

THE OPINIONS OF 4-H CLUB MEMBERS, ADULT LEADERS,
PARENTS, AND EXTENSION AGENTS CONCERNING
THE BENEFITS OF COMPETITIVE ACTIVITIES
IN FIVE NORTHWEST ARKANSAS COUNTIES

By

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THESIS

BY
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SUBMITTED TO THE FACULTY
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IN FIVE NORTHWEST ARKANSAS COUNTIES

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To my wife, Agnes, daughters, Jeannie and Ann, son, Donnie, I dedicate this study.

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

The 4-H Club program is the youth educational program of the educational system of the Cooperative Extension Service. The Cooperative Extension Service is a three-way partnership of the United States Department of Agriculture, the Federal Extension Service and the state land grant colleges or universities. Monies to carry out the extension program are provided by the Federal Government, State Government and County Government. Such a partnership permits educational flexibility and makes possible the adaptation of extension work to meet the needs of people in local counties.

National 4-H statistics show that more than 3,900,000 boys and girls between the ages of nine and nineteen are enrolled in over 95,000 organized local 4-H clubs throughout the United States. More than 29,000,000 Americans are former 4-H Club members, and more than 500,000 adult volunteers serve as 4-H leaders. Over 35 percent of 4-H members are from families with incomes below \$3,000. Thirty-six percent of 4-H members live on farms; 41.8 percent live in towns with less than 10,000 population; 12.3 percent live in cities of more than 50,000 population; 4.5 percent live in cities with more than 50,000 population (1).

The major function of the Cooperative Extension Service as set forth by the Smith-Lever Act of 1914 is:

To aid in diffusing among people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same. . . (2)

Four-H Club work, one of the major areas of Cooperative Extension program emphasis, has been an outstanding method of working with boys and girls for over sixty years. The future of America depends upon our youth of today and the leaders of tomorrow. How well these youth are trained and the experiences they receive during their formative years, to make decisions which will help them accept and carry out their responsibilities as citizens is a major responsibility of the Extension Service.

The best efforts of all educational services, formal and informal, private and public, are needed to provide the high quality and right kind of learning experiences to help our youth develop and grow into informed, responsible, useful, self-reliant and mature individuals. The 4-H Club program, supervised by the Extension Service, was designed to give boys and girls an opportunity to participate in informal out-of-school educational activities. Without the 4-H program many youth wouldn't have an opportunity to gain experience in a variety of subjects and activities.

The primary purpose of this voluntary educational program is to provide greater opportunities for the social, spiritual, mental and physical educational growth of our youth.

According to the so-called Extension Scope Report, the developmental needs of youth and the current economic, technological, and social situations affecting their future help determine the objectives of the extension youth program. More specifically, the objectives are to help young people:

1. Have practical experiences that will help them develop into capable, well-adjusted adults;
2. Visualize their opportunities in and out of agriculture and recognize their capabilities and need for continued education;
3. Acquire knowledge, skills, and attitudes for satisfying home and family life now and in the future;
4. Develop their talents and stimulate a desire to reach their optimum leadership and citizenship potential;
5. Explore fields of interest and provide experiences which aid in the selection of careers that will be satisfying to them and beneficial to society;
6. Develop an appreciation of the importance of scientific agriculture and home economics and their relationship to our total economy;
7. Develop an appreciation for the dignity of work and the satisfaction of doing a job well through personal accomplishments and pride of ownership;
8. Develop an appreciation of the value of research and learn scientific methods of making decisions and solving problems;
9. Develop personal standards and a philosophy of life based on lasting and satisfying values;
10. Develop attitudes, abilities and understanding for working cooperatively with others;
11. Develop an appreciation of nature, understanding of conservation, and wise use of natural resources;
12. Develop habits of healthful living, purposeful recreation and intelligent use of leisure time (3).

To accomplish these objectives with youth the Extension Service, through the 4-H Club program, provides 4-H project work and educational activities of practical learning experiences in real life situations.

Two non-government organizations work with the Extension Service to coordinate private support and perform numerous other important service

functions. They are the National 4-H Service Committee, Chicago, Illinois, and the National 4-H Club Foundation, Washington, D.C. (4).

The 4-H program is a cooperative educational effort on the part of 4-H adult leaders, 4-H members' parents, 4-H members and extension agents. The boys and girls who participate in 4-H Club work should have the opportunity to participate in desirable citizenship, leadership, and personal development educational experiences (5).

Statement of the Problem

It has been observed that too often, 4-H members, 4-H leaders and parents have been found not to have complete understanding of 4-H educational activities. Educational activities have increased in number during recent years and have long been used by extension agents as a tool of teaching. If the maximum benefits are obtained for 4-H members through educational activities, we need to have an inventory of opinions concerning these educational activities, as expressed by the different groups directly involved with 4-H members, namely 4-H leaders, 4-H members' parents, and extension agents.

When the educational value of 4-H activities are not stressed and the 4-H members do not excel in that particular activity, they may not take part in other activities and may drop-out of 4-H work. By careful evaluation of the opinions expressed by 4-H members, 4-H leaders, 4-H members' parents and extension agents, 4-H youth agents may be able to formulate plans for improvements, that through educational activities, will more nearly meet the need of today's youth.

Purpose of the Study

The major purpose of this study effort was to determine and compare the opinions of 4-H members, 4-H leaders, 4-H members' parents, and extension agents, regarding the benefits of competitive activities in 4-H Club work. By evaluating the opinions of these people, suggestions may be made for improving activities and events in the future that will help meet the needs of our long-range objectives of the 4-H Club program.

Specific Objectives of the Study

To aid in accomplishing the purpose of the study, it was deemed necessary to determine respondents' opinions regarding:

1. The general benefits of competitive 4-H activities in 4-H Club work;
2. The general benefits of competitive 4-H activities in relation to 4-H project work;
3. The general benefits of competitive 4-H activities in relation to school work;

Taken together, these comprised the specific objectives of the study.

Need for Study

Four-H Club work, as first established in 1900, was designed for farm boys and girls and centered around a leading agricultural enterprise for a community such as cotton, corn, swine, vegetable growing and canning tomatoes.

Farm advisers learned early in the stages of adult education, that the easiest way to teach new practices to adults was through their chil-

dren.

By working with the boys and girls and helping them with their projects, farm advisers readily noticed that parents were usually close by and listening to the new information being given. In many cases the parents of these boys and girls were reluctant to try the new practices themselves, but they would permit their son or daughter to experiment with new ideas.

After seeing first hand the success that their children had made with a project, the parents began to adopt these new ideas also.

This on-the-farm demonstration type work was the beginning of the Agricultural Extension Service and such outstanding accomplishments were made that local sponsors began to offer incentive awards to boys and girls on a competitive basis.

During recent years, 4-H members have had the opportunity to take part in a wide variety of projects and activities. With the increase of new projects, a wide variety of educational activities and competitive events have been sponsored by local, state and national sponsors, who provide awards to boys and girls for outstanding achievement.

Educational activities and competitive events are teaching tools of extension and the benefits that a 4-H member receives from preparing himself for, or participating in, a competitive activity must not be overlooked.

In our 4-H Club program, an evaluation of our present 4-H activities and competitive events may contribute to our planning needs for our future youth programs.

Scope and Limitations of the Study

This study was limited to 4-H members, adult 4-H leaders, parents of 4-H members and extension agents currently enrolled or directly working with the 4-H program during 1970-71 using the community 4-H Club approach, consequently no drop-outs are included in this study. The study was also limited to the opinions, on 4-H educational activities, of 4-H members, 4-H adult leaders, parents of 4-H members, and extension agents in five northwest Arkansas counties. The counties in this study included Benton, Crawford, Scott, Sebastian, and Washington. Some of the counties in the study may not participate in all the educational activities listed on the questionnaire; other counties may participate in activities not listed by that may be similar in nature to state events or activities.

Through random sampling, the opinions of 665 4-H members, 4-H adult leaders, parents of 4-H members and extension agents were obtained in five northwest Arkansas counties.

The number of 4-H members, adult leaders and parents sampled per county did not exceed five percent of the total county 4-H members, adult leaders and parents on the membership rolls. All county extension agents, associate county extension agents, assistant county extension agents, extension home economists, associate extension home economists, and assistant extension home economists working in the five northwest Arkansas counties, were included in this study.

This study included both men and women 4-H adult leaders, men and women parents, and both boy and girl 4-H club members.

Definition of Terms

Community 4-H Clubs - For the purpose of this study, are those 4-H

Clubs which have elected officers, volunteer 4-H adult main leaders and volunteer 4-H adult project leaders. These 4-H clubs usually meet once a month and are out-of-school activities.

Four-H Adult Leaders - These include the main leaders who have the main responsibility of the club, and 4-H project leaders.

Parents of 4-H Club Members - These are either men or women who have a child currently enrolled in a community 4-H Club. Four-H members are girls and boys between the ages of nine and nineteen currently enrolled in the project of their choice and a member of a local community 4-H Club.

Educational Activities - In 4-H Club work these are defined in this study as activities which 4-H members may participate in on a club level, county level, district level, state level, or national level. Educational activities may be competitive in nature, with members competing against one another, by teams or individual efforts.

Extension Agents - As referred to in this study this includes those agents who serve at the county level in the University of Arkansas Agricultural Extension Service and include county extension agents, associate county extension agents, assistant county extension agents, extension home economists, associate extension home economists, and assistant extension home economists.

Procedure of Investigation

Prepared questionnaires were used to gain the information needed for this study from the four groups: 4-H members, 4-H adult leaders, parents of 4-H members, and extension agents.

The questionnaires and plan for the study were presented for criti-

cism and suggestions to a seminar class in Agricultural Education being taught by Dr. Jim Key, Oklahoma State University.

For further revisions and suggestions the questionnaires were presented to Mr. Lloyd T. Westbrook, State 4-H Club agent, and the State 4-H Club staff, University of Arkansas, Agricultural Extension Service.

The questionnaires were pre-tested for trial examination in Sebastian County at the regular monthly Excelsior 4-H Club meeting. The Excelsior 4-H Club was an average size club, 27 members, with a varying age range of both boys and girls. Parents and adult leaders were also invited to attend the club meeting and were included in the pre-test examination.

All of the 4-H members, 4-H leaders and parents present returned the completed questionnaire. Since no problems were observed in understanding the questionnaire, they were considered ready for distribution. A copy of the questionnaire used may be found in Appendix A.

Permission to conduct the study was received from Mr. C.A. Vines, Director, Arkansas Agricultural Extension Service, Mr. Kenneth Bates, Associate Director, Mr. Leamon Looney and Mr. Byron Huddleston, District Agent Supervisors and the county extension chairman for each of the five Arkansas counties included.

In each county, every fifth 4-H member, every fifth 4-H parent (not the same parents as used on 4-H members), all main leaders, one boys' project leader, one girls' project leader and all extension agents, both men and women were mailed a questionnaire with a letter of explanation and a return self-addressed envelope. A copy of this accompanying letter is to be found in Appendix B.

CHAPTER II

REVIEW OF LITERATURE

Today we live in a competitive world and most people believe that each individual should try to develop himself to his fullest capabilities, at least in some specific area. Each person may develop in a particular area such as leadership, personal development, achievement, sports, material wealth, or what ever is his particular like or hobby.

Youth compete for part-time jobs, scholarships, trips, awards, academically, leadership roles and practically any category that you can list. This high degree of competition has been passed down to our youth by parents, teachers and other adults who have spent their lives competing in many different ways.

Competition, through our free enterprise system, helps stimulate development and economic progress; but from an educational aspect, what are the viewpoints of youth on competitive activities.

For many years, the common saying in sports, especially football, was "It's not whether you win or lose, but how you play the game." In looking at many high school, college and professional football teams and the dismissing of coaches with a losing record, youth are asking, "Is it really how you play the game or whether you win or lose?"

Educationally, are the competitive activities meeting the needs and objectives of today's youth? McClure (6) found, "A good teaching-learning situation is one where there is a conscious provision for success on

the part of the learner. Sound judgment about one's own success or failure is an essential part of a healthy adult personality; therefore, children should be taught to evaluate themselves and their accomplishments in terms of goals.

"Goals should be set high enough for the individual to achieve with devoted efforts, but low enough to permit the individual to succeed with reasonable effort."

If an individual does not see a chance for success he will tend to ignore competition. Where the youngster has his choice, he will compete in activities of his special interest or in those activities which he has experienced success.

In a study on the relationship between 4-H Club experiences and achievement in selected areas in vocational agriculture, Craig (7) found that "vocational agriculture students with 4-H experiences had accumulated an average of \$2,306 more net worth, had nearly twice the livestock inventory, held a higher percentage of leadership positions in school, participated in more shows, fairs, entered more contests, entered more exhibits in shows, had higher grade point average in high school and considerably higher grade point averages in vocational agriculture than vocational agriculture students with no 4-H Club experiences."

The study of "Opinions of Members and Leaders Concerning the Effectiveness of Awards in the 4-H Program in Iowa," by Boehnke (8) found that 4-H members were evenly divided on their opinions as to whether they increased their participation in 4-H work because of the incentive of awards. He concluded that, "4-H leaders have an important influence in the use of awards and they can be used as a powerful factor in improving individual and club achievement if they are in accord with the basic ob-

jectives of the 4-H Club program."

In another study it was found that the level of occupational achievement of farm-reared persons in non-farm labor market is considerably lower than that reached by others, and Lipset (9) noted (1) that rural people go to relatively poor high schools, and (2) that rural people encounter relatively few occupational alternatives. Consequently, he proposed that farm youth aspire to relatively low occupations and are not ambitious for the higher education they must seek if they are to rise in an urban society.

Haller, Burchinal and Taves (10) concluded that rural youth, on the average, have difficulty in becoming adjusted to non-farm occupations. Some of the factors they listed as being responsible for the difficulty experienced by rural youth when competing with urban youth in the urban labor market were: rural youth have lower educational levels, higher school drop-out rates, attend more poorly equipped and staffed schools and receive little or no career counseling compared to urban youth.

Rural youth are less informed about job opportunities and consequently they are not as well prepared to compete effectively for available job opportunities.

As a youth advances in school his level of aspiration becomes influenced more by the social class, his peers, and his own self-perception. Individuals who aspire to high prestige levels of occupations tend to achieve them in time, while others whose aspirations are toward low prestige occupations tend to remain stifled throughout their working life (11).

In a study of Educational Needs of Arkansas Extension Agents, Price (12) ranked nine areas according to importance and need: Program plan-

ning and development, understanding human development, communications, effective thinking, understanding social systems, the educational process; extension organization and administration, research and evaluation, and knowledge of technical subject matter.

The youth of today must learn that they cannot win first place, or excel in each and every activity or event, but they need to develop their own self-confidence by the fact that each is capable of doing some things well and failing at others. Looking at our social rules, every youth, as well as adult, needs to be identified with a group, and in every group we have competition in some form, so we must learn to live with it.

By taking part in new educational activities, each person has the opportunity to broaden his experiences and through the trial and error method each of us can "make the best better."

Our youth of today and leaders of tomorrow, need a balance between educational activities and competition. These experiences start early in life, with brother and sister, family life, school, church and youth groups. These relationships are natural and very important to the growth of our democratic society, because early in life our youth must be prepared to accept defeat and bounce back and strive for greater achievement.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Information presented in this study was obtained from questionnaires sent to 665 4-H Club members, parents, leaders and extension agents. Of the 665 questionnaires mailed out, 330 (49.6 percent) were returned. Responding were 153 4-H members, 66 4-H parents, 96 4-H leaders, and 15 extension agents. The same questionnaire was used for all respondents.

Background Data on Respondents

The background information on the four groups in this study was found to be as follows: 4-H members - 3.4 years experience in 4-H; average age 13.2 years; 69 were boys and 84 were girls; 19 of these boys and girls had not received an award through 4-H; 134 had received an award; 144 had taken part in a competitive activity, only nine had not.

4-H parents - 31 were men and 35 were women; 29 parents were former 4-H members, 37 were not; the average length of 4-H membership by parents was 4.6 years; 63 parents replied that their son or daughter had taken part in a competitive activity, only three replied no; 53 parents had attended a competitive activity with their children, 13 parents had never attended a competitive activity with their children.

4-H leaders - Three leaders were 20-30 years old; 31 leaders were 30-40 years old; 48 leaders were 40-50 years old; and 14 leaders were 50-60 years old; 75 leaders were women and 21 were men; 53 leaders were

former 4-H members and 43 leaders had no previous 4-H experience; the average length of service as a 4-H leader was 6.2 years; 64 leaders now have children in 4-H and 34 leaders children were out of 4-H.

Extension agents - Average extension experience 6.4 years; nine agents were former 4-H members; 6 agents had no previous experience with 4-H; average time spent working on 4-H was 15.3 percent of the agent's work day; 12 agents thought full-time county 4-H agents would be beneficial in their county.

To meet the objectives of this study, the questionnaire was divided into three parts: (1) General benefits of competitive activities, (2) Benefits of competitive activities in relation to 4-H project work, and (3) Benefits of competitive activities in relation to school work. To facilitate presentation of the study findings, this chapter is divided into three major sections, one for each of the foregoing parts of the questionnaire.

General Benefits of Competitive Activities

Data presented in this section were secured in order to determine respondents' opinions as to selected general benefits of competitive events.

TABLE I

RESPONSES TO THE STATEMENT, "ONLY THOSE 4-H MEMBERS WHO MEET REQUIREMENTS OF THEIR LOCAL CLUB SHOULD PARTICIPATE IN COMPETITIVE ACTIVITIES"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	81	55.0	43	29.0	23	16.0	147	100.0
4-H Parents	53	76.0	12	17.0	5	7.0	70	100.0
4-H Leaders	61	66.0	18	20.0	13	14.0	92	100.0
Ext. Agents	9	60.0	3	20.0	3	20.0	15	100.0
TOTAL	204	62.9*	76	23.5*	44	13.6*	324	100.0

*Percentage of total group of respondents

As indicated in Table I, 204 of the respondents (62.9 percent) agreed that only those 4-H members who meet the requirements of their local clubs should participate in competitive events, while only 44 persons (13.6 percent) disagreed. The majority of all four respondent groups were in agreement with this statement with the parents group being most in agreement (76 percent) and ranging down to the member group where 55 percent responded at the agree level.

TABLE II

RESPONSES TO THE STATEMENT; "COMPETITIVE ACTIVITIES
PROVIDE BENEFITS TO ONLY A FEW SELECT 4-H CLUB MEMBERS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	10	7.0	24	16.0	112	77.0	146	100.0
4-H Parents	5	8.0	8	11.0	57	81.0	70	100.0
4-H Leaders	4	4.0	9	10.0	79	86.0	92	100.0
Ext. Agents	2	13.0	5	33.0	8	54.0	15	100.0
TOTAL	21	6.5*	46	14.2*	256	79.3*	323	100.0

*Percentage of total group of respondents

According to data in Table II, 256 of the respondents (79.3 percent) disagreed that competitive activities provide benefits to only a few select 4-H Club members, while only 21 persons (6.5 percent) agreed. The majority of all four respondent groups were in disagreement with the statement, with the 4-H leader group being most in disagreement (86.0 percent). The extension agent group with 54.0 percent responding in the agree category comprised the low portion of the range.

TABLE III

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES TAKE TOO MUCH TIME ON THE PART OF 4-H CLUB MEMBERS TO PREPARE FOR CONTESTS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	6	4.0	29	19.0	114	77.0	149	100.0
4-H Parents	4	6.0	10	15.0	54	79.0	68	100.0
4-H Leaders	2	2.0	11	12.0	80	86.0	93	100.0
Ext. Agents	0	.0	2	13.0	13	87.0	15	100.0
TOTAL	12	3.7*	52	16.0*	261	80.3*	325	100.0

*Percentage of total group of respondents

As shown in Table III, 261 of the respondents (80.3 percent) disagreed that competitive activities take too much time on the part of 4-H Club members to prepare for contests, while only 12 persons (3.7 percent) agreed. The majority of all four respondent groups were in disagreement with this statement, which indicates they felt that competitive activities do not require too much of a 4-H member's time.

TABLE IV

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES CAUSE
JEALOUSY OR FRICTION AMONG 4-H MEMBERS WITHIN A CLUB"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	12	9.0	37	16.0	92	65.0	141	100.0
4-H Parents	7	10.0	27	38.0	37	52.0	71	100.0
4-H Leaders	2	2.0	25	28.0	61	69.0	88	100.0
Ext. Agents	0	0	3	20.0	12	80.0	15	100.0
TOTAL	21	6.7*	92	29.2*	202	64.1*	315	100.0

*Percentage of total group of respondents

Inspection of Table IV reveals that 202 of the respondents (64.1 percent) disagreed that competitive activities cause jealousy or friction among 4-H members within a club, while only 21 persons (6.7 percent) agreed. As was found on the previous statement, the majority of all four respondent groups were in disagreement with this statement with the extension agent group being most in disagreement (80.0 percent) and ranging down to the 4-H parent group where 52.0 percent were in disagreement.

TABLE V

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES PROVIDE AN EDUCATIONAL VALUE FOR BOTH URBAN AND RURAL 4-H MEMBERS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	133	91.0	8	5.0	5	3.0	146	100.0
4-H Parents	58	85.0	6	9.0	4	6.0	68	100.0
4-H Leaders	83	90.0	6	7.0	3	3.0	92	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	287	89.4*	22	6.9*	12	3.7*	321	100.0

*Percentage of total group of respondents

Data reported in Table V discloses that 287 of the respondents (89.4 percent) agreed that competitive activities have educational value for both urban and rural 4-H members, while only 12 persons (3.7 percent) disagreed. The 91 percent of 4-H members who agreed with this statement comprised the high portion of the range while the 85 percent of the parents group made up the low portion.

TABLE VI

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES DO MUCH TO ENCOURAGE INDIVIDUAL EFFORT ON THE PART OF CLUB MEMBERS"

Group	Response by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	130	88.0	12	8.0	6	4.0	148	100.0
4-H Parents	57	84.0	7	10.0	4	6.0	68	100.0
4-H Leaders	67	89.0	7	9.0	1	1.0	75	100.0
Ext. Agents	9	60.0	3	20.0	3	20.0	15	100.0
TOTAL	263	85.9*	29	9.5*	14	4.6*	306	100.0

*Percentage of total group of respondents

According to 263 of the respondents (85.9 percent) competitive activities do much to encourage individual effort on the part of 4-H Club members. As can be seen in Table VI, only 14 persons (4.6 percent) disagreed with this statement, while the remaining 29 persons (9.5 percent) partially agreed. The 4-H leaders group was most in agreement with 89 percent responding at the agree level.

TABLE VII

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES PROVIDE AN OPPORTUNITY FOR MEMBERS TO MEET AND ACQUAINT THEMSELVES WITH 4-H MEMBERS FROM OTHER AREAS."

Group	Response by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	132	94.0	8	6.0	0	0	140	100.0
4-H Parents	63	95.0	2	3.0	1	2.0	66	100.0
4-H Leaders	88	97.0	2	2.0	1	1.0	91	100.0
Ext. Agents	15	100.0	0	0	0	0	15	100.0
TOTAL	298	95.5*	12	3.9*	2	.6*	312	100.0

*Percentage of total group of respondents

As shown in Table VII, 298 persons (95.5 percent) agreed that competitive activities provide an opportunity for members to meet and acquaint themselves with 4-H members from other areas, while only two persons (.6 percent) disagreed. The majority of all groups were in agreement with the statement with the extension agent group agreeing 100 percent, while at least 94 percent of all other groups responded in the agree category.

Benefits of Competitive Activities in Relation to 4-H Project Work

Respondents were asked to offer their opinions as to the benefits of competitive activities in relation to 4-H project work. Related findings are summarized in this section.

TABLE VIII

RESPONSES TO THE STATEMENT, "COMPETITIVE EVENTS PROVIDE ADDITIONAL INFORMATION FOR 4-H MEMBERS FAVORITE PROJECT"

Group	Response by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	127	86.0	20	14.0	0	0	147	100.0
4-H Parents	62	90.0	5	7.0	2	3.0	69	100.0
4-H Leaders	80	87.0	9	10.0	3	3.0	92	100.0
Ext. Agents	12	80.0	3	20.0	0	0	15	100.0
TOTAL	281	87.0*	37	11.5*	5	1.5*	323	100.0

*Percentage of total group of respondents

Only five persons (1.50 percent) disagreed that competitive events provide additional information on 4-H members' favorite project. As shown in Table VIII, 318 persons (98.5 percent) agreed to some degree with 281 (87.0 percent) and 37 (11.5 percent) responding agree and partially agree respectively. More 4-H parents agreed with this statement than did members of any other group.

TABLE IX

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES PROVIDE A CHALLENGE FOR 4-H MEMBERS TO DO A BETTER JOB WITH RELATED PROJECTS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	139	94.0	9	6.0	0	0	148	100.0
4-H Parents	63	91.0	5	7.0	1	1.0	69	100.0
4-H Leaders	87	95.0	2	2.0	3	3.0	92	100.0
Ext. Agents	12	80.0	3	3.0	0	0	15	100.0
TOTAL	301	92.9*	19	5.9*	4	1.2*	324	100.0

*Percentage of total group of respondents

As indicated in Table IX, 301 respondents (92.9 percent) agreed that competitive activities provide a challenge for 4-H members to do a better job with related projects, while only four persons (1.2 percent) disagreed. All four groups showed a majority in agreement with the 4-H leaders being most in agreement (95.0 percent) and ranging down to the extension agents group who were 80.0 percent in agreement.

TABLE X

RESPONSES TO THE STATEMENT, "COMPETITIVE EVENTS PROVIDE AN OPPORTUNITY FOR OLDER 4-H MEMBERS TO ASSIST YOUNGER 4-H MEMBERS IN PROJECT WORK"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	112	78.0	26	18.0	5	4.0	143	100.0
4-H Parents	57	83.0	8	11.0	4	6.0	69	100.0
4-H Leaders	77	84.0	11	12.0	4	4.0	92	100.0
Ext. Agents	9	60.0	4	27.0	2	13.0	15	100.0
TOTAL	255	79.9*	49	15.4*	15	4.7*	319	100.0

*Percentage of total group of respondents

According to data contained in Table X, 255 of the respondents (79.9 percent) agreed that competitive events provide an opportunity for older 4-H members to assist younger 4-H members in project work, while only 15 persons (4.7 percent) disagreed. The 4-H leaders group with 84.0 percent responding agree comprised the group most in agreement, while the extension agent group with 60.0 percent responding agree had the lowest level of agreement.

TABLE XI

RESPONSES TO THE STATEMENT, "COMPETITIVE EVENTS PROVIDE MORE
GROUP INTEREST IN TEAM COMPETITION"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	121	84.0	21	15.0	2	1.0	144	100.0
4-H Parents	55	83.0	7	11.0	4	6.0	66	100.0
4-H Leaders	63	74.0	15	18.0	7	8.0	85	100.0
Ext. Agents	10	67.0	4	27.0	1	6.0	15	100.0
TOTAL	249	80.3*	47	15.2*	14	4.5*	310	100.0

*Percentage of total group of respondents

Two-hundred forty-nine persons (80.3 percent) and 47 persons (15.2 percent) answered agree and partially agree respectively to the statement that competitive events provide more group interest in team competition. These and the remainder of the responses are summarized in Table XI.

TABLE XII

RESPONSES TO THE STATEMENT, "COMPETITIVE EVENTS CAUSE 4-H MEMBERS TO BE DISCOURAGED AND QUIT 4-H IF THEY PLACE LOW IN A CONTEST"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	5	3.0	39	25.0	109	72.0	153	100.0
4-H Parents	5	8.0	15	23.0	46	69.0	66	100.0
4-H Leaders	5	5.0	22	23.0	69	72.0	96	100.0
Ext. Agents	0	0	6	40.0	9	60.0	15	100.0
TOTAL	15	4.5*	82	24.9*	233	70.6*	330	100.0

*Percentage of total group of respondents

An inspection of Table XII, reveals that 233 of the respondents (70.6 percent) contended that competitive events do not cause 4-H members to be discouraged and quit 4-H if they place low in a contest, while 15 persons (4.5 percent) agreed. The majority of all four groups were in disagreement with this statement with 72 percent of both the 4-H leader and 4-H member groups responding in the disagree category.

TABLE XIII

RESPONSES TO THE STATEMENT, "COMPETITIVE EVENTS ENCOURAGE YOUNGER
4-H MEMBERS TO TAKE PART IN NEW PROJECTS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	126	86.0	17	12.0	3	2.0	146	100.0
4-H Parents	54	84.0	8	13.0	2	3.0	64	100.0
4-H Leaders	74	82.0	13	14.0	3	4.0	90	100.0
Ext. Agents	10	67.0	4	17.0	1	6.0	15	100.0
TOTAL	264	83.8*	42	13.3*	9	2.9*	315	100.0

*Percentage of total group of respondents

Table XIII contains a summary of the responses of 315 people as to whether they felt competitive events encourage younger 4-H members to take part in new projects. It should be noted that only nine persons (2.9 percent) disagreed with this contention. For those responding with agree, the 86 percent of 4-H members made up the greatest proportion while the 67 percent of extension agents was the smallest.

TABLE XIV

RESPONSES TO THE STATEMENT, "TAKING PART IN COMPETITIVE EVENTS DOES NOT HARM THE INDIVIDUAL UNLESS HE HAS NOT RECEIVED ANY PREVIOUS TRAINING FOR THE CONTEST"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	66	45.0	48	33.0	32	22.0	146	100.0
4-H Parents	32	49.0	22	33.0	12	18.0	66	100.0
4-H Leaders	56	62.0	23	26.0	11	12.0	90	100.0
Ext. Agents	12	80.0	3	20.0	0	0	15	100.0
TOTAL	166	52.3*	96	30.3*	55	17.4*	317	100.0

*Percentage of total group of respondents

As shown in Table XIV, 166 persons (52.3 percent) agreed that taking part in competitive events does not harm the individual unless he has not received any previous training for the contest. Twelve extension agents (80 percent) agreed, followed by the 4-H leader group with 62.0 percent agreement. The 4-H parents indicated 49.0 percent agreement and the 4-H members indicated only 45.0 percent agreement.

TABLE XV

RESPONSES TO THE STATEMENT, "4-H MEMBERS ENTER COMPETITIVE ACTIVITIES ONLY FOR THE AWARDS OFFERED"

Responses by Degree of Agreement									
Group	Agree		Partially Agree		Disagree		TOTAL		
	N	%	N	%	N	%	N	%	
4-H Members	7	5.0	47	34.0	85	61.0	139	100.0	
4-H Parents	7	11.0	20	31.0	38	58.0	65	100.0	
4-H Leaders	3	3.0	28	31.0	60	66.0	91	100.0	
Ext. Agents	1	7.0	9	60.0	5	33.0	15	100.0	
TOTAL	18	5.8*	104	33.5*	188	60.7*	310	100.0	

*Percentage of total group of respondents

As detailed in Table XV, 188 of the respondents (60.7 percent) felt that 4-H members do not enter competitive activities only for the awards offered as indicated by their disagree response. The proportion of disagree responses ranged from 66 percent of the 4-H leaders group to the 33 percent of the extension agent respondents.

Benefits of Competitive Activities in Relation to School Work

In order to determine opinions as to the benefits of competitive activities in relation to school work, a group of related statements were submitted to those surveyed. This section reports findings relative to this area of concern.

TABLE XVI

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK BY LEARNING TO GET ALONG WITH OTHERS"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	133	95.0	7	5.0	0	0	140	100.0
4-H Parents	65	97.0	2	3.0	0	0	67	100.0
4-H Leaders	89	97.0	3	3.0	0	0	92	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	300	95.5*	14	4.5*	0	0*	314	100.0

*Percentage of total group of respondents

Inspection of data presented in Table XVI, discloses that 300 of the people (95.5 percent) agreed that competitive activities may be helpful to 4-H members in their school work by learning to get along with others. Ninety-five percent or more 4-H members, 4-H parents and 4-H leaders were in agreement with this concept while 87 percent of the extension agents were in agreement.

TABLE XVII

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK BY TEACHING MEMBERS TO ASSUME RESPONSIBILITY"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	140	95.0	6	4.0	1	1.0	147	100.0
4-H Parents	62	94.0	4	6.0	0	0	66	100.0
4-H Leaders	89	98.0	2	2.0	0	0	91	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	304	95.3*	14	4.4*	1	.2*	319	100.0

*Percentage of total group of respondents

The contention that competitive activities may be helpful to 4-H members in their school work by teaching members to assume responsibility was agreed with by 304 of the 319 persons responding. As reported in Table XVII, only one person, a 4-H member, disagreed. The range of agree responses was from 98 percent of the 4-H leaders to 87 percent of the extension agents.

TABLE XVIII

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK BY LEARNING TO MAKE INDIVIDUAL DECISIONS"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	122	85.0	16	11.0	6	4.0	144	100.0
4-H Parents	54	89.0	7	11.0	0	0	61	100.0
4-H Leaders	87	94.0	5	5.0	1	1.0	93	100.0
Ext. Agents	12	80.0	2	13.0	1	7.0	15	100.0
TOTAL	275	87.9*	30	9.6*	8	2.5*	313	100.0

*Percentage of total group of respondents

Data offered in Table XVIII indicates that 275 people (87.9 percent) agreed that competitive activities may be helpful to 4-H members in their school work by learning to make individual decisions. Only eight people (2.5 percent) disagreed. The majority of all four respondent groups were in agreement with this statement with the 4-H leader group being most in agreement (94 percent) and ranging down to the extension agent group where 80 percent were in agreement.

TABLE XIX

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK BY WORKING TOGETHER IN A GROUP"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	127	91.0	11	8.0	1	1.0	139	100.0
4-H Parents	65	94.0	4	6.0	0	0	69	100.0
4-H Leaders	88	97.0	3	3.0	0	0	91	100.0
Ext. Agents	12	80.0	2	13.0	1	7.0	15	100.0
TOTAL	292	93.0*	20	6.4*	2	.6*	314	100.0

*Percentage of total group of respondents

According to Table XIX, of the 314 respondents surveyed, 292 (93 percent) agreed that competitive activities may be helpful to 4-H members in their school work by working together in a group, while only two people (.6 percent) disagreed. The majority of all four respondent groups were in agreement with this statement with the 97 percent of the 4-H leaders who agreed making up the group which agreed at the highest level. At least 80 percent of all other groups responded in the agree category.

TABLE XX

RESPONSES TO THE STATEMENT, "BY EXPRESSING THEIR OWN IDEAS AND THOUGHTS TO A GROUP THROUGH COMPETITIVE ACTIVITIES, THESE BENEFITS MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK!"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	126	88.0	14	10.0	3	2.0	143	100.0
4-H Parents	57	83.0	12	17.0	0	0	69	100.0
4-H Leaders	88	96.0	4	4.0	0	0	92	100.0
Ext. Agents	10	67.0	4	26.0	1	7.0	15	100.0
TOTAL	281	88.1*	34	10.7*	4	1.2*	319	100.0

*Percentage of total group of respondents

As reported in Table XX, only four persons (1.2 percent) disagreed that by 4-H members expressing their own ideas and thoughts to a group through competitive activities, these benefits may be helpful to 4-H members in their school work. Of the remaining 315 persons, 281 (88.1 percent) and 34 (10.7 percent) responded agree and partially agree respectively. Only four (4.0 percent) of the 4-H leaders group did not agree while no more than seven percent of the remaining groups failed to agree at some level.

TABLE XXI

RESPONSES TO THE STATEMENT, "USING PARLIAMENTARY PROCEDURE IN COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement									
Group	Agree		Partially Agree		Disagree		TOTAL		
	N	%	N	%	N	%	N	%	
4-H Members	96	71.0	32	24.0	8	5.0	136	100.0	
4-H Parents	53	87.0	7	11.0	1	2.0	61	100.0	
4-H Leaders	79	82.0	17	18.0	0	0	96	100.0	
Ext. Agents	11	73.0	3	20.0	1	7.0	15	100.0	
TOTAL	239	77.6*	59	19.2*	10	3.2*	308	100.0	

*Percentage of total group of respondents

Data presented in Table XXI shows that 239 of the people (77.6 percent) agreed that using parliamentary procedure in competitive activities may be helpful to 4-H members in their school work, while only 10 persons (3.2 percent) disagreed. The majority of all four respondent groups were in agreement with the statement with the 4-H parent group being most in agreement (87.0 percent) and ranging down to the 4-H member group who were 71.0 percent in agreement.

TABLE XXII

RESPONSES TO THE STATEMENT, "LEARNING RECORD KEEPING THROUGH
COMPETITIVE ACTIVITIES MAY BE HELPFUL
TO 4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	111	79.0	26	18.7	4	3.0	141	100.0
4-H Parents	53	88.0	6	10.0	1	2.0	60	100.0
4-H Leaders	82	89.0	8	9.0	2	2.0	92	100.0
Ext. Agents	8	53.0	7	47.0	0	0	15	100.0
TOTAL	254	82.5*	47	15.3*	7	2.2*	308	100.0

*Percentage of total group of respondents

An overwhelming majority of those responding agreed that learning record keeping through competitive activities may be helpful to 4-H members in their school work as reported in Table XXII. Only seven people (2.2 percent) disagreed while 254 (82.5 percent) agreed. The proportion of total groups expressing an agree response ranged from 89 percent of the 4-H leaders to 53 percent of the extension agents.

TABLE XXIII

RESPONSES TO THE STATEMENT, "BY ENCOURAGING SELF-DEVELOPMENT THROUGH
COMPETITIVE ACTIVITIES THESE BENEFITS MAY BE HELPFUL TO
4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	128	91.0	13	9.0	0	0	141	100.0
4-H Parents	61	92.0	5	8.0	0	0	66	100.0
4-H Leaders	89	96.0	4	4.0	0	0	93	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	291	92.4*	24	7.6*	0	0	315	100.0

*Percentage of total group of respondents

The statement that encouraging self-development through competitive activities may be helpful to 4-H members in their school work was agreed to by 291 (92.4 percent) of the respondents according to data in Table XXIII. No one disagreed with this statement. The majority of all four groups agreed with the statement with the 4-H leaders being most in agreement (96.0 percent) and ranging down to the extension agent group where 87.0 percent were in agreement.

TABLE XXIV

RESPONSE TO THE STATEMENT, "DEVELOPING LEADERSHIP AND CITIZENSHIP THROUGH COMPETITIVE ACTIVITIES MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	125	91.0	13	9.0	0	0	138	100.0
4-H Parents	65	97.0	2	3.0	0	0	67	100.0
4-H Leaders	84	98.0	2	2.0	0	0	86	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	287	93.8*	19	6.2*	0	0*	306	100.0

*Percentage of total group of respondents

The data summarized in Table XXIV reveals that 287 people (93.8 percent) agreed that developing leadership and citizenship through competitive activities may be helpful to 4-H members in their school work. No one disagreed with this statement. The majority of all four groups were in agreement with the 98 percent of the group of 4-H leaders being most in agreement. At least 87 percent of all respondents in the remaining groups answered with agree.

TABLE XXV

RESPONSES TO THE STATEMENT, "DEVELOPING SPECIAL INTERESTS THROUGH
COMPETITIVE ACTIVITIES MAY BE HELPFUL TO
4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	126	85.0	19	13.0	3	2.0	148	100.0
4-H Parents	60	91.0	6	9.0	0	0	66	100.0
4-H Leaders	85	91.0	8	9.0	0	0	93	100.0
Ext. Agents	12	80.0	3	20.0	0	0	15	100.0
TOTAL	283	87.9*	36	11.2*	3	.9*	322	100.0

*Percentage of total group of respondents.

As reported in Table XXV, 283 people (87.9 percent) and 36 people, (11.2 percent) of those responding agreed and partially agreed respectively to the statement that developing special interests through competitive activities may be helpful to 4-H members in their school work. Only three people (2.0 percent) disagreed. The majority of all four groups were in agreement with this statement. Ninety-one percent of both the parents and leader groups indicated an agree reply while 85 percent and 80 percent of the member and agent groups respectively responded at the agree level.

TABLE XXVI

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES ENCOURAGE SPORTSMANSHIP AND THESE BENEFITS MAY BE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	131	91.0	11	8.0	2	1.0	144	100.0
4-H Parents	60	88.0	8	12.0	0	0	68	100.0
4-H Leaders	87	96.0	4	4.0	0	0	91	100.0
Ext. Agents	12	80.0	3	20.0	0	0	15	100.0
TOTAL	290	91.2*	26	8.2*	2	.6*	318	100.0

*Percentage of total group of respondents

In response to the statement that competitive activities encourage sportsmanship and these benefits may be helpful to 4-H members in their school work, in Table XXVI, 290 respondents (91.2 percent) replied at the agree level, 26 (8.2 percent) at the partially agree level and only two persons (.6 percent) disagreed. Percentages of agree responses by groups ranged from 96 percent for leaders to 80 percent for agents.

TABLE XXVII

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES ENCOURAGE
SELF-CONFIDENCE AND THESE BENEFITS MAY BE HELPFUL TO
4-H MEMBERS IN THEIR SCHOOL WORK"

Responses by Degree of Agreement								
Group	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	127	91.0	10	7.0	3	2.0	140	100.0
4-H Parents	67	96.0	3	4.0	0	0	70	100.0
4-H Leaders	91	97.0	3	3.0	0	0	94	100.0
Ext. Agents	13	87.0	2	13.0	0	0	15	100.0
TOTAL	298	93.4*	18	5.6*	3	.9*	319	99.0

*Percentage of total group of respondents

According to findings reported in Table XXVII, 298 people (93.4 percent) agreed that competitive activities encourage self-confidence and these benefits may be helpful to 4-H members in their school work. Only three persons (.9 percent) disagreed. At least 87 percent of each group surveyed provided an agree response to this statement and three members of 4-H Clubs provided the only disagree responses tabulated.

TABLE XXVIII

RESPONSES TO THE STATEMENT, "COMPETITIVE ACTIVITIES IN 4-H CLUB WORK
OFTEN CAUSE STUDENTS TO GET BEHIND IN SCHOOL"

Group	Responses by Degree of Agreement							
	Agree		Partially Agree		Disagree		TOTAL	
	N	%	N	%	N	%	N	%
4-H Members	3	2.0	32	22.0	110	76.0	145	100.0
4-H Parents	2	3.0	12	17.0	55	80.0	69	100.0
4-H Leaders	2	2.0	10	11.0	79	87.0	91	100.0
Ext. Agents	0	0	4	27.0	11	73.0	15	100.0
TOTAL	7	2.2*	58	18.1*	255	79.7*	320	100.0

*Percentage of total group of respondents

Of the 320 persons responding, 255 (79.7 percent) disagreed that competitive activities in 4-H Club work often cause students to get behind in school, only seven persons (2.2 percent) agreed. These findings are summarized in Table XXVIII. None of the agent group, only two from both the leader and parent groups and three from the member groups felt that competitive events cause members to get behind in their school work.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Findings

Information used in this study was obtained by random sampling of 665 people. Responses were obtained from 153 4-H members, 66 4-H parents, 96 4-H leaders, and 15 extension agents in five northwest Arkansas counties. Of the 665 questionnaires mailed out, 49.6 percent were returned completed.

Both boy and girl 4-H members, women and men 4-H leaders, men and women parents of 4-H Club members, and all extension agents in the five northwest Arkansas counties were mailed questionnaires to get a cross section of the opinions of 4-H Club members, adult leaders, parents, and extension agents concerning the benefits of competitive activities.

Those responding included 153 4-H members with 3.4 years experience in 4-H, average age 13.2 years, 69 boys and 84 girls, 19 members who had never received an award through 4-H and 134 who had taken part in a competitive activity and only nine members who had never taken part in a competitive event.

Of the 96 4-H leaders responding, 75 were women and 21 were men; the majority of leaders were 40 to 60 years old; 53 were former 4-H members and 43 leaders had no previous 4-H experience. The average length of serving as a 4-H leader was 6.2 years.

Four-H parents responding included 31 men and 35 women; 29 parents

were former 4-H members, 37 were not; the average length of 4-H membership by parents was 4.6 years; 63 parents replied that their children had taken part in a competitive activity, only three replied no; 53 parents had attended a competitive activity with their children, 13 parents had never attended a competitive activity with their children.

Of the 4-H leaders responding, three were 20-30 years old; 31 leaders were 30-40 years old; 48 leaders were 40-50 years old, and 14 leaders were 50 to 60 years old; 75 leaders were women and 21 were men; 53 leaders were former 4-H members and 43 leaders had no previous 4-H experience. The average length of service as a 4-H leader was 6.2 years; 64 leaders now have children in 4-H and 34 leaders' children were out of 4-H.

The average extension agent's work experience was 6.4 years; 9 agents were former 4-H members; 6 extension agents had no previous 4-H experience. Average time spent working on 4-H was 15.3 percent of the agents' work day; 12 extension agents thought full time county 4-H agents would be beneficial in their county.

Findings of the Study Regarding General Benefits of Competitive Activities

Respondents in the study were in agreement that 4-H competitive events offer the following general benefits:

1. Only those 4-H members who meet the requirements of their local club should participate in competitive activities.
2. Competitive activities do provide benefits to all 4-H members.
3. Competitive activities do not take too much time on the part of 4-H Club members to prepare for contests.

4. Competitive activities do not cause jealousy or friction among 4-H members within a club.

5. Competitive activities do provide an educational value for both urban and rural 4-H members.

6. Competitive activities do much to encourage individual effort on the part of club members.

7. Competitive activities do provide an opportunity for members to meet and acquaint themselves with 4-H members from other areas.

Findings of the Study Regarding Benefits of Competitive Activities in Relation to 4-H Project Work

Taken together, the four groups of people included in the study were of the opinion that:

1. Competitive activities do provide a challenge for 4-H members to do a better job with related projects.

2. Competitive activities do provide an opportunity for older members to assist younger members in project work.

3. Competitive activities provide more group interest in team competition.

4. Competitive events do not cause members to be discouraged and quit 4-H if they place low in a contest.

5. Competitive events do encourage younger members to take part in new projects.

6. Taking part in competitive events does not harm the individual unless he has not received any previous training for the contest.

Findings of the Study Regarding Benefits of Competitive Activities in
Relation to School Work

It was found that people responding to the questionnaire were of the opinion that 4-H competitive events were beneficial to members' school work in the following ways:

1. Competitive activities are helpful to 4-H members in their school work by providing opportunities for learning to get along with people.
2. Competitive activities are helpful to 4-H members in their school work by members learning to assume responsibility.
3. Competitive events do provide additional information for 4-H members to make individual decisions.
4. Competitive activities are helpful to 4-H members in their school work by working together in a group.
5. Expressing ideas and thoughts to a group in competitive events are helpful to members in their school work.
6. Learning to use parliamentary procedure in competitive events is helpful to 4-H members in their school work.
7. Record keeping benefits learned through competitive events are helpful to 4-H members in their school work.
8. The benefits of self-development learned through competitive activities are helpful to 4-H members in their school work.
9. The benefits of leadership and citizenship learned through competitive activities are helpful to 4-H members in their school work.
10. The benefits of developing special interests through competitive activities are helpful to 4-H members in their school work.

11. Encouraging sportsmanship through competitive activities is helpful to 4-H members in their school work.
12. The benefits of self-confidence learned through competitive activities are helpful to 4-H members in their school work.
13. Competitive activities do not cause 4-H members to get behind with their school work.

Conclusions

The majority of all four groups agreed that competitive activities do provide benefits to all 4-H members, are of an educational value for both urban and rural youth, do encourage individual effort on the part of club members, do not cause jealousy or friction, and do not take too much time on the part of 4-H club members to prepare for contests. Competitive activities also encourage younger members to take part in new projects, provide a challenge for 4-H members, do not cause 4-H members to be discouraged and quit 4-H if they place low in a contest. Encouraging sportsmanship, leadership, citizenship, and building self-confidence are beneficial to 4-H members in their school work.

In comparing the groups of respondents and their opinions regarding 4-H competitive events, it would appear that the 4-H leaders had the most favorable attitudes toward such activities.

Overall, it is concluded that the people surveyed are of the opinion that 4-H competitive events have a number of general benefits, are beneficial in relation to a member's school work and are beneficial in relation to a member's project work.

Recommendations

The following recommendations were formulated by the investigator and are based upon a review and synthesis of the study findings:

1. Separate competitive activities for the age categories of younger 4-H members and older 4-H members should be established.
2. County extension agents should devote a larger percent of their time to 4-H work.
3. County extension agents should conduct more leader training meetings on competitive activities.
4. County extension agents should conduct more 4-H member training meetings prior to competitive events.
5. County extension agents should conduct orientation meetings for 4-H parents.
6. State 4-H agents should conduct in-service training conferences in 4-H work for county extension agents.
7. County extension agents should develop a junior leadership program for older 4-H members.
8. County extension agents should re-examine the competitive awards system.
9. County extension agents should re-examine the record keeping of 4-H Club work.
10. County extension agents should re-examine the policy of letting non-4-H members compete with 4-H members in competitive activities.
11. County extension agents should work with a larger number of youth through 4-H.

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APPENDIX A

SURVEY FORM

PART I - To Be Completed By 4-H Leaders

County _____ Age 20-30 ___ 30-40 ___ 40-50 ___ 50-60 ___ Over 60 ___
 Man _____ or Woman _____ Main Leader _____ or Project Leader _____
 Are you a former 4-H Club member? Yes _____ No _____ Check One
 If so how many years were you a member? _____
 How many years have you served as a 4-H Leader? _____
 Do you have children now in 4-H? Yes _____ No _____
 Were your children in 4-H previously? Yes _____ No _____
 No children _____

PART II. - To Be Completed By 4-H Parents

Man _____ or Woman _____ County _____
 Are you a former 4-H Club member? Yes _____ No _____ Check One
 If so how many years were you a member? _____
 Do you have children now in 4-H? Yes _____ No _____
 Has your son or daughter taken part in a competitive
 4-H activity? Yes _____ No _____
 Have you attended a competitive activity with your son
 or daughter? Yes _____ No _____

PART III - To Be Completed By 4-H Club Members

How many years have you been in 4-H Club work? _____
 Boy _____ Girl _____ Age _____
 Have you ever received an award, ribbon, or prize in
 your 4-H Club work? Yes _____ No _____
 Have you ever taken part in any competitive activity
 in 4-H Club work? Yes _____ No _____

PART IV - To Be Completed By Extension Agents

County _____ C.E.A. _____ Assoc. C.E.A. _____ Asst. C.E.A. _____
 E.H.A. _____ Assoc. E.H.A. _____ Asst. E.H.A. _____
 How many years experience in extension? _____
 Are you a former 4-H Club member? Yes _____ No _____
 What percent of your time do you spend in 4-H work? _____
 Would full time 4-H agents be beneficial in your county?
 Yes _____ No _____

PART V - To Be Completed By All Groups

1. When 4-H members compete in competitive activities these events:
 (Please respond to each item)

Agree With	Partially Agree With	Disagree With
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- a. Should be participated in only
 by those 4-H members who meet

	Agree With	Partially Agree With	Disagree With
the requirement of their local club			
b. Provide benefits to only a few select club members . .			
c. Take too much time on part of club members to prepare for contest			
d. Cause jealousy or friction among club members within a club			
e. Provide an educational value for both urban and rural 4-H members			
f. Do much to encourage individual effort on the part of club members			
g. Provide an opportunity for members to meet and acquaint themselves with 4-H members from other areas			

2. Please check your opinion regarding the affect 4-H competitive events has to 4-H project work. (Please respond to each item)

4-H competitive activities:

	Agree With	Partially Agree With	Disagree With
a. Provide additional information for 4-H members favorite project			
Provide a challenge for a 4-H member to do a better job with related projects			
c. Provide an opportunity for older 4-H members to assist younger 4-H members in project work			
d. Provide more group interest in team competition			
e. Cause 4-H members to be discouraged and quit 4-H if they place low in a contest . . .			
f. Encourage younger 4-H members to take part in new projects			
g. Do not harm individual to compete unless he has not had any previous training for the competitive event			
h. 4-H members enter contests only for award offered . . .			

3. Please check your opinion regarding other educational benefits received by taking part in competitive activities that may be helpful to 4-H members in their school work. (Please respond to each item)

	Agree With	Partially Agree With	Disagree With
a. Getting along with others . . .			
b. Assuming responsibilities . . .			
c. Making individual decisions . . .			
d. Working together in a group . . .			
e. Expressing own ideas and thoughts to a group			
f. Use of parliamentary procedure			
g. Promotes record keeping . . .			
h. Encourages self development . . .			
i. Develop leadership and citizenship			
j. Develop special interest . . .			
k. Encourages sportsmanship . . .			
l. Encourages self-confidence . . .			
m. Often causes students to get behind in school work			

APPENDIX B

P.O. Box 448
Greenwood, Arkansas 72936
January 20, 1971

Congratulations:

You have been chosen from your county to participate in a special 4-H Research Survey, and your opinion is important.

I am conducting a Research Survey of opinions, from 4-H members, 4-H leaders, and parents of 4-H members on competitive activities in 4-H Club work.

Your opinions on this Research Survey along with about 300 other persons will be used in my thesis, which I am writing for partial requirements for the M.S. degree from Oklahoma State University.

I would appreciate your frank and honest opinion on these questions.

Your name will not be used in any way in the Survey.

4-H Competitive Activities means activities like B.B.Q. Contest, talent contests, dress revue, appropriate wear for boys, horse show, fairs, dairy recipe contest, poster contests, activity day demonstrations, etc. or any event in 4-H work that 4-H members compete in for prizes, awards or ribbons.

Would you please help by filling out the enclosed questionnaire and mailing it in the enclosed envelope by February 1, 1971.

May I also thank you in advance for your time and help in completing this questionnaire.

Yours very truly,

Jerry Moss
P.O. Box 448
Greenwood, Arkansas 72936

JM:at
Enclosures

VITA

2
Jerry Ralph Moss

Candidate for the Degree of
Master of Science

Thesis: THE OPINIONS OF 4-H CLUB MEMBERS, ADULT LEADERS, PARENTS, AND
EXTENSION AGENTS CONCERNING THE BENEFITS OF COMPETITIVE ACTI-
VITIES IN FIVE NORTHWEST ARKANSAS COUNTIES

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Harrison, Arkansas, August 23, 1935, the son
of Ralph and Pearl Moss.

Education: Attended grade school at Harrison, Arkansas; graduated
from Harrison High School in 1953; attended Arkansas Tech Col-
lege, Southern State College; graduated from Oklahoma State
University with a Bachelor of Science degree in Agricultural
Education in August 1957; completed graduate work at Oklahoma
State University in 1971.

Military Service: Entered the United States National Guard in 1953;
Served in the United States Naval Reserve on active duty from
1958 through 1959; Honorably discharged 1961.

Professional Experience: Employed by Libby, McNeil & Libby 1960-61
as sales representative; McKesson and Robbins 1961-65, sales
representative; employed by University of Arkansas Agricultur-
al Extension Service as assistant county extension agent for
Benton County, Arkansas, 1965; transferred to associate county
extension agent for Sebastian County Arkansas, 1966 till
present.

Professional Organizations: Member Arkansas County Agents Associa-
tion, National County Agents Association, and Epsilon Sigma
Phi.