

4-H LEADERS AND 4-H MEMBERS ATTITUDES TOWARD
SELECTED ASPECTS OF THE 4-H PROGRAM
IN PITTSBURG COUNTY

By

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CHAPTER I

INTRODUCTION

The 4-H Program originated as the youth education arm of the Cooperative Extension Service. In the beginning and for many years most of the program was of an agricultural nature. The 4-H program has now been diversified to appeal to boys and girls in urban as well as rural areas.

Through the years 4-H has been defined as a youth development program which utilized a variety of program methods and projects to reach and teach youth ranging from 9 to 19 years of age. Its mission is to help youth become self directing, productive and contributing members of society and increase leadership capabilities of each member.

The key to the success of the 4-H program is volunteer leaders. Hundreds of volunteer leaders give their time, talents and personal resources to support 4-H. Leaders provide healthy adult-youth relationships, to teach skills and supervise and encourage youth.

Currently there are many means of meeting the needs of today's youth. Learning opportunities are provided through informal groups, camps, educational television, 4-H programs in schools and special events, as well as through 4-H member's involvement with their individual projects. Because of the continued growth and

concentration of new programs and projects, evaluation has become a difficult task.

County Cooperative Extension professional staff recruit and train volunteers and coordinate the total county education program and its events based upon local need.

In the 1981 annual 4-H Youth Enrollment Report for Pittsburg County, there were 1,500 4-H members enrolled in organized clubs and 3,049 4-H members enrolled in special interest clubs, making a total of 4,549 4-H members. There are 101 volunteer adult and teen leaders and 57 special interest club leaders in the Pittsburg County 4-H program. (2)

Statement of Problem

With the continued growth and concentration of new programs and projects, evaluation has become a difficult task. In most 4-H activities, success or failure is based on evaluation of the number of participants.

There are many factors that can influence youth and adult participation. Attitudes play an important role in determining a person's priorities toward his participation in a particular program. This brings up two questions. What are the attitudes of 4-H volunteer leaders and 4-H members toward the various 4-H activities? Why do or why don't members participate in the activities?

Purpose

The purpose of this study was to obtain information that could be utilized in developing and evaluating 4-H programs in Pittsburg County, by determining the factors that influence 4-H'ers to participate or not participate in selected activities currently being conducted.

Definitions

Adult volunteer leader - a man or woman in the community who serves as organizational leader, project leader and/or activity leader in the local 4-H club or in the county 4-H club program. An unpaid leader, teacher, advisor, counselor and/or helper that makes available educational experiences to the members of the 4-H club. The leader assists and helps members with learning experiences and helps them achieve the education objectives of 4-H club work.

Junior leader - a 4-H member, fourteen years of age or more, with several years 4-H experience, who as part of their own project, assists the adult leaders in the educational and/or activity function of the local club.

4-H Activity - an area of study in which a member or a group of members may participate. Activities are often explained as exploratory or broadening experiences. Participation is encouraged but not required. No formal enrollment is necessary.

Special Interest Club - an area of study that offers youth an opportunity to choose their areas of interest from all the projects 4-H has to offer. It is a continuing group which is organized for a

specific age group and officers are elected annually.

4-H member - a youth 9 to 19 years of age that enrolled or participates in the education programs offered by the OSU Cooperative Extension Service.

4-H Officer - a 4-H member having leadership role as president, vice-president, secretary, reporter, treasurer, song leader, game leader, or project captain.

Share-The-Fun - annual county competitive event where the members of a club present a dramatical, comedy, or musical act or skit.

County Rally - County 4-H annual speech and demonstration contest.

Boys and Girls Dress Revue - County 4-H annual clothing and apparel contest.

County Fair - Annual event where 4-H members exhibit their end product of each of their 4-H projects.

Assumptions

The following assumptions were made about the study:

1. That the responses indicated honest expressions of their opinions.
2. That each respondent was knowledgeable of each activity studied.
3. That each 4-H leader and 4-H member selected in the random selection were representative of other 4-H leaders and members.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Four-H club work began in the United States near the turn of the 20th Century. 4-H clubs were informal educational youth programs that emphasized agriculture and rural family life. The first names used for 4-H were corn clubs, tomato clubs, and nature clubs. The name 4-H appeared around 1920. The 4-H club has its origin as a part of the public school system and teachers were often the first club leaders.

Hackett (9) in his unpublished Masters Thesis stated that: 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. (p. 8)

This review of literature will focus on:

1. 4-H leaders' attitudes toward 4-H
2. 4-H member's attitudes toward 4-H
3. Studies concerning evaluation of Extension programs.

4-H Leaders' Attitudes Toward 4-H

It was found in Sallee's unpublished Masters report (14) that:

The ultimate and primary purpose of Extension work is development of men, women, boys and girls. Developing leadership to grow and develop the participation has a dual purpose -- the local leaders derive satisfaction and personal development through helping others and the group benefits from the guidance of leaders. (p. 13)

In Morgan's unpublished Masters Report (8), it was found that:

Leadership is fundamental to social living in a democracy. In the broadest sense leadership is that process whereby an individual directs, guides, influences, or controls the thoughts, feelings of behavior of other human beings. The success of any 4-H club is in direct proportion to the quality of its local leadership. (p. 6)

From the above statements it could be surmised that 4-H leaders get personal satisfaction and enjoyment from giving leadership and support to the 4-H program.

The main objective of the 4-H program is personal development. The impact of the leader's personality on boys and girls who participate is probably the most significant influence which the program exerts on their development. This was asserted by Alexander (3).

Sanders (13) asserted that meaningfulness for the individual 4-H member is dependent on the local leaders and further that experience is the product of a highly motivated and capable leader.

Four-H leaders are "middle managers" and the personalities of middle managers were a characteristic that influences a person to have a narrow or wide span of management, cited Schwertz (4).

Thomas (5) found that 4-H leaders have positive attitudes toward the county level leadership content and that Extension agents and volunteer 4-H leaders differed somewhat in their perceptions regarding

training needs of volunteer leaders who might assume the role of county service leader or county program leader.

Reddy and Smith (10) found that people who participate in voluntary programs have a number of characteristics: (1) friendly and socially confident, (2) optimistic and self confident, (3) aggressive, (4) motivated by achievement, and (5) flexible and ready to change.

Alexander (3) reported that 4-H leaders differ in personality characteristics from the general population. Also that there is considerable difference between personality characteristics of men and women first-year 4-H leaders.

It can be said that, the difference in personality characteristics of 4-H leaders helps to make the 4-H program successful.

Pace (6) quoted Zemans as saying:

Volunteers are enabled to do a valuable job; if they feel the job is real and important; if they are allowed to use their own initiative; if they are well supervised; if high standards exist and a career attitude is encouraged; if they see results and are faced with an ongoing challenge; and if their individual task is related to the broad community and its needs. (p. 12)

Adegobye asserted that, local 4-H leaders need to be involved in planning the county 4-H program and the planning of various educational programs based on the needs of youth. (11)

4-H Members Attitudes Toward 4-H

In 4-H, we pride ourselves on the fact that the program starts where the member is, with what he knows and is based on what he wants to learn (6).

Some concepts of the 4-H program are:

- 4-H provides co-educational learning experience which contributes to both personal and social development.
- 4-H encourages individual initiative and provides opportunities for young people to experience success which raises the level of their aspirations and contributes to the feeling of selfworth (p. 14).

Sallee said (14):

That young people want to learn new skills, how to find friends, how to develop satisfying relationships with each other, and how to get along with other members of the family (p. 31).

In Miller's (12) study it was found that:

1. Four-H must be fun for the participant.
2. Youth must be involved in doing things in which they are interested.
3. Youth should be involved in helping plan the kind of things they are going to do.

Nichols' (7) study about seventh, eighth, and ninth grade 4-H members, found these relationships between level of participation and attitudes toward 4-H work:

1. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do eleven or more tasks.
2. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who 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.

Hackett (9) found in an Ohio 4-H urban study that learning new skills and developing competence in project areas to be the greatest value of 4-H work.

Extension constantly seeks practical methods for measuring and presenting its accomplishments. This evaluation is a difficult and time consuming task, especially when the programs being evaluated are as broad and complex as Extension educational programs.

Beckel (15) in an article of the Journal of Extension said:

One of the most difficult tasks of supervisors and administrators is trying to accurately measure the performance of Extension educators. Part of the reason for this is obviously due to the variety of educational methods used, the varied clientele, and the broad spectrum of subject matter are but some of the elements (p. 4).

An article by Quick and Davis (16) stressed that two of the most essential types of information needed in measuring the impact of nearly all educational systems were: (1) the extent of positive attitudinal change affected by a specific educational program (had the clientele learned to perceive, think, and believe in ways that enhance the quality of their lives?) and (2) the degree of positive overt behavioral change as a result of a particular program (What are people actually doing differently that is making their lives better?).

One instrument used by Quick and Davis (16) was two-phased, one used was a basic tool and called "Helping Us Serve You Better". This instrument is a basic tool for general use; it is simple and short, and an evaluator can build in additional evaluation items designed to gather specific information. The instrument is exhibited in Appendix A.

Phase I is an immediate post-session feedback instrument and Phase II is a mail-out, follow-up questionnaire. The two-part tool was designed: (1) to be very simple, (2) to ask the five core evaluation questions, and (3) to elicit self-observation evidence showing the existence or nonexistence of relatively lasting

attitudinal and overt behavioral change of a positive nature. The five basic "core" evaluation questions were:

1. Was the program beneficial/enjoyable?
2. What was learned?
3. Has it changed your life for the better?
4. If so, exactly how.
5. Are there recommendations for future sessions?

Some of advantages of this tool are:

- Easy to use
- Takes very little time
- Yields high quality information
- Suitable for a wide range of education programs

Another method of evaluation was discussed in an article by Olson and Furin (17). They asserted that it is still common to find program evaluation based entirely in a change in scores of participants on a pre/post test. Scores are analyzed to see if there is a significant difference. Pre/post test can sometimes identify learning, but the information it supplies is limited.

Beckel (15) stated:

We have, in no way, arrived at perfecting approaches to performance evaluation of Extension educators. This must be a long range goal and one that we continue to work toward over a time. As we proceed to refine our methods, total staff involvement is absolutely essential (p. 8).

Summary

The role of the 4-H leader, and opportunities for 4-H members has changed in recent years. Most of those who have done similar studies would agree that the personalities of 4-H leaders is the most

significant influence which the program exerts on youth development.

It can also be said that 4-H leaders get personal satisfaction and enjoyment from being a 4-H leader. They have positive attitudes toward the county level leadership.

The researcher feels safe in saying that most 4-H leaders are friendly and enjoy working with youth. Studies have been done about 4-H attitudes and on participation, and most would agree that 4-H'ers want to learn new skills, how to find friends, how to develop satisfying relationships with each other, and how to get along with other members.

In conclusion, in order to keep 4-H members interested in the 4-H program, 4-H must:

1. Be fun to the participants.
2. Youth must be involved in doing things in which they are interested.
3. Youth should be involved in helping plan the kind of things they are going to do.

Studies have been done about Extension program evaluation and there is a need for perfecting approaches to performance evaluation.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to determine the attitudes of 4-H leaders and 4-H members toward selected 4-H activities in Pittsburg County, Oklahoma. In order to collect and analyze data pertaining to the purpose and objectives of the study, it was necessary to accomplish the following tasks:

1. Determine the population for the study
2. Devise a data collection method.
3. Develop an instrument.
4. Determine a method of data analysis.

The Population

The population of this study was comprised of 4-H members and 4-H leaders of organized 4-H clubs of Pittsburg County, Oklahoma. The membership population included a random sampling of 10% of those who had completed two or more years of 4-H work. Since 1,081 4-H'ers were members of organized clubs and had completed two or more years of 4-H work, the total member population for the study was 108. As for the leader respondent group, all leaders were included.

Data Collection Method

Data was collected by administering a questionnaire to each 4-H member who had completed two or more years of 4-H club work, and who belonged to an organized 4-H club in Pittsburg County. Ten percent or 107 of the members' completed questionnaires were randomly selected from the total completed and utilized. Extra questionnaires were randomly selected to compensate for incomplete or mutilated questionnaires. The questionnaires were distributed to the 4-H member population during one of their regular 4-H meetings. 4-H'ers were asked to select the reason why they do or do not participate in each selected 4-H activity and the extent they were pleased with each activity. Members were instructed to select only one reason on the instrument as to why they did or did not participate in each selected 4-H activities.

The questionnaires were mailed to each of the 101 4-H leaders of an organized 4-H club, whose names appear on the county 4-H leaders computer print-out. A letter explaining the purpose of the questionnaire and a stamped and addressed return envelope accompanied the questionnaire. 4-H leaders were to complete and return the questionnaire by mail within eleven days. 4-H leaders were asked to select the reasons why they thought 4-H'ers do or do not participate in each selected 4-H activity, and the extent they thought 4-H'ers were pleased with each activity. Leaders had the option to select several reasons as to why they perceived 4-H'ers participate or do not participate in each of the selected 4-H activities.

Development of the Instrument

In the preparation of the study, it was decided that a questionnaire would be used to meet the objectives of the study. During the review of literature, various methods of data gathering instruments were reviewed by the researcher.

A set of basic questions were put together. Feedback was received from the Oklahoma's State 4-H Staff after they had reviewed the questionnaire. The Pittsburg County 4-H Staff also reviewed and provided comments about it.

The final form of the instrument contains two parts consisting of 25 items or questions. The first part lists four questions relating to the background of the respondents. The remaining 21 questions were formulated to gather information that could be used to fulfill the purpose and objectives of this study.

A copy of the questionnaire is included in the study as Appendix C.

Method of Data Analysis

An item count, percentages and rankings were used to analyze and present the data obtained. Comparison of data within each respondent group was made with items count, percentages and rankings. Comparison of data between the two respondent groups was made by rankings.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Data presented in this chapter was obtained by administering a questionnaire instrument at a meeting of each organized 4-H club in Pittsburg County to a total of 1,081 4-H members who had two or more previous years of 4-H club work. From all completed questionnaires 10 percent, or 108 were selected at random, and those were utilized in the study.

Identical questionnaires were mailed to 101 male and female 4-H leaders of the county whose names were on the leadership rolls at the Pittsburg Extension Center. Thirty male and female leaders returned completed questionnaires. The results of the 108 4-H members' and 30 4-H leaders' questionnaires are presented in this chapter.

This study provided information that could be useful to a county 4-H agent to use in programming 4-H activities because member and leader perceptions of selected county-wide 4-H activities were determined and studied.

4-H Member Demographic Information

Thirty-five of the youth who comprised the study's population were male and 73 were female. Ages of the youth ranged from 10 to 18, with an average age of 12.6. The member respondents reported an

average of 3.8 years of 4-H Club work. Thirty-nine were 4-H Club officers and 69 were not. Residential composition of the group included 49 who lived on a farm, 32 who lived in a rural area but not on a farm, and 19 who resided in a town of over 1,000 population.

4-H Leader Demographic Information

Of the thirty adult leaders who returned completed instruments, ten were male and 20 were female. Leader tenure ranged from 2 to 23 years, with a mean of 8.83 years of service. Twenty-six had previously been 4-H members, and four had not been. Seventeen leaders lived on farms, 9 lived in rural areas, but not on a farm and 4 resided in towns of over 1,000 population.

Findings as to Participation in Selected Activities

Both youth and adult respondents were asked to indicate why 4-H members did or did not participate in four selected county wide activities. The activities included Share-The-Fun, County rally, Dress Leaders Revue, and the county fair. The range of numerical responses are presented in Tables I and II, along with percentages and rankings of responses by categories. In addition both respondent groups were asked to indicate the extent to which 4-H members were please with each of the selected activities. Those responses are present in Tables III and IV. It is important to point out here that 4-H members completed the portion of the questionnaire which fit their own personal situation; those were had previously participated in any activity indicated why they had done so, and those who had not

TABLE I

REASONS FOR 4-H MEMBERS' PARTICIPATION IN COUNTY-WIDE
ACTIVITIES AND EXTENT PLEASED

ACTIVITY	Why 4-H'ers Participated					Why 4-H'ers Didn't Participate					
	1. Parents wanted them to	2. Adult leaders wanted them to	3. Friends, other 4-H'ers	4. Help develop leadership skills	5. Help with personal development	1. Wasn't interested	2. Another activity interfered	3. Didn't think they could win	4. Didn't get ready in time	5. Afraid to enter	6. None of friends were going
Share-The-Fun											
Number	0	3	15	36	8	16	3	3	16	5	2
Percent	0	5	24	58	13	35	7	7	37	11	4
Rank of Responses	5	4	2	1	3	2	4	4	1	3	5
County Rally											
Number	2	3	5	25	10	28	5	5	17	5	3
Percent	4	7	1	56	22	44	8	8	27	8	5
Rank of Responses	5	4	3	1	2	1	3	3	2	3	4
Dress Revue											
Number	1	0	4	16	22	37	3	3	17	5	0
Percent	2	0	9	37	51	57	5	5	26	8	0
Rank of Responses	4	5	3	2	1	1	4	4	2	3	5
County Fair											
Number	6	7	13	24	31	11	3	7	3	0	3
Percent	7	9	16	30	38	41	11	26	11	0	11
Rank of Responses	5	4	3	2	1	1	3	2	3	4	3

TABLE II
 FOUR-H LEADER'S PERCEPTIONS OF REASONS 4-H MEMBERS
 PARTICIPATE IN COUNTY-WIDE ACTIVITIES
 AND EXTENT PLEASED

ACTIVITY	Why 4-H'ers Participated					Why 4-H'ers Didn't Participate					
	1. Parents wanted them to	2. Adult leaders wanted them to	3. Friends, other 4-H'ers	4. Help develop leadership skills	5. Help with personal development	1. Wasn't interested	2. Another activity interfered	3. Didn't think they could win	4. Didn't get ready in time	5. Afraid to enter	6. None of friends were going
Share-The-Fun											
Number	9	12	22	19	20	14	14	3	4	8	7
Percent	11	15	27	23	24	28	28	6	8	16	14
Rank of Responses	5	4	1	3	2	1	1	5	4	2	3
County Rally											
Number	7	12	12	19	21	16	10	5	5	6	6
Percent	10	17	17	27	30	33	21	10	10	12	12
Rank of Responses	4	3	3	2	1	1	2	4	4	3	3
Dress Revue											
Number	7	6	12	16	21	18	8	8	6	3	4
Percent	11	10	19	26	34	38	17	17	13	6	9
Rank of Responses	4	5	3	2	1	1	2	2	3	5	4
County Fair											
Number	10	8	17	16	22	19	4	8	6	3	4
Percent	14	11	23	22	30	43	9	18	14	7	9
Rank of Responses	4	5	2	3	1	1	4	2	3	5	4

TABLE III
 EXTENT TO WHICH 4-H MEMBERS WERE PLEASED BY
 PARTICIPATION IN COUNTY-WIDE ACTIVITIES

Activity	Distribution by Extent Pleascd								Mean Response
	Not At All		A Little		Quite a Bit		Very Much		
	#	%	#	%	#	%	#	%	
Share-The-Fun	4	6	8	13	15	24	35	56	2.31
County Rally	10	22	6	13	9	20	30	44	1.87
Dress Revue	6	14	5	12	10	23	22	51	2.12
County Fair	2	2	5	6	21	26	53	65	2.54

TABLE IV

EXTENT TO WHICH 4-H LEADERS PERCEIVED THAT
4-H'ERS WERE PLEASED BY PARTICIPATION
IN COUNTY-WIDE ACTIVITIES

Activity	Distribution by Extent Pleascd								Mean Response
	Not At All		A Little		Quite a Bit		Very Much		
	#	%	#	%	#	%	#	%	
Share-The-Fun	1	4	5	19	12	46	8	31	2.04
County Rally	1	4	6	21	19	68	2	7	1.79
Dress Revue	0	0	4	17	17	74	2	9	1.91
County Fair	0	0	35	11	15	54	10	36	2.29

participated in an activity completed the portion to indicate why they had not. Leaders, of course, completed all items.

Following is a discussion of the finds with regard to each of the four selected 4-H activities.

Share-The-Fun

This activity is a county-wide talent show. Individual 4-H Clubs may enter group acts in this program, and individual members may also enter individual acts. All of the acts are judged and winners selected.

Sixty-two of the respondent 4-H members participated in Share-The-Fun, and 46 did not. Forty-seven of the participants indicated that the activity fulfilled their expectations. Twenty-five 4-H leaders had members in their clubs who had been Share-The-Fun participants. Leaders indicated, as the members, that the activity fulfilled most of the member expectations.

As for reasons they chose to participate, members felt that it "helps develop leadership skills," and also "friends and other 4-H'ers participated". Those two reasons were ranked in that order as the most important reasons for their participation. The youth participants ranked "parents" and "adult leaders" as being the least important reasons behind their participation. Leaders, on the other hand, ranked "friends" and "help with personal development" as the first and second most important reasons for member participation. And the leaders indicated that the least important reasons were "parents" and "adult leaders".

Why did 4-H members not participate in Share-The-Fun? The member

respondents ranked "wasn't interested" and "didn't get ready in time" first and second. "Friends" was the least important reason for not participating. Leaders' responses indicated that non-participation was due, first, to "the 4-H'er wasn't interest", and second, "another activity interferred". Leaders thought the least important reason for non-participation was "didn't think they could win".

It would seem that there is some difference in the perceptions of members and leaders as to why members participate in this activity. In the opinion of the researcher, however, the 4-H members' indication that they participate because it "helps develop leadership skills", and "friends and other 4-H'ers participated" should be considered carefully. Share-The-Fun is primarily a group activity with little threat to the individual participant. It is an activity in which competition is not intense and members would seem to participate in a relatively entertaining activity because they like to have fun with their friends. Of course "did not get ready in time" is an understandable reason for not participating because it does take some time to think up an act and to get it ready for the activity. Especially interesting is the differences in ranking of "another activity interferred" by members and by leaders. Members apparently do not have that scheduling problem in mind as much as their adult leaders think they do.

County Rally

The County Rally is essentially a public speaking contest for 4-H members. The event is conducted once a year in the county. In 4-H

terminology, the speeches are called "talks" or "demonstrations".

Forty-five of the members queried had participated in this activity, and 39 of those indicated that it had fulfilled their expectations. Twenty-seven of the leaders had 4-H members who had participated in County Rally, and twenty-five indicated that they thought the activity had fulfilled member expectations.

The two reasons "help develop leadership skills" and "personal development" were ranked first and second by members for their participation. Members indicated that "parents" and "adult leaders" were the least important reasons for participation. Leaders said that "help with personal development" and "leadership skills" were the two main reasons for member participation, and "parents" was the least important reason.

Both leaders and members felt that "wasn't interested" was the main reason for non-participation by 4-H members.

In the opinion of the researcher, the County Rally does present a potential threat to a would-be participant. Giving a speech is not something many youngsters would relish. Both members and leaders in this study probably were thinking along those lines when they indicated that "wasn't interested" was the main reason for non-participation. On the other hand, 4-H members who do consider participating probably do so because they think that it does help develop personal leadership skills, and assist them in a personal development way.

Boys and Girls Dress Revue

This county-wide activity has several facets. In one case, youth who have constructed garments wear what they have made, and the garments are judged according to construction, style, and appropriateness. In the other case, purchased clothing is worn and shown by the youth in various style breakdowns, such as dress wear, sports wear, western wear, etc. There has traditionally been a great deal of competition in the one area in which member-constructed garments are shown and judged.

Forty-three of the member respondents had participated in Dress Revue, and 34 of them expressed the opinion that it had fulfilled their expectations. Twenty-five of the leaders had members in their clubs who had participated, and 22 of the leaders felt that the activity had fulfilled expectations of the members who had participated. Both members and leaders indicated that "help with personal development" and "personal development" were the first and second reasons for member participation. Both members and leaders felt that leaders had the least influence on member participation, and that "wasn't interested" was the main reason for non-participation. Members indicated that "none of their friends were going to participate" had the least influence in getting them to participate; leaders felt that "4-H'ers were afraid to enter" was the least significant reason.

It does not seem surprising that "help with personal development" and "personal development" were reported as chief reasons for involvement in Dress Revue. Learning skills of clothing construction and learning how to dress appropriately and attractively would attract youth who had personal development goals, it would seem. This would also seem to indicate that 4-H members tend to make up their own minds about what activities they want to get involved in, because members rank parent and adult persuasion last as a reason for involvement.

County Fair

At the county fair the 4-H member has the opportunity to participate in a variety of activities ranging from showing livestock to becoming involved in arts and crafts competition. The livestock show does present some rather keen competition for those who enter, while other kinds of competition is less intense.

Eighty-one members in the study had participated in the county fair, and 61 indicated that their expectations had been fulfilled. Each of the 30 leaders had 4-H members in their clubs who had participated, and 25 of the leaders felt that the members' expectations had been fulfilled.

The 4-H members ranked "help with personal development" as the main reason they had become involved. Leaders agreed, and felt that "friends" would be a reason of second importance. The 4-H members indicated that "parents" were of least influence on their participation, while leaders said that "leaders" had least influence. As to why they did not participate, members said the chief reason was "not interested".

Summary of Reasons for Participation and Non-Participation

There was general agreement between leaders and 4-H members as to why members participate in the selected county-wide 4-H activities. Both respondent groups indicated that "help with personal development" and "help develop leadership skills" were primary reasons. The members, though, did tend to feel a little more strongly that these were the primary reasons than did their leaders. Interestingly, both respondent groups generally felt that the influence of parents and leaders was not a reason for participation.

As for reasons for non-participation, "wasn't interested" was perceived as the most important by both members and leaders. Knowing that friends were not going to participate did not seem to be a chief cause for a member also not to participate.

Member Pleasure With Activities

An important aspect of this study was to determine the extent to which member participants were pleased with each of the county 4-H activities, and also to compare member pleasure with the extent to which leaders thought member participants to be pleased.

To do this, a four-category rating scale was devised, and numerical values assigned to each of the categories as follows:

- 1.5 and less - not at all
- 1.51 to 2.5 - a little bit
- 2.51 to 3.5 - quite a bit
- 3.5 and above - very much

Means were then used to compare those perceptions.

Perceptions of both members and leaders are presented in Tables III and IV. Means indicate that 4-H members were more pleased with each of the activities than their leaders thought they were. The means also show that members derive most pleasure from county fair participation and least from participating in county rally. Share-The-Fun and Dress Revue fall between, with somewhat more pleasure coming to the 4-H member through Share-The-Fun participation.

Overall, though, the means indicate that members were pleased with selected activities ranging from "a little" to "quite a bit".

As was reported earlier in this chapter, interference with another activity was not as much of a deterrent to participation of members in any of the 4-H activities as leaders thought it was.

Member Attitude Changes

The last portion of the instrument was concerned with possible changes in attitude of 4-H members as a result of their participation in the county-wide 4-H activities. Ninety-nine members indicated that participation had made a change in the direction of personal improvement. In other words, the individual member felt that he or she was in some way improved because of the experience. Twenty-six of the thirty leaders also indicated that 4-H members attitudes had been improved.

"Attitudes toward themselves and others" and "gained confidence in themselves and in their abilities" were selected by both leaders and members as being aspects most often improved. "Learned to work with each other" and "good sportsmanship" were other aspects that both respondent group members felt were improved as a result of participation in the county 4-H activities.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to determine attitudes of 4-H members and 4-H leaders toward selected 4-H activities in Pittsburg County, Oklahoma. More specifically, the study sought to determine what 4-H members felt had influenced them to participate or not to participate in four county-wide activities, including Share-The-Fun, County Rally, Dress Revue, and the county fair. Four-H Club leaders' opinions were sought as why they felt 4-H members did or did not participate.

In addition to reasons for participation in the activities, a purpose of the study was to determine the personal positive attitude changes developed in 4-H members as a result of activity participation.

And finally, a third purpose of the study was to obtain information that would be useful to Cooperative Extension workers in developing and evaluating 4-H programs in the county.

A questionnaire instrument was developed and administered to all county 4-H members at an organized meeting of each 4-H Club. Members to whom the instrument was administered included those who had two or more years of 4-H Club experience. From the total of 1,081 questionnaires completed, 10 percent or 108 were randomly selected to provide

the data for the study. Identical questionnaires were mailed to 101 adult 4-H leaders whose names were on the Cooperative Extension 4-H leader list. Thirty leaders returned completed questionnaires.

Data for the study were obtained from questions pertaining to the four county-wide 4-H activities: Share-The-Fun, County Rally, Dress Revue, and the county fair. Four-H members were asked to respond to the questions, "Why did you participate in any of the activities?" or "Why did you not participate in any one or all of the activities?" A second question area involved "To what extent were you pleased in the activity?". And finally members were asked to indicate possible positive attitude changes that occurred because of having participated in an activity. The 4-H leaders were asked to respond to an identical questionnaire, except their responses were made with 4-H members in mind.

Items counts, percentages and rankings were used to analyze and present the data. Responses from 4-H members were compared within that respondent grouping, and the responses from members were also compared with responses from the adult leaders. Data comparing leaders and members rankings of reasons for 4-H member participation and the extent to which members were pleased with participation in the selected activities is presented in Table V.

Findings

Both member and leader respondent groups indicated that "help with personal development" and "help develop leadership skills" were the primary reasons for member participation. The two respondent Leaders groups were in general agreement, however, members did feel a little more strongly that these were primary reasons for getting

TABLE V

LEADER'S AND MEMBER'S RANKING OF REASONS FOR 4-H
MEMBER PARTICIPATION IN COUNTY-WIDE
ACTIVITIES AND EXTENT PLEASED

ACTIVITY	Why 4-H'ers Participated					Why 4-H'ers Didn't Participate					
	1. Parents wanted them to	2. Adult leaders wanted them to	3. Friends, other 4-H'ers	4. Help develop leadership skills	5. Help with personal development	1. Wasn't interested	2. Another activity interfered	3. Didn't think they could win	4. Didn't get ready in time	5. Afraid to enter	6. None of friends were going
Share-The-Fun											
Members Rank	5	4	2	1	3	2	4	4	1	3	5
Leaders Rank	5	4	1	3	2	1	1	5	4	2	3
County Rally											
Members Rank	5	4	3	1	2	1	3	3	2	3	4
Leaders Rank	4	3	3	2	1	1	2	4	4	3	3
Dress Revue											
Members Rank	4	5	3	2	1	1	4	4	2	3	5
Leaders Rank	4	5	3	2	1	1	2	2	3	5	4
County Fair											
Members Rank	5	4	3	2	1	1	3	2	3	4	3
Leaders Rank	4	5	2	3	1	1	4	2	3	5	4

involved. Leaders tended somewhat to feel that participating because of friends or other 4-H'ers was a stronger reason than did 4-H members themselves. Both leaders and members generally felt that parents and leaders influence was of least importance in member participation. As for the primary reason for not participating, leaders and members agreed strongly that "wasn't interested" was the strongest reason.

Do 4-H members enjoy participating in the selected activities? Numbers of members who responded that they were pleased with each activity "very much" totaled to make that "very much" rank first, while responses to "not at all" ranked last. Leaders, too, felt that members were pleased with the activities, although not quite as strongly as did members themselves.

Both leaders and members were rather strong in their indicated belief that participation in the selected activities resulted in positive attitude changes on the part of the member. Attitude improvement included such areas as "improved attitudes toward themselves and other", "gained confidence", "learned to work with each other", and "learned good sportsmanship". Ninety-nine of the 108 4-H members and 26 of the 30 leaders indicated that positive attitude change resulted.

Conclusions

It was concluded, as a result of this study, that 4-H'ers participate in county 4-H activities primarily because they feel it would help develop their leadership skills. Helping them with personal development is also a strong influencing factor in 4-H'ers participation. Adult leaders and parents have the least influence on

the 4-H members participation. This leads the researcher to conclude that the leaders and parents need to stress to 4-H'ers that 4-H activities can help develop leadership and personal development skills which could be beneficial to 4-H'ers later in life.

Further conclusions are that the main reasons 4-H'ers do not participate in county activities is that they are not interested in the activities. This study substantiates the findings by M. Miller (12) that youth must be involved in doing things in which they are interested.

Other conclusions were reached: Four-H activities help make a change in 4-H'ers attitudes for the betterment of themselves, 4-H activities help improve 4-H'ers attitudes toward themselves and others, and 4-H'ers who participate in the activities enjoy the activities.

A final, interesting conclusion was reached regarding decisions reached to participate. Parents and leaders were found to have the least influence on member participation. The conclusion drawn is that 4-H members tend to make up their own minds based more on personal benefits that could be gained, such as "personal development" and "leadership skills learned", rather than rely on adults to make the decisions for them.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since opportunities to develop leadership skills and to help with personal development were found to be most important reasons for member participation in activities, 4-H members need to be aware that these opportunities exist in any activity.

The members should be informed as to how an activity might help them so that increased participation would be more possible.

2. Leaders, too, need to be aware of opportunities for development of members leadership skills and to help with personal development so that the leaders can pass information along to members.
3. Four-H members, it was found, respond to some degree to the influence of other members and friends. Therefore, 4-H members should be encouraged to foster participation in activities of other members.
4. Another recommendation would be to continue county 4-H activities because both leaders and members surveyed expressed opinions quite favorable to the activities insofar as positive attitude change is concerned.

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APPENDICES

APPENDIX A
HELPING US SERVE YOU BETTER

Phase I

Phase II

"HELPING US SERVE YOU BETTER"

Completing this will only take a few minutes. Please be brief, to the point and honest. We need your negative comments as well as your positive ones. Your name is not required. We sincerely appreciate your help.

Date: _____ Age: _____ under 21 _____ 41-50
 Sex: male/female _____ 21-30 _____ 51-60
 County: _____ 31-40 _____ over 60

1. Please rate this program by circling one number.

1 2 3 4 5 6 7 8 9 10
 Poor-----Outstanding

2. Briefly mention what you liked best.

3. What would you like to see improved?

4. (a) What's the most important thing you learned from this program?

(b) How do you plan to use it?

5. Participating in this program has been very worthwhile: a/ __Yes__ No

6. Exactly what types of education programs would you like to see

Extension offer in the future? Please be specific.

THANK YOU!!

- a/ An interesting twist on this question: "Do you think this program has been well worth \$___?" (need to use soundly based estimate of your tax money) YES___ NO___ generates, simple, yet powerful, data that, for example, public officials can easily relate to.

"HELPING US SERVE YOU BETTER"

We are interested in whether what you learned at the _____ has proven helpful. Please take a few minutes (now, if possible) to answer the brief questions that follow. Return you answers as soon as convenient by using the enclosed envelope which does not require a postage stamp. You name or signature is not needed. Please be very honest. We sincerely appreciate your help.

Date: _____ Age: _____ under 21 _____ 41-50
 Sex: male/female _____ 21-30 _____ 51-60
 County: _____ 31-40 _____ over 60

1. As a direct result of this program has your attitude (or way of looking at things) changed for the better? Circle one: YES NO
 Please explain:
2. As a direct result of this program have you done, or are you doing anything differently that you consider an improvement?

Circle one: YES NO

Please explain and be as specific as possible.

THANK YOU!

APPENDIX B
CORRESPONDENCE

McAlester Oklahoma 74501
October 15, 1983

Dear 4-H Leader:

The purpose of the enclosed survey is two-fold. First, the Pittsburg County 4-H is conducting a survey to determine the reasons why 4-H'ers do or do not participate in county activities. We would like to have your perception of why 4-H'ers take part in 4-H activities. We will also be surveying 4-H members in your club to find out their reasons. We hope that the information we receive from this survey will be helpful in improving our 4-H programs.

Secondly, the survey will be used as part of my Master's Thesis, "Concerning The Perception of 4-H Leaders and 4-H Members Attitudes Toward the 4-H Activities". Your cooperation in filling out this survey and returning it to me by October 25, will be greatly appreciated

Sincerely,

/s/ Ron Vick

Ron Vick
Extension Agent, 4-H
Pittsburg

Enclosure

McAlester, Oklahoma 74501
August 2, 1982

TO: State 4-H Staff

I am currently working on a study to determine the 4-H leader's and member's attitudes toward the 4-H program in Pittsburg County. I would appreciate it if you would look over the questionnaire and make any suggestions and/or recommendations.

All suggestions and recommendations will be of great help.

Sincerely,

/s/ Ron Vick

Ron Vick
Extension Agent, 4-H
Courthouse

gk

enclosure

APPENDIX C
PILOT QUESTIONNAIRES

Dear 4-H'ers:

We would like to find out why 4-H'ers take part in 4-H activities, your answers to the following questions, when added to those of other county 4-H'ers, will give us this information.

1. Name _____ Male _____ Female _____ Age _____
2. Years active in the 4-H program _____.
3. Name of 4-H Club _____
Have you even been an officer in club? ___ YES ___ NO
Office held _____
4. Resident:
 Town of less than 1,000 population
 In the country but not on a farm
 On a farm
 Town of more than 1,000 population
5. Have you participated in Share-The-Fun? ___ YES ___ NO
6. Did it fulfill your expectations? ___ YES ___ NO
7. Why did you participate?
 Parents wanted me to
 Adult leader wanted me to
 Friends, other 4-H'ers
 Because I felt it would be helpful to me.
 In what way: Leadership Development ___ Personal Development ___
 Other _____
8. Why did you not participate?
 I wasn't interested
 Another activity interfered at the time
 I didn't think I could win
 I didn't get ready in time
 I was afraid to enter
 None of my friends were going to participate
9. To what extent were you pleased with it?
 Not at all
 A little
 Quite a bit
 Very much

10. Have you participated in County Rally (Speeches & Demonstrations Contest) YES NO
11. Did it fulfill your expectations? YES NO
12. Why did you participate?
- Parents wanted me to
- Adult leader wanted me to
- Friends, other 4-H'ers
- Because I felt it would be helpful to me.
- In what way: Leadership Development Personal Development
Other
13. Why did you not participate?
- I wasn't interested
- Another activity interfered at the time
- I didn't think I could win
- I didn't get ready in time
- I was afraid to enter
- None of my friends were going to participate.
14. To what extent were you pleased with it?
- Not at all
- A little
- Quite a bit
- Very much
15. Have you participated in Boys and Girls Dress Revue? YES NO
16. Did it fulfill your expectations? YES NO
17. Why did you participate?
- Parents wanted me to
- Adult leader wanted me to
- Friends, other 4-H'ers
- Because I felt it would be helpful to me
- In what way: Leadership Development Personal Development
Other

18. Why did you not participate?
- I wasn't interested
 - Another activity interfered at the time
 - I didn't think I could win
 - I didn't get ready in time
 - I was afraid to enter
 - None of my friends were going to participate.
19. To what extent were you pleased with it?
- Not at all
 - A little
 - Quite a bit
 - Very much
20. Have you participated in County Fair? YES NO
21. Did it fulfill your expectations? YES NO
22. Why did you participate?
- Parents wanted me to
 - Adult leader wanted me to
 - Friends, other 4-H'ers
 - Because I felt it would be helpful to me
 - In what way: Leadership Development Personal Development
 - Other _____
23. Why did you not participate?
- I wasn't interested
 - Another activity interfered at the time
 - I didn't think I could win
 - I didn't get ready in time
 - I was afraid to enter
 - None of my friends were going to participate
24. To what extent were you pleased with it?
- Not at all
 - A little
 - Quite a bit
 - Very much

Dear 4-H Leaders:

We would like to find out your perception of why 4-H'ers take part in the 4-H activities. Your answers to the following questions, when added to those of other county 4-H leaders, will give us this information.

1. Name _____ Male _____ Female _____ Age _____
Last Birthday _____
2. Years active in the 4-H program _____.
3. Name of 4-H Club _____
Were you a 4-H member? ___ YES ___ NO ___
4. Resident:
 - ___ Town of less than 1,000 population
 - ___ In the Country but not on a farm
 - ___ On a farm
 - ___ Town of more than 1,000 population
5. Do 4-H'ers in your local 4-H club participate in Share-The-Fun?
___ YES ___ NO
6. Did it fulfill 4-H'ers expectations? ___ YES ___ NO
7. Why do 4-H'ers participate?
 - ___ Parents wanted them to
 - ___ Adult leaders wanted them to
 - ___ Friends, other 4-H'ers
 - ___ Because they felt it would be helpful to them
 - In what way: Leadership Development ___ Personal Development ___
Opportunity ___ Other ___
8. Why did 4-H'ers not participate?
 - ___ Wasn't interested
 - ___ Another activity interfered at the time
 - ___ Didn't think they could win
 - ___ Didn't get ready in time
 - ___ Was afraid to enter
 - ___ None of their friends were going to participate
9. To what extent were your 4-H'ers pleased with it?
 - ___ Not at all
 - ___ A little
 - ___ Quite a bit
 - ___ Very much

10. Do 4-H'ers in your local 4-H club participate in County Rally (Speeches and Demonstrations Contest)? YES NO
11. Did it fulfill their expectations? YES NO
12. Why do 4-H'ers participate?
- Parents wanted them to
 - Adult leaders wanted them to
 - Friends, other 4-H'ers
 - Because they felt it would be helpful to them
- In what way: Leadership development Personal Development
Opportunities Other
13. Why did 4-H'ers not participate?
- Wasn't interested
 - Another activity interfered at the time
 - Didn't think they could win
 - Didn't get ready in time
 - Was afraid to enter
 - None of their friends were going to participate
14. To what extent were your 4-H'ers pleased with it?
- Not at all
 - A little
 - Quite a bit
 - Very much
15. Do 4-H'ers in your local 4-H club participate in Boys and Girls Dress Revue? YES NO
16. Did it fulfill 4-H'ers expectations? YES NO
17. Why do 4-H'ers participate?
- Parents wanted them to
 - Adult leaders wanted them to
 - Friends, other 4-H'ers
 - Because they felt it would be helpful to them
- In what way: Leadership Development Personal Development
Opportunity Other

18. Why did 4-H'ers not participate?
- Wasn't interested
 - Another activity interfered at the time
 - Didn't think they could win
 - Didn't get ready in time
 - Was afraid to enter
 - None of their friends were going to participate.
19. To what extent were your 4-H'ers pleased with it?
- Not at all
 - A little
 - Quite a bit
 - Very much
20. Do 4-H'ers in your local 4-H club participate in County Fair?
 YES NO
21. Did it fulfill 4-H'ers expectations? YES NO
22. Why do 4-H'ers participate?
- Parents wanted them to
 - Adult leaders wanted them to
 - Friends, other 4-H'ers
 - Because they felt it would be helpful to them
- In what way: Leadership Development Personal Development
 Opportunity Other
23. Why did 4-H'ers not participate?
- Wasn't interested
 - Another activity interfered at the time
 - Didn't think they could win
 - Didn't get ready in time
 - Was afraid to enter
 - None of their friends were going to participate
24. To what extent were your 4-H'ers pleased with it?
- Not at all
 - A little
 - Quite a bit
 - Very much

APPENDIX D
INSTRUMENTS

Dear 4-H'ers:

We would like to find out why 4-H'ers take part in 4-H activities. Your answers to the following questions, when added to those of other county 4-H'ers, will give us this information. Check only one answer.

1. Male _____ Female _____ Age _____
2. How many years have you been in 4-H? _____.
3. Name of 4-H Club _____
Have you even been an officer in club? ___ YES ___ NO Office held _____
4. Where do you live?
 On a farm
 Rural area but not on a farm
 Town of less than 1,000 population
 Town of more than 1,000 population
5. Have you participated in Share-The-Fun? ___ YES ___ NO
6. Did it fulfill your expectations? ___ YES ___ NO
7. Why did you participate:
 Parents wanted me to
 Adult leader wanted me to
 Friends, other 4-H'ers
 Because I felt it would help develop my leadership skills
 Because I felt it would help by personal development.
8. Why didn't you participate?
 I wasn't interested
 Another activity was held at the same time
 I didn't think I could win
 I didn't get ready in time
 I was afraid to enter
 None of my friends were going to participate
9. To what extent were you pleased with the activity?
 Not at all
 A little
 Quite a bit
 Very much

10. Have you participated in County Rally (Speeches & Demonstrations Contest)? YES NO (If 'no' go to question number 13)
11. Did it fulfill your expectations? YES NO
12. Why did you participate?
- Parents wanted me to
 - Adult leader wanted me to
 - Friends, other 4-H'ers
 - Because I felt it would help develop my leadership skills
 - Because I felt it would help my personal development
13. Why did you not participate?
- I wasn't interested
 - Another activity was held at the same time
 - I didn't think I could win
 - I didn't get ready in time
 - I was afraid to enter
 - None of my friends were going to participate.
14. To what extent were you pleased with the activity?
- Not at all
 - A little
 - Quite a bit
 - Very much
15. Have you participated in Boys and Girls Dress Revue? YES NO
(If 'no' go to question 18)
16. Did it fulfill your expectations? YES NO
17. Why did you participate?
- Parents wanted me to
 - Adult leader wanted me to
 - Friends, other 4-H'ers
 - Because I felt it would help develop my leadership skills
 - Because I felt it would help my personal development

18. Why didn't you participate?
- I wasn't interested
 - Another activity was held at the same time
 - I didn't think I could win
 - I didn't get ready in time
 - I was afraid to enter
 - None of my friends were going to participate.
19. To what extent were you pleased with the activity?
- Not at all
 - A little
 - Quite a bit
 - Very much
20. Have you participate in the County Fair? YES NO
(If 'no' go to question number 23)
21. Did it fulfill your expectations? YES NO
22. Why did you participate:
- Parents wanted me to
 - Adult leader wanted me to
 - Friends, other 4-H'ers
 - Because I felt it would help develop my leadership skills
 - Because I felt it would help my personal development
23. Why did you not participate?
- I wasn't interested
 - Another activity was held at the same time
 - I didn't think I could win
 - I didn't get ready in time
 - I was afraid to enter
 - None of my friends were going to participate
24. To what extent were you pleased with the activity?
- Not at all
 - A little
 - Quite a bit
 - Very much
25. As a direct result of this program has your attitude (or way of looking at things) changed for the better? YES NO

Dear 4-H Leader:

We would like to find out your perception of why 4-H'ers take part in the 4-H activities. Your answers to the following questions, when added to those of other county 4-H leaders, will give us this information.

1. Name _____ Male _____ Female _____
2. How many years as a 4-H leader? _____
3. Name of 4-H Club _____
Were you a 4-H Member? ___ YES ___ NO
4. Where do you live?
 On a farm
 Rural area but not on a farm
 Town of less than 1,000 population
 Town of more than 1,000 population
5. Do 4-H'ers in your local 4-H club participate in Share-The-Fun?
 YES NO
6. Did it fulfill most 4-h'ers expectations? ___ YES ___ NO
7. Why do 4-H'ers participate?
 Parents wanted them to
 Adult leader wanted them to
 Friends, other 4-H'ers
 Because they felt it would be helpful to them with leadership development
 Because they felt it would be helpful to them with personal development opportunities
8. Why didn't 4-H'ers participate?
 Wasn't interested
 Another activity interfered at the same time
 Didn't think they could win
 Didn't get ready in time
 Was afraid to enter
 None of their friends were going to participate
9. To what extent were most your 4-H'ers pleased with it?
 Not at all
 A little
 Quite a bit
 Very much

10. Do 4-H'ers in your local 4-H club participate in the County Rally (Speeches and Demonstrations Contest)? YES NO

11. Did it fulfill their expectations? YES NO

12. Why do most 4-H'ers participate?

- Parents wanted them to
- Adult leaders wanted them to
- Friends, other 4-H'ers
- Because they felt it would be helpful to them with leadership development
- Because they felt it would be helpful to them with personal development opportunities

13. Why did 4-H'ers not participate?

- Wasn't interested
- Another activity interfered at the same time.
- Didn't think they could win
- Didn't get ready in time
- Was afraid to enter
- None of their friends were going to participate.

14. To what extent were most your 4-H'ers pleased with it?

- Not at all
- A little
- Quite a bit
- Very much

15. Do 4-H'ers in your local 4-H club participate in Boys and Girls Dress Revue? YES NO

16. Did it fulfill 4-H'ers expectations? YES NO

17. Why do most 4-H'ers participate?

- Parents wanted them to
- Adult leader wanted them to
- Friends, other 4-H'ers
- Because they felt it would be helpful to them with leadership development
- Because they felt it would be helpful to them with personal development opportunities

18. Why did 4-H'ers not participate?

- Wasn't interested
- Another activity interfered at the same time
- Didn't think they could win
- Didn't get ready in time
- Was afraid to enter
- None of their friends were going to participate.

19. To what extent were most of your 4-H'ers pleased with it?

- Not at all
- A little
- Quite a bit
- Very much

20. Do 4-H'ers in your local 4-H club participate in the County Fair?

- YES NO

21. Did it fulfill your 4-H'ers expectations? YES NO

22. Why do your 4-H'ers participate?

- Parents wanted them to
- Adult leader wanted them to
- Friends, other 4-H'ers
- Because they felt it would be helpful to them with leadership development
- Because they felt it would be helpful to them with personal development opportunities

23. Why did your 4-H'ers not participate?

- Wasn't interested
- Another activity interfered at the same time
- Didn't think they could win
- Didn't get ready in time
- Was afraid to enter
- None of their friends were going to participate

24. To what extent were your 4-H'ers pleased with it?

- Not at all
- A little
- Quite a bit
- Very much

25. If your 4-H'ers participated in any of these four 4-H activities, do you think their attitudes were improved? YES NO
In what way?

VITA 2

Ronald Lee Vick

Candidate for the Degree of
Master of Science

Thesis: 4-H LEADERS' AND 4-H MEMBERS' ATTITUDES TOWARD SELECTED
ASPECTS OF THE 4-H PROGRAM IN PITTSBURG COUNTY

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