

FACTORS ASSOCIATED WITH THE RETENTION OF 4-H
MEMBERS IN LEFLORE COUNTY, OKLAHOMA

By

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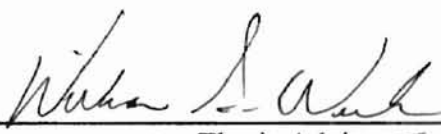
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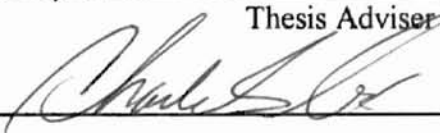
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1999

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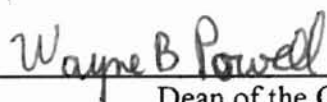
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Thesis Adviser







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ACKNOWLEDGMENTS

I wish to express my sincere appreciation to the many people who assisted me in this study.

Sincere appreciation is expressed to Dr. William Weeks for his guidance, expertise encouragement throughout this study. Special thanks goes to, other members of the committee, Dr Charles Cox and Dr. Billie Chambers for their support and interest in this research study.

Thanks goes to three LeFlore County schools for their cooperation in this study. Appreciation is also extended to students who participated in the focus groups. A special thanks goes to Lisa McRay, focus group assistant, and Kay Porter, typist, for their gracious willingness to meet necessary deadlines.

Special thanks and appreciation goes to my husband, John Foster; my parents, the late Robert Rhea and Pamela Rhea; and sister Lisa for the continuous, patience, encouragement and sacrifice, which made this study possible.

This thesis is dedicated in loving memory of my dad, Bud Rhea, who was a dedicated volunteer to the 4-H and FFA youth development programs.

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CHAPTER I

INTRODUCTION

The mission of the 4-H Youth Development program is to provide Oklahoma youth, families, and communities with educational programs which will create environments for diverse audiences of youth and adults to reach their full potential. The 4-H program is open to all youth between the ages of nine and 19, regardless of race, sex, creed, national origin, or handicap. 4-H offers hands-on educational activities to help young people develop into individual and productive citizens (OK Clover, 1997).

It has been observed, however, at a time when teens probably need involvement in a dynamic youth program, such as 4-H, teens begin to dropout. Membership enrollment figures decrease as age increases (Forbes, 1978).

Programs designed for teenagers are needed in order to decrease the number of teenagers dropping out of the 4-H program. Hartley (1983) suggests designing activities to address the needs and expectations of 4-H members as means of keeping members. In the United States, over 60 percent of 4-H members are under the age of 12. Questions are raised due to this statistic of declining 4-H members between the ages 12 and 19 (Butler & Bowman, 1998). Why are teens discontinuing their membership in the 4-H program and is the 4-H program meeting the needs of older teens. Young people are more likely to actively participate in programs that meet their needs (Butler & Bowman, 1998).

Background of the Problem

Since the early 1900s 4-H has been an active part of youth organizations in each state in the nation. By 1943 there were over one million 4-H members, and by 1945, 76 percent of 4-H members had successfully completed projects. Nevertheless, statistics indicated some internal problems, and retention rates were relatively low. Few members stayed in 4-H for long periods; 2.4 years, was the average length of membership. A rapid enrollment decline was found among second year 4-H members (Thomason, 1989).

Four-H membership peaked in 1974 at 7.4 million, but by 1994, listed at 5.6 million, a decrease of almost two million. One factor can be attributed to the decline is the transition from rural to urban. (Van Horn, Flanagan, & Thomson, 1999).

Although the 4-H program has undergone many modifications, retention of members is still a major concern for Extension Educators (Thomason, 1989). Many teens seem to lose interest in extra curricular activities that have held their attention in the past. Is this because 4-H may be viewed as old fashion or not cool by the modern teenager (Acosta & Holt, 1991)? Traditional 4-H projects and programming such as health, safety, nutrition, and consumerism, are no longer of primary interest to teens. Four-H programs for teenagers should be redesigned to meet and appeal to the modern teenager by addressing topics of interest to them (Acosta & Holt, 1991). Designing programs to meet needs of the teenage clientele is definitely the key to maintaining involvement and may keep youth from leaving the 4-H program. Determining the teenagers needs, through a need assessment is the first step in identifying teen interest, which could retain more teen 4-H members (Acosta & Holt, 1991).

Statement of the Problem

The number of senior 4-H members, 13-19, is declining. Studies showed that teenagers who participate in 4-H club activities are more likely to develop life skills in leadership, personnel development, and citizenship. (Butler & Bowman, 1998).

Numerous teenagers never experience the educational opportunities 4-H has to offer and never have the experience of developing life long skills (Butler & Bowman, 1998). The 4-H program recognizes it has a retention problem rather than a recruitment problem (Astroth, 1985). This problem concern Extension Educators, 4-H members, volunteers, organizational leaders and parents in LeFlore County, Oklahoma.

Purpose of the Study

The purpose of this study is to identify reasons 4-H members in LeFlore County, Oklahoma discontinued their 4-H membership.

Objectives of the Study

In order to accomplish the purpose of this study, the following research questions were identified:

1. What perceptions of the 4-H program are held by youth, who have discontinued their membership?
2. What factors contribute to the dropout of senior 4-H members?

Assumptions

The basic assumption of this research is that those senior-age youth who discontinued membership in the 4-H program would share their experiences and opinions openly and truthfully with the researcher. The second assumption is that teenagers would share their perceptions of 4-H with researcher. The third assumption would be that a valid demographic questionnaire and focus groups would be efficient methods of collecting data for this study. The fourth assumption would be responses given by the participants would provide useful information for making recommendations to State 4-H Program staff, 4-H District Specialists, and Extension Educators in the southeast district.

Limitations

The research was limited to three schools in LeFlore County, Oklahoma and to the students who had participated in the study. At the time the research was conducted the researcher was employed as an Extension Educator, 4-H Youth Development in LeFlore County.

Definition of Terms

For the purposes of this study, the following terms were defined accordingly:

Four-H – A youth development program which utilizes a variety of programs methods and project areas to reach and teach youth between the ages nine-19, utilizing their head, heart, hands, and health. The 4-H Youth Development Program is funded at the federal, state, and county levels, and is part of the Cooperative Extension Service

Four-H member – A boy or girl between 9-19 years of age who was enrolled in the 4-H program in Oklahoma during the 1998-1999 membership year.

Senior 4-H member – A boy or girl between the ages 13-19 who has enrolled in the 4-H program in Oklahoma during the 1998-1999 membership year.

Junior 4-H member – A boy or girl between the ages 9-12 who has enrolled in the 4-H program in Oklahoma during the 1998-1999 membership year.

Community 4-H Club – A club that consist of member in a respective community and have community based volunteers.

School 4-H Club – A Club that consists of members in a particular school and may meeting during or after school. Volunteers are school employees.

ES237 – The federal 4-H enrollment report, which Oklahoma and other states collect and report 4-H participation and demographic information.

Scope

The scope of this study included three focus groups in LeFlore County. Twenty-one youth who discontinued their 4-H membership for the 1997-1998 program year were asked voluntarily to participated in the focus group sessions and completed demographic questionnaires. LeFlore County had a full-time Extension Educator in 4-H Youth Development at the time the study was conducted. The LeFlore County 4-H program had 412 4-H members for the 1997-1998 program year.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to present information, which was relevant to this investigation. Involved in this review were research studies, books, periodicals, and professional magazines, which had pertinent information. For a more meaningful review, the literature has been broken down into the following major headings:

1. Origin of the Cooperative Extension Service
2. Formation of the Oklahoma 4-H Program
3. Developmental Needs of Youth
4. Age Level of Adolescence
5. Similar Studies

Origin of the Cooperative Extension Service

The concept of extension began long before the signing of the Smith Lever Act, which provided federal funding for Cooperative Extension and Extension hit all states. In the 1800's the nations farm population was approximately 4.3 million and 85 percent of all employed persons worked in some area of agriculture or farming. Farm related problems

included land dispositions, restrictions on agriculture trade, issues of slave labor, and the need for higher yields and better crop products. Informal experiments to identify suitable crops and production methods were extensive during the colonial period. Information about experiment findings was primarily circulated by mouth. The so-called first demonstration agent was a Native American, Squanto, who advised the New England colonist to fertilize corn with fish (Seevers, Graham, Gamon, & Conklin, 1997).

Thomas Jefferson was known as a scientific farmer who experimented with new crops and developed new pieces of farm machinery. A federal patent office was created in 1790 with the majority of patents approved for agricultural use. Commissioner of Patents, Henry L. Ellsworth, encouraged seed distribution and export programs. Ellsworth's work led to the idea that led to the creation of the Department of Agriculture (Seevers, Graham, Gamon, & Conklin, 1997).

Agriculture societies began shortly after the American Revolution, this was the first systematic attempts to improve agriculture. Agriculture societies played an important role in the concern for the education of farmers. The societies were successful at sharing new information about farming and promoting the improvement of crops and livestock, however the message was slow to be adopted by the multitude of farmers who felt little need for change (Seevers, Graham, Gamon, & Conklin, 1997).

The signing of the Homestead Act in 1862 gave 160 areas of public land to anyone who was head of a family or over 21 years of age. The title was issued after the settler had made improvements to the land and had lived on it for six months. However new land created new problems in agriculture and brought on a greater need for the education of farmers (Seevers, Graham, Gamon, & Conklin, 1997).

The Morrill Act of 1863 donated federal land to each state and territory for an endowment to establish:

at least one college in each state where the leading object shall be, without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, as the legislatures of the states may respectability prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. (Eddy, 1957)

The Morrill Act was an educational revolution but it took nearly a hundred years for the idea to fully develop. In spite of centuries of farming, there was not adequate body of knowledge from which the faculty could offer adequate instruction. The colleges relied on model farms to find something to teach in agriculture. Manual labor was adopted as a requirement for most all of the new colleges in agriculture. The students spent time clearing fields, caring for livestock, and helping plant and harvest crops on the model farm (Seevers, Graham, Gamon, & Conklin, 1997).

The Hatch Act of 1887 contributed greatly to the development of the laboratory methods. The experimental farm soon became the focus of the principle concerns of farmers. The farmers wanted to know what was best and most profitable, how to control disease, how to feed and fatten livestock and how to grow crops to obtain the best returns. The experimental farms or stations were hard pressed to find immediate answers and too understaffed to deal with more fundamental problems.

The Morrill Act of 1890 was intended for the equitable distribution between white and black colleges. Under the act, states maintaining separate colleges for the different

states had to propose a just and equitable division of the funds to be received. States who had used the entire funds for the education of white students were forced to either open their facilities to black students or provide separate facilities (Seevers, Graham, Gamon, & Conklin, 1997).

The idea of "university extension," of off-campus non-credit courses, began in England and was introduced in the United States, through city libraries. Extended boundaries of campuses were brought through the Farmer's Institute and moveable schools. Topics of interest to the farm wife and youth soon were added to the Farmer's Institutes.

Seaman Knapp was the originator of the farm demonstration work. Knapp was in charge of the demonstration farm model and was placed in charge of the program. The farm was designed to show how to increase yield of the standard crops. Through Knapp's work in Iowa, Louisiana, and Texas the power of agriculture demonstration was brought to farmers (Seevers, Graham, Gamon, & Conklin, 1997).

The Smith-Lever Act extended the benefits of federal aid to those colleges established under the acts of 1862 and 1890. Its purpose was to:

... inaugurate, in connection with these colleges, Agriculture Extension work which shall be carried in the cooperation with the United States Department of Agriculture ... in order to aid in diffusing among the 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 (Seevers, Graham, Gamon, & Conklin, 1997).

With the Smith- Lever Act in place, the Farmer's Cooperatives and Farm Management Demonstration work became known as the Cooperative Extension Service. Cooperative Extension Service was organized as part of the United States Department of Agriculture in cooperation with the state and county governments. The purpose of the Extension Service was to teach and improve practices in agriculture, home economics, and related subject areas through informal educational programs.

While rural population was almost 54 percent in 1910, it is less than 25 percent today (Conklen, Gamon, Graham & Seevers, 1997). The Cooperative Extension Service is most constantly changing to meet the shifting needs of the people in a changing society.

Formation of Oklahoma 4-H Clubs

Progressive Educational movements began in the late 1800s and early 1900s, in which the 4-H program grew. Rural schools were interested in applying practical concepts to reading, writing, and arithmetic. The Development of the Oklahoma 4-H clubs began in Tishamingo in 1909. Like many other states, the forerunner of the 4-H clubs was the Corn Clubs. The Cooperative demonstration work was so successful that it led to hiring of agents across the southern states. W. D. Bently was brought from Texas by Seaman Knapp to be the state agent for Oklahoma, and is known as the father of Extension (Seevers, Graham, Gamon, & Conklin, 1997). Bently started the Corn clubs, in Johnston County with 50 members as part of the Farmers' Cooperative Demonstration work under the United States Department of Agriculture. The Oklahoma A&M boys and girls agriculture clubs began the same year. Soon after the Corn Club, came the Cotton Club sponsored by the Cotton Crushers in 1910. The first trip to Washington D.C was

also offered in 1910 has a prize to the Corn Club boy who made the best showing in growing one acre of corn that year. By 1911, 7,366 boys enrolled in the Farmer's Cooperative Demonstration Clubs and 31, 603 members in the Oklahoma A&M Boys and Girls Agricultural Clubs.

The work for girls began through tomato and canning clubs in 1912. The clubs' goals were to teach girls how to can and care for their tomatoes. Marshall County hosted the first home agent, Mrs. A. E. Walker, who was responsible for supervising and teaching the girls. In 1912 there were 3,555 girls in the canning and tomato clubs. Expectation of the girls, were to grow one tenth of an acre of tomatoes (Seevers, Graham, Gamon, & Conklin, 1997).

The original H's stood for Hands, Heart, and Head. The fourth H, Health, was added and the emblem of 4-H was born. The 4-H club symbol is a four-leaf clover, symbolizing good luck. The clover is green symbolizing the color of growth and the Hs on the clover are white, symbolizing the purity of youth. (Oklahoma 4-H web page, 1998). The 4-H program received trademark status, and is the only emblem to hold trademark status by the United States government.

No single Extension sponsored organization is more widely known or recognized than the 4-H clubs is. The technique of organizing boys and girls into clubs which extension program could be conducted was one of the innovations and it succeeded admirably. The 4-H clubs gave identity to program activity; that enhanced the basic competitive nature of the project work; and they established a formal vehicle for involvement of adults (Hacket, p. 8).

The chartering of 4-H clubs took place in 1917 and by 1918, 4-H programs had spread and 52 counties started county fairs for their 4-H members to exhibit their projects to the public. Activities continued and in 1921 the first 4-H Round Up was conducted. In 1922 Boys and Girls clubs were combined and leadership training began for junior leaders and adult leaders. Gallagher Ilba Arena, on the campus of Oklahoma State University was dedicated as a 4-H meeting hall in 1939 (Oklahoma Cooperative Extension, Marketing Packet, 1998).

Oklahoma 4-H began branching out in 1970, to emphasis and reach urban boys and girls. Oklahoma 4-H changed forever, because was previously t known as a program purely for rural youth now offered something to every boy and girl. (Oklahoma Cooperative Extension, Marketing Packet, 1998)

Today, 4-H is the largest youth organization in America and around the world. Four-H is in all 50 states and more than 80 countries worldwide. Today, Oklahoma 4-H members live in cities, suburbs, small towns and farms. In 1997 131,183 youth, mostly in grades kindergarten through twelfth grade participated in the 4-H program. The 4-H program offers youth:

Self-Confidence: As they pursue personal potential, 4-H members get to know themselves better.

Positive Group Interaction: Four-Her's learn to interact positively with others as they share what they have learned and receive information from others.

An Inquiring Mind-Four-H develops inquiring minds as they gather, analyze, and process information

Effective Resource Management-Four-Her's learn to meet their goals by

identifying resources, planning, and organizing

Leadership-Four-Her's learn to become leaders, by working with other members in groups to accomplish group goals. (Oklahoma 4-H web page, 1998).

Hartley (1982) stated that:

4-H clubs have provided opportunities for individual growth and development. Four-H members have learned by doing, which has included the carrying out of projects in selected subject matter, assuming leadership responsibilities, opportunities, developing desirable citizenship qualities, participating in decision making in individuals and group activities, and experiencing personal growth.

The 4-H program has an experiential philosophical base. Young people learn by doing and become self-directed. This means they set their own goals, make plans to meet them, and keep records to document their achievements (Forbes, 1979).

The structure of the Extension youth educational programs include, club's short-term activities, school enrichment programs, and other delivery methods. Since 1980 the number of youth participating in organized clubs has decreased while the number of youth participating in other delivery methods has increased (SeEVERS, Graham, Gamon, & Conklin, 1997).

Developmental Needs of Youth

All human beings have basic needs, which should be fulfilled for maximum growth of development, of individuals. Physiological, primary, biological, or basics need required

satisfaction or for fulfillment of human survival. These needs include food, water, rest, oxygen, and avoidance of pain, a satisfactory temperature, and proper elimination. The requirements of needs differ with each individual (Parker, 1984). All human beings whether children, adolescents, or adults share the basic need that need to be meet if they want a smooth transition through life (Thomason, 1989).

According to the Oklahoma 4-H Leaders Guide (Oklahoma Cooperative Extension Service, 1978) the following list of basic needs are common to both boys and girls.

1. They want to belong. Part of their feelings of personal worth is gained from the value that other place on them.
2. They want to achieve. They need tasks that are challenging, but within their reach.
3. They want to become independent and need a chance to make decisions.
4. They want experiences and adventure. This need can be met through meeting new friends, sharing new ideas and gaining new responsibilities.
5. They want love and affection.

Abraham Maslow referred to the hierarchy of needs, which consist of five classes. The needs were rank according to their importance. A brief description of the five categories of needs were summarized

1. Physiological Needs-The basic physical needs for food, water, air, shelter, rest, elimination, and sexual satisfaction. These needs are usually taken as the starting point of motivation
2. Safety Needs-The need to be safe from harm, to have security, stability, protection, and freedom from anxiety chaos.

3. Love and Belongingness Needs: The need to be with other individuals, share affection and love, and to be part of a group fulfilled these needs. Organizations such as 4-H usually provide opportunities to satisfy these social needs through affiliation with their peers.

4. Esteem Needs: After the lower needs were satisfied and a person feels accepted and loved, the next needs were the esteem needs. This category related to the worth and dignity as a human. The need to be recognized as a person. First the desire for reputation or prestige, status, recognition, dignity, an appreciation. Four-H members receive rewards through the recognition and awards system utilized on a local, county, district, and state level.

5. Self-Actualizing Needs- The highest level of Maslow's hierarchy was relating 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 (Parker, 1984).

Needs vary according to the individual 4-H members' age, background, socioeconomic status, and level of maturity. The 4-H program can assist young in meeting their need requirements, by providing projects and activities that will help young progress through Maslow's hierarchy of needs.

Age Level of Adolescence

One of the most difficult phases for an individual, his or her parents, and others associated with that person is adolescence. It is a transition where the young person is no longer a child nor a fully responsible mature adult. Adolescence can be divided into three

stages of development covering the years of ages 11 to 17. Early adolescence can be defined as 11 to 14. This stage brings the immediate response to puberty and physical hormonal changes. Youth at this stage spill over with energy and intensity, switch moods, behave unpredictable and develop new abilities to think abstractly about things they have never personally experienced (Thomason, 1989). During stages of adolescence, teens need to feel a part of and belong to an intimate group of their own age and sex. Adolescence, at this stage, has a sense of wanting to direct their lives within a reasonable bound (Oklahoma Leaders Guide, 1978).

Ages 15 to 17 are the middle adolescence level at which they bring more complex and subtle ways of relating to one another. Young adults become more at ease with their bodies, own talents, abilities. They are able to carry out task without adult supervision (Thomason, 1989).

Late adolescence stage, consist of young people who are 17 onward until they accept themselves as responsible and unique individuals. In the late adolescence young people are able to make major choice about life and begin to make their lives move forward in desirable ways (Thomason, 1989).

Similar Studies

A study conducted by Texas A&M revealed that 44 percent of 4-H teenagers drop out of the program, because they felt that 4-H no longer meet their needs nor interest (Butler & Bowman, 1998).

Ritchie and Resler (1993) found that the most frequent reason given by youth for dropping out of 4-H related to displeasure with 4-H activities, boring meetings and youth

were not getting adequate assistance with projects. The second and third common answers were that the youth were too busy.

Forbes (1979) also conducted a similar study and found that members who discontinued their membership indicated that the program or project was more important than the incentives or awards offered. Forbes indicated that members who discontinued their membership reported that the awards and incentives offered were less important than the program or project. However current enrolled 4-H members reported that awards and incentives made them work harder. Many of the members who discontinued their membership indicated that parents and leaders did much of the project or record preparation and that they had no chance of competing against these records. There are few awards for teens who join 4-H and do not have long, involved records or projects skills to compete against a seven or eight year member. It appears that there are those teens that are not interested in the competitive aspects of a project and that the program needs to offer other types of recognition for these members. Youth may reject one type of competition or award and yet accept another form. Forbes also indicated that more awards should be designed for younger 4-H members so that they will not become discouraged.

Astroth (1985) reported that youth left the program due to, lack of understanding program goals, activities, and time commitment. Other problems included moving, never feeling part of the group, and project groups did not meet often enough.

Thomason (1989) did a study that indicated that the things youth dislike about the 4-H program was lack of teen involvement. The study also indicated that its most striking factor was regarding 4-H projects and activities related to teens. Approximately 86

percent of all respondents indicated that projects related to teens would be very helpful in improving the program. Other factors indicated for senior member's discontinuing their membership were conflicts with other organizations, job responsibilities, and no one else in the club was their age or had their interest.

Ladewig and Thomas (1987) compiled a study among 4-H alumni reporting that 4-H can make a difference. Four-H alumni were satisfied with the program's contribution to their personnel development, leadership skills, responsibility development and goal setting skills. However the study indicated that the 4-H program, can become more efficient in three areas:

1. Extension should publicize its 4-H programs so that nontraditional audiences can be better informed about the opportunities for participation;
2. Programs should be designed for older teens. Particular attention should be given to broadening opportunities for leadership;
3. Efforts should be made to ensure that youth activities and programs adequately challenge the personal development skills of youth regardless of educational level (Ladewig & Thomas, 1987).

The 4-H program can make a difference. There were many reasons indicated for senior 4-H members discontinuing their memberships through several studies. However, successful teen programs are programs in which teens have an important part in the planning and implementation. If the teens plan an activity they are more likely to complete it in a more satisfactory way. Teens will gain more knowledge, skills, satisfaction, and self-confidence from a finished project or activity. Teen programs must be flexible to the

time schedules of the interested teens. As reported in studies, programs for teens must be interesting, fun, and relevant to their needs (Thomason, 1989).

Summary

The review of literature provided background information on the Cooperative Extension Service and the formation of the Oklahoma 4-H clubs. The information provided the history that led to the actual formation of the Cooperative Extension Service and the Oklahoma 4-H clubs.

The review of literature also provided information about the developmental needs of youth and how the 4-H program can assist youth in meeting their developmental needs. The review of literature also informed about the different level of adolescence and the characteristics of those different levels.

The review of literature summarized several studies about the drop out of 4-H members and reason contributing to the discontinuation of their membership. The similar studies give a broad view of similar studies conducted.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study is to describe the procedures followed in conducting the study. The primary purpose of this study was to identify program perceptions and factors contributing to teens discontinuing their 4-H membership in LeFlore County. Specific research questions were:

1. What perceptions of the 4-H program are held by youth who have discontinued their membership?
2. What factors contributed to the dropout of senior 4-H members?

The Study Population

The study was conducted in LeFlore County located in the southeastern part of Oklahoma. LeFlore County had 412 4-H members enrolled for the 1997-1998 membership year. Figure 1 reports 4-H enrollment by age group.

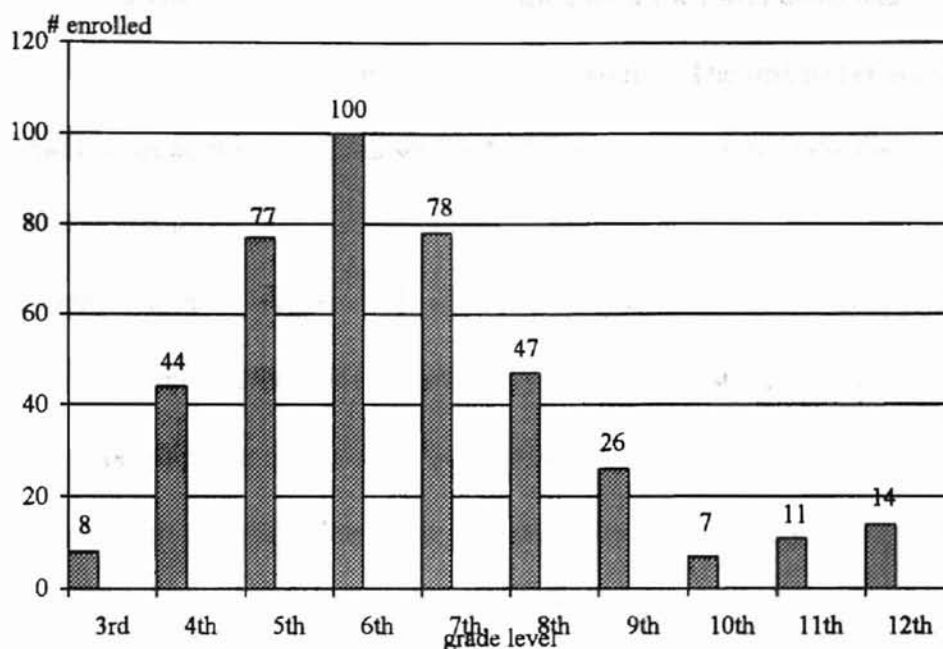


Figure 1. Leflore County 1997-1998 4-H Enrollment By Grade Level.

Three LeFlore County high schools were purposefully selected for the study. A geographic map is reported in Figure 2.



Figure 2. Geographic Location of LeFlore County

The researcher selected three schools based on if their 4-H clubs had an organizational leader and if the clubs were in active status. The researcher selected schools that had an active junior and senior 4-H club and geographically dispersed throughout the county.

Twenty-one students were utilized as the sample size. The students selected were students that discontinued their 4-H membership. The list of students that discontinued their 4-H membership was compiled by comparing the 1995 through 1997 enrollment list to the 1997 through 1999 enrollment list. Questionnaires and focus groups were conducted with youth that discontinued their membership as 4-H members. When compiling the list of discontinued 4-H members list Focus Group A had three students that had completely dropout of their respective high schools. Three focus groups were conducted in three LeFlore County high schools. The focus groups utilized three different selected sample groups.

Focus group A was a junior and senior 4-H club which, was led by community volunteers. The 4-H club met at the Focus group high school's Agricultural Education classroom. The club met on a monthly basis. Club officers and volunteers conducted the club's meetings. This club consisted primarily of junior members. The clubs' interests are mainly livestock oriented programs however the clubs interests are branching out into other 4-H project areas.

Focus group B was a junior and senior 4-H club that consisted of an even mix of junior and senior members. The club was mainly a school club, which met after school in the cafeteria. The 4-H club's organizational leader was an employee at that particular high school. The club met when the leader felt it was necessary. The clubs interested were

leadership, public speaking, health, and home economic related projects. Few 4-H members were involved in the livestock projects areas.

Focus group C was a junior and senior 4-H club that was evenly mix of junior and senior 4-H members. The 4-H club's organizational leader for the 1997-1998 program year was the Agricultural Education, instructors' wife of that particular school. The club's interests were exclusively livestock, however the 4-H leader tried encouraged other project areas and activities. The 4-H organizational leaders and volunteer mainly conducted the meetings. The club met when the leader felt it was necessary

Development of the Instrument

Focus groups were the method chosen to gather data. A Focus group is a non-directed group interview, conducted by a third objective party, which allowed participants to share insights into the question under study (Kruger, 1988). Predetermined focus group questions was developed by the researcher, district 4-H program specialists, and state 4-H staff, who attended a focus group session or in-service training held at Oklahoma State University.

A demographic questionnaire was used to collect demographic characteristics of students and 4-H participation level. Permission to conduct the study was received from the school's superintendent and principal. Letters were sent home with students explaining the focus group study students. Parental consent forms were attached to the letter. They were signed and returned to the researcher. The letter and parental consent form may be found in Appendix C.

The demographic questionnaire was developed utilizing two different questionnaires conducted in Oklahoma by Forbes (1978) and Thomason (1989). The demographic questionnaire was designed to gather background information and participation in the 4-H program. The questionnaire was pilot tested on nine 4-H members 13 or older who were members of the LeFlore county officer team. After appropriate revisions, the questionnaires were printed, and prepared for distribution.

Institutional Review Board

The Application for Review of Human Subjects Research was completed and submitted to the Institutional Review Board at Oklahoma State University and assigned the number of AG-99-018.

Collection of Data

The focus groups were conducted in three area schools. The focus group sessions were conducted during school hours and the participants were provided with pizza and drinks. The high school principal arranged for a small separate room to conduct the focus groups. A set of eight predetermined, questions were asked and the participants voluntarily responded. Participants were made aware that during the focus groups that there were no right or wrong responses and that the researcher would like both positive and negative responses. A script of the focus groups can be found in Appendix D. The questions of the focus group ranged from involvement in organizations to reasons of discontinuing membership in organizations. The focus groups consisted of a researcher

and assistant, who took notes on the comments. The focus groups were tape-recorded for accuracy.

A demographic questionnaire was administered to the participants at the conclusion of the focus groups. The questionnaire consisted of nine questions regarding student's demographics. Predetermined focus group questions and demographic questionnaire may be found in Appendix E.

Analysis of Data

Demographic responses were computed at Oklahoma State University, Tulsa campus utilizing computer program SPSS-PC. The mean was reported. Responses from the demographic questionnaire were totaled and reported for the focus groups. A descriptive narrative report is summarized for the focus group questions related to the objectives.

an active 4-H club. The current 4-H requirement for Focus Group A is

12 club members, 10 of which are youth.

Focus Group B is a group of 12 members of the Northern Oklahoma Club.

CHAPTER IV

1999

PRESENTATION AND ANALYSIS OF DATA

Introduction

1999

The purpose of this chapter is to identify the factors associated with the retention of 4-H members in LeFlore County, Oklahoma.

The data is organized according to and corresponding with the objectives of the study. The data was collected in March of 1999. Subjects involved were students from one of the three area schools.

Responses to Focus Groups and Questionnaire

1999

LeFlore County has a population of 43,270, according to the 1990 census. The county consists of 1,582 square miles. The main industries consist of public administration, retail, and manufacture. LeFlore County is an agricultural county that is productive in beef cattle, poultry, and forestry. Reported in 1996 the average annual income was \$18335.81. LeFlore County has 17 school districts throughout the county. LeFlore County had 412 4-H members enrolled for the 1997-1998 program year.

Students in Focus Group A attended the largest high school in the county with an enrollment of 499 high school students. The town has a population of 10,000. Focus

Group A had an active 4-H club. The current 4-H enrollment for Focus Group A is 33 members. The club was active on a local and county level.

Focus Group B was a small community located at the northern end of the county. The town had a population of 550 and had a high school enrollment of 71. The 4-H club was a mixed junior and senior club. The current enrollment for the 4-H club is 45 members. The 4-H club was active on a local and county level.

Focus Group C was conducted in a small community high school. The town of had a population of 580. The high school student population was 98. The current 4-H enrollment for Focus Group C is 26. The 4-H club had a semi-active 4-H program for the 1997-1998 program year.

Students were selected off the discontinued 4-H member list and ask to voluntarily participate in the study. Twenty-one students voluntarily participated in the focus groups at their respective high schools. Seven students participated in Focus Group A, six students participated in Focus Group B, and eight students participated in Focus Group C. Participates were students who had been members of the LeFlore County 4-H program at some point of time however had chosen to discontinue their membership for the program 1997-1998 year.

Demographic Characteristics of Respondents

Information in this chapter was obtained from the three focus groups and the completion of 21 demographic questionnaires. Of the students invited to participate in Focus Group A, seven of them agreed to participate and seven demographic questionnaires were returned. Of the students participating five of them were female and

two were male. Of the seven students invited to participate in Focus Group B, six of the students participated and six completed demographic questionnaires. Of the students participating four were female and two were male. Nine students were invited to participate in Focus Group C. Of the nine invited, eight of the students participated. Of the students participating, five of them were male and three of them were female.

Participant characteristics are reported in Table I. The ages of the respondents ranged from 14 to 17 years old, and were freshmen or sophomores in high school. The majority of the respondents indicated they began their 4-H membership between the ages of nine-10 years old. This strongly suggest that Extension Educators have a strong base for conducting educational and promotional programs in schools to recruit this age group before they become involved in other organizations. Focus Group A indicated that they joined 4-H between the ages of nine and 12. The mean age of which students in Focus Group A joined 4-H was 10.5. Focus Group B indicated that they joined 4-H between the ages of nine and 10. The mean age of which students in Focus Group B joined 4-H was 9.2. However, Focus Group C indicated that the majority of the students joined 4-H between the ages of 12-14. The mean age of which students in Focus Group C joined 4-H was 12.0. The mean indicated that Focus Group C students joined at an older age compared to Focus Group A and B.

Focus Group A indicated that they discontinued their 4-H membership between the ages of 11-14. The mean age of which students in Focus Group A discontinued their membership was 12.2. Focus Group B indicated that they discontinued their 4-H membership between the ages of 9-13. The mean age of which Focus Group B discontinued their membership was 11.5. Focus Group C indicated that they discontinued

TABLE I
PARTICIPANTS' CHARACTERISTICS

Age Joined	Current Age	Gender	Age Quit 4-H	Monthly Meetings	Activity Outside Club	Activity Outside County
<u>Focus Group A</u>						
11	15	Male	11	Yes	No	No
12	15	Female	12	Yes	No	No
10	15	Female	14	Yes	No	No
12	15	Female	13	Yes	No	No
9	14	Female	13	Yes	Yes	No
10	14	Female	12	Yes	Yes	No
10	16	Female	12	Yes	Yes	No
<u>Focus Group B</u>						
9	15	Female	11	Yes	No	No
10	14	Male	11	Yes	No	No
9	15	Male	9	No	No	No
9	17	Female	12	Yes	No	No
9	14	Female	13	Yes	No	No

TABLE I - Continued

Age Joined	Current Age	Gender	Age Quit 4-H	Monthly Meetings	Activity Outside Club	Activity Outside County
9	15	Female	13	No	Yes	No
<u>Focus Group C</u>						
13	16	Male	15	No	No	No
13	16	Male	14	Yes	Yes	No
12	14	Male	12	No	No	No
14	15	Female	15	No	Yes	Yes
12	14	Female	14	No	Yes	Yes
11	14	Male	14	No	Yes	Yes
9	15	Male	14	Yes	Yes	Yes
12	15	Female	15	No	Yes	No

their membership between the ages of 12-15. The mean age of which Focus Group C discontinued their membership was 14.1. Focus Group C joined 4-H about the time Focus Group A and B were discontinuing their membership.

The demographic questionnaires indicated that Focus Group A met on a regular basis. In Focus Group B the majority indicated that they met on a regular basis however a few students indicated that they did not meet on a regular basis. In Focus Group C the majority of the respondents indicated that they did not meet on a regular basis.

Participants indicated in the focus groups and on the demographic questionnaire that they were members of numerous organizations which are reported in Appendix F. Students in Focus Group A reported that they currently did not hold leadership positions in other organizations. In Focus Group B two students indicated that they held leadership positions in the student council program and one student indicated that she was their youth group president. In Focus Group C, four students indicated that they held class officer positions.

Focus group questions began very general about what attract youth to be members of organizations and then narrowed to what things caused you to drop out of the 4-H program and concluded with the question of: What one thing would have kept you involved in the 4-H program.

Findings Related to Research Question One

When You Hear the Name 4-H What Is the First Image That Comes to Mind?

A majority of the respondents associated 4-H with livestock and livestock shows especially Focus Group A and C. Several members of Focus Group B indicated helping the community. All focus groups identified 4-H with the 4-H clover. Two of the focus groups identified 4-H with Livestock. One participant from Focus Group C commented, "4-H reminds me of the commercial about picking up trash." General statements supported by the three focus groups included:

"The big green clover"

"Helping the community"

"Livestock and livestock shows"

"Helping the elderly"

What Attracted You to the 4-H Program

Respondents indicated that livestock and livestock shows attracted them to the 4-H program. Many of the participants said they joined because their friends were in the 4-H program.

A participant in Focus Group A said, "I was not attracted to the 4-H program and do not remember being involved in the program."

Students asked to participate in the focus groups were enrolled in the 4-H program and on the computer data file. LeFlore County had practiced continuous enrollment for numerous years. At some point in time the student in Focus Group A filled out a 4-H enrollment card and turned it in to her leader or extension office. However when counties practice continuous enrollment Extension Educators ask and expect the leaders to notify and pull 4-H members not interested in the 4-H program from year to year. However

sometimes county offices do not have an accurate membership list. Leaders could have enrolled the student without the student remembering signing the enrollment card.

Another comment made by a student from Focus Group C was 'my teacher asked me to be in the 4-H program.' This indicates that leaders are encouraging potential members to join the 4-H program. Other general comments made and supported by the focus groups were:

"I joined to show lambs and horses"

"My friends were in 4-H"

"Livestock and livestock shows"

"Girls"

Findings Related to Research Question Two

What Caused You to Drop out of the 4-H Program?

Respondents indicated that other organizations, and not enough time were the main reason of discontinuing in the 4-H program. A student from Focus Group A indicated that they dropped out of the 4-H program because they did not like animal or livestock, however it was the same student that commented that livestock was the reason, they joined 4-H. Students could be joining the 4-H program and discontinuing in the 4-H program for the same reason. The responses to the questions indicated to the researcher that the student did not get to participate in the 4-H programs of their interested and were strongly encouraged to participate in the animal science project. Focus Group A also indicated that, "4-H was repetitious and that they were burned out in the 4-H program."

A student also responded said, “I was tired of being accused of cheating at the horse shows.” This comment indicates that 4-H may place a great emphasis on winning and awards especially in the livestock program. Focus Group C indicated and said, “FFA offered more activities and that older students were in the FFA and they did not want to be in the 4-H program with a bunch of nine and 10 year olds.”

Other general statements supported by the focus groups were:

“Other things going on and not enough time”

“Club was not doing anything”

“I got more involved in other organizations”

“Friends went to FFA”

“FFA had older members and girls”

“Did not like the leader”

The 4-H programs offers numerous trips, conferences, camps and activities the focus groups indicated that other organizations offered more activities and trips. This suggests that the leaders and Extension Educators are not communicating with the 4-H members and informing the members of the trips, conferences, camps, and activities. The statements of that “I went to FFA or other organizations” means that the Extension Educators and leaders are not informing the students that they can join both organizations and reap the benefits all organizations have to offer.

What One Thing Would Have Kept You Involved in the 4-H Program?

Students in Focus Group B said, “if we did more than just sit around and talk at the meetings.” Focus Group B also indicated that, “if we went places on conferences and

trips.” The students in Focus Group B said, “We never were aware of the different activities, contest, or trips.” Four-H offers numerous county contests, trips, and conferences for all 4-H members. Responses from Focus Group B indicate that the organizational leaders and volunteers are not communicating information from the Extension Educator 4-H to the 4-H members in their respective clubs. All three focus groups indicated that if 4-H offered more activities might have kept them involved. Again 4-H offers endless activities for community clubs and individuals leaders are not motivating and communicating the benefits of the 4-H program to their respective clubs. Focus Group C said, “that 4-H was not for older kid.”

Other general statements supported by the focus groups were:

“If we did more than just talk at the meetings”

“If there were older members”

“4-H is not for older students”

“More activities”

“If we went places”

“If everything did not revolve around winning”

“I don’t know probably nothing”

Comments indicated from the focus groups leads the researcher to believe that there is a lack of program communications among leaders and 4-H members. It also indicates that discontinued 4-H member’s views the 4-H has a program for younger kids.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the factors associated with the retention of 4-H members in LeFlore County. More specifically the study sought to determine the factors associated with the dropout of senior 4-H member 13 to 19 in LeFlore County. The research questions of the study were the following:

1. What perceptions of the 4-H program are held by youth, who have discontinued their membership?
2. What factors contribute to the dropout of senior 4-H members?

The conclusions and recommendations are presented based on the analysis of the data collected and interpretations resulting therefrom.

Summary of Study Participants

Of the three focus groups, one-half were 15 years old. Students that joined 4-H after the age of 11 consisted of 38.1 percent. The respondents indicated that 57.1 percent discontinued their member after the age of 12. Discontinued members indicated mixed responses about regular or monthly club meetings. Of the participants 62 percent indicated that they did not participate in activities beyond the local club level and 86 percent indicated that they did not participate in activities beyond the county level.

Conclusions Relating to Research Question One

It was concluded as a result of this study perceptions of the 4-H program held by discontinued 4-H members were varied. The members who discontinue their membership perceived the 4-H program as livestock and livestock shows. Discontinued 4-H members also perceive 4-H has helping the community. Discontinued members symbolize the program with the green 4-H clover. Four-H is perceived as a program for younger members.

Conclusions Relating Research Question Two

It was concluded as a result of this study that there are various factors contributing to the drop out of 4-H members. It is concluded that local 4-H clubs are not providing activities for their 4-H members during local meetings. Additionally, teens are getting more involved with school-based organizations such as Future Homemakers of America and FFA. Teens are busy and numerous activities are competing for their time. Competition for time by other organizations, who conduct activities and trips targeting older members, is also contributing to the discontinued membership. The 4-H program is too livestock project oriented for some members.

Recommendations

1. Extension Educators, organizational leaders, volunteers, and county offices should develop new and innovative marketing techniques to communicate the

the mission and numerous opportunities 4-H has to offer. They should market the livestock projects as well as other non-agricultural related projects and activities in which all areas should be promoted.

2. Extension Educators should conduct extensive 4-H volunteer training and new parent volunteer orientation, highlighting the program's mission and opportunities. Recruiting dynamic and dedicated volunteers is essential for a 4-H club or program and volunteers should make it the highest priority.
3. County Extension Educators should implement annual 4-H enrollment to accurately report 4-H membership.
4. Volunteer leaders should assist in organizing well-planned meetings with educational speakers and activities.
5. Extension Educators, organizational leaders, and volunteers should encourage members to participate above the club level.
6. County Extension Educator should work with their county officers and implement a county wide teen council. Providing activities that are specifically for teens.
7. Extension Educators should consider combining small school community clubs and form a multi-community teen 4-H club.
8. Extension Educator should publish monthly or bi-monthly newsletter and if possible mail to every 4-H family. If county office funding is limited, other avenues to provide information to members and parents should be explored.

9. As the 4-H program moves to the next millennium, the 4-H program needs to address the changing needs of youth while maintaining a commitment to the program's mission and tradition. Extension Educators should conduct a formal needs assessment among the teen 4-H members

Recommendations for Additional Research

This study identified program perception among 4-H members who discontinued their membership, and identified factors contributing to the dropout of senior 4-H members. Focus groups enabled the researcher to gather accurate information about 4-H in LeFlore County. Students that participated in the focus groups were open and honest with their responses. This was an excellent method because the researcher was able to interact with students participating in the focus groups. An additional study would be helpful if focus groups were conducted with 4-H members 12-13 on program needs. It would also be helpful if a further study was conducted to see what influence parents have on children joining or dropping out of the 4-H program.

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APPENDIXES

APPENDIX A

COVER LETTER AND CONSENT FORM

41

Date February 22, 1999
To Students
From Becki Foster
OSU Ext. Educator
4-H and Youth Development

Your help is needed in obtaining information about teen participation and retention in organizations in LeFlore county. Because of your involvement and participation in organizations such as FFA, FHA, sports, 4-H, school clubs, and church youth groups, you have been selected to participate in a focus group to be held at Poteau High school on February 25 at 9 a.m. There will be about nine sophomores and freshmen out of your class participating. You will probably miss 30 minutes of class. The focus group has been approved to be conducted during school by Mr Ralls and Mr. Hoffman.

The focus group will not take longer than an hour. The focus groups will be tape recorded however I can assure you that when transcribing the information into data form the identities of the participants will be coded. The information reported will consist of the group information not individuals. Since I am gathering information from youth under the age of 18 you will need parental consent. Please return your consent form on or before the day of the focus group if you wish to participate. Your opinion is important and will help strengthen teen retention in youth organizations. Don't forget to bring your consent form. It is very important.

Your opinions will help to strengthen retention of teen participation and assist me in completing my Master's Degree. Thank you for your cooperation.

enclosure

FOCUS GROUP CONSENT FORM

I, _____ (print name) the legal guardian or parent of
 _____ (print child's name) hereby authorize or direct Ms. Becki Foster to conduct a focus group with my child.

1. Focus Groups are composed of small numbers of participants who are asked an organized set of questions in a consistent manner.
2. The Focus group will take no longer than 1 hour
3. The Focus group will be audio taped in order to make sure we have your exact answers to the questions. Transcripts will be made from these tapes. Only a number will be used in the transcript and your child's name will not appear in any reports. Only group information will be reported
4. Information gather will be reported in an organized manner that will be published in a master's thesis written by Becki Foster.
5. The purpose of the focus group is to learn more about teens and what they think of the 4-H program.

"This is done as part of an investigation entitled Factors Associated With Retention of 4-H Members in LeFlore County."

"I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director."

I may contact Becki Foster at telephone number 647-8231. I may also contact Gay Clarkson, IRB Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; telephone number: (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____
 Parent or Guardian

6. The 1970s and 1980s were characterized by a

7. The 1970s and 1980s were characterized by a

8. The 1970s and 1980s were characterized by a

9. The 1970s and 1980s were characterized by a

10. The 1970s and 1980s were characterized by a

11. The 1970s and 1980s were characterized by a

12. The 1970s and 1980s were characterized by a

13. The 1970s and 1980s were characterized by a

14. The 1970s and 1980s were characterized by a

15. The 1970s and 1980s were characterized by a

APPENDIX B

VERBAL ASSENT SCRIPT

Verbal Assent Script for factors associated with retention of 4-H members in LeFlore County.

Welcome . . . Today we will be discussing why you participate in youth organizations and why you students drop out of different youth organizations and clubs. There are a couple of issues that need addressed.

First, your participation is voluntary. You do not have to participate or respond to questions that you do not feel comfortable with answering.

Second, there are no right or wrong answers. We want both the positive and negative comments.

Third, only one person speaking at a time, remember respect others.

The focus group session will be audiotape recorded for accuracy. When transcribed names of participants will not be attached. Data will be collected on the group, not individuals. Data will be destroyed.

1. At what age did you join 4-H? _____
2. Current Age _____
3. Gender Male _____ Female _____
4. How old were you when you quit being in 4-H? _____
5. Did your 4-H club meet at least once each month? Yes _____ No _____
6. Have you attended a 4-H activity outside your local club? Yes _____ No _____
7. Have you attended a 4-H activity outside LeFlore County? Yes _____ No _____

8. List the school or community organizations of which you are a member.

9. List any leadership positions (officer, committees, etc.) you hold in the above listed organizations

4-H FOCUS GROUP QUESTIONS

You have been chosen to participate in a focus group because you are involved in one or more youth groups or organizations.

1. To help me get to know more about you let go around the table and introduce yourself and list a couple of youth groups or organizations you are a member of.

1a. Do you hold a leadership position in those clubs?

2. What things attract you to be a member of a youth organization or club?

2a. What type of activities, and events?

3. What things might cause you to drop out of a club or organization?

4. What things would cause to you remain active in an organization?

5. When you hear the name 4-H what is the first image that comes to mind?

6. What things attracted you to 4-H?

7. What things caused you to drop out of 4-H?

8. What one thing would have kept you involved in the 4-H program?

Other Community and School Organizations
 where are Members

Appendix D

APPENDIX D

OTHER COMMUNITY/SCHOOL ORGANIZATIONS WHERE STUDENTS ARE MEMBERS

Other Community and School Organizations
Students are Members

Focus Group A

Baseball
Golf
Speech
Drama
Cheerleading
Soccer
Band
FFA
Upward Bound Program
Football
Wrestling
Gifted Program
Church Youth Group
Student Council

Focus Group B

Future Homemakers of America
Softball
Basketball
Church Youth group
Educational Talent Search Member
FFA
Mountain Fork Coonhunting Association
American Legion
Upward Bound program
Student Council

Focus Group C

Baseball
Basketball
FFA
Softball Academic Team
Advisory Council
Student Council
Future Business Leaders of America

from Focus Group questions 5, 6, 7 and 8

Q5: What is the first change that women notice?

Q6:

Q7:

Q8:

APPENDIX E

TRANSCRIBED DATA FROM FOCUS GROUP

QUESTIONS 5, 6, 7 AND 8

Transcribed data from Focus Group questions 5, 6, 7, and 8

1. When you hear the name 4-H what is the first image that comes to mind?

Focus Group A

Female, age 16, "Horses and animals"

Female, age 14, The big green clover thing

Male, age 15, Hogs

Male, age 16, All the shows they have at the fairgrounds

Focus Group B

Female, age 15 School and helping the community

Male, age 14, I don't know

Female, age 17, The clover thing

Focus Group C

Male, age 14, 4-H clover ting

Male age 16, Animals and showing

Male age 16, Helping the community. We had to pick up so much trash when I was in 4-H

Male 14, Showing

Male age 14, The commercial where the kids are picking up trash

Female age 14, Bunch of kids running around helping the old people

Male age 16, Girls

What attracted you to the 4-H program?

Focus Group A

Male, age 16, I never have been in 4-H. Oh I was in 4-H when I was little. I showed chickens

Female, age 15, I never was really attracted to 4-H and don't remember being in it.

Male, age 15, When I was little me and Gregg showed chickens

Female, age 15, I showed lambs me and my brother

Female, age 16, Speed events, showmanship, and western pleasure

Female, age 14, Lambs

Female, age 14, I showed lambs once upon a time, I hated them

Focus Group B

Male, age 14, Just wanted to go at the time

Female, age 17, Going different places

Female, age 14, My friends were in it and it was an after school activity

Female, age 15, Meet new people and learn new things

Male, age 15, It sounded like a good idea at the time

Focus Group C

Male, age 14, The teacher asked me to join

Male, age 15, Animals and showing

Male, age 14, Peer pressure

Male, age 16, Cattle, livestock, and the livestock shows

Female, age 15, To show

Female, age 14, Animals

Male, age 14, They had food that day. That is why I went

Male, age 14, I don't know

What caused you to drop out of the 4-H program?

Focus Group A

Female, age 14, My interest are different they are speech and drama

Male age 15, My dad would not take me back. We got in a fight because my chickens died

Male, age 16, I got older and I didn't have time for chickens no more

Female, age 15, I got involved with other things and I didn't have time any more

Female, age 16, I started barrel racing and people had attitudes towards you

Female, age 14, I don't like animals

Female, age 14, I don't know I just stopped

Focus Group B

Male, age 14, I didn't want to go

Female, age 15, Other youth groups

Female, age 14, Club was not doing anything at the time

Male, age 15, Other activities and it was boring

Female, age 17, 4-H was probably different than when we were in it

Focus Group C

Male, age 16, Older people in FFA

Male, age 16, Didn't like the people and that stupid woman. I hate her.

Female, age 15, More things in FFA-like the convention

Female, age 14, Sports

Female, age 15, I didn't have enough time

What one thing would have kept you involved in the 4-H program

Focus Group A

Male, age 15, If I had gotten me some goats

Female, age 15, Animals

Female, age 16, If people would accuse you of cheating all the time

Female, age 14, I don't know probably nothing. The whole idea of it was fun for a while

Female, age 14, They need more horse shows, that would attract me back, there is only one in the fall

Focus Group B

Female, age 15, If we got to go to conference

Female, age 17, If I had more time. I would do it

Male, age 14, They didn't have anything I liked to do

Female, age 15, If we got to go to leadership conferences and Round Up

Male, age 15, If you paid me

Female, age 17, 4-H was different back when we were in it

Focus Group C

Male, age 16, If there were older people

Male, age 14, Money if you gave us \$100 to come to the meetings

Male, age 16, Older girls

Female, age 14, More stuff to do

Male, age 16, Don't you get out of school for stuff

Female, age 14, We didn't do anything last year. If we had more activities.

Male, 16, If you paid me

Female, age 17, Leadership conference, Round up, and stuff like that

Female, age 14, If we got to go places

Male, age 15, More fun and interesting

ALABAMA STATE UNIVER
 INSTITUTIONAL REVIEW BOARD

56

1.20

56.40

ALABAMA STATE UNIVER INSTITUTIONAL REVIEW BOARD

APPENDIX F

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

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OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: March 24, 1999 IRB #: AG-99-018

Proposal Title: "FACTORS ASSOCIATED WITH RETENTION OF 4-H MEMBERS IN
LEFLORE COUNTY"

Principal William Weeks
Investigator(s): Rebecca Foster

Reviewed and
Processed as: Expedited with Special Population

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

March 24, 1999

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA ²

Rebecca Marie Foster

Candidate for the Degree of

Master of Science

Thesis: FACTORS ASSOCIATED WITH THE RETENTION OF 4-H MEMBERS IN
LEFLORE COUNTY, OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, May 18, 1973, daughter of Pamela Rhea and the late Robert Rhea.

Education: Graduated from Union High School, Tulsa, Oklahoma in May 1991; received an Associate of Arts degree from Northeastern A&M College, Miami, Oklahoma, in 1993; received Bachelor of Science degree in Agricultural Communications, December 1995 from Oklahoma State University, Stillwater, Oklahoma. Completed the requirements for the Master of Science degree from Oklahoma State University, at Stillwater, Oklahoma, in May 1999.

Professional Experience: Extension Educator-4-H Youth Development, LeFlore County, Poteau, Oklahoma from December 1995-April 1999.

Professional Memberships: Oklahoma Association of Extension 4-H Agents.