

4-H MEMBERS', PARENTS', LEADERS' AND AGENTS'
PERCEPTIONS OF 4-H COMPETITIVE EVENTS
IN THREE URBAN CENTRAL OKLAHOMA
COUNTIES

By

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CHAPTER I

INTRODUCTION

The 4-H program started as the youth educational arm of the Cooperative Extension service and has grown to be a major facet of Extension's work today. There are 1,649,409 members enrolled in traditional clubs across the United States and 41,165 traditional members in Oklahoma. It was originally designed with rural youth starting as Corn and Tomato Clubs, as early as 1856, concentrating on gardening, canning, raising livestock and other similar interest.

Seaman Knapp, special agent with USDA, observed the corn clubs and realized their value. In 1909 Knapp challenged the county agents with the supervision of the clubs. After the enactment of the Smith-Lever Act in 1914, the club work grew at a rapid rate. The Smith-Lever Act created the Cooperative Extension Service and designated land-grant universities in each state to administer Extension programs in cooperation with county governments. Therefore, 4-H received tax dollars at three levels; federal, state, and county. Four-H also receives many dollars from private funding through business, and other friends of 4-H (Anderson, 1976).

Agriculture and home economics are still of vital importance to the program. However, it has grown and branched out to fit the needs of our changing society, both urban and rural with projects like consumer education, public speaking, rocketry, outdoor wildlife, as well

as many special interest groups.

Problem

Competitive activities have increased in number and is used as a teaching tool by both extension agents and 4-H leaders. The perception of members, parents, leaders and agents are important if maximum benefits and increased participation are going to be gained from competitive events.

Often times it seems that the educational value and the importance of 4-H competitive events is not stressed to the 4-H members, therefore they do not enter the competition or drop out of 4-H. As a result of obtaining the perception of members, parents, leaders and agents, we may be able to develop a plan to make 4-H competitive events more of an educational tool.

Purpose

The major purpose of this study was to determine the perceptions of 4-H members, parents, leaders, and agents from Canadian, Cleveland, and Oklahoma Counties regarding 4-H competitive events.

Objectives

To accomplish the purpose of the study it was necessary to determine respondents' perception regarding:

1. The educational value of competitive 4-H activities in 4-H club work;
2. The benefits of competitive 4-H activities in relation to 4-H project work;

3. The benefits of competitive 4-H events in relation to everyday life;
4. To compare the perceptions of respondent groups concerning 4-H competitive events among the four sampled groups.

Scope of the Study

This study was limited to 4-H members and parents of 4-H members who participated in one or more county competitive events in the 1987-88 year. Also, all organizational leaders and 4-H Extension Agents in the three counties were included. The counties in this study included Canadian, Cleveland, and Oklahoma.

The samples studied consisted of: Fifty 4-H members from the population in each of the three counties, 50 parents from two counties and 37 from the third county. Forty seven organizational leaders and six 4-H Extension Agents from the three counties were also included.

The selection of members and parents was made from the sign-in sheets from the competitive events in each of the counties. Every third person was selected. In one county there were only 37 parents signed up. Therefore, the 37 available were used from that county. All of the agents and organizational leaders were used from all counties due to small numbers.

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 project leaders. These 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.

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.

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

Extension Agents - As referred to in this study includes those agents who serve at the county level in the Oklahoma State University Extension Service. They included full time 4-H agents in the three counties.

CHAPTER II

REVIEW OF LITERATURE

Introduction

No single Extension-sponsored organization is more widely known or recognized than the 4-H Clubs. The technique of organizing boys and girls into clubs which extension programs could be conducted was one of the early 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 (Albrecht, 1978, p.27).

Life in the United States has become very competitive in nature. The majority of the people believe that each individual should try to develop himself to his fullest capabilities as a competitor in at least one specific area.

In recent years a few studies have been conducted concerning competition upon the individual 4-H member and how the 4-H award program affects 4-H club members.

4-H Competitive Activities Value to 4-H Club Work

In a study of "Opinions of members and leaders concerning the effectiveness of awards in the 4-H program in Iowa," it was found that the opinions of 4-H members was evenly divided as to whether they increased their participation in the total club program because of the availability of awards. It stated 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 achievements if they are in accord with the basic objectives of the 4-H program (Boehnke, 1963).

Guidance of the local 4-H leader in acquainting and stimulating 4-H members to take part in projects and other aspects of 4-H provides a challenge to the 4-H members. This challenge may be regarded as competing with other 4-H members, but also as a basis for the member to measure his individual accomplishments.

In a 1971 survey of Arkansas 4-H members, leaders and parents were in a high level of agreement on the benefits that competitive activities had on project work. They all agreed that competitive events provide a challenge for a 4-H member to do a better job with related projects, provides additional information for members' favorite projects. A majority of all the groups agreed that activities encourage younger 4-H members to take part in new projects and provide an opportunity for older members to assist younger members in project work (Moss, 1971).

When comparing the differences in attitude toward competition in the Ohio 4-H Club program among leaders, parents, and members, it was found that the only group in which significant difference appeared was between the boy and girl 4-H club members, with the girls showing a stronger orientation towards competition than boys (Hothem, 1968).

In regard to the effect 4-H competitive activities have on project work, over 95 percent of all members agreed and 3.5 percent of the members reported undecided that competitive activities provide a challenge for a 4-H member to do a better job with related projects. Boys were not as strongly in agreement as girls that activities provide additional information for 4-H members favorite projects. Boys were in a higher

level of agreement than girls that activities encourage younger members to take part in new projects (Sestak, 1965).

If a 4-H member enters a competitive event and finds it enjoyable and challenging, the greater probability that the member will further develop this project area and branch out into other aspects of the 4-H club.

4-H Competitive Activities Value to Everyday Life

In a recent study made in Pittsburg County, Oklahoma, it was indicated by both members and parents that "help with personal development" and "help develop leadership skills" were the primary reasons for member participation. Selected 4-H activities resulted in positive attitude changes on the part of the member. Attitude improvement included such areas as "Improved attitudes toward themselves and others", "gained confidence", "learned to work with each other", and "learned good sportsmanship" (Vick, 1984).

In 4-H for Century III, one of the characteristics of the 4-H program described is the approach to learning. In 4-H, "learning by doing" is heavily stressed. Four-H's strong base of project work is built on active learning experiences. The focus is on helping people learn for themselves, then learning to help others as well. When youth in 4-H "learn by doing", they develop the knowledge, skills, and attitudes they need for their own personal development and their leadership, as they reach out to share the 4-H program with others (Kruse, 1976).

A study conducted in 1957 revealed that competitive activities provide educational value for both urban and rural members and members have

an opportunity to meet and become acquainted with 4-H members from other areas. There was also a high level of agreement indicated that competitive activities provide educational value to members, in leadership and citizenship. Responding members, leaders, and parents considered competitive activities to be valuable as a help to members in their school work (Moss, 1971).

In a study of seventh, eighth, and ninth grade 4-H members, these relationships between level of participation and attitudes toward 4-H work were found:

1. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do 11 or more tasks.
2. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who like to compete.
3. Participation level was significantly related to emphasis desired in public speaking, out-of-county trips, giving ribbons, and publicity awards. High participation wanted more emphasis on these areas.
4. Participation level was not related on opinions they felt others had toward 4-H (Nichols, 1972).

A good-teaching-learning situation is one where there is a conscious provision for success on the part of the learner. Sound judgement 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 accomplishment 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 (McClurg, 1962, p. 22).

Recognition and awards have always been an important part of the 4-H program. Wise use of recognition in competitive activities motivates youth, encourages 4-H'ers, increases their interest, and helps them learn more. Recognition should be a part of all 4-H learning

experiences. Previous experiences with awards such as ribbons or other forms of public recognition offer additional incentive for 4-H members to participate in contests.

In an evaluation of urban inner city 4-H programs in Detroit asked past and present 4-H leaders how their community perceived 4-H. Eighty percent said "favorable" or better, with the other 20 percent "unsure" (Abbott, 1976).

When 4-H members and parents in Detroit were asked the purpose of 4-H, over 60 percent responded with the following:

To develop understanding by helping people communicate better; teaching kids to work together, by teaching kids to understand others different from themselves.

To make the community better by getting people involved.

To plan programs that will keep kids out of trouble and away from the police (Abbott, 1976, p. 24).

An Ohio 4-H urban study revealed learning new skills and developing competence in project areas to be the greatest value of 4-H work. Also, 50 percent of the respondents indicated first hearing about 4-H from friends, neighbors or relatives (Abbott, 1976).

In a study, teenagers reported that they'd learned life skills through 4-H. Of the skills measured, the respondents said they learned "very much" about relationship skills; "much" about communication, problem solving, decision making, and inquiry skills; and "some" about relating to change. They also perceived that life skills are learned through 4-H experiences (Collins, 1986).

The growth and accomplishments of a program can't be measured in numbers alone. Many of the real accomplishments of 4-H can be measured only in terms of the individual growth and development of a girl or boy

or a volunteer man or woman.

An active Extension Homemakers Club member of 42 years and a 4-H alumnus, Mrs. Speir of Travis County, Texas, who was recently honored for her contributions to agriculture and family living in Texas, says, "4-H had a great influence on my adult life, for it was the beginning of training needed to start education away from home at an early age." Another 4-H alumnus, Congressman Larry Pressler, from South Dakota, says "I really do believe that the values that we learn and practice here in 4-H and the fellowship we enjoy is most relevant, not only in business and Congress but as a way of life." (Vines and Anderson, 1976, p. 161).

4-H programs are also based on the characteristic of individual personal success. We want all youth who participate in 4-H programs to experience a feeling of achievement. Too often achievement in 4-H has implied winning a blue ribbon, or first place. In any competitive event, only one individual will win first place. Does this mean that all the others who participated are losers? Not at all! All 4-H members are winners because they're involved in a process of improving themselves and developing new abilities. However, they may see themselves as losers if the emphasis is on winning awards rather than achieving personal goals. We must continually emphasize to both leaders and members that achievement through 4-H results from setting and reaching individual goals, related to personal development. These goals must be personal to each member and they must be reachable. When members set and achieve these kinds of goals, they begin to see themselves as winners, even when their project work doesn't place in competition with others. (Kruse, 1976, p. 7-8).

Similar Studies

In a study on the relationship of participation in FFA activities and leadership, citizenship, and cooperation, the findings concluded that the total participation score is in correlation with the leadership, but that citizenship and cooperation showed no significant relationship. The higher leadership scores do not conclude that participation in FFA activities caused higher leadership scores, but the relationship does suggest that leadership traits are enhanced with FFA activities. (Townsend, 1983).

As a youth advances in school his level of aspiration become influenced more by the social class, his peers, and his own self-perception. Individuals who aspire to high prestige level 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. (Wold, 1966).

Summary

4-H competitive events can help 4-H members to experience a feeling of achievement if the emphasis is put upon setting personal goals which will help the members improve or develop new knowledge, skills or attitudes. When 4-H members feel like winners, they feel good about themselves. They tend to try again and attend new things. Most of those who have done studies in this area would agree with this statement.

4-H members must learn that they cannot place first or excel in everything, but they need to develop self-confidence by the fact that each person is capable of doing some things well. Also, the youth need to realize that they will have competition in some form all of their life, so they must learn to deal with it.

It was found by 4-H members that competitive activities provided a challenge for the members to do a better job in related projects. Also, in similar studies conducted by youth organizations other than 4-H, it was found that students with participation in local activities seemed to attain higher personal development.

By taking part in 4-H competitive activities, each member has the opportunity to broaden his experiences and through the trial and error method each of us can "make the best better".

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

Introduction

This chapter is set forth to describe the methods and procedures followed in conducting the study. The methods and procedures were dictated by the purpose of the study.

The primary purpose of this study was to determine 4-H members', parents of 4-H members', leaders' and agents' perceptions concerning 4-H competitive activities.

The specific objectives of this study provided guidance for the design and conduct of the research. The objectives were:

To determine the respondents' perceptions regarding:

1. The educational value 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 everyday life;
4. The comparison of the perceptions of 4-H competitive events among the four sampled groups.

The Study Population

This study was conducted in three urban central Oklahoma Counties.

The counties in the study were: Canadian, Cleveland, and Oklahoma. Included were a random sample of 50 4-H members from each of the counties, 50 parents from two of the counties and 37 from the third county. Forty seven traditional organizational leaders and six 4-H agents from the three urban central counties were included in the survey.

The selection of members and parents was made from the sign-in sheets from the competitive events in each of the counties. Every third person was selected. In one county there were only 37 parents signed up. Therefore, the 37 available were used from that county. All of the agents and organizational leaders were used from all counties due to the small numbers.

A total of 178 questionnaires were returned from the four groups for a 52.3 percent returned. Responding were 72 4-H members, 68 parents, 33 organizational leaders, and five Extension 4-H Agents.

Development of the Instrument

A mail questionnaire was determined to be the most appropriate instrument for the collection of data. In composing the statements on the questionnaire, related literature as well as advisory suggestions were used to refine the instrument.

The questionnaire was pre-tested for trial examination by ten Extension Agents across the state, five parents, five leaders, and five 4-H members in Logan County. The author was located in Logan County at the time of the development of the instrument. After discussing the matter with major adviser and making needed revisions, the questionnaires were ready for distribution.

Permission to conduct the study was received from the Extension

Agents in each of the three counties included in the survey.

The format of the questionnaire was divided into five basic sections. Section one indicated the educational value that each of the groups surveyed would place on 4-H competitive activities. Section two consisted of their opinions concerning 4-H competitive activities. In section three, they indicated their opinion regarding the relationship between competitive events and 4-H projects. Section four they revealed their perception according to the degree of educational value that they felt 4-H competitive activities have on the everyday life of the 4-H member. Finally, in section five they indicated if they thought the competitive event should be continued at its present practices, revised, or discontinued. Questionnaires were identical for each of the groups except for specific questions at the end of the survey.

To collect the data, a mail questionnaire was used to survey selected sample population during April. A follow-up letter was mailed one month later to non-respondents.

Analysis of Data

In order to gather information concerning the perceptions of 4-H members, parents of members, leaders, and agents a questionnaire was utilized. Information obtained from the questionnaire provided a means to identify the perceptions of 4-H competitive activities.

Means, percentages, and standard deviations were the statistical tools used to describe the data collected. Comparisons of groups were made using the t test. The agents' group was not compared due to small numbers. The comparisons were made at the .05 significance level. The survey instrument used to secure 4-H members, parents of members,

leaders, and agents perceptions included four point continuous and Likert-type scales and open ended questions for their responses. Responses to the events or statements were assigned a numerical value of three, two, one or zero. Absolute values were 0 to .49 for "No Value", .50 to 1.49 for "Limited Value", 1.50 to 2.49 for "Average Value" and 2.50 to 3.00 for "High Value" for the continuous scale. Absolute values for the Likert scale were 0 to .49 for "Strongly Disagree", .50 to 1.49 for "Disagree", 1.50 to 2.49 for "Agree" and 2.50 to 3.00 for "Strongly Agree".

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The major purpose of this study was to determine the perception of 4-H members, 4-H parents, 4-H leaders, and 4-H agents on competitive 4-H events.

Data for this study were collected in the spring of 1988 and involved members, parents, leaders, and agents in three central Oklahoma urban counties. The objective of this chapter was to present a report of reliable information by analysis of data compiled.

Population

Information presented in this chapter was obtained from the return of 178 questionnaires from 4-H members, 4-H leaders, parents of 4-H members, and 4-H Extension Agents. Of the 340 questionnaires that were mailed to the four groups in three central Oklahoma urban counties, 52.3 percent of the questionnaires were returned. Responding were 72 4-H members, 68 parents of 4-H members, 33 organizational leaders, and five 4-H Extension Agents.

4-H Members' Responses

The 4-H member questionnaires were mailed to both boys and girls that participated in at least one county competitive event during the 1987-88 4-H year.

The length of enrollment and the number of competitive events the member participated in varied for 4-H members in this study. The mean years for 4-H members participating in this study was 4.7 years, while they participated in an average of 36.7 competitive events in their 4-H career.

Members' responses shown in Table I revealed the members' perceptions in regard to the educational value of 4-H competitive events. Sixty four percent indicated that demonstration contests were of "high value" while 34 percent indicated "average value", however, fewer than 2 percent felt that the demonstration contest had "limited or no value". Demonstration contest had the highest level of consensus, it had a standard deviation of only .514.

Respondents were also largely in agreement that the talk contests were of "high value" with over 85 percent in "high or average" agreement. Only a little less than 13 percent felt it had "limited or no value".

A total of 47.2 percent agreed that the dress revue was of "high value", 36.1 percent noted "average value", and only 16.7 percent felt that it had "limited or no value".

The appropriate dress was a controversial contest with 31.5 percent saying "high value", 41.1 percent indicating "average value", 27.0 percent feeling it had "limited or no value". A comment was noted that it was good to teach the members how to coordinate their clothes; however, it is most often the mothers that select their outfits for the contest.

Over 46 percent of the members were in agreement that livestock judging was of "high value". Although, 10.6 percent felt it had "limited value" and 4.3 percent indicated "no value" with the highest standard

TABLE I
 A SUMMARY OF 4-H MEMBERS PERCEPTIONS CONCERNING
 THE EDUCATIONAL VALUE OF SELECTED
 COMPETITIVE EVENTS

County Events	High Value		Average Value		Limited Value		No Value		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Demonstration Contest	47	64.4	25	34.2	1	1.4	0	0.0	2.63	.514
Talk Contest	45	61.6	18	24.7	8	11.0	2	2.7	2.45	.800
Dress Revue	34	47.2	26	36.1	11	15.3	1	1.4	2.29	.777
Appropriate Dress	23	31.5	30	41.1	19	26.0	1	1.4	2.03	.798
Livestock Shows	36	51.4	24	34.3	8	11.4	2	2.9	2.34	.796
Livestock Judging	32	46.4	23	33.3	11	15.9	3	4.3	2.22	.872
Meats Judging	29	43.9	27	40.9	7	10.6	3	4.5	2.24	.824
Share-the-Fun	31	43.1	27	37.5	13	18.1	1	1.4	2.22	.791
County Record Books	42	58.3	16	22.2	13	18.1	1	1.4	2.35	.830
County Fair	56	76.7	14	19.2	3	4.1	0	0.0	2.72	.534

Real Limit: High Value=3.00-2.50, Average Value=2.49-1.50, Limited Value=1.49-.50, No Value=.49-.0

deviation of .824. Of the members, over 84 percent believed meats judging to be of "high or average value", while 15.1 percent had an opinion of "limited or no value". It was commented on a high percentage of surveys that members need more preparation before these contests.

Of the members, 43.1 percent indicated share-the-fun to be of "high value", 37.5 percent indicated that activity to be "average value", and slightly less than 20 percent felt it had "limited or no value".

It was agreed by 51.4 percent of the members that livestock shows are of "high value", while 34.3 percent said it had "average value", 11.4 percent indicated "limited value" and 2.9 percent believed it had "no value". Three members noted that they could not comment since they had not been involved.

County record books are completed so that members can be eligible to compete for county medals, honors, and trips. Fifty eight percent believed them to be of "high value"; 2.21 percent selected "average value"; 18.1 percent noted "limited value"; while only 1.4 percent said "no value". Three members commented on their surveys that county records would be of more value if they understood how to complete them.

Of all the competitive events, the county fair was found by the largest percent to be the most valuable. "High value" was selected by 76.7 percent and 19.2 percent indicated "average value". Only 4.1 percent said it had "limited value".

The responses in Table II indicated the members' perceptions of certain statements about competitive events. The members did not feel that competitive events provide benefits to only a few select members. The statement had a mean of .945. More than 84 percent of the members felt that preparation for competitive events does not take too much

TABLE II
 RESPONSES OF RANDOMLY SELECTED 4-H MEMBERS
 CONCERNING COMPETITIVE EVENTS

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides benefits to only a few select members	4	5.5	13	17.8	31	42.5	25	34.2	.945	.864
Takes too much time on the part of the members to prepare for the contest	2	2.8	9	12.7	43	60.6	17	23.9	.946	.694
Causes jealousy or friction among members within a club	7	9.7	20	27.8	26	36.1	19	26.4	1.21	.948
Provides an educational value for 4-H members	46	63.0	22	30.1	5	6.8	0	0.0	2.56	.623
Does much to encourage individual effort on the part of the member	44	60.3	27	37.0	2	2.7	0	0.0	2.57	.550
Provides an opportunity for members to acquaint themselves with 4-H members from other areas	47	64.4	22	30.1	4	5.5	0	0.0	2.59	.597
Provides educational benefits to members in developing leadership/citizenship skills	30	52.1	31	42.5	4	5.5	0	0.0	2.47	.602
Helps the member assume responsibilities	42	48.3	29	40.3	1	1.4	0	0.0	2.57	.526

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=0.49-0

time on the part of the members.

Over 36 percent of the respondents disagreed with "causes jealousy or friction among members within a club", furthermore, 26.4 percent of the members "strongly disagreed". However, 27.8 percent "agreed" with this statement, and 9.7 "strongly agreed". The average man was 1.21 and the standard deviation was .948. A large percentage of 93.1 felt that competitive events provided an educational value for 4-H members. Only 6.8 percent disagreed with this statement. This was substantiated by 94.6 percent being in agreement that competitive events provide educational benefits to 4-H members in leadership and citizenship skills.

Members were in a high level of agreement that competitive events encourage individual effort on the part of 4-H members. Only two members indicated that they "disagreed". It had only a .550 standard deviation.

An overall mean of 2.59 was found for "competitive events provide an opportunity for members to acquaint themselves with 4-H members from other areas".

In regard to the effect 4-H competitive events have on project work (Table III), 31.4 percent "strongly agreed", 65.7 "agreed", and 2.9 percent "disagreed" that 4-H competitive events provide additional information for members' projects. The overall mean was 2.29.

Of the 71 members responding to the statement "competitive events provide challenges for the 4-H members to do a better job with 4-H projects", they were in 100 percent agreement that they do. This was indicated by 50.7 percent that "strongly agreed" and 49.3 percent that "agreed". The members placed a mean value of 2.51 on this statement.

Thirty two members "strongly agreed" and 34 of the members "agreed"

TABLE III

A SUMMARY OF 4-H MEMBERS' RESPONSES CONCERNING LEVELS OF AGREEMENT WITH SELECTED STATEMENTS REGARDING HOW COMPETITIVE EVENTS RELATE TO PROJECT WORK

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides additional information for 4-H members projects	22	31.4	46	65.7	2	2.9	0	0.0	2.29	.514
Provides challenges for the 4-H members to do a better job in 4-H projects	36	50.7	35	49.3	0	0.0	0	0.0	2.51	.504
Provides opportunities for older members to assist younger members in project work	32	45.1	34	47.9	5	7.0	0	0.0	2.380	.618
Causes members to be discouraged and quit 4-H if they place low in a contest	3	4.3	5	7.1	35	50.0	27	38.6	.771	.764
Encourages younger 4-H members to take part in new projects	34	48.6	32	45.7	4	5.7	0	0.0	2.43	.603
4-H members enter the events only for the awards offered	4	5.6	4	5.6	42	59.2	21	29.6	.873	.784
Places too much emphasis on winning and not the educational value gained from the experience	8	11.3	11	15.5	30	42.3	22	41.0	1.07	.961

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

that competitive events provide opportunities for older members to assist younger members. Only five members "disagreed" with this. Three members "strongly agreed" and five members "agreed" that competitive events cause 4-H members to be discouraged and quit if they place low in a contest. Thirty five members "disagreed" and 27 of 70 members responding to this statement "strongly disagreed".

Almost 89 percent "disagreed" that 4-H members enter the events only for the awards offered. Only 11.2 percent "agreed" with this statement for a mean of .873. Over 42 percent "disagreed" and 31 percent "strongly disagreed" that competitive events place too much emphasis on winning and not the educational value gained from the experience. There was a standard deviation of .961 for this statement. It was commented by one member that sometimes winning is the only reason 4-H members are involved in livestock shows.

The findings in Table IV reveal the responses of 4-H members concerning the degree of educational value received from events that are helpful to members in their everyday life. The members were in a high level of agreement that competitive events help them assume responsibility. The mean was 2.54 for this statement. They were also in agreement that events promoted getting along with others. Only four members "disagreed" with this statement.

Over 97.0 percent "agree" that events help the members in making individual decisions. In addition, 92.9 percent feel that they help the members express their own ideas to a group. Only 2.8 percent felt that being involved in competitive events did not encourage self development. A large majority was also in agreement that competitive events helps encourage sportsmanship. Only 2.9 percent "disagreed" with this remark.

TABLE IV

A SUMMARY OF 4-H MEMBERS' RESPONSES CONCERNING LEVELS OF AGREEMENT REGARDING EDUCATIONAL VALUE OF EVENTS TO BE HELPFUL IN EVERYDAY LIFE BY STATEMENT OF EXPERIENCE

Statement of Experience	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Promotes getting along with others	37	53.6	28	40.6	3	4.3	1	1.4	2.46	.654
Helps member assume responsibility	37	53.6	32	46.4	0	0.0	0	0.0	2.54	.502
Promotes working together in a group	30	43.5	34	40.3	4	5.8	1	0.0	2.35	.660
Helps in making individual decisions	23	32.9	45	64.3	2	2.9	0	0.0	2.30	.520
Helps member express own ideas and thoughts to a group	28	39.4	38	53.5	4	5.6	1	1.4	2.31	.646
Promotes record keeping	23	32.4	30	54.0	7	9.9	2	2.8	2.17	.717
Encourages self development	32	45.1	37	52.1	2	2.8	0	0.0	2.41	.551
Helps develop leadership and citizenship	39	56.5	29	42.0	1	1.4	0	0.0	2.55	.530
Helps develop special interests	30	42.9	40	57.1	0	0.0	0	0.0	2.43	.498
Helps encourage sportsmanship	32	45.7	36	51.4	2	2.0	0	0.0	2.43	.553

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

Special interest clubs have been growing rapidly in county 4-H programs. This is substantiated by 42.9 percent that "strongly agreed" that competitive events help develop special interests and 57.1 percent that "agreed". The standard deviation was only .498.

Table V shows the members' perceptions in regard to selected competitive events. Seventy two members, for a percentage of 98.6, indicated to continue present practices. Only 1 person felt that revisions needed to be made. They were also in high agreement to continue present practices for talk contests. Over 91 percent indicated this, while 7.0 percent thought revision needed to be made and 1 percent said to "discontinue the event".

Dress revue had a mean of 2.82. "Continue present practice" was indicated by 83.6 percent, 15.1 percent said revisions are needed, and 1.4 percent believed the event needed to be discontinued. There was also a high percentage believing the same about appropriate dress. Seventy five percent said to "continue present practices", 20.8 percent said it needed revisions, and 42 percent thought it should be discontinued.

There was only a standard deviation of .383 for livestock shows. Over 88 percent selected to continue as is, 9.7 percent indicated revisions are needed, and 1.6 percent said to discontinue the event.

Livestock judging had 83.3 percent believing that it should be continued as is, and 89.3 percent said to continue meats as is. However, only 60 of the 72 members replied to livestock judging, and only 56 members replied to meats judging.

Share-the-fun, county record books, and county fair all had over 88 percent saying to "continue present practice". The county fair had

TABLE V

A SUMMARY OF 4-H MEMBERS' RESPONSES
REGARDING THEIR PERCEPTIONS OF
SELECTED COMPETITIVE EVENTS

County Events	Continue Present Practice		Revision of Event Needed		Discontinue Event	
	n	%	n	%	n	%
Demonstration Contest	72	98.6	1	1.4	0	0.0
Talk Contest	65	91.5	5	7.0	1	1.4
Dress Revue	61	83.6	11	15.1	1	1.4
Appropriate Dress	54	75.0	15	20.8	3	4.2
Livestock Shows	55	88.7	6	9.7	1	1.6
Livestock Judging	50	83.3	9	15.0	1	1.7
Meats Judging	50	89.3	5	8.9	1	1.8
Share-the-Fun	64	88.9	7	9.7	1	1.4
County Record Books	63	90.0	4	5.7	3	4.3
County Fair	69	97.2	2	2.8	0	0.0

97.2 percent agreeing to "continue present practice" for a standard deviation of .166 and a mean of 2.97.

Parents of 4-H Members

Questionnaires were mailed to parents of 4-H members that had been involved in at least one competitive event during the 1987-88 4-H year. The study included both men and women. Forty percent of the parents responded back. The mean was 4.43 years of being a parent of a 4-H member.

The perception of parents concerning the educational value of 4-H competitive events in Table VI were in a high level of agreement as to the value of talk and demonstration contests. Over 75 percent indicated a "high value" for both contests. The mean for the demonstration contest was 2.70. One parent suggested that there should be categories at the county level so that bread demonstrations do not compete against arts and crafts demonstrations.

Dress Revue had 41.5 percent of "high value" and 40.0 percent of "average value", 16.9 percent of "no value" answered. Of those responding, 40.5 percent felt the appropriate dress contest had "average value" and 25.4 percent thought it had "high value". However, 29.9 percent felt it had "limited value" and 4.5 percent indicated "no value". Remarks were noted that it would be more educational if the emphasis were not on fashion. One parent also mentioned that parents often select the outfit instead of the member.

Livestock shows were found by over 76 percent to have "high or average value", 18.8 percent felt that it was of "limited value" and only 4.7 percent marked "no value". However, it has a standard deviation of .911. Of the 64 parents marking values on this event, four of them

TABLE VI

A SUMMARY OF 4-H PARENTS' PERCEPTION CONCERNING
THE EDUCATIONAL VALUE OF SELECTED
COMPETITIVE EVENTS

County Events	High Value		Average Value		Limited Value		No Value		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Demonstration Contest	52	76.5	14	20.6	2	2.9	0	0.0	2.74	.507
Talk Contest	52	77.6	10	14.9	5	7.5	0	0.0	2.70	.603
Dress Revue	27	41.5	26	40.0	22	16.9	1	1.5	2.21	.780
Appropriate Dress	17	25.4	27	40.3	20	29.9	3	4.5	1.865	.850
Livestock Shows	31	48.4	18	28.1	12	18.8	3	4.7	2.20	.911
Livestock Judging	36	56.3	17	26.6	7	10.9	4	6.3	2.32	.909
Meats Judging	29	47.5	20	32.8	9	14.8	3	4.9	2.29	.883
Share-the-Fun	32	47.8	23	34.3	8	11.9	4	6.0	2.23	.889
County Record Books	38	56.7	26	38.8	3	4.5	0	0.0	2.52	.586
County Fair	48	70.6	20	29.4	0	0.0	0	0.0	2.71	.459

Real limit: High value=3.00-2.50, Average Value=2.49-1.50, Limited Value=1.49-.50, No Value=.49-.0

remarked that the educational value is often lost when large sums of money are spent on the animals.

A mean of 2.20 was listed for livestock judging contests, and 2.32 was found for meats judging contests. Over 80 percent thought both judging events to be of value.

The share-the-fun contest was found by 82.1 percent to be of "high or average value", while 17.9 percent thought it had "limited or no value".

A majority of 70.6 percent found the county fair to be of "high value", and 29.4 percent felt that it had "average value". No one in the survey indicated that it was of "limited or no value". The mean was 2.71, and the standard deviation was .459.

Table VII shows the results of the responding 68 parents, 64 "agreed" that 4-H competitive events provide an educational value to 4-H members in leadership and citizenship skills. One parent commented that is the reason she enrolled her children in 4-H. They were also in strong agreement that competitive events help the member assume responsibilities and that they encourage individual effort on the part of the member.

The parents were in agreement that competitive events do not provide benefits to only a few select members and that they do not cause jealousy or friction among members in a club. Comments by one parent indicated that this could happen if allowed to by parents.

Parents were over 89 percent in agreement that competitive events do not take too much time on the part of the member to prepare for the contests. However, the ten percent that thought it took too much time said it was worth it most of the time.

Almost 90 percent "strongly agreed" or "agreed" that competitive

TABLE VII

A SUMMARY OF 4-H PARENTS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS CONCERNING
COMPETITIVE EVENTS

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides benefits to only a few select members	2	3.0	12	17.0	37	55.2	16	23.9	1.00	.738
Takes too much time on the part of the members to prepare for the contest	1	1.5	6	9.1	47	71.2	12	18.2	.939	.578
Causes jealousy or friction among members within a club	3	4.5	13	19.4	38	56.7	13	19.4	1.09	.753
Provides an educational value for 4-H members	33	50.0	32	48.5	1	1.5	0	0.0	2.48	.533
Does much to encourage individual effort on the part of the member	28	41.8	36	53.7	3	4.5	0	0.0	2.37	.573
Provides an opportunity for members to acquaint themselves with 4-H members from other areas	28	41.8	32	47.8	7	10.4	0	0.0	2.31	.656
Provides educational benefits to member in developing leadership/citizenship skills	31	46.5	33	48.5	4	5.9	0	0.0	2.40	.602
Helps the member assume responsibilities	33	48.5	33	48.5	2	2.9	0	0.0	2.46	.558

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

events do provide an opportunity for members to acquaint themselves with members from other areas.

Opinions of responding parents concerning the effect 4-H competitive events has on 4-H project work is shown in Table VIII.

Parents were in agreement that competitive events provide a challenge for 4-H members to do a better job with related projects, provide additional information for members' favorite projects, and encourage members to take part in new projects.

Parents "disagreed" that these events place too much emphasis on winning and not the educational value gained from the experience; however, four parents thought that winning is often over stressed at stock shows. They also "strongly disagreed" that members enter the events only for the external rewards.

The parents "agreed" over 77 percent that members do not become discouraged and quit if they place low in a contest. Only 22.4 percent of the parents believed that this could happen.

Table IX reflects the opinions of parents concerning the degree of educational value received from events that are helpful to 4-H members in their everyday lives.

All of the statements of experience were rated valuable by 85 percent or more of the parents. However, there were comments on the statement of "promotes record keeping". They said this was the intent, but it often discourages younger members.

Table X indicates the responses of parents concerning their perception of the need for change or not of selected competitive events. Over 93 percent selected to "continue present practice" for both the demonstration and talk contests. Slightly over six percent thought both

TABLE VIII

A SUMMARY OF 4-H PARENTS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS REGARDING HOW
COMPETITIVE EVENTS RELATE TO PROJECT WORK

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides additional information for 4-H members projects	19	28.4	44	65.7	4	6.0	0	0.0	2.23	.545
Provides challenges for the 4-H members to do a better job with 4-H projects	29	42.6	36	52.9	3	4.4	0	0.0	2.38	.573
Provides opportunities for older members to assist younger members in project work	26	38.8	37	55.2	4	6.0	0	0.0	2.32	.587
Causes members to be discouraged and quit 4-H if they place low in a contest	0	0.0	15	22.4	43	64.2	9	13.4	1.09	.596
Encourages younger members to take part in new projects	22	32.8	44	65.7	1	1.5	0	0.0	2.31	.498
4-H members enter the events only for the award offered	1	1.5	9	13.2	40	72.1	9	13.2	1.03	.572
Places too much emphasis on winning and not the educational value gained from the experience	5	7.6	6	9.1	41	62.1	14	21.2	1.03	.783

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

TABLE IX

A SUMMARY OF 4-H PARENTS' RESPONSES CONCERNING LEVELS OF AGREEMENT REGARDING EDUCATIONAL VALUE OF EVENTS TO BE HELPFUL IN EVERYDAY LIFE BY STATEMENT OF EXPERIENCE

Statement of Experience	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Promotes getting along with others	21	30.9	41	60.3	6	8.8	0	0.0	2.22	.596
Helps member assume responsibility	30	44.1	37	54.4	1	1.5	0	0.0	2.43	.527
Promotes working together in a group	23	34.8	35	53.0	8	12.1	0	0.0	2.27	.651
Helps in making individual decisions	23	34.3	44	65.7	0	0.0	0	0.0	2.34	.478
Helps member express own ideas and thoughts to a group	18	26.9	46	68.7	3	4.5	0	0.0	2.23	.517
Promotes record keeping	20	29.4	41	60.3	6	8.8	1	1.5	2.17	.650
Encourages self development	21	31.3	45	67.2	1	1.5	0	0.0	2.30	.492
Helps develop leadership and citizenship	29	43.3	36	53.7	2	3.0	0	0.0	2.40	.552
Helps develop special interests	31	46.3	35	52.2	1	1.5	0	0.0	2.45	.530
Helps encourage sportsmanship	20	29.9	44	65.7	2	3.0	1	1.5	2.24	.589

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=0.49-0

TABLE X
 A SUMMARY OF 4-H PARENTS' RESPONSES
 REGARDING THEIR PERCEPTIONS OF
 SELECTED COMPETITIVE EVENTS

County Events	Continue Present Practice		Revision of Event Needed		Discontinue Event	
	n	%	n	%	n	%
Demonstration Contest	62	93.9	4	6.1	0	0.0
Talk Contest	56	93.3	4	6.7	0	0.0
Dress Revue	51	83.6	9	14.8	1	1.6
Appropriate Dress	44	71.0	15	24.2	3	4.8
Livestock Shows	48	85.7	7	12.5	1	1.8
Livestock Judging	47	88.7	5	9.4	1	1.9
Meats Judging	44	89.8	4	8.2	1	2.0
Share-the-Fun	53	81.5	7	10.8	5	7.7
County Record Books	51	81.0	12	19.0	0	0.0
County Fair	61	95.3	2	3.1	1	1.6

needed revisions and no one selected to discontinue the contest.

The majority, 83.6 percent, thought we should "continue present practice" at dress revue, 14.8 percent said revisions were needed, and only 1.6 percent said to "discontinue". Seventy one percent indicated to "continue present practice" at the appropriate dress contest, 24.2 percent said that revisions were needed and one percent thought that the contest needed to be discontinued. It was noted by several parents that boys and girls should not have to compete against each other in this contest.

Only 56 of the 66 parents responded to livestock shows. Forty eight people said to "continue", seven said "revisions are needed", and only one indicated to "discontinue".

Livestock and meats judging had over 85 percent saying to continue, just over eight percent said "revisions are needed", and one percent said to "discontinue". However, only 53 people responded to livestock judging and 49 to meats judging.

"Continue present practice" was selected by 81.5 percent for share-the-fun; 10.8 percent said "revisions are needed", and 7.7 said to "discontinue". There was a comment saying it had become too professional.

No one thought record books should be discontinued, 19.0 thought revisions were needed, and 81 percent said to "continue present practice".

The county fair had the highest percentage, 95.3, to "continue present practice", 3.1 percent thought "revisions were needed", and only one percent said to "discontinue". The event had a mean of 2.94, and the standard deviation was only .302.

4-H Adult Leaders

The 4-H adult leaders' questionnaire was distributed to all organizational leaders of traditional 4-H clubs in each of the three counties. Seventy percent of the surveys sent were returned.

Of all the responding leaders, all except two have children enrolled in the 4-H program. The two leaders who did not have children in 4-H were past 4-H members themselves.

Responses of all 4-H leaders as to their opinions of the educational value of 4-H competitive events (see Table XI) indicated that 100 percent considered demonstration and talk contests to be of "average or high value". The demonstration contest had a mean of 2.78 and the talk contest had a mean of 2.84 with a standard deviation of .364.

Over 90 percent felt that dress revue was of "high or average value". Six percent believed it to have "limited value" and zero percent said "no value". There was a difference of opinion of leaders concerning the value of the appropriate dress contest. Of the responding leaders, 24.2 percent thought it to be of "high value", 36.4 percent said it had "average value", 36.4 percent felt it was of "limited value" and 3.0 percent thought it had "no value". They made no comments as to why they thought it had "no value".

Livestock shows also had a range of opinions. However, it did have a mean of 2.42; 16.1 percent indicated "limited value", and 3.2 percent said "no value". A comment was noted that performance classes would make stockshows more educational.

It was agreed by over 80 percent of the leaders that livestock and meats judging contests were of value. Five leaders did not respond to

TABLE XI

A SUMMARY OF 4-H LEADERS' PERCEPTION CONCERNING
THE EDUCATIONAL VALUE OF SELECTED
COMPETITIVE EVENTS

County Events	High Value		Average Value		Limited Value		No Value		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Demonstration Contest	26	78.0	7	21.2	0	0.0	0	0.0	2.78	.415
Talk Contest	28	84.8	5	15.2	0	0.0	0	0.0	2.84	.364
Dress Revue	14	42.4	17	51.5	2	6.1	0	0.0	2.36	.603
Appropriate Dress	8	24.2	12	36.4	12	36.4	1	3.0	1.81	.846
Livestock Shows	20	64.5	5	16.1	5	16.1	1	3.2	2.42	.886
Livestock Judging	17	60.7	7	25.0	4	14.3	0	0.0	2.46	.744
Meats Judging	12	46.2	11	42.3	3	11.5	0	0.0	2.35	.689
Share-the-Fun	11	33.3	14	42.4	4	12.1	4	12.1	1.96	.984
County Record Books	22	66.7	9	27.3	1	3.0	1	3.0	2.57	.708
County Fair	19	59.4	6	18.8	7	21.9	0	0.0	2.38	.832

Real Limit: High Value=3.00-2.50, Average Value=2.49-1.50, Limited Value=1.49-.50, No Value=.49-.0

livestock judging and eight leaders did not respond to meats judging since they were not familiar enough with the contests. One leader noted that livestock judging allowed members to learn about livestock without owning all of the different species.

Of the leaders, 33.3 percent indicated that share-the-fun is of "high value", 42.4 percent said "average value", but 12.1 percent indicated either "limited or no value". There was a standard deviation of .983 for share-the-fun. Two leaders commented that it was becoming too professional instead of fun.

County record books were found to be of "high value" (66.7 percent agreed); 27.3 percent believed them to be of "average value". Two leaders said they had "limited or no value". It was noted by a leader that they need more information on how to complete a record book. One leader also indicated that sometimes they promote dishonesty, since the books with the most impressive numbers win.

The majority (78.2 percent) of leaders found participating in the county fair of "high or average value". Only 21.9 percent selected "limited value".

Table XII represents the findings of leaders concerning competitive events. There was a mean of 2.34 that competitive events provide an educational value for 4-H members. Only two leaders "disagreed" with this statement.

Of the 12.1 percent feeling that some competitive events do take too much time on the part of the member to prepare, they felt it was worth the extra time.

The educational benefits that members gained by developing citizenship and leadership skills and learning responsibility had the highest

TABLE XII

A SUMMARY OF 4-H LEADERS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS CONCERNING
COMPETITIVE EVENTS

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides benefits to only a few select members	1	3.1	10	31.3	14	43.8	7	21.9	1.15	.807
Takes too much time on the part of the members to prepare for the contest	0	0.0	4	12.1	22	66.7	7	21.2	.91	.578
Causes jealousy or friction among members within a club	4	12.1	10	30.3	12	36.4	7	21.2	1.33	.957
Provides an educational value for 4-H members	15	46.9	15	46.9	0	0.0	2	6.3	2.34	.787
Does much to encourage individual effort on the part of the member	18	54.5	10	30.3	4	12.1	1	3.0	2.36	.822
Provides an opportunity for members to acquaint themselves with 4-H members from other areas	14	42.4	16	48.5	2	6.1	1	3.0	2.30	.728
Provides educational benefits to member in developing leadership/citizenship skills	18	54.5	12	36.4	2	6.1	1	3.0	2.42	.751
Helps the member assume responsibilities	19	57.6	11	33.3	1	3.0	2	6.1	2.42	.830

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

level of agreement. Over 54 percent "strongly agreed" and 36.4 percent "agreed".

Fourteen leaders strongly "agreed", 16 "agreed", two "disagreed" and one "strongly disagreed" that competitive events provide an opportunity to meet members from other areas. It was stated by a leader that this is especially true when they win trips on their record books and go to different areas of the state and nation.

Ten leaders "agreed" that competitive events only "provide a benefit to a few select members". However, 14 "disagreed" and seven "strongly disagreed" with this statement. Over 57 percent "agreed" that competitive events do not cause jealousy or friction among members within a club. However, 30.3 percent "agreed" and 12.1 percent "strongly agreed" that this could happen.

A majority of the leaders were in agreement concerning the effect competitive events has on 4-H project work (see Table XIII). Opinions differed concerning the statement that competitive events cause 4-H members to be discouraged and quit 4-H if they place low in a contest. Nine leaders "agreed" or "strongly agreed" with this statement.

The statement that "4-H members enter events only for the award offered" was "disagreed" with by 66 percent of the leaders, but 27.3 percent "agreed" with this statement. In a related statement that too much emphasis is placed on winning and not the educational value gained from the competitive events, nine leaders "strongly agreed", 18 "disagreed" and one "strongly disagreed".

Responding leaders indicated their opinions (Table XIX) concerning the degree of educational value received from events that are helpful to 4-H members in their everyday life. The majority of the leaders

TABLE XIII

A SUMMARY OF 4-H LEADERS' RESPONSES CONCERNING LEVELS OF AGREEMENT WITH SELECTED STATEMENTS REGARDING HOW COMPETITIVE EVENTS RELATE TO PROJECT WORK

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides additional information for 4-H members projects	11	35.5	18	58.1	2	6.5	0	0.0	2.29	.588
Provides challenges for the 4-H members to do a better job with 4-H projects	14	42.4	18	54.5	1	3.0	0	0.0	2.39	.556
Provides opportunities for older members to assist younger members in project work	13	39.4	17	51.5	3	9.1	0	0.0	2.30	.637
Causes members to be discouraged and quit 4-H if they place low in a contest	2	6.1	7	21.1	21	63.6	3	9.1	1.24	.708
Encourages younger members to take part in new projects	8	24.2	20	60.6	5	15.2	0	0.0	2.090	.631
4-H members enter the events only for the award offered	1	3.0	9	27.3	20	60.6	3	9.1	1.24	.662
Places too much emphasis on winning and not the educational value gained from the experience	9	27.3	5	15.2	18	54.5	1	3.0	1.66	.924

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

TABLE XIV

A SUMMARY OF 4-H LEADERS' RESPONSES CONCERNING LEVELS OF AGREEMENT REGARDING EDUCATION VALUE OF EVENTS TO BE HELPFUL IN EVERYDAY LIFE BY STATEMENT OF EXPERIENCE

Statements of Experience	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Promotes getting along with others	9	27.3	18	54.5	6	18.2	0	0	2.09	.678
Helps member assume responsibility	14	42.4	15	45.5	4	12.1	0	0	2.30	.683
Promotes working together in a group	10	30.3	16	48.5	7	21.2	0	0	2.09	.723
Helps in making individual decisions	13	39.4	16	48.5	4	12.1	0	0	2.27	.674
Helps member express own ideas and thoughts to a group	9	27.3	21	63.6	3	9.1	0	0	2.181	.583
Promotes record keeping	14	42.4	15	45.5	4	12.1	0	0	2.30	.683
Encourages self development	15	45.5	15	45.5	3	9.1	0	0	2.36	.653
Helps develop leadership and citizenship	16	50.0	15	46.9	1	3.1	0	0	2.47	.567
Helps develop special interests	14	42.4	19	57.6	0	0	0	0	2.42	.501
Helps encourage sportsmanship	14	43.8	16	50.0	2	6.3	0	0	2.376	.609

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

agreed on the statements of experience. None of the leaders selected "strongly disagreed" with any of the statements. "That 4-H competitive events help develop citizenship and leadership skills" and "help develop special interests" were the statements with the strongest agreement. There was only a standard deviation of .501 for "help develop special interest".

The lowest educational value was given to the statement "promotes working together in a group" with 21.2 percent that "disagreed". There was a standard deviation of .723 for this statement.

Table XV shows that none of the leaders felt that demonstration or talk contest should be discontinued. Ninety percent indicated to "continue present practice" for the demonstration contest and 93.8 percent felt the same for the talk contest. There was a mean of 2.90 for the demonstration contest with a standard deviation of .305. The talk contest had a mean of 2.94 and a standard deviation of only .245.

The dress revue had a percentage of 67.9 to "continue present practice". Slightly over 32 percent thought revisions needed to be made. No one thought it needed to be discontinued. Comments were noted that there need to be more incentives for members to enter this contest and that classes need to be adjusted for older members.

Over 58 percent selected to continue present practice for the appropriate dress contest; 37.9 said revisions are needed and 3.4 said to discontinue. Four leaders thought that there should be divisions for boys and divisions for girls. Two leaders liked the new change this year of adding the speech of "why they selected their outfit". However, they noted that the classes need to be adjusted.

None of the leaders thought that livestock shows need to be

TABLE XV

A SUMMARY OF 4-H LEADERS' RESPONSES
REGARDING THEIR PERCEPTIONS OF
SELECTED COMPETITIVE EVENTS

County Events	Continue Present Practice		Revision of Event Needed		Discontinue Event	
	n	%	n	%	n	%
Demonstration Contest	27	90.0	3	10.0	0	0.0
Talk Contest	30	93.8	2	6.3	0	0.0
Dress Revue	19	67.9	9	32.1	0	0.0
Appropriate Dress	17	58.6	11	37.9	1	3.4
Livestock Shows	21	67.7	10	32.3	0	0.0
Livestock Judging	23	79.3	6	20.7	0	0.0
Meats Judging	18	81.8	3	13.6	1	4.5
Share-the-Fun	23	79.3	3	10.3	3	10.3
County Record Books	27	87.1	4	12.9	0	0.0
County Fair	29	96.7	1	3.3	0	0.0

discontinued. Over 67 percent said to continue as is and 32.3 thought revisions were needed.

The majority of the respondents indicated "to continue present practice" for both meats and livestock judging. Although only 29 of 33 responded to livestock judging and only 22 responded to meats judging.

Over 79 percent of the leaders believed that present practices are fine for the share-the-fun, 10.3 percent indicated that revisions are needed, and 10.3 percent said to "discontinue the event".

County record books were thought by 87.1 percent to "continue present practice", 12.9 percent said revisions were needed and none of the leaders said to "discontinue the event".

The county fair had a mean of 2.96 and a standard deviation of only .182. Almost 97 percent said to "continue present practice", 3.3 percent said "revision of event needed", and zero indicated to "discontinue event".

4-H Agents

The 4-H agents' questionnaire was mailed to every agent in the three counties with 4-H responsibilities. Six surveys were mailed and five were returned for a 82.7 percent return.

One agent had worked 0-5 years; two agents had worked 6-11 years; and two had 17+ years of experience. All except one had been 4-H members.

Table XVI data reveals the perception of agents regarding the educational value of certain events. The demonstration contest was found by 100 percent of the agents to be of "high value". The talk contest was also found to be of "high value" by all but one agent, who felt it had "limited value".

TABLE XVI

A SUMMARY OF 4-H AGENTS' PERCEPTION CONCERNING
THE EDUCATIONAL VALUE OF SELECTED
COMPETITIVE EVENTS

County Events	High Value		Average Value		Limited Value		No Value		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Demonstration Contest	5	100.0	0	0.0	0	0.0	0	0.0	3.0	0
Talk Contest	4	80.0	0	0.0	1	20.0	0	0.0	2.6	.894
Dress Revue	2	40.0	3	60.0	0	0.0	0	0.0	2.4	.547
Appropriate Dress	2	40.0	1	20.0	2	40.0	0	0.0	2.0	1.000
Livestock Shows	1	20.0	4	80.0	0	0.0	0	0.0	2.2	.447
Livestock Judging	2	40.0	3	60.0	0	0.0	0	0.0	2.4	.547
Meats Judging	1	50.0	1	50.0	0	0.0	0	0.0	2.0	1.414
Share-the-Fun	1	20.0	2	40.0	2	40.0	0	0.0	1.8	.836
County Record Books	2	40.0	2	40.0	1	20.0	0	0.0	2.2	.836
County Fair	2	40.0	2	40.0	1	20.0	0	0.0	2.2	.836

Real Limit: High Value=3.00-2.50, Average Value=2.49-1.50, Limited Value=1.49-.50, No.Value=.49-.0

Forty percent found the dress revue to be of "high value", and 60 percent said it to be of "average value" (for a mean of 2.4). Agents were more widely split in their opinions of the appropriate dress contest than any of the other contests. Forty percent indicated a "high value", 20 percent said it was of "average value", while the other 40 percent said it was of "limited value". Two of the agents said that the new changes in 1988 made it more educational.

Eighty percent found livestock shows to be of "average value" and 20 percent found them to be of "high value".

A mean of 2.4 was indicated for livestock judging. Forty percent said it was of "high value" and 60 percent indicated it to be of "average value".

Only two agents responded to meats judging with one saying it had "high value" and one saying it had "average value". They noted that they could not comment since they were not responsible for meats judging or it was not an interest in their county.

The share-the-fun contest was found by 20 percent to be of "high value", 40 percent selected "average value", and 40 percent also selected "limited value" for a mean of 1.80.

Eighty percent thought that county record books were of "high or average value" while 20 percent felt they were of "limited value".

Two agents felt the county fair was a "high value" event; two agents believed it to be of "average value", and one person said it was of "limited value". The mean was 2.20.

Table XVII displays the responses of 4-H agents concerning competitive events. Eighty percent of the agents "strongly agreed" that competitive events help the members assume responsibility, and the other

TABLE XVII

A SUMMARY OF 4-H AGENTS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS CONCERNING
COMPETITIVE EVENTS

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides benefits to only a few select members	2	40.0	1	20.0	2	40.0	0	0.0	1.	1
Takes too much time on the part of the members to prepare for the contest	0	0.0	0	0.0	3	60.0	2	40.0	.6	.547
Causes jealousy or friction among members within a club	0	0.0	2	40.0	3	60.0	0	.0.	1.4	.547
Provides an educational value for 4-H members	2	40.0	3	60.0	0	0.0	0	0.0	2.4	.547
Does much to encourage individual effort on the part of the member	2	20.0	4	80.0	0	0.0	0	0.0	2.2	.447
Provides an opportunity for members to acquaint themselves with 4-H members from other areas	3	60.0	2	40.0	0	0.0	0	0.0	2.6	.547
Provides educational benefits to member in developing leadership/citizenship skills	3	60.0	1	20.0	1	20.0	0	0.0	2.4	.894
Helps the member assume responsibilities	4	80.0	1	20.0	0	0.0	0	0.0	2.8	.447

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

20 percent "agree" with the statement. In a related statement 20 percent "strongly agree" that they do much to encourage individual effort on the part of the member and 80 percent "agreed".

All agents were in agreement that competitive events do not take too much time on the part of the members to prepare for the contest and that they provide an opportunity for members to acquaint themselves with 4-H members from other areas.

There was a difference of opinion concerning the statement that competitive events "cause jealousy or friction among members within a club". Forty percent "agreed" with this statement and 60 percent "disagreed". Forty percent "strongly agreed" that they only provide benefits to a few select members; 20 percent "agreed", and 40 percent "disagree", causing a mean of 1.00.

The agents all agreed that competitive events provide an educational value for 4-H members. This statement had a mean of 2.40. They also felt that the events do much to encourage individual effort on the part of the members. This was indicated by 80 percent "agreeing" and 20 percent "strongly agreeing".

In regard to the effect 4-H competitive events have on project work (Table XVIII), over 80 percent "agreed" and 40 percent "strongly agreed" that competitive events provide additional information for 4-H members' projects.

Everyone "agreed" or "strongly agreed" that competitive events provide challenges for the 4-H members to do a better job with 4-H projects. The mean was 2.40. In addition, they all "agreed" or "strongly agreed" that they provide opportunities for older members to assist younger members in project work. The mean for the statement was 2.60.

TABLE XVIII

A SUMMARY OF 4-H AGENTS' RESPONSES CONCERNING LEVELS OF
 AGREEMENT WITH SELECTED STATEMENTS REGARDING HOW
 COMPETITIVE EVENTS RELATE TO PROJECT WORK

Statements Concerning 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Provides additional information for 4-H members projects	1	20.0	4	80.0	0	0.0	0	0.0	2.2	.448
Provides challenges for the 4-H members to do a better job with 4-H projects	2	40.0	3	60.0	0	0.0	0	0.0	2.4	.548
Provides opportunities for older members to assist younger members in project work	3	60.0	2	40.0	0	0.0	0	0.0	2.6	.548
Causes members to be discouraged and quit 4-H if they place low in a contest	0	0.0	1	20.0	3	60.0	1	20.0	1.0	.707
Encourages younger members to take part in new projects	0	0.0	4	80.0	1	20.0	0	0.0	1.8	.447
4-H members enter the events only for the award offered	0	0.0	0	0.0	3	60.0	2	40.0	.6	.547
Places too much emphasis on winning and not the educa- tional value gained from the experience	0	0.0	1	20.0	4	80.0	0	0.0	1.2	.447

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

Only one agent agreed that if a member places low in competitive events it causes him to be discouraged and quit 4-H. Three agents "disagreed" and one "strongly disagreed".

The statement that "4-H members enter the events only for the awards offered" was "disagreed" with by 60 percent of the agents and "strongly disagreed" with by 40 percent. One person believed that there is too much emphasis on winning and not the educational value gained from the experience. The majority of the agents "agreed"; 80 percent that competitive events encourage younger 4-H members to take part in new projects.

Findings presented in Table XIX reveal the opinions of agents concerning the degree of educational value received from events that are helpful to 4-H members in their everyday life. The agents were in 100 percent agreement that competitive events promote getting along with others. In a similar statement, only one person "disagreed" that competitive events promote working together in a group.

Furthermore, they all "strongly agreed" or "agreed" that competitive events help the member assume responsibility and that they help in making individual decisions. Both statements had a mean of 2.20. The agents "agreed" with each other that competitive events help the member express his own ideas and thoughts to a group. There was a mean of 2.40 for this statement. Eighty percent "agreed" that competitive events encourage self development. The other 20 percent "strongly agreed".

Sixty percent of the agents "strongly agreed" that competitive events help develop leadership and citizenship skills. Another 20 percent "agreed" with this statement. However, one person did not feel this was true. There was a mean of 2.40 for this statement.

TABLE XIX

A SUMMARY OF 4-H AGENTS' RESPONSES CONCERNING LEVELS OF AGREEMENT REGARDING EDUCATION VALUE OF EVENTS TO BE HELPFUL IN EVERYDAY LIFE BY STATEMENT OF EXPERIENCE

Statement of Experience 4-H Competitive Events	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%		
Promotes getting along with others	0	0.0	5	100.00	0	0.0	0	0.0	2.0	0
Helps member assume responsibility	1	20.0	4	80.0	0	0.0	0	0.0	2.2	.447
Promotes working together in a group	0	0.0	4	80.0	1	20.0	0	0.0	1.8	.447
Helps in making individual decisions	1	20.0	4	80.0	0	0.0	0	0.0	2.2	.447
Helps member express own ideas and thoughts to a group	2	40.0	3	60.0	0	0.0	0	0.0	2.4	.547
Promotes record keeping	0	0.0	4	80.0	1	20.0	0	0.0	1.8	.447
Encourages self development	1	20.0	4	80.0	0	0.0	0	0.0	2.2	.447
Helps develop leadership and citizenship	3	60.0	1	20.0	1	20.0	0	0.0	2.4	.894
Helps develop special interests	1	20.0	3	60.0	1	20.0	0	0.0	2.0	.707
Helps encourage sportsmanship	1	20.0	2	40.0	2	40.0	0	0.0	1.8	.836

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

Almost all of the 4-H respondents "agreed" that competitive events promote record keeping. One person "disagreed" with this. There was a high standard deviation among the group regarding the statement that these events encourage sportsmanship. One agent "strongly agreed", two agents "agreed", while the last two "disagreed".

Sixty percent of the agents "agreed" that competitive events help develop special interests, 20 percent "strongly agreed" and 20 percent "disagreed". It was noted on one survey that special interest clubs were growing in their county.

The agents were in 100 percent agreement (Table XX) to continue practices on the demonstration contest. Eighty percent said to "continue present practice" for the talk contest and 20 percent said that "revisions were needed".

Eighty percent said revisions of the dress revue were needed and 20 percent said to continue as presently doing. It was noted by two agents that the classes need to be changed and by one agent that there needs to be more incentive to be in the dress revue.

Livestock shows, livestock and meats judging contests, share-the-fun, county record books, and the county fair were all agreed on 100 percent to "continue present practice".

TABLE XX

A SUMMARY OF 4-H AGENTS' RESPONSES
REGARDING THEIR PERCEPTIONS OF
SELECTED COMPETITIVE EVENTS

County Events	Continue Present Practice		Revision of Event Needed		Discontinue Event	
	n	%	n	%	n	%
Demonstration Contest	3	100.00	0	0.0	0	0.0
Talk Contest	4	80.00	1	20.0	0	0.0
Dress Revue	1	20.00	4	80.0	0	0.0
Appropriate Dress	2	40.00	3	60.0	0	0.0
Livestock Shows	5	100.00	0	0.0	0	0.0
Livestock Judging	5	100.00	0	0.0	0	0.0
Meats Judging	5	100.00	0	0.0	0	0.0
Share-the-Fun	5	100.00	0	0.0	0	0.0
County Record Books	5	100.00	0	0.0	0	0.0
County Fair	5	100.00	0	0.0	0	0.0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the study, problem, methodology, and major findings. Conclusions and recommendations were presented based upon summarization, analysis of data collected and interpretation resulting from the design and procedures utilized in conducting the study.

Summary of The Study

Purpose of the Study

The major purpose of this study was to determine the perceptions of 4-H members, parents of 4-H members, leaders, and agents from Canadian, Cleveland and Oklahoma Counties regarding 4-H competitive activities.

Objectives of the Study

To accomplish the purpose of the study it was necessary to determine respondents perception regarding:

1. The educational value of competitive 4-H events in 4-H club work;
2. The benefits of competitive 4-H events in relation to 4-H project work;
3. The benefits of competitive 4-H events in relation to everyday life;

4. To compare the perceptions of respondent groups concerning 4-H competitive events among the four sampled groups.

Rationale of the Study

Competitive activities have increased in number and are used as a teaching tool by both extension agents and 4-H leaders. Much time and energy is spent by members, parents, leaders, and agents preparing for these events. A large amount of money and time is also donated from private resources to aid in preparing and conducting the events.

It often seems that the educational value and the importance of 4-H competitive events are not stressed. Obtaining the perception of 4-H members, parents, leaders and agents should assist all involved in developing a plan to make competitive events more of an educational tool.

Design and Procedure

Following a review of literature related to the topic of the study, the major tasks in the design of the study were: (1) determination of the population for the study; (2) development of the survey instrument; (3) collection of the data; and (4) analysis of the data.

The population of the study consisted of 340 persons: Fifty 4-H members from Cleveland, Canadian, and Oklahoma Counties; Fifty parents from Cleveland and Canadian Counties and 37 parents from Oklahoma County; and 47 organizational leaders and six 4-H agents from the three counties.

The selection of members and parents was made from the sign-in sheets from the competitive events in each of the counties. Every third person was selected. In one county there were only 37 parents signed up.

Therefore, the 37 available were used from that county. All of the agents and organizational leaders were used from all counties due to the small numbers.

Mail questionnaires were utilized to secure responses from selected factors. Of those receiving the survey 52.3 percent completed and returned the surveys.

The study instrument was tested and inputs were offered by ten selected Extension Agents, five 4-H parents, five members, and five leaders.

Upon collection of the data, descriptive statistics were utilized to analyze and describe the information. Comparisons were made between groups utilizing the t test.

Major Findings of the Study

The focus of this study was to determine the perception of members, parents, leaders, and agents in regard to competitive events.

As shown in Table XXI, the demonstration contest was found by all groups to be the 4-H event of greatest value, with the strongest consensus, standard deviation .490. It was perceived by all groups, except 2.9 percent of the parents, to be of "high or average value". The agents were in 100 percent agreement it was of "high value".

The members and parents were in high consensus of agreement (standard deviation .597) that the county fair was of "high or average value" with over 95 percent feeling this way. Slightly less than 80 percent of the agents and leaders agreed that it was of "high or average value". When the means were combined it was ranked as the second highest event in educational value.

The groups felt that the talk contest was of "high value". This was revealed by the combine mean of 2.62 and a standard deviation of only .680. The talk contest was ranked third in value by the overall group. The t test comparison between groups opinions of the educational value of the talk contest revealed a significant difference between leaders and members and parents and members at the .05 level with leaders and parents indicating a higher value than members. Other comparisons on the talk contest were not significant. These two significant differences were the only ones revealed for Part I. Agents were not included in the statistical comparisons due to low numbers.

The appropriate dress contest was found by members, parents, and leaders combined to be the lowest in educational value, while agents felt the share-the-fun contest was of lowest educational value. Consensus was weaker as evidenced by standard deviations of .830 and .869 for the two events respectively. Although these two events were felt to be the lowest in educational value, they still had means of 1.92 and 2.17 showing they were still of "average value".

The remaining competitive events' means fell between 2.46 and 2.25 indicating the groups agreed they were of "average value".

Responses shown in Table XXII revealed that the overall group "strongly agreed" that competitive events help the member assume responsibility. This statement had a mean of 2.50 and a standard deviation of only .603.

The overall means indicated that all groups "strongly agreed or agreed" that competitive events do "provide an educational value for 4-H members", "provide an opportunity for members to acquaint themselves with 4-H members from other areas", "provide educational benefits to

TABLE XXI

A SUMMARY OF ALL GROUPS' PERCEPTION CONCERNING
THE EDUCATIONAL VALUE OF SELECTED
COMPETITIVE EVENTS

County Events	Members			Parents			Leaders			Agents			Overall		
	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank
Demonstration Contest	2.63	.514	2	2.74	.507	1	2.78	.415	2	3.00	0	1	2.71	.490	1
Talk Contest*	2.40	.800	3	2.70	.603	3	2.84	.364	1	2.60	.894	2	2.62	.680	3
Dress Revue	2.22	.770	7	2.21	.780	8	2.56	.603	7	2.40	.547	3	2.28	.739	7
Appropriate Dress	2.03	.798	10	1.87	.850	10	1.80	.846	10	2.00	1.00	8	1.92	.830	10
Livestock Shows	2.34	.796	5	2.20	.911	9	2.42	.886	5	2.20	.447	6	2.30	.849	6
Livestock Judging	2.22	.872	7	2.32	.909	5	2.46	.744	4	2.40	.547	4	2.31	.858	5
Meats Judging	2.24	.824	6	2.29	.883	6	2.35	.689	8	2.00	1.414	8	2.25	.826	8
Share-the-Fun	2.22	.791	7	2.23	.889	7	1.96	.984	9	1.80	.836	10	2.17	.869	9
County Record Books	2.85	.830	4	2.52	.586	4	2.57	.708	3	2.20	.836	6	2.46	.723	4
County Fair	2.72	.534	1	2.71	.459	2	2.38	.832	6	2.20	.836	5	2.64	.597	2

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0
*Significantly different at the .05 level of significance.

members in developing leadership and citizenship skills", "provide an educational value for 4-H members", and "does much to encourage individual effort on the part of the member".

The t test comparison between groups opinions regarding the statement that "competitive events does much to encourage individual effort on the part of the member" revealed a significant difference between parents and members at the .05 level with parents indicating greater agreement than members. In regard to "provides an opportunity for members to acquaint themselves with 4-H members from other areas", members were in greater agreement than leaders or parents at the .05 level.

The statement: "Cause jealousy or friction among members within a club" had a high standard deviation of .870. Over 37 percent of members, 23 percent of parents, 42 percent of leaders, and 40 percent of the agents felt this could happen.

The respondents all disagreed that competitive events provide benefits to only a few select members. However, 42 percent of the leaders and 40 percent of the agents felt this could happen. They also disagreed that competitive events do not cause jealousy within the club.

Table XXIII shows 4-H members, leaders, parents and agents were in a high level of agreement with the following statements of the effect that competitive events have on project work. These included: "Provides additional information for 4-H member projects"; "provides challenges for the 4-H member to do a better job in 4-H projects"; "provides opportunities for older members to assist younger members in project work"; and "encourages younger members to take part in new projects". The combined means of these statements fell between a small range of 2.25 to 2.43.

TABLE XXII

A SUMMARY OF ALL GROUPS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS CONCERNING
COMPETITIVE EVENTS

Statements Concerning 4-H Competitive Events	Members		Parents		Leaders		Agents		Overall	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Provides benefits to only a few select members	.945	.864	1.00	.738	1.15	.807	1.00	.547	1.00	.798
Takes too much time on the part of the members to prepare for the contest	.946	.694	.939	.578	.91	.578	.60	.547	.928	.625
Causes jealousy or friction among members within a club	1.21	.948	1.09	.753	1.83	.957	1.40	.547	1.19	.870
Provides an educational value for 4-H members	2.56	.623	2.48	.533	2.34	.787	2.40	.547	2.49	.623
Does much to encourage individual effort on the part of the member*	2.57	.550	2.37	.573	2.36	.822	2.20	.448	2.45	.620
Provides an opportunity for members to acquaint themselves with 4-H members from other areas*	2.59	.597	2.31	.656	2.30	.738	2.60	.547	2.43	.654
Provides educational benefits to member in developing leadership/citizenship skills	2.47	.602	2.40	.602	2.42	.752	2.40	.894	2.43	.635
Helps the member assume responsibilities	2.57	.6526	2.46	.558	2.42	.830	2.80	.447	2.50	.603

*Significantly different at the .05 level of difference.

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

TABLE XXIII

A SUMMARY OF ALL GROUPS' RESPONSES CONCERNING LEVELS OF
AGREEMENT WITH SELECTED STATEMENTS REGARDING HOW
COMPETITIVE EVENTS RELATE TO PROJECT WORK

Statements Concerning 4-H Competitive Events	Members		Parents		Leaders		Agents		Overall	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Provides additional information for 4-H members projects	2.29	.514	2.23	.540	2.29	.588	2.20	.448	2.25	.582
Provides challenges for the 4-H members to do a better job with 4-H projects	2.51	.504	2.38	.573	2.30	.556	2.40	.548	2.43	.541
Provides opportunities for older members to assist younger members in project work	2.38	.618	2.32	.587	2.30	.637	2.60	.548	2.36	.606
Causes members to be discouraged and quit 4-H if they place low in a contest*	.771	.764	1.09	.596	6.24	.708	1.00	.707	.988	.711
Encourages younger members to take part in new projects*	2.43	.603	2.81	.498	2.09	.631	1.80	.447	2.30	.580
4-H members enter the events only for the award offered*	.873	.784	1.03	.572	1.24	.662	.60	.547	.994	.678
Places too much emphasis on winning and not the educational value gained from the experience	1.07	.961	1.03	.783	1.66	.924	1.20	.447	1.17	.906

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0
*Significant difference at the .05 level of significance.

The majority, 72 percent, of the respondents "disagreed" that members become discouraged and quit if they place low in a contest. This was substantiated by a mean of .988 showing disagreement. There was also an overall consensus (standard deviation of .678) that too much emphasis is not being placed on winning instead of the educational value gained. However, 69.1 percent of the leaders felt this could happen.

The t test comparison between groups opinions about how competitive events support the 4-H projects revealed that members disagreed more at the .05 level than parents that competitive events "cause members to be discouraged and quit 4-H if they place low in a contest". In addition, parents were in greater agreement than members that "competitive events encourage younger members to take part in new projects". When the groups were compared on the statement: "4-H members enter the events only for the awards offered", leaders disagreed more than members at the .05 level.

There was a strong feeling among the groups (Table XXIV) regarding the educational value of events to be helpful in everyday life. The overall mean for each of the statements fell into a range of 2.14 to 2.47. In addition, the standard deviations were low, ranging from .518 to only .677.

Of the selected competitive events, (Table XXV) only ten percent or less indicated that any of the events should be discontinued. "Revision of event needed" was selected for several of the events. The appropriate dress contest had the highest percent, 26.2 feeling that it needed revisions. The dress revue was felt to need revisions by almost 20 percent of the groups.

TABLE XXIV

A SUMMARY OF ALL GROUPS' RESPONSES CONCERNING LEVELS OF AGREEMENT REGARDING EDUCATION VALUE OF EVENTS TO BE HELPFUL IN EVERYDAY LIFE BY STATEMENT OF EXPERIENCE

Statements of Experience	Members		Parents		Leaders		Agents		Overall	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Promotes getting along with others	2.46	.654	2.22	.596	2.09	.678	2.00	0	2.29	.641
Helps member assume responsibility	2.54	.502	2.43	.527	2.30	.683	2.20	.447	2.44	.552
Promotes working together in a group	2.35	.660	2.27	.651	2.09	.723	1.80	.447	2.37	.670
Helps in making individual decisions	2.30	.520	2.34	.478	2.27	.674	2.20	.447	2.31	.532
Helps member express own ideas and thoughts to a group	2.31	.646	2.23	.517	2.18	.583	2.40	.547	2.25	.583
Promotes record keeping	2.17	.717	2.17	.650	2.30	.683	1.80	.447	2.14	.677
Encourages self development	2.42	.551	2.30	.492	2.36	.653	2.20	.447	2.36	.547
Helps develop leadership and citizenship	2.55	.530	2.40	.552	2.47	.567	2.40	.894	2.47	.518
Helps develop special interests	2.43	.498	2.45	.530	2.42	.501	2.00	.707	2.42	.518
Helps encourage sportsmanship	2.43	.553	2.24	.489	2.37	.609	1.80	.836	2.33	.590

Real Limit: Strongly Agree=3.00-2.50, Agree=2.49-1.50, Disagree=1.49-.50, Strongly Disagree=.49-0

TABLE XXV
 A SUMMARY OF ALL GROUPS' RESPONSES
 REGARDING THEIR PERCEPTIONS OF
 SELECTED COMPETITIVE EVENTS

County Events	Continue Present Practice		Revision of Event Needed		Discontinue	
	n	%	n	%	n	%
Demonstration Contest	166	95.4	8	4.6	0	0
Talk Contest	155	92.3	12	7.1	1	0.6
Dress Revue	132	79.0	33	19.8	2	1.2
Appropriate Dress	118	70.2	44	26.2	6	3.6
Livestock Shows	128	83.1	24	15.6	1	1.3
Livestock Judging	124	84.4	20	13.6	3	2.0
Meats Judging	114	88.4	12	9.3	3	2.3
Share-the-Fun	145	84.8	17	9.9	9	5.3
County Record Books	146	86.4	20	11.8	3	1.8
County Fair	165	96.5	5	2.9	1	0.6

Conclusions

The following conclusions were considered as basic findings of the study:

1. Demonstration contest, talk contest, and county fair were found to be of the highest educational value of all combined groups. This was revealed by means of 2.71, 2.64, and 2.62 respectively.
2. Although the county fair was ranked second by the combined groups, the agents and leaders felt differently. The agents ranked it fifth and the leaders ranked it sixth.
3. All competitive events, even the lowest ranked ones, were found to be of "high or average value". This was evidenced by means of 1.92 to 2.71.
4. Competitive events help members assume responsibility had a mean of 2.50 revealing that it was "strongly agreed" on by all groups.
5. All groups felt that competitive events do provide an educational value for 4-H members, provide an opportunity for members to acquaint themselves with 4-H members from other areas and provide benefits in leadership and citizenship. They all had a mean from 2.43 to 2.50 and low standard deviations of .603 to .654.
6. Responding groups felt strongly that competitive events provide additional information for members' projects; provides an opportunity for older members to help younger members; and encourages younger members to take part in new projects. This was substantiated by high means of 2.25 to 2.43.
7. A mean of .994 and a low standard deviation of .678 show the groups disagree that members enter the events only for the awards offered.

8. There was a strong consensus (means from 2.14 to 2.47 and standard deviations of .518 to .677) that competitive events help members in their everyday life.

Recommendations

The following recommendations were made as a result of major findings in this study.

1. The opinions of groups in this study indicated a need for re-examination of present practices of conducting the appropriate dress contest.
2. Numerous comments on the surveys indicated there is a need for categories by sex in competitive activities.
3. More training is needed before meats and livestock judging contests as indicated by comments on surveys.
4. Members and leaders indicated that they need to be better informed on how to complete a county record book.
5. Participation in demonstration and talk contests need to be emphasized more since they were found to be of the greatest educational value.

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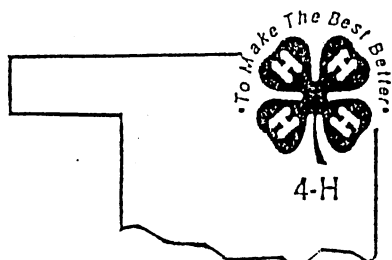
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APPENDIXES

APPENDIX A

COVER LETTER



COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
 Canadian County OSU Extension Office • P.O. Box 519-Fairgrounds
 El Reno, Oklahoma 73036 • (405) 262-0155 or 232-8124

April 12, 1988

Dear 4-H Member:

I am working on completing my Master's Degree on Agricultural Education. Currently, I'm working on my research on "4-H Members', Parents', Leaders' and Agents' Perceptions of 4-H Competitive Events".

I would appreciate it if you please complete the enclosed survey and return it in the self-addressed stamped envelope by May 1st.

Your comments and opinions will be greatly appreciated. Thanks for your help.

Sincerely,

Becky Larkin

Becky Larkin
 County Extension 4-H Agent
 Canadian County

BL:vlh

Enclosure

APPENDIX B

QUESTIONNAIRE

PART 1: Please indicate the educational value you would place on each of the following 4-H competitive events that your county has.

	High Value	Average Value	Limited Value	No Value
A. Demonstration Contest				
B. Talk Contest				
C. Dress Revue				
D. Appropriate Dress				
E. Livestock Shows				
F. Livestock Judging				
G. Meats Judging				
H. Share-the-Fun				
I. County Record Books				
J. County Fair				
K. Other (specify)				

PART 2: Please complete the following regarding Competitive Events:

	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Provides benefits to only a few select members				
B. Takes too much time on the part of the members to prepare for the contest				
C. Causes jealousy or friction among members within a club				
D. Provides an educational value for 4-H members				
E. Does much to encourage individual effort on the part of the member				
F. Provides an opportunity for members to acquaint themselves with 4-H members from other areas				
G. Provides educational benefits to member in developing leadership and citizenship skills				
H. Helps the member assume responsibilities				

PART 3: Please indicate your opinions about how competitive events support the 4-H Projects (Example: Demonstration and/or Speech Contest to Public Speaking Project)

	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Provides additional information for 4-H members projects				
B. Provides challenges for the 4-H member to do a better job with 4-H projects				
C. Provides opportunities for older members to assist younger members in project work				
D. Causes member to be discouraged and quit 4-H if they place low in a contest				
E. Encourages younger 4-H members to take part in new projects				
F. 4-H members enter the events only for the awards offered				
G. Places too much emphasis on winning and not the educational value gained from the experience				

PART 4: Please indicate your opinion of the effect that you feel 4-H competitive events have on the everyday life of the 4-H member

	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Promotes getting along with others				
B. Helps the member assume responsibilities				
C. Promotes working together in a group				
D. Helps in making individual decisions				
E. Helps the member express their own ideas and thoughts to a group				
F. Promotes record keeping				
G. Encourages self development				
H. Helps develop leadership and citizenship				
I. Helps develop special interest				
J. Helps encourage sportsmanship				

PART 5: Please evaluate the following list of competitive events you have in your county and indicate your opinion regarding each.

	Continue pre- sent practice	Revision of event needed	Discontinue Event
A. Demonstration Contest			
b. Talk Contest			
C. Dress Revue			
D. Appropriate Dress			
E. Livestock Shows			
F. Livestock Judging			
G. Meats Judging			
H. Share-the-Fun			
I. County Record Books			
J. County Fair			
K. Other (specify)			

If you listed revision or discontinue event; please specify what revision you would suggest or why it should be discontinued!

TO BE COMPLETED BY 4-H MEMBERS

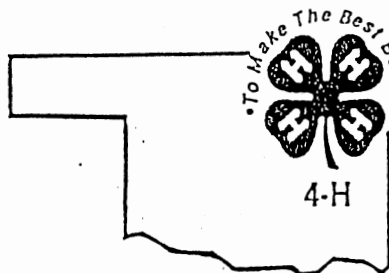
How many years have you been in 4-H? _____

Have you ever taken part in any competitive in 4-H? Yes _____, No _____

Approximately how many 4-H competitive activities have you participated in your 4-H Career? _____

APPENDIX C

FOLLOW-UP LETTER

**COOPERATIVE EXTENSION SERVICE**

OKLAHOMA STATE UNIVERSITY
 Canadian County OSU Extension Office • P.O. Box 519-Fairgrounds
 El Reno, Oklahoma 73036 • (405) 262-0155 or 232-8124

Dear

Earlier this month you received a survey from me concerning 4-H competitive events. If you have not returned the survey I would appreciate it if you could complete it and return it as soon as possible if you have not already done so. If you need a new survey form, please call me at 262-0155 or 232-8124 (OKC line) or write P. O. Box 519, El Reno, OK 73036, and I will gladly send you a new one.

If you have already returned the survey, please disregard this and thank you very much.

Sincerely,

Becky Larkin
 County Extension 4-H Agent
 Canadian County

BL:mlb

VITA ²

Rebecca Lynn Larkin

Candidate for the Degree of

Master of Science

Thesis: 4-H MEMBERS', PARENTS, LEADERS' AND AGENTS' PERCEPTIONS OF 4-H
COMPETITIVE EVENTS IN THREE URBAN CENTRAL OKLAHOMA COUNTIES

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