.7	366	100.0

TABLE XXVIII (Continued)

Description	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
The Leader:								
11. Gives everyone a chance to talk at meetings	3	.2	116	6.6	61	3.5	180	10.3
12. Lets members make rules and regulations	2	.1	56	3.2	14	.8	71	4.1
Total	52	3.0	1,128	64.1	577	32.9	1,756	100.0

*Multiple response item

TABLE XIX

THINGS BE WILLING TO DO TO SHOW SUPPORT OF 4-H
BY A GROUP OF 4-H CLUB MEMBERS*

Support activities	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Time to better organize meetings and activities	8	.7	113	10.1	76	6.9	197	17.7
Write an article telling about 4-H club	3	.3	67	6.0	35	3.1	105	9.4
Give a ride to other 4-H members	4	.4	118	10.6	44	3.9	166	14.9
Make announcement in school about 4-H meeting	2	.2	66	5.9	28	2.5	96	8.6
Give money to help 4-H club	2	.2	85	7.6	36	3.2	123	11.0
Demonstrate something to help 4-H program	4	.4	99	8.9	39	3.5	142	12.8
Be a candidate for a 4-H office	3	.3	93	8.3	38	3.4	134	12.0
Tell friends behavior is disturbing 4-H meeting	3	.3	93	8.3	41	3.7	137	12.3
Other	0	.0	14	1.2	1	.1	15	1.3
Total								

*Multiple response item

would be willing to do different tasks to show support for the 4-H clubs and special interest groups. These supportive activities were ranked according to the 4-H members in both groups. The ranked activities were as follows: (1) "Provide time to better organize meetings and activities", (2) "Give a ride to other 4-H members", (3) "Demonstrate something to help 4-H program", (4) "Be a candidate for a 4-H office", (5) "Tell friend behavior is disturbing 4-H meetings", (6) "Give money to help the 4-H club", and (7) "Write an article telling about the 4-H club". Thus, the responses for support appeared to be stronger for the white than non-white 4-H members (see Table XIX).

4-H Club Projects

4-H Projects Completed in the Past. By referring to Table XX, it can be observed that a wide range of projects was completed by 4-H members and special interest groups. One-tenth (9.9 percent) of all 4-H members in the sample preferred projects in arts and crafts in the past. Some 63 (9.9 percent) of 635 white 4-H members and 60 (10.2 percent) of 588 non-white 4-H members' multiple responses revealed that arts and crafts was a first choice of both groups. The second choice was clothing (6.8 percent) for the white 4-H members and food and nutrition (7.5 percent) for the non-white 4-H members. A third choice was photography (6.0 percent) for the white 4-H members and citizenship (6.6 percent) for the non-white members. Food and nutrition (5.2 percent) was the fourth choice for the white 4-H members and personal development (5.8 percent) for the non-white members. Citizenship (5.0 percent) was fifth choice for the white 4-H members, while bicycle (5.4 percent) was the choice for the non-white 4-H members. These data revealed that

TABLE XX

4-H ACTIVITIES OR PROJECTS THESE PARTICIPATING
MEMBERS HAVE DONE IN THE PAST*

Activities or Projects	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arts and crafts	5	.4	63	4.9	60	4.6	128	9.9
Beef	3	.2	14	1.1	11	.9	28	2.2
Bicycle	1	.1	26	2.0	32	2.5	59	4.6
Clothing	8	.6	43	3.4	30	2.3	81	6.3
Citizenship	6	.5	32	2.5	39	3.0	77	6.0
Conservation	1	.1	17	1.3	8	.6	26	2.0
Consumer education	1	.1	12	.9	11	.9	24	1.9
Dairy	1	.1	9	.7	13	1.0	23	1.8
Dog	1	.1	24	1.9	17	1.3	42	3.3
Electric	0	.0	7	.5	10	.8	17	1.3
Entomology	1	.1	8	.6	7	.5	16	1.2
Field crops	0	.0	11	.9	10	.8	21	1.7
Food and nutrition	6	.5	33	2.5	44	3.4	83	6.4
Forestry	1	.1	10	.8	5	.4	16	1.3
Geology	0	.0	8	.6	1	.1	9	.7
Health	1	.1	15	1.1	18	1.4	34	2.6
Home environment	3	.2	22	1.7	22	1.7	47	3.6
Horse	1	.1	19	1.5	4	.3	24	1.9
Horticulture	2	.1	18	1.4	13	1.0	33	2.5
Leadership	2	.1	17	1.3	25	1.9	44	3.3
Management	0	.0	7	.5	6	.5	13	1.0
Outdoor life	1	.1	23	1.8	16	1.2	40	3.1
Personal Development	6	.5	15	1.2	34	2.6	55	4.3
Petroleum power	0	.0	6	.5	4	.3	10	.8
Photography	3	.2	38	2.9	25	1.9	66	5.0

TABLE XX (Continued)

Activities or Projects	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Poultry	0	.0	6	.5	7	.5	13	1.0
Public speaking	3	.2	26	2.0	26	2.0	55	4.2
Rabbits	0	.0	7	.5	9	.7	16	1.2
Recreation	4	.3	20	1.6	21	1.6	45	3.5
Safety	2	.1	25	1.9	24	1.9	51	3.9
Sheep	1	.1	14	1.1	8	.6	23	1.8
Swine	2	.1	15	1.3	7	.5	24	1.9
Woodworking	2	.1	23	1.8	18	1.4	43	3.3
Other	1	.1	2	.2	3	.2	6	.5
Total	69	5.3	635	49.4	588	45.3	1,292	100.0

*Multiple response item

among the project choices most of the concentration was in the traditional field of home economics with the exceptions of photography, citizenship, and bicycle projects.

Present 4-H Projects. Of the total projects checked as being presently done by the 4-H members, 111 (8.6 percent) were doing beef projects, 84 (6.5 percent) were doing forestry projects 78 (6.1 percent) were doing citizenship activities, and 63 (4.9 percent) were doing poultry projects. Thus, of the top four rankings of projects, most (three of the four) centered on traditional agricultural projects (see Table XXI).

Of 794 white 4-H members, 57 (7.2 percent) participated in citizenship, 51 (6.4 percent) in poultry, 48 (6.0 percent) in forestry, 41 (5.2 percent) in conservation, 41 (5.2 percent) in electric, and 36 (4.5 percent) in sheep projects. Among 468 non-white 4-H members, 82 (17.5 percent) participated in beef, 33 (7.1 percent) in forestry, 29 (6.2 percent) in clothing, 24 (5.1 percent) in sheep, 23 (4.9 percent) in home environment, and 22 (4.7 percent) in conservation. Only one 4-H member in the group participated in arts and crafts from each of the two groups. It appeared that 4-H members were interested in different projects at different stages of their development.

Future 4-H Projects. Table XXII revealed that more white 4-H members were planning to participate in future projects than non-white 4-H members. Of 1,320 white 4-H members, 98 (7.4 percent) were planning to participate in arts and crafts in the future, while 31 (4.4 percent) of 699 non-white 4-H members were interested. Some 77 (5.8 percent) of the white 4-H members were planning to participate in clothing as

TABLE XXI

4-H ACTIVITIES OR PROJECTS THESE PARTICIPATING
MEMBERS ARE PRESENTLY DOING*

Activities or Projects	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arts and crafts	0	.0	1	.1	1	.1	2	.2
Beef	3	.2	26	2.0	82	6.4	111	8.6
Bicycle	1	.1	16	1.2	6	.5	23	1.8
Clothing	1	.1	32	2.5	29	2.2	62	4.8
Citizenship	2	.2	57	4.4	19	1.5	78	6.1
Conservation	2	.2	41	3.2	22	1.7	65	5.1
Consumer education	1	.1	26	2.0	8	.6	35	2.7
Dairy	1	.1	15	1.1	10	.8	26	2.0
Dog	0	.0	11	.9	7	.5	18	1.4
Electric	0	.0	41	3.2	14	1.1	55	4.3
Entomology	0	.0	13	1.0	5	.4	18	1.4
Field crops	0	.0	9	.7	6	.5	15	1.2
Food and nutrition	0	.0	11	.9	8	.6	19	1.5
Forestry	3	.2	48	3.7	33	2.6	84	6.5
Geology	0	.0	24	1.9	4	.3	28	2.2
Health	0	.0	5	.4	1	.1	6	.5
Home environment	1	.1	24	1.9	23	1.7	48	3.7
Horse	1	.1	20	1.5	9	.7	30	2.3
Horticulture	0	.0	32	2.5	9	.7	41	3.2
Leadership	0	.0	17	1.3	8	.6	25	1.9
Management	2	.2	26	2.0	16	1.2	44	3.4
Outdoor life	0	.0	9	.7	7	.5	16	1.2
Personal Development	0	.0	34	2.6	14	1.1	48	3.7
Petroleum power	1	.1	19	1.5	13	1.0	33	2.6
Photography	0	.0	4	.3	7	.5	11	.9

TABLE XXI (Continued)

Activities or Projects	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Poultry	1	.1	51	3.9	11	.9	63	4.9
Public speaking	0	.0	16	1.3	8	.6	24	1.9
Rabbits	1	.1	28	2.1	19	1.5	48	3.7
Recreation	0	.0	17	1.3	9	.7	26	2.0
Safety	1	.1	31	2.4	20	1.5	52	4.0
Sheep	2	.2	36	2.8	24	1.8	62	4.8
Swine	0	.0	20	1.5	5	.4	25	1.9
Woodworking	1	.1	26	2.0	7	.5	34	2.6
Other	1	.1	8	.6	4	.3	13	1.0
Total	26	2.4	794	61.4	468	36.2	1,288	100.0

*Multiple response item

TABLE XXII

4-H ACTIVITIES OR PROJECTS THESE PARTICIPATING
MEMBERS PLAN TO DO IN THE FUTURE*

Activities or Projects	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arts and crafts	3	.1	98	4.8	31	1.5	132	6.4
Beef	2	.1	31	1.5	12	.6	45	2.2
Bicycle	0	.0	36	1.8	23	1.1	59	2.9
Clothing	2	.1	77	3.7	31	1.5	110	5.3
Citizenship	3	.1	65	3.2	35	1.7	103	5.0
Conservation	1	.0	34	1.7	13	.6	48	2.3
Consumer education	2	.1	38	1.8	18	.9	58	2.8
Dairy	0	.0	30	1.5	14	.6	44	2.1
Dog	1	.0	41	2.1	21	1.0	63	3.1
Electric	1	.0	18	.9	16	.8	35	1.7
Entomology	0	.0	20	1.0	8	.4	28	1.4
Field crops	1	.0	25	1.2	15	.8	41	2.0
Food and nutrition	2	.1	47	2.3	26	1.3	75	3.7
Forestry	0	.0	27	1.3	6	.3	33	1.6
Geology	0	.0	16	.8	10	.5	26	1.3
Health	1	.0	35	1.7	24	1.2	60	2.9
Home environment	2	.1	29	1.4	15	.7	46	2.2
Horse	0	.0	57	2.8	27	1.3	84	4.1
Horticulture	1	.0	39	2.0	11	.5	51	2.5
Leadership	3	.1	48	2.4	42	2.1	93	4.6
Management	1	.0	25	1.3	24	1.2	50	2.5
Outdoor life	1	.0	54	2.6	37	1.8	92	4.4
Personal Development	2	.1	32	1.6	17	.8	51	2.5
Petroleum power	1	.0	10	.5	9	.4	20	.9
Photography	1	.0	60	2.9	30	1.5	91	4.4

TABLE XXII (Continued)

Activities or Projects	Unclassified		White		Non-White		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Poultry	0	.0	16	.8	15	.7	31	1.5
Public speaking	1	.0	46	2.2	30	1.5	77	3.7
Rabbits	0	.0	39	1.9	19	.9	58	2.8
Recreation	3	.1	44	2.2	26	1.2	73	3.5
Safety	0	.0	56	2.7	32	1.6	88	4.3
Sheep	0	.0	40	1.9	16	.8	56	2.7
Swine	1	.0	23	1.2	12	.6	36	1.8
Woodworking	1	.0	52	2.6	27	1.3	80	3.9
Other	1	.0	12	.6	7	.4	20	1.0
Total	38	1.0	1,320	64.9	699	34.1	2,057	100.0

*Multiple answer item

compared to 31 (4.4 percent) of 699 non-white 4-H members. Citizenship was third for the white 4-H members of which 65 (4.9 percent) were interested in doing in the future, while 35 (5.0 percent) of the non-white 4-H members were interested in participating in the future.

The non-white 4-H members appeared to be more interested in participating in leadership projects in the future, about 42 (6.0 percent); outdoor life, about 37 (5.3 percent); and citizenship, about 35 (5.0 percent). These data showed that non-white 4-H members were least interested in forestry for future projects, about .8 percent (six of 699).

The 4-H white members appeared to become more involved in projects and activities over a span of years. Table XX reported 635 multiple responses for the white 4-H members. Table XXI reported 794, and Table XXII reported 1,320. The non-white 4-H members had fewer multiple responses; Table XX reported 588, Table XXI reported 468, and Table XXII reported 699. The data revealed some differences in the 4-H activities and projects of both groups.

Guidance Preference

The 4-H members in this study received adult guidance and assistance from different sources. The data associated with guidance preference were reported in this section.

Help Given by Father or Mother with 4-H Work

As was shown in Table XXIII, fathers and mothers "provided money when needed for materials" (20.5 percent), "showed child how to work on project" (19.3 percent), "went to 4-H activities with child" (15.6

TABLE XXIII

HELP GIVEN BY FATHER OR MOTHER WITH 4-H WORK*

Types of Help	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Provided transportation to meetings	4	.4	71	7.4	62	6.4	137	14.2
Let have 4-H meetings in your home	0	.0	18	1.9	14	1.4	32	3.3
Arranged family schedule so you could attend meetings	3	.3	43	4.5	34	3.5	80	8.3
Provided money when needed for materials	5	.5	59	6.1	59	13.9	198	20.5
Went to 4-H activities with you	5	.5	99	10.2	47	4.9	151	15.6
Showed how to do something on your project	6	.6	126	13.0	55	5.7	187	19.3
Did some of the work for you on your project	2	.2	75	7.8	28	2.9	105	10.9
Was the leader of club	2	.2	25	2.6	27	2.8	54	5.6
Other	1	.1	14	1.5	7	.7	22	2.3
Total	28	2.8	530	55.0	333	42.2	966	100.0

percent), "provided transportation to meetings" (14.2 percent), "did some of the work for child on the project" (10. percent), and "arranged family schedule so the child could attend the 4-H meetings" (8.3 percent).

In comparing the types of help given by fathers and mothers of white and non-white 4-H members, some differences were visible to the researcher. Of 530 white fathers and mothers, 126 (23.8 percent) showed their child how to do something on a project, while 55 (16.5 percent) of 333 non-white fathers and mothers helped their children. Somewhat more white fathers and mothers attended the 4-H activities with their child (18.7 percent) than non-white fathers and mothers (14.1 percent). Only 18 (3.4 percent of 530 white fathers and mothers provided their homes for 4-H meetings, as compared to 14 (4.2 percent) of 333 non-white fathers and mothers.

Type of Help Desired From 4-H Leaders

The type of help 4-H club members desired from their 4-H leaders was reported in Table XXIV. The percentages associated with types of help ranged from 11.2 percent to 16.4 percent.

The data reported that of 636 choices made by white 4-H members, 106 (16 percent) desired guidance and encouragement during the 4-H meetings, as compared to 40 (13.2 percent) of the non-white members. Some 105 (16.5 percent) of the white 4-H members preferred a 4-H leader who offered advice and materials when asked for, as compared to 50 (16.4 percent) of the choices made non-white 4-H members. There was a difference of only .1 percent on the second type of help desired from 4-H leaders between the two groups. The third type of help desired from

TABLE XXIV

TYPE OF HELP FROM 4-H LEADERS DESIRED BY 4-H CLUB MEMBERS*

Type of Help	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
The Leader:								
1. Permits members to work with whomever they choose	2	.2	97	10.1	49	5.0	148	15.3
2. Gives guidance and encouragement during meetings	6	.6	106	11.0	40	4.2	152	15.3
3. Offers advice and materials when asked for	3	.3	105	10.9	50	5.2	158	16.4
4. Helps group formulate its own goals	3	.3	72	7.5	33	3.4	108	11.2
5. Gives praise and recognition for awards	3	.3	88	9.1	43	4.5	134	13.9
6. Offers suggestions for solving problems	3	.3	81	8.4	42	4.4	126	13.1
7. Is very influential in helping others achieve awards	4	.4	87	9.0	47	4.9	138	14.3
Total	24	2.4	636	66.0	304	31.6	961	100.0

*Multiple response item

4-H leaders was "permits members to work with whomever they choose". The white 4-H members responses were 97 (15.3 percent), while the non-white 4-H responses were 49 (16.1 percent). The type of help that received the least responses was "helps group formulate its own goals". The white 4-H members responses were 72 (11.3 percent) while the non-white 4-H members responses were 33 (10.9 percent). Differences were apparent between the two groups associated with the type of help they desired from 4-H leaders.

Help Received From 4-H Adult Leaders

Data relating to the help 4-H members received from their 4-H adult leaders were presented in Table XXV. The 4-H members received the largest amount of help on their 4-H demonstrations (16.7 percent). The second highest percentage of help received by the sample related to 4-H projects (16.6 percent). The third highest percentage of help received was related to 4-H exhibits (13.5 percent), the fourth related to 4-H trips (12.1 percent), the fifth related to planning for the future (11.3 percent), and the sixth related to recreation (1.8 percent). Leadership roles (9.5 percent) and planning and conducting meetings (8.5 percent) received the least responses from the sample.

The differences were then examined between the white and non-white 4-H members. Of 559 responses made by white 4-H members, 103 (18.4 percent) checked they had received help from adult leaders on their 4-H projects, as compared to 44 (13.9 percent) of the 316 responses made by non-white 4-H members. Some 81 (14.5 percent) of the white 4-H members received adult help on their 4-H demonstrations as compared to 63 (20.0 percent) of the non-white 4-H members. Planning for the future received

TABLE XXV

HELP RECEIVED BY 4-H MEMBERS FROM ADULT LEADERS*

Help Received	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Demonstrations	8	.9	81	8.9	63	6.9	152	16.7
Exhibits	5	.5	66	7.3	51	5.7	122	13.5
Leadership roles	5	.6	49	5.4	32	3.5	86	9.5
Planning and conducting meetings	4	.4	46	5.1	27	3.0	77	8.5
Planning for future	1	.1	71	7.8	31	3.4	103	11.3
Projects	4	.4	103	11.3	44	4.9	151	16.6
Recreation	3	.3	67	7.4	28	3.1	98	10.8
Trips	3	.3	69	7.6	38	4.2	110	12.1
Others	0	.0	7	.8	2	.2	9	1.0
Total	33	3.5	559	61.6	316	34.9	908	100.0

*Multiple response item

71 (12.7 percent) of the responses from the white 4-H members, whereas, there were 31 (9.8 percent) for the non-white 4-H members. The 4-H exhibits received 66 (11.8 percent) of the responses from the white 4-H members as compared to 51 (16.1 percent) from the non-white 4-H members. It appeared that the white 4-H members received more help from adult leaders on 4-H projects and planning for the future, while the non-white 4-H members received more help on 4-H demonstrations and 4-H exhibits.

Leadership Style Preference

The 4-H members revealed their preferences to a variety of leadership styles in this study. The data relating to the opinion of the 4-H members on 4-H teen and 4-H adult leaders were reported in this section.

Opinion About Teen Leaders' Help in Local Programs

The 4-H members in this study revealed their preferences to a variety of leadership styles (see Table XXVI). One-fifth (1.7 percent) of the 4-H members in the sample were undecided about their opinion concerning teen leaders' help in their local programs. 4-H members in the sample were undecided about their opinion about teen leaders' help in their local programs. Less than one-fifth (1.6 percent) of the sample did not respond to this item. Fourteen (14.7 percent) of the 4-H members rated the help given by teen leaders as excellent. Some 10.9 percent rated teen leaders' help as very good, 7.9 percent rated teen leaders' help as good; while fair (13.7 percent) and poor (14.5 percent) received higher rating. Almost 40 (38.3 percent) of the 366 4-H members were either undecided or did not reveal their opinion about teen

TABLE XXVI

4-H CLUB MEMBERS' OPINION ABOUT TEEN LEADERS'
HELP IN THEIR LOCAL PROGRAMS

Opinion	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	5	1.4	40	10.9	23	6.3	68	18.6
Excellent	0	.0	32	8.7	22	6.0	54	14.7
Very good	1	.3	11	3.0	28	7.6	40	10.9
Good	3	.8	21	5.7	5	1.4	29	7.9
Fair	1	.3	30	8.2	19	5.2	50	13.7
Poor	3	.8	36	9.8	14	3.9	53	14.5
Undecided	4	1.1	41	11.2	27	7.4	72	19.7
Total	17	4.7	211	57.5	138	37.8	366	100.0

leaders' help in their local programs. The members of "no response" and "undecided" hampered putting much trust in these findings.

Of the 211 white 4-H members' opinion about their teen leaders, 32 (15.2 percent) responded "excellent", while 22 (15.9 percent) of the 138 non-white 4-H members responded "excellent". Eleven (5.2 percent) of the white 4-H members responded "very good", whereas 28 (20.3 percent) of the non-white 4-H members responded "very good". Twenty-one (10.0 percent) of the white 4-H members responded "good", whereas 5 (3.6 percent) of the non-white 4-H members responded "good". The numbers of "no response" and "undecided" hampered putting much trust in these findings.

Opinion About Adult Leaders' Help in Local Programs

The 4-H members in the sample expressed their opinion about 4-H leaders in the study (Table XXVII). More than 30 (30.3 percent) of the sample were undecided about their opinion of the 4-H leaders in their local programs. Ten (10.9 percent) of the 4-H members felt that 4-H adult leaders helped them in their local programs and therefore checked "excellent", 11.7 percent checked "very good", 10.9 percent checked "good", 11.2 percent checked "fair", and 16.4 percent checked "poor". The "no response" and "undecided" percentage (38.8 percent) of 366 4-H members may alter the findings.

Of the 211 white 4-H members' opinion about their adult leaders, 24 (11.4 percent) responded "excellent", while 16 (11.5 percent) of the 138 non-white 4-H members responded "excellent". Twenty-six (12.3 percent) of the white 4-H members responded "very good", whereas 14 (10.1 percent) of the non-white 4-H members responded "very good". Twenty-five (11.8

TABLE XXVII

4-H CLUB MEMBERS' OPINION ABOUT ADULT LEADERS'
HELP IN THEIR LOCAL PROGRAMS

Opinion	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No response	1	.3	16	4.4	14	3.8	31	8.5
Excellent	0	.0	24	6.6	16	4.4	40	10.9
Very good	3	.8	26	7.1	14	3.8	43	11.7
Good	0	.0	25	6.8	15	4.1	40	10.9
Fair	1	.3	14	3.8	26	7.1	41	11.2
Poor	6	1.6	42	11.5	12	3.3	60	16.4
Undecided	6	1.6	64	17.5	41	11.2	111	30.3
Total	17	4.6	211	57.7	138	37.7	366	99.9

percent) of the white 4-H members responded "good", whereas 15 (1.9 percent) of the non-white 4-H members responded "good". The numbers of "no response" and "undecided" hampered putting much trust in these findings.

Description of Ideal 4-H Leader

The 4-H members described their ideal 4-H leader in this study. Table XXVIII showed that 13.2 percent of the sample preferred a leader that was easy with which to talk. "Encourages me to do as much as I can" was checked by 10.7 percent, 10.5 percent checked "gives members opportunity to express original ideas", and 10.3 percent checked "gives everyone a chance to talk at meetings" as ideal characteristics of a 4-H leader. The 4-H members preferred least a 4-H leader who let them make all of the decisions (5.5 percent) or who makes all of the decisions for them (3.3 percent). It appeared that the 4-H members preferred sharing the decisions relating to the 4-H programs with the 4-H adult leaders.

In examining the differences between the two groups on the item that received the largest number of responses, 136 (12.1 percent) of 1,128 white multiple responses 4-H members and 87 (15.0 percent) of 577 non-white multiple responses, 4-H members preferred a 4-H leader that was easy to talk to. Another large number of responses was 121 (10.7 percent) for the white 4-H members that wanted a 4-H leader that was easy to talk to. Another large number of responses was 121 (10.7 percent) for the white 4-H members that wanted a 4-H leader that was easy to talk to. Another large number of responses was 121 (10.7 percent) for the white 4-H members that wanted a 4-H leader that encouraged them to do as much as they could. Some 67 (11.6 percent) of

TABLE XXVIII

DESCRIPTION OF IDEAL 4-H LEADER BY 4-H CLUB MEMBERS*

Description	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
The Leader:								
1. Gives members opportunity to express original ideas	3	.2	115	6.5	67	3.8	185	10.5
2. Is easy to talk to	9	.5	136	7.7	87	5.0	232	13.2
3. Is objective and fair in making decisions	2	.1	93	5.3	55	3.1	150	8.5
4. Gives authority and responsibilities to members	8	.5	99	5.6	50	2.8	157	8.9
5. Is on time and well organized for meetings	4	.2	114	6.5	49	2.8	167	9.5
6. Lets members choose own projects and demonstrations	4	.2	120	6.8	50	2.9	174	9.9
7. Encourages me to do as much as I can	8	.5	121	6.9	58	3.3	187	10.7
8. Follows parliamentary procedures	3	.2	62	3.5	33	1.9	98	5.6
9. Makes all the decisions for us	2	.1	28	1.6	28	1.6	58	3.3
10. Lets members make all the decisions	4	.2	68	3.9	25	1.4	97	5.5

TABLE XXVIII (Continued)

Description	Unclassified		White		Non-white		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
The Leader:								
11. Gives everyone a chance to talk at meetings	3	.2	116	6.6	61	3.5	180	10.3
12. Lets members make rules and regulations	2	.1	56	3.2	14	.8	71	4.1
Total	52	3.0	1,128	64.1	577	32.9	1,756	100.0

*Multiple response item

the non-white 4-H members wanted a 4-H leader that gave members an opportunity to express their own original ideas. The least responses for both groups were 28 (2.5 percent) for the white 4-H members that wanted a 4-H leader that made all of their decisions and 14 (2.4 percent) for the non-white 4-H members that wanted a 4-H leader that let them make rules and regulations.

Statistical Analysis

Test of Hypotheses

There were three major hypotheses formulated in relation to the objectives of the study. These hypotheses related to differences in the degree to which white and non-white 4-H members were committed to the 4-H clubs and special interest groups. The Analysis of Variance (AOV) and Duncan's Multiple Range Tests were used for statistical analysis of the data.

Hypothesis 1: There will be no significant difference in the degree to which white and non-white youth are committed to the 4-H club including special interest groups as associated with persona characteristics.

This hypothesis was tested by the AOV which permitted the researcher to compare the means of the white and non-white 4-H members to determine if significant differences existed between the two groups. The F test allowed the acceptance or non-acceptance of the first hypothesis to be made.

Table XXIX reported the mean score for the white 4-H members as 13.23 and 12.65 for the non-white 4-H members. The F value obtained was .61 and was not significant at the .05 level. Since there were no significant differences found between the two mean scores for the white and non-white 4-H members, Hypothesis 1 was accepted.

TABLE XXIX

SUMMARY OF F TESTS RESULTS OF WHITE AND NON-WHITE 4-H MEMBERS'
 COMMITMENT TO 4-H CLUB BY PERSONAL CHARACTERISTICS

Race	Number	Mean	Standard Deviation	F Value	Prob > (F)
White	101	13.2277	4.5128	.61 ^a	.4358
Non-white	61	12.6557			

^aF Test used

Hypothesis 2: There will be no significant difference in the effect of effect of type of guidance and assistance given by 4-H youth and adult leaders and the degree of commitment of white and non-white members.

The AOV was used to test Hypothesis 2 of the study. The mean score for the white 4-H members was 13.29, while the mean for the non-white 4-H members was 11.14 (Table XXX). The F value was 3.55 and the observed significant difference in the means was .43. Significant differences were not found to exist between the white and non-white 4-H members associated with the effect of type of guidance and assistance given by 4-H youth and adult leaders (Table XXX). The Null Hypothesis 2 was, therefore, accepted.

Hypothesis 3: There will be no significant difference in the effect of leadership style preferences given by 4-H county agents and the degree of commitment of white and non-white 4-H members in their counties.

This hypothesis was tested by the AOV. Table XXXI reported the data for the acceptance or non-acceptance of Hypothesis 3.

The white 4-H members' mean score was 13.38 and the non-white 4-H members' mean score was 11.22. Since the variances between these two groups were unequal, a difference existed between these two groups and, thus, the Null Hypothesis 3 was not accepted. The F value was 20.94 and significant beyond the $<.0001$ level.

The Duncan's Multiple Range Test was reported in Table XXXII for the mean scores for commitment to the 4-H club by project. The means ranged from 8.14 to 24.33 for the sample. The means with different grouping letter are significantly different from means with other letters. "Others" was significantly different with a mean of 24.33. "Others" project was significantly different from all of the mentioned projects. Three other projects "thrill of sharing project with parents, friends,

TABLE XXX

SUMMARY OF F TESTS RESULTS OF WHITE AND NON-WHITE 4-H MEMBERS'
 COMMITMENT TO 4-H CLUB BY GUIDANCE PREFERENCE

rd

Race	Number	Mean	Standard Deviation	F Value	Prob > (F)
White	210	13.2905 ^b	3.4766		
Non-white	133	11.1353 ^b			

^aF Test used

^bDuncan's Multiple Range Test used

TABLE XXXI

SUMMARY OF F TESTS RESULTS OF WHITE AND NON-WHITE 4-H MEMBERS'
 COMMITMENT TO 4-H CLUB BY LEADERSHIP STYLE PREFERENCE

Race	Number	Mean	Standard Deviation	F Value	Prob > (F)
White	208	13.3798 ^b	4.2024	20.94 ^a	.0001*
Non-white	129	11.2248 ^b			

*Indicates high significance at the .0001 level

^aF Test used

^bDuncan's Multiple Range Test used

TABLE XXXII

DUNCAN'S MULTIPLE RANGE TEST MEANS FOR COMMITMENT
TO 4-H CLUB BY PROJECT

Project	Number	Grouping	Commitment Mean
Item Q001 "recognition received"	77		8.14
Item Q002 "new ideas and skills received"	49		9.82
Item Q003 "feeling of accomplishment"	38		11.76
Item Q004 "excitement of exhibiting project"	30		13.67
Item Q005 "thrill of winning over the other 4-H members"	30		13.73
Item Q006 "award, medal, trophy, or money received"	15		14.67
Item Q007 "thrill of sharing project with parents, friends, leaders, and 4-H members"	23		15.69
Item Q008 "helping others"	24		17.75
Item Q009 "making friends"	36		17.25
Item Q010 "others"	3		24.33

*Commitment means with the same group letter are not significantly different.

leaders, and 4-H members", "helping others", and "making friends", received the next greatest checks by this group of 4-H members. Two ranked the lowest in commitment were "recognition received" and "new ideas and skills received". In a separate group with a mean of 11.76. The recognition received (8.14) and new ideas and skills received (9.82) were the two lowest means and significantly different from all others.

Summary

This chapter presented the findings of the study. The data relating to personal data, commitment to 4-H scale, guidance preference, and leadership style preference were discussed. An explanation of the three hypotheses were reported in terms of the findings of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this research was to make recommendations to the 4-H leadership on the attraction and retention of 4-H members accounting for racial differences, if they existed. To achieve this purpose the study was designed to (1) assess the degree to which white and non-white youth were committed to the 4-H club as associated with personal characteristics, (2) assess the effect of type of guidance and assistance given by white and non-white youth and adult leaders on the degree of commitment of youth 4-H, and (3) assess the impact of personal characteristics and guidance and assistance preferences of white and non-white 4-H leaders and guidance preferences of 4-H members in their counties.

The hypotheses of this research study were developed in keeping with the basic assumption that white and non-white 4-H members were actively involved and committed to the 4-H program. The following three hypotheses were made:

1. There will be no significant difference in the degree white and non-white youth are committed to the 4-H club and special interest groups and selected personal characteristics.
2. There will be no significant differences in the effect of

guidance and assistance given by 4-H youth and adult leaders and the degree of commitment of white and non-white 4-H members.

3. There will be no significant difference in the effect of leadership style preferences given by 4-H county extension agents and the degree of commitment of white and non-white 4-H members.

The population of concern to this study was all 4-H club members residing in Oklahoma. The invited sample consisted of all 4-H club members residing in four Oklahoma counties. These counties were selected according to the following criteria:

1. The 4-H members ranged in ages.
2. Each 4-H club had male and female 4-H members.
3. Both white and non-white 4-H members were enrolled in the 4-H clubs.
4. The 4-H club member had two or more years of 4-H membership.
5. There was an increase in the 4-H members enrolled in two counties.
6. There was a decrease in the 4-H members enrolled in two counties.

All 4-H members residing in these four counties were invited to participate in the study. The invited sample consisted of 1,268 4-H

members. Approximately 30 percent of the invited 4-H members participated in the research study.

All 4-H agents and leaders in these four counties were contacted. A meeting was then held to explain the purpose of the research, the objectives, and to invite their 4-H clubs and special interest groups to participate in the study. All four counties accepted which resulted in the sample for this study.

The instrument was administered to all 380 4-H members in May, 1981, by the 4-H trained leaders in each county. The instruments were returned to Oklahoma State University and scored by the researcher.

The researcher analyzed the relationships between the significant variables. The variables were: (1) personal data, (2) commitment to 4-H, (3) guidance preferences, and (4) leadership style preference of 4-H members.

The data was analyzed by two statistical procedures. The Analysis of Variance and the Duncan's Multiple Range Tests were made to determine the degree to which white and non-white 4-H members were committed to the 4-H club and special interest groups.

Conclusions

The following general conclusions were based on the analysis of the data by the researcher. These conclusions pertain only to the 366 white and non-white 4-H members who participated in the present research.

Personal Characteristics

Personal characteristics have no influence on 4-H members' commitment to the 4-H club and special interest groups. This study

showed that no significant differences were visible in the degree to which white and non-white youth were committed to these groups according to their personal characteristics.

The study reported the following similarities among white and non-white youth were committed to these groups according to their personal characteristics.

The study reported the following similarities among white and non-white 4-H members' personal characteristics. White and non-white 4-H youth joined the 4-H clubs and special interest groups at nine years of age. Proportionately, 50.8 percent of the total sample joined the 4-H program at nine years of age. Brown and Boyle (1964) indicated that the 4-H program reached youth primarily in the 4th, 5th, and 6th grades.

Proportionately, white and non-white members dropped out of the 4-H clubs and special interest groups after three years of membership. Fifteen percent of the total sample remained in the 4-H program four or more years. The literature revealed that 4-H members frequently dropped out. Davis (1970) found that 4-H boys frequently dropped out of the 4-H club in greater numbers than the 4-H girls.

Proportionately, more white and non-white 4-H members joined an organized club than short term project groups. Eighty-three percent of the sample joined an organized club. These findings indicated that more research is needed to determine ways to get 4-H members involved in short term projects, school science projects, and self-determined projects.

Proportionately, more white and non-white 4-H members joined the 4-H clubs and special interest groups because they wanted to do so. Forty percent of the sample joined without parental or peer group influence.

Smith (1974) reported that 4-H members were influenced by their friends. The findings of the Adams County study supported the view that participation was a family trait (Eveson and Apps, 1967). Everson and Apps (1967) found that 4-H club participation was influenced by parental participation in organizations and peer group pressure. In the present study, only 14 percent of the sample were influenced by their friends. The findings were consistent for white and non-white 4-H members.

4-H members valued their educational experiences. More than one-half of white and non-white 4-H members in the study reported they liked school and made good grades. The literature also supported this finding (Brown and Boyle, 1964).

Proportionately, more white and non-white females joined the 4-H program than white and non-white males. More than 57 percent of the white and non-white members were females. Brown and Boyle (1964) reported a large majority of the 4-H membership in their study were females.

On the sample for this study, more white youth joined the 4-H clubs and special interest groups than non-white youth. Fifty-seven percent were white 4-H members and 43 percent were non-white 4-H members. This difference was not significant and, hence, did not alter the findings of this study.

White and non-white 4-H members were satisfied with their 4-H experiences. Thirty-four percent of the white 4-H members and 20 percent of the non-white 4-H members in this study were very satisfied. The findings of the present study were consistent with other research (Brown and Boyle, 1964).

Proportionately, white and non-white 4-H members preferred arts and

crafts projects. Sixty-three percent of the white 4-H members and 60 percent of the non-white 4-H members preferred arts and crafts projects. Davis (1970) found that white and non-white males ranked high in beef and sheep projects and white and non-white females ranked high in food preparation and clothing projects.

Guidance and Assistance

The present study showed that significant differences failed to exist in the 4-H clubs and special interest groups in Oklahoma. There were no significant differences between the white and non-white 4-H members in the type of guidance and assistance they received from the 4-H teen and adult leaders.

In the present study, more white 4-H members preferred a 4-H leader who gave guidance and encouragement during meetings than non-white 4-H members. Sixteen percent of the white 4-H members responded, while 13 percent of the non-white 4-H members responded to this item.

Non-white 4-H members in this study preferred a 4-H leader who permitted them to work with whomever they choose. Fifteen percent of the white 4-H members responded, while 16 of the non-white 4-H members responded to this item.

In this study, more non-white fathers and mothers provided their homes for 4-H meetings than white fathers and mothers. Three percent of the white fathers and mothers provided their homes for 4-H meetings, while 4 percent of the non-white fathers and mothers provided their homes.

White 4-H members in this study desired a leader that helped the group to formulate its own goals more than non-white 4-H members.

Eleven percent of the white 4-H members responded, while 10 percent of the non-white 4-H members responded to this item.

In this study, white 4-H members received more help from adult leaders on their 4-H projects than non-white 4-H members. Eighteen percent of the white 4-H members responded, while 13 percent of the non-white 4-H members responded to this item.

Non-white 4-H members in this study received more adult help on their 4-H demonstrations than white 4-H members. Fourteen percent of the white 4-H members responded, while 20 percent of the non-white 4-H members responded to this item.

Non-white 4-H members in this study received more assistance on their 4-H exhibits than white 4-H members. Eleven percent of the white 4-H members responded, while 16 percent of the non-white 4-H members responded to this item.

In this study, white 4-H members received significantly more adult assistance on planning for the future than non-white 4-H members. Seventy-one percent of the white 4-H members responded, while 9 percent of the non-white 4-H members responded to this item.

This study revealed that white and non-white 4-H members received guidance and assistance from 4-H adult leaders, however, minimal differences existed between the white and non-white 4-H members. It appeared that white 4-H members received slightly more help from adult leaders on 4-H projects and planning for the future than non-white 4-H members. The non-white 4-H members received more help on 4-H demonstrations and exhibits than white 4-H members.

The literature showed very little research in the area of 4-H guidance and assistance by adult leaders. Brown and Byle (1964)

reported that parents and 4-H adult leaders assisted 4-H members on their projects, demonstrations, and exhibits.

Leadership Style Preference

The present study showed that significant differences existed in the leadership styles preferred by white and non-white members of their 4-H teen and adult leaders. More non-white 4-H members in this study preferred a 4-H leader that was easy to talk to than white 4-H members. Twelve percent of the white 4-H members responded, while 15 percent of the non-white 4-H members responded to this item.

The literature showed that different leadership styles existed among adult leaders. Apps (1968) reported that youth prefer democratic leaders. Lester (1975) concluded that the democratic leadership style appeared to offer the most promises for achieving the maximum results in working with members of organizations.

Finally, more research is needed to assist 4-H administrators in determining a variety of guidance and assistance techniques which could be of value in working with white and non-white 4-H members. Leadership styles should be viewed by 4-H leaders. A combination of leadership styles may prove useful in working with some groups on the 4-H clubs and special interest groups in Oklahoma.

Recommendations

The following recommendations are suggested for consideration to Oklahoma Cooperative Extension Administration, the state and district 4-H staff, the county extension professionals, and the local 4-H leaders in all counties. These recommendations should improve the attraction

and retention of 4-H members in the 4-H clubs and special interest groups in Oklahoma. The following recommendations are suggested:

1. Utilize findings of this study to organize and implement programs to attract and retain 4-H members of all ages, especially 10 years and older.
2. Plan county workshops for 4-H youth and adult leaders to study a wide variety of guidance and assistance techniques that will benefit both white 4-H members and non-white 4-H members.
3. A leadership style assessment should be made by each 4-H county extension agent and evaluated in terms of the leadership style preferences exhibited by the 4-H members in this study.
4. Focus attention on all areas of 4-H program since 4-H members preferred joining an organized club.
5. Local leaders utilize findings to aid in individualizing projects to meet needs of members of the two counties that decreased in 4-H enrollment.
6. Conduct other related research studies to determine solutions to 4-H members dropping out of the program.

As more research is conducted with 4-H members through the coming years, the data will add to the large body of knowledge of 4-H members. The adult leaders will continue to seek better ways of meeting the interests, needs, and varying abilities of all 4-H members.

A SELECTED BIBLIOGRAPHY

- Alexander, F. D. The personality of 4-H leaders. Journal of Cooperative Extension, 1969, 7(2), 104-114.
- Allen, C. D. Personal values and 4-H club adult leadership. Unpublished doctoral dissertation, University of Chicago, 1963.
- Anderson, K. H. The evolution of 4-H. National 4-H News, 1977, 55(6), 14-17.
- Apps, J. W. Youth leadership preferences. Journal of Cooperative Extension, 1968, 6(8), 216-220.
- 4 Beal, G. M., Bohlen, J. M., and Raudabaugh, J. N. Leadership and Dynamic Group Action. Ames, Iowa: Iowa State University Press, 1962.
- Beavers, I. The disadvantaged. Journal of Cooperative Extension, 1965, 3(4), 234-238.
- Benne, K. Leaders are made, not born. Childhood Education, 1948, 24, 203-208.
- Bennett, M. E. Guidance and Counseling in Groups. New York: McGraw-Hill, 1963.
- Berry, G. L. The multicultural principle: Missing from the seven cardinal principles of 1918 and 1978. Phi Delta Kappan, 1979 (June), 745.
- Best, J. W. Research in Education. (3rd ed.) Englewood Cliffs, New Jersey: Prentice-Hall, 1977.
- Blake, B. F., Beach, B., and Hopkins, O. Helping committee members become more active. Journal of Extension, 1976, 14(1), 16-21.
- Boyle, P. G., and Brown E. J. Adapting 4-H to urban situations. Journal of Cooperative Extension, 1964, 2(1), 29-36.
- Boyle, P. G., and Douglas, M. A. Who will serve as youth leaders? Journal of Cooperative Extension, 1964, 2(4), 209-215.
- Broq, G. W., and Couch, C. J. Self-concept and leader tenure. Journal of Cooperative Extension, 1965, 3(2), 110-112.
- Brown, E. J., and Boyle, P. G. 4-H in Urban Areas. Washington, D.C.: National 4-H Club Foundation, 1964.

- Cartwright, D., and Zander, A. Group Dynamics. New York: Harper and Row, 1960.
- Cattell, R. B., and Coan, R. W. Personality factors in middle childhood as revealed by parents' ratings. Child Development, 1957, 28, 439-458.
- Clegg, D. Work as a motivator. Journal of Cooperative Extension, 1963, 1(3), 147.
- Cobes, C. J. The effects of presence and absence of peers on performance and level of aspiration of high and low anxious subjects. Unpublished master's thesis, Bucknell University, 1965.
- Cooperative Extension Service. Annual 4-H Youth Enrollment Report. Washington, D. C.: U. S. Department of Agriculture (Form ES-237), 1978.
- Cooperative Extension Service. Oklahoma 4-H Leaders' Guide. Stillwater, Oklahoma: Oklahoma State University, Cooperative Extension Service Bulletin No. 4-H YD 3101 1177 10M Rev 25, 1978.
- Cooperative Extension Service. Oklahoma 4-H Opening Horizons. Stillwater, Oklahoma: Oklahoma State University, 1977.
- Cooperative Extension Service. 1977 Oklahoma 4-H Program Evaluation. Stillwater, Oklahoma: Oklahoma State University, Cooperative Extension Service Bulletin No. 4-H YD 3304 IM, 1977.
- Davis, K. Human Relations at Work. (3rd ed.) New York: McGraw-Hill, 1972, 222-231.
- Davis, R. F. A Study of Boy-Girl Ratio in 4-H in Seven Western States. Berkeley, California: University of California, 1970.
- Denmark, K. L. Self-acceptance and leader effectiveness. Journal of Extension, 1973, 11(4), 6-12.
- DuBrin, A. J. Fundamentals of Organizational Behavior. New York: Pergamon Press, 1974.
- Duvall, E. M. Marriage and Family Development. New York: J. B. Lippincott, 1977.
- Everson, N. O. and Apps, J. W. Reaching youth in low-income areas. Journal of Cooperative Extension, 1967, 5(4), 205-213.
- * Extension Committee on Organization and Policy (ECOP). 4-H in Century III. Circa 1976. (Available from Norman A. Brown, Director, 4-H Youth Programs, 175 South Anthony, Michigan State University, East Lansing, Michigan.)
- Farber, B. Marital integration as a factor in parent-child relations. Child Development, 1962, 33, 1-14.

- Forbes, S. H. Factors related to adolescent attrition from the 4-H program in Kay County, Oklahoma. Unpublished master's thesis, Oklahoma State University, 1978.
- Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. Organizations: Structure, Processes, Behavior. U.S.A.: Business Publishers, 1973.
- Glanz, E. C. Guidance: Foundations, Principles and Techniques. Boston: Allyn and Bacon, 1974.
- Goodstein, L. D., and Lanyon, R. I. Adjustment, Behavior, and Personality. U.S.A.: Addison-Wesley, 1975.
- Haiman, F. S. Group Leadership and Democratic Action. Cambridge, Massachusetts: Houghton Mifflin, 1954.
- Hall, D. M. Dynamics of Group Action. U.S.A.: The Interstate Printers and Publishers, 1964.
- Hanson, R. F., and Carlson, R. E. Organizations for Children and Youth. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Harlow, G. F. A comparison of selected aspects of training needed by adult 4-H leaders as perceived by professional extension agents and adult 4-H leaders in six southwestern Oklahoma counties. Unpublished master's thesis, Oklahoma State University, 1973.
- Harris, E. K. The responsiveness of kindergarten children to the behavior of their fellows. Child Development, 1946, 11(2), 7.
- Hersey, P., and Blanchard, K. H. Management of Organizational Behavior. (2nd ed.) Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Hicks, H. G., and Gullett, C. R. Organizations: Theory and Behavior. New York: McGraw-Hill, 1975.
- Holik, J. S., and Claycomb, J. H. Search for leadership. Journal of Cooperative Extension, 1964, 2(4), 235-241.
- Hurlock, E. B. Child Development. (4th ed.) New York: McGraw-Hill, 1964.
- Inkeles, A. Social structure and the socialization of competence. Harvard Educational Review, 1966, 36 (Summer), 265-269.
- Johnson, J. P., and Sollie, C. R. Training as perceived by 4-H leaders. Journal of Cooperative Extension, 1968, 6(3), 164-170.
- Kanter, R. M. Commitment and social organization: A study of commitment mechanisms in Utopian communities. American Sociological Review, 1968, 33(4), 499-517.
- Kelsey, L. D., and Hearne, C. C. Cooperative Extension Work. New York: Comstock Publishing Associates, 1963.

- Kemp, P. E. Commitment and job satisfaction. Journal of Cooperative Extension, 1967, 5(3), 171-177.
- Kerlinger, F. N. Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, 1964.
- Kluckhohn, C., Murray, H. A., and Schneider, D. M. (Eds.) Personality in Nature, Society and Culture. New York: Knopf, 1955.
- Kolstoe, R. H. Introduction to Statistics for the Behavioral Sciences. Homewood, Illinois: The Dorsey Press, 1966.
- Knezevich, S. J. Administration of Public Education. (2nd ed.) New York: Harper and Row, 1969.
- Lester, C. N. Leadership styles - a key to effectiveness. Journal of Extension, 1975, 13(4), 3-11.
- Loftis, H. A. Identifying professional commitment and measuring its extent among selected members of the teaching profession. Unpublished doctoral dissertation, Pennsylvania State University, 1962.
- Martin, T. T. The 4-H Leader's Handbook. New York: Harper and Brother, 1956.
- Maslow, A. H. Perceiving, behaving, becoming: A new focus for education. Yearbook, 1962. Washington, D. C.: Association for Supervision and Curriculum Department, 1962.
- McBroom, M. S. Evaluation of the 4-H personality improvement program by county extension personnel and 4-H members. Unpublished master's thesis, Oklahoma State University, 1968.
- Meyers, J. M. Busy 4-Hers make better leaders. Journal of Extension, 1978, 16(1), 10-14.
- Moore, L. T. A study of problems of 4-H youth enrolled in grades 10-11-12 in five counties of Oklahoma. Unpublished master's thesis, Oklahoma State University, 1950.
- Mortvedt, M. Dilemma of change. Journal of Extension, 1977, 15(4), 7-10.
- Mott, P. E. The Characteristics of Effective Organizations. New York: Harper and Row, 1972.
- Mueller, J. J., Schuessler, K. F., and Costner, H. L. Statistical Reasoning in Sociology. (3rd ed.) Boston: Houghton Mifflin, 1977.
- National 4-H News. Spotlight on 4-H in century III. National 4-H News, 1977, 55(6), 26-54.

- National 4-H Service Committee. 4-H serves youth and you. National 4-H Foundation, 1978.
- National 4-H Volunteer Leadership Development Committee. Why volunteers? A philosophy. Washington, D.C.: Extension Service, U. S. Department of Agriculture, 1973(c).
- Ott, G. G. Perceived training needs of Oklahoma 4-H volunteer adult leaders: By 4-H volunteer leaders, county extension professionals, and state and district 4-H staff. Unpublished master's thesis, Oklahoma State University, 1978.
- Papalia, D. E., and Olds, S. W. Human Development. New York: McGraw-Hill, 1978.
- Peters, H. J., and Shertzer, B. Guidance Programs Development and Management. Columbus, Ohio: Charles E. Merrill, 1974.
- Pyle, D. D. Leader's dilemma: The individual or the task? Journal of Extension, 1973, 11(4), 13-19.
- Reck, F. M. The 4-H Story. Ames, Iowa: Iowa State University Press, 1951.
- Reddin, W. J. Managerial Effectiveness. New York: McGraw-Hill, 1970.
- Reddy, R. D., and Smith, D. H. Why do people participate in voluntary action? Journal of Extension, 1973, 11(4), 35-40.
- Robinson, R. D. Examining the role of agents in 4-H. Journal of Cooperative Extension, 1964, 2(2), 105-112.
- Rouse, W. F. Factors influencing retention of senior 4-H club boys in Hamilton County, Tennessee. Unpublished master's thesis, University of Tennessee, Knoxville, Tennessee, 1964.
- Sabrosky, L. K. Northeastern region study of first year 4-H leaders, 1961-62. Federal Extension Service, U. S. Department of Agriculture, ER&T-9, 1964, 1-64.
- Sabrosky, L. K. School missed by 4-H members. Journal of Cooperative Extension, 1963, 1(4), 210-212.
- Sappington, L. B., and Browne, C. G. The skills of creative leadership In William Lazer and Eugene J. Kelly, eds., Managerial Marketing: Perspectives and Viewpoints. Homewood, Illinois, 1962.
- Senders, V. L. Measurement and Statistics. New York: Oxford University Press, 1958.
- Shartle, C. L. Executive Performance and Leadership. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.

- Smith, James L. Group cohesion: Key to program planning. Journal of Cooperative Extension, 1974, 7(3), 25-31.
- Stogdill, R. M. Handbook of Leadership. New York: The Free Press, 1974.
- Stogdill, R. M. Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 1948, 25, 35-71.
- Stogdill, R. M., and Coons, A. E. Leader Behavior: Its Description and Measurement. Columbus, Ohio: The Free Press, 1974.
- Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, 1962.
- Tai, Simon W. An analysis of 4-H club meetings: Its findings and implications. Master's thesis, University of Wisconsin-Parkside, 1969.
- Tead, Ordway. The Art of Leadership. New York: McGraw-Hill Book Company, 1935, 20.
- Warner, W. Keith. Problems of participation. Journal of Cooperative Extension, 1965, 4, 219-228.
- White, Ralph, and Lippett, Ronald. Autocracy and Democracy. New York: Harper and Row, 1960, 26.
- Willman, H. A. A 4-H Handbook and Lesson Guide. Ithaca, New York: Comstock Publishing Association, 1963.

APPENDIX

APPENDIX A

DESCRIPTIVE DATA AND QUESTIONNAIRE SCORES

TABLE XXXIII

A COMPARISON OF COMMITMENT TO 4-H CLUB BY PROJECT AND RACE

Item	Number	Commitment Means
Factor: Race		
Item Q001 "recognition received"		
Non-white	46	7.4
White	31	9.2
Item Q002 "new ideas and skills received"		
Non-white	26	9.7
White	23	10.0
Item Q003 "feeling of accomplishment"		
Non-white	14	12.1
White	24	11.5
Item Q004 "excitement of exhibiting project"		
Non-white	7	13.4
White	23	13.7
Item Q005 "thrill of winning over the other 4-H members"		
Non-white	8	13.0
White	22	14.0
Item Q006 "award, medal, trophy, or money received"		
Non-white	2	10.5
White	13	15.3
Item Q007 "thrill of sharing project with parents, friends, leaders, and other 4-H members"		
Non-white	4	13.8
White	19	16.1
Item Q008 "helping others"		
Non-white	11	10.3
White	13	16.5
Item Q009 "making friends"		
Non-white	5	22.2
White	31	16.5
Item Q010 "others"		
Non-white	1	25.0
White	2	23.5

TABLE XXXIV

DATA FOR 3-WAY ANALYSIS OF VARIANCE FOR COMMITMENT
TO 4-H CLUB BY PROJECTS, RACE, AND RETENTION

Item	Race		Number	Commitment Means
	Non-white (N)	White (W)		
Factor: Retention				
Item 0001 "recognition received"				
increasing	N		30	7.4
decreasing	N		16	7.6
increasing	W		27	9.4
decreasing	W		4	7.8
Item 0002 "new ideas and skills received"				
increasing	N		12	7.5
decreasing	N		14	11.6
increasing	W		20	10.2
decreasing	W		3	8.7
Item 0003 "feeling of accomplishment"				
increasing	N		6	10.2
decreasing	N		8	13.6
increasing	W		21	11.7
decreasing	W		3	10.7
Item 0004 "excitement of exhibiting project"				
increasing	N		6	12.5
decreasing	N		1	19.0
increasing	W		20	14.4
decreasing	W		3	9.3

TABLE XXXIV (Continued)

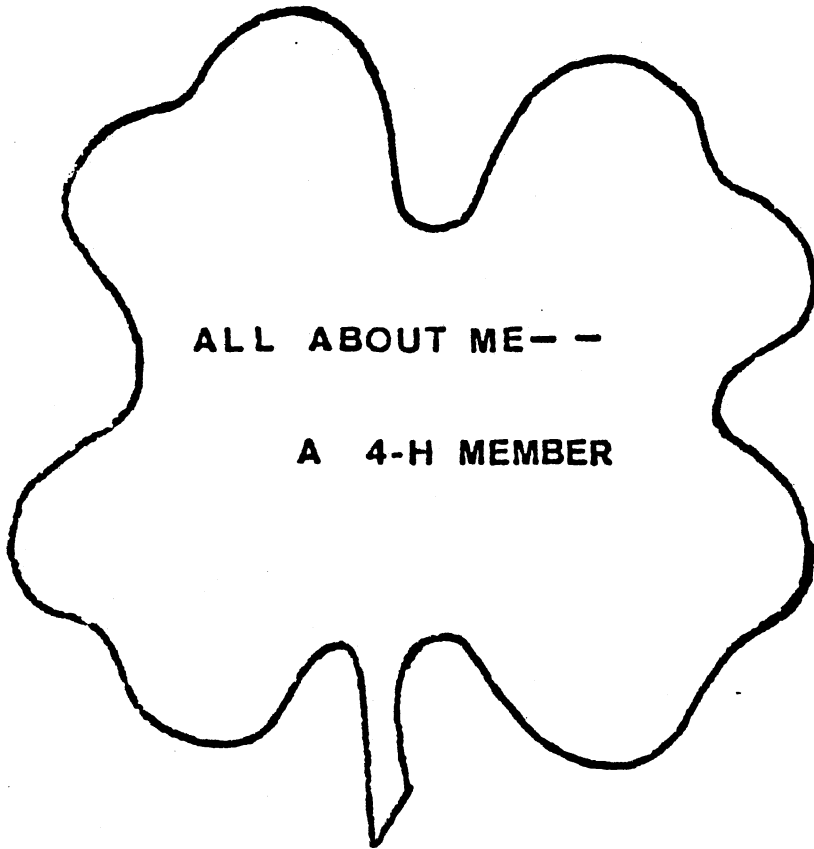
Item	Race		Number	Commitment Means
	Non-white (N)	White (W)		
Factor: Retention (continued)				
Item 0005 "thrill of winning over the other 4-H members"				
increasing	N		6	13.5
decreasing	N		2	11.5
increasing	W		17	14.3
decreasing	W		5	13.0
Item 0006 "award, medal, trophy, or money received"				
increasing	N		1	9.0
decreasing	N		1	12.0
increasing	W		11	15.5
decreasing	W		2	14.0
Item 0007 "thrill of sharing project with parents, friends, leaders, and 4-H members"				
increasing	N		0	.0
decreasing	N		4	13.8
increasing	W		14	16.7
decreasing	W		5	14.4
Item 0008 "helping others"				
increasing	N		2	11.5
decreasing	N		9	21.0
increasing	W		9	17.7
decreasing	W		4	13.8

TABLE XXXIV (Continued)

Item	Race Non-white (N) White (W)	Number	Commitment Means
Factor: Retention			
Item Q009 "making friends"			
increasing	N	2	23.5
decreasing	N	3	21.3
increasing	W	25	16.5
decreasing	W	6	16.3
Item Q010 "others"			
increasing	N	1	26.0
decreasing	N	0	.0
increasing	W	1	21.0
decreasing	W	1	26.0

APPENDIX B

ALL ABOUT ME - - A 4-H MEMBER QUESTIONNAIRE



4-H MEMBERS
INSTRUMENT

1217
Code 7

Directions: We are interested in finding out about our 4-H members. Will you please complete the following questions by checking (✓) the answer that is correct for you. There are no right or wrong answers--just what is true for you.

A. Personal Data

1. What age were you when you became a 4-H member?
 - a. Nine years old
 - b. Ten years old
 - c. Eleven (11) years old
 - d. Twelve (12) years old
 - e. Thirteen (13) years old
 - f. Fourteen (14) years old
 - g. Fifteen (15) years old or older
2. How many years have you been an active 4-H member?
 - a. This is my first year
 - b. Two years
 - c. Three years
 - d. Four years
 - e. Five or more years
3. When you became a 4-H member, which 4-H group did you join?
 - a. An organized 4-H club
 - b. Short term project groups
 - c. School Science program
 - d. Self-determined project
4. Why did you join this group? (Check as many that are true for you)
 - a. My parents said it was good idea
 - b. My brother(s) and/or sister(s) encouraged me
 - c. A school class project
 - d. My friends belong and encouraged me to join
 - e. I wanted to join
 - f. The 4-H leader asked me to join

- g. The 4-H County Cooperative Extension agent asked me to join
- h. TV and radio
- i. I read about it
- j. Other: _____
- _____
- _____

5. When you joined 4-H, where did you live?

- a. In the country
- b. In a small town
- c. In a suburb
- d. In a city

6. If this is not your first year in 4-H, check your answer to this question. Where do you live now?

- a. The same place as when I joined 4-H
- b. I moved from the country to a small town
- c. I moved from a city to the country
- d. I moved from the country to a city
- e. I moved from a city to a small town

7. How are you doing in school?

- a. I like school and I'm making good grades
- b. I like school, but my grades aren't too good
- c. I find it hard
- d. I don't like school, but I know I have to go
- e. I don't like school and I'm going to stop when I am (_____)?

8-9. How long did your parents go to school?

- | <u>Father</u> | <u>Mother</u> | |
|---------------|---------------|--------------------------------------|
| _____ | _____ | a. Didn't finish grade school |
| _____ | _____ | b. Finished grade school |
| _____ | _____ | c. Attended high school |
| _____ | _____ | d. Graduated from high school |
| _____ | _____ | e. Started college but didn't finish |
| _____ | _____ | f. Graduated from college |
| _____ | _____ | g. I don't know |

10. What kind of work does your father do?

Describe your father's job, like he works full-time as a farmer, or he works full-time as a plumber, or he works part-time as a farmer and part-time as an electrician, or I don't know.

11. What kind of work does your mother do?

Describe your mother's job, like she works full-time as a homemaker, or she teaches full-time, or she works part-time as a waitress and the rest of the time at home.

12. What is your sex?

- a. Female
 b. Male

13. What is your race?

- a. I am an Indian
 b. I am black
 c. I am white with no Spanish blood
 d. I am white with Spanish blood
 e. I am a Mexican
 f. I am an Asian

14. As you look forward to becoming an adult, what type of career (job) would you like to enter? (Check as many that are true for you.)

- a. I'd like to become a farmer, or a rancher or work in the forest service
 b. I'd like to become a plumber, or an electrician, or a truck driver, or work in a factory
 c. I'd like to become a medical doctor, or a dentist, or a lawyer
 d. I'd like to become a teacher, or a manager or supervisor of a business firm or a county extension agent, or a demonstrator in a

(continued on next page)

utility company, or a minister, or a nurse

- e. I'd like to become a custodian, or a dishwasher, or a carpenter's aide, or an automobile mechanic, or a secretary
- f. I'd like to become a full-time homemaker and not work outside the home
- g. I'd like to be a full-time homemaker for a while and then work outside the home
- h. I don't know what I want to do
- i. Other: _____

15. What are your educational plans? (Check all that are true for you)

- a. Graduate from elementary school (grades 1-6)
- b. Finish junior high school (grades 7-9)
- c. Graduate from senior high school (grades 10-12)
- d. Attend a vocational school to learn a trade
- e. Attend a private school to learn a skill
- f. Attend college
- g. Graduate from college with a bachelor's degree
- h. Attend graduate school
- i. Other: _____

i-17-18. Which 4-H activities or projects have you selected to do and what ones in the future?

<u>Have Done in Past</u>	<u>Am Doing Now</u>	<u>Plan to do in Future</u>	
_____	_____	_____	a. Arts and crafts
_____	_____	_____	b. Beef
_____	_____	_____	c. Bicycle
_____	_____	_____	d. Clothing
_____	_____	_____	e. Citizenship (Helping others)
_____	_____	_____	f. Conservation of natural resources (include energy)
_____	_____	_____	g. Consumer education (learn to shop)

<u>Have Done in Past</u>	<u>Am Doing Now</u>	<u>Plan to Do in Future</u>	
_____	_____	_____	h. Dairy
_____	_____	_____	i. Dog
_____	_____	_____	j. Electric
_____	_____	_____	k. Entomology (Bee Science included)
_____	_____	_____	l. Field crops (wheat, corn, oat, peanuts, etc.)
_____	_____	_____	m. Food-nutrition
_____	_____	_____	n. Forestry
_____	_____	_____	o. Geology (rocks & minerals)
_____	_____	_____	p. Health
_____	_____	_____	q. Home environment (improving house)
_____	_____	_____	r. Horse
_____	_____	_____	s. Horticulture (gardening & flowers)
_____	_____	_____	t. Leadership (offices & work with others)
_____	_____	_____	u. Management (Budget time, money, energy, etc.)
_____	_____	_____	v. Outdoor life (hunting, Fishing, etc.)
_____	_____	_____	w. Personal development (improving self physically, mentally, etc.)
_____	_____	_____	x. Petroleum power (small engine, automotive)
_____	_____	_____	y. Photography
_____	_____	_____	z. Poultry (chick embryo included)
_____	_____	_____	aa. Public speaking
_____	_____	_____	bb. Rabbits
_____	_____	_____	cc. Recreation
_____	_____	_____	dd. Safety

(continued on next page)

<u>Have Done</u> <u>in Past</u>	<u>Am Doing</u> <u>Now</u>	<u>Plan to Do</u> <u>in Future</u>	
_____	_____	_____	ee. Sheep
_____	_____	_____	ff. Swine
_____	_____	_____	gg. Woodworking
_____	_____	_____	hh. Other: _____

B. Commitment to 4-H scale

19. What do you like best about 4-H? (Check all that are true for you).
- a. I like to work on projects that are of interest to me
 - b. I like being with friends and doing things with them
 - c. I like the special help I get from our leader
 - d. I like the special help I get from our agent
 - e. I think it is super that I can enter projects for awards at the state and national levels
 - f. I think my 4-H projects helped me to do better in school
 - g. Other: _____
-
20. What have you done in 4-H? (Check all that are true for you)
- a. Attend 4-H meeting regularly
 - b. Gave one or more demonstrations or talk
 - c. Held an office in a 4-H club
 - d. Went to a 4-H camp
 - e. Exhibited project in County and State Fair
 - f. Went on a tour with club or special interest group
 - g. Participated in Share-the-Fun
 - h. Other: _____
-
21. Since you have been a 4-H member, have you talked to other youth about joining a 4-H group?
- a. My friends at school
 - b. Some of my friends around my neighborhood
- (continued on next page)

c. Have not talked with others

d. Other: _____

22. How satisfied are you with your 4-H experiences this year?

a. Very satisfied

b. Kind of satisfied

c. It was so-so

d. Didn't like it much

e. Didn't like at all

23. How did your father or mother help you with your 4-H work? (Check all that are true for you)

a. Provided transportation to meetings

b. Let you have 4-H meeting in your home

c. Arranged family schedule so you could attend meetings

d. Provided money you needed for materials

e. Went to some of the 4-H activities with you

f. Showed you how to do something on your project

g. Did some of the work for you on your project

h. Was the leader of your club or special interest group

i. Other: _____

24. In 4-H we must cooperate and work together. What would you be willing to do in order to show how much you support 4-H? (Check all that are true for you)

a. I'd be willing to spend more of my time so that our 4-H meetings and activities would be better organized

b. I'd be willing to write a newspaper article telling about our 4-H club special interest group

c. I'd be willing to give a ride to other 4-H members

d. I'd be willing to make an announcement about a 4-H meeting in a school assembly program

e. I'd be willing to give some of my money if it would help my 4-H club or special interest group

f. I'd be willing to demonstrate something I know if it would help the 4-H program

(continued on next page)

- g. I'd be willing to be a candidate for a 4-H office, if my leader encouraged me
- h. I'd be willing to tell some of my friends if their behavior was causing problems at our 4-H meetings
- i. Other: _____

✓ 25. Did you receive any 4-H awards, medals, ribbons, scholarships, certificates, or trophies during 1978-79? (Check all that are true for you and name the award or awards)

- a. Local _____

- b. County _____

- c. District _____

- d. State _____

- e. National _____

- f. Others: _____

26. What are the things you liked most about your 4-H project(s)? (Check all that are true for you)

- a. The recognition I received
- b. The new ideas and skills I received
- c. The feeling of accomplishment
- d. The excitement of exhibiting my project
- e. The thrill of winning over the other 4-H members
- f. The award, medal, trophy, or money I received
- g. The thrill of sharing my project with my parents, my friends, the 4-H leaders, and other 4-H members

(continued on next page)

- h. Helping others
- i. Making friends
- j. Others: _____

27-37. What do you think about the following 4-H ideas?
 (Check (✓) whether you "agree", "disagree", or
 are "undecided" for each idea.)

<u>4-H Should Be or Have</u>	<u>Agree</u>	<u>Disagree</u>	<u>Undecided</u>
27. More 4-H parent participation	_____	_____	_____
28. More prizes and awards	_____	_____	_____
29. More help from 4-H leaders	_____	_____	_____
30. More interesting meetings	_____	_____	_____
31. More 4-H recreational activities	_____	_____	_____
32. More and difference projects	_____	_____	_____
33. Health oriented	_____	_____	_____
34. Not so expensive	_____	_____	_____
35. More programs that are not competitive	_____	_____	_____
36. Should do more for my culture	_____	_____	_____
37. Other suggestions: _____	_____	_____	_____

C. Guidance Preference

38. In your opinion, how successful are Youth and Adult leaders in assisting you as a 4-H member, to accomplish your goals and objectives?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Poor
39. Youth and Adult leaders help young people in different ways. Which of these statements explain the type of help you like to receive best? (Check all that are true for you)
- a. The leader permits 4-H club members to work with whomever they choose, with adult guidance and supervision.

(continued on next page)

- b. The leader gives guidance and encouragement during 4-H meetings and/or meetings of special interest projects
- c. The leader offers advice and materials when asked for by the members
- d. The leader helps the group to formulate its own goals through guidance and counseling procedures when needed
- e. The leader gives praise to members who receive special awards and recognition for achievements
- f. The leader offers suggestions for solving problems related to committee work
- g. The leader is very influential in helping 4-H members to achieve local, state, and national awards

40. Have you received help from adult leaders on any of the following 4-H club and/or special interest activities and experiences? (Check all that are true for you)

- a. Demonstrations
- b. Exhibits
- c. Leadership roles
- d. Planning and conducting meetings (local, county, or state)
- e. Planning your future
- f. Projects
- g. Recreation
- h. Trips
- i. Other (Please specify) _____

41. Which of these words describe the adult who gives you help. (Check all that are true for you)

- a. Believes in you
- b. Cooperative
- c. Enthusiastic
- d. Friendly
- e. Interesting
- f. Pleasant
- g. Relaxed
- h. Supportive
- i. Warm

D. Leadership Style Preference

42. What is your opinion about the Teen leaders in your local 4-H program?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Undecided
43. What is your opinion about the adult leader(s) in your local 4-H program?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Undecided
44. What is your opinion about the 4-H county extension agent?
- a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor
 - f. Undecided
45. Which of these statements best describes your ideal 4-H leader? (Check all that are true for you)
- a. The leader gives 4-H members an opportunity to express original ideas.
 - b. The leader is easy to talk to.
 - c. The leader is objective and fair in making decisions concerning the local 4-H club and/or special interest groups and their members.

(continued on next page)

- d. The leader gives authority and responsibility to 4-H members.
- e. The leader is always on time for meetings and appears to be well organized.
- f. The leader lets members choose their own projects and demonstrations.
- g. The leader encourages me to do as much as I can.
- h. The leader follows parliamentary procedures.
- i. The leader makes all of the decisions for us.
- j. The leader lets the members make all the decisions.
- k. The leader gives everyone a chance to talk during the 4-H meetings.
- l. The 4-H members make all of the rules and regulations.

CODING PROCEDURE

The researcher developed a coding procedure for scoring the instrument. Her major adviser and two faculty members at Oklahoma State University assisted her in placing a value or rank on each of the instrument items.

PART I

PERSONAL DATA

Part I of the questionnaire included questions relating to the personal data of the 4-H member. The personal data items consisted of statements 1 - 15. The respondent was to check (✓) one of several possible answers that was correct for him or her. There were no right or wrong answers to these questions.

One point was given for each checked response in statements 1 - 15. With this method of scoring, the range of possible scores for each respondent was zero to 15. No point was given for a response not checked.

PART II

Part II of the questionnaire included three phases of commitment to the 4-H program. These three phases of commitment were: (1) commitment to 4-H scale, (2) the 4-H projects, and (3) the feelings of 4-H accomplishment questions. The following scoring procedures were used:

COMMITMENT TO 4-H SCALE

Items	Score Range	Value
19	0 - 7 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1
20	0 - 8 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1
21	0 - 3 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1
22	2, 1, 0, -1, -2 (Ranked, weighted)	a. - 2 b. - 1 c. - 0 d. - -1 e. - -2
24	0 - 10 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1 h. - 1 i. - 1

The range of possible scores for each respondent was zero to 30. No point was given to a response not checked.

4-H PROJECTS

Items	Score Range	Value
26	0 - 10 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1 h. - 1 i. - 1 j. - 1

FEELINGS OF ACCOMPLISHMENT

Items	Score Range	Value
25	0 - 16 (Additive) (ranked - weighted)	a. - 1 b. - 2 c. - 3 d. - 4 e. - 5 f. - 1

The range of possible scores for the 4-H projects was zero to 10. The range of possible scores for the feelings of accomplishment in the 4-H club was zero to 16. No point was given a response not checked.

PART III

GUIDANCE PREFERENCE

Part III of the questionnaire included questions relating to commitment to the 4-H program by guidance preferences. There were four questions included in this part.

Items	Score Range	Value
38	0 - 4 (Ranked - weighted)	a. - 4 b. - 3 c. - 2 d. - 1
39	0 - 7 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1
40	0 - 9 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1 h. - 1
41	0 - 9 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1 h. - 1

The range of possible scores for the guidance preference questions was zero to 29. No point was given to a response not checked.

PART IV

LEADERSHIP STYLE PREFERENCE

Part IV of the questionnaire included questions relating to commitment to the 4-H program by leadership style preferences.

There were four questions included in this part.

Items	Score Range	Value
42	0 - 6 (Ranked - weighted)	a. - 6 b. - 5 c. - 4 d. - 3 e. - 2 f. - 1
43	0 - 6 (Ranked - weighted)	a. - 6 b. - 5 c. - 4 d. - 3 e. - 2 f. - 1
44	0 - 6 (Ranked - weighted)	a. - 6 b. - 5 c. - 4 d. - 3 e. - 2 f. - 1
45	0 - 12 (Additive)	a. - 1 b. - 1 c. - 1 d. - 1 e. - 1 f. - 1 g. - 1 h. - 1 i. - 1 j. - 1 k. - 1 l. - 1

The range of possible scores for the leadership style preference questions was zero to 30. No point was given to a response not checked.

VITA

Beverly Marie Russell Parker

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARATIVE STUDY OF MEMBERS COMMITMENT TO 4-H CLUBS AND
SPECIAL INTEREST GROUPS IN OKLAHOMA

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Okmulgee, Oklahoma, May 7, 1938, the
daughter of Mr. and Mrs. B. H. Russell.

Education: Attended elementary school in Okmulgee, Oklahoma;
graduated from Dunbar High School, Okmulgee, Oklahoma, in
May, 1957; received Bachelor of Science degree in Home
Economics from Langston University, Langston, Oklahoma, in
May, 1961; received Master of Science degree from
Oklahoma State University, Stillwater, Oklahoma, in July,
1977; completed requirements for the Doctor of Education
degree at Oklahoma State University, Stillwater, Oklahoma
in July, 1984.

Professional Experience: Vocational Home Economics teacher at
Dunbar and Okmulgee Senior High Schools, Okmulgee,
Oklahoma, 1961-1964 and 1972-1974; Elementary teacher,
Hawthorne and MacArthur Elementary Schools, Tulsa,
Oklahoma, 1964-1970; Team-teacher, Skyline Elementary
School, Stillwater, Oklahoma, 1971-1972; Teacher,
Langston Elementary School, Langston, Oklahoma, 1975;
Graduate Teaching Assistant, Department of Family
Relations and Child Development, Oklahoma State
University, 1976-1977; Graduate Research Assistant,
Oklahoma State University, 1978-1980; Home and Family
Living Teacher, McLain High School, Tulsa, Oklahoma,
1980-1983.

Professional Organizations: American Home Economics Association, American Vocational Association, Phi Delta Kappa, Omicron Nu, National Education Association, Tulsa Classroom Teachers Association, Tulsa Home Economics Club, and Alpha Kappa Alpha Sorority, Incorporated.