

FACTORS RELATED TO ADOLESCENT ATTRITION FROM
THE 4-H PROGRAM IN KAY COUNTY, OKLAHOMA

By

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Bachelor of Science

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1969

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1978



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THE 4-H PROGRAM IN KAY COUNTY, OKLAHOMA

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ACKNOWLEDGMENTS

The writer wishes to express appreciation to Dr. Frances Stromberg for her encouragement and guidance during this study and to Gregory Anderson and Dr. Eugene Williams for their interest and direction in this research.

My most sincere gratitude goes to the 4-H members in Kay County who participated in this study and to the 4-H leaders for their patience and encouragement. To the Kay County Extension Staff goes grateful appreciation for their understanding and patience.

To my parents, Mr. and Mrs. Calvin Harris, I would like to express my gratitude and love for all their love and guidance.

Finally, I would like to dedicate this work to my husband, Dan, without whose love and encouragement and understanding this study would not have been possible.

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CHAPTER I

INTRODUCTION

The number of youth in the United States between the ages of 9-19 has stabilized at approximately 45,000,000. One out of three of these youth now belong or have belonged to a voluntary youth organization (ECOP, 1975, p. 5).

The 4-H program of the Cooperative Extension Service is an educational program for youth ages 9-19. Its main mission is to help young people develop their own potential and become self-directing, productive, and contributing members of society and to provide adult education through the development and training of leaders (Oklahoma Cooperative Extension Service, 1976, p. 9). The 4-H program stresses the total development of the individual and the growth of skills, knowledge, and attitudes through project work and a variety of activities and events.

It has been observed, however, at a time when teens probably need involvement in a dynamic youth program such as 4-H, teens begin to drop out of the program. Enrollment figures decrease as age increases. Federal Extension Service and Oklahoma Extension Service annual reports bear this out. For the year 1977 the enrollment figures for 13-19 year olds in organized 4-H clubs ranged from 7161 at 13 years of age down to 50 at 19. Peak enrollment is about age 13. National figures

indicate the same trend as do county figures. Kay County enrollment for 1976-77 shows 57 13-year-olds and only 14 18-year olds.

The number of members ages 9-13 has increased over the past five years. This increase appears to be largely due to involvement in science programs through the school systems and special interest groups. Many of these youth will re-enroll or participate in a number of programs for several years. These programs are evidently meeting some of the needs and interests of younger members.

As a member approaches adolescence, many receive less satisfaction from the program. Only a small number of teens re-enroll and remain active in 4-H. This steady decline in enrollment indicates that something is lacking in programs for teens. In what way does the 4-H program fail to meet the needs of these adolescents and how can these teens become actively involved in the program? The research reported here seeks to provide answers to the following questions:

1. What factors describe teens who re-enroll in 4-H and those who discontinue their membership?
2. What is the perception of the 4-H program among re-enrollees and among non-re-enrollees?
3. Are there club or leadership factors which influence re-enrollment?
4. What changes or improvements could be made in the Kay County 4-H program that would encourage teens to re-enroll?

CHAPTER II

REVIEW OF LITERATURE

Adolescence can be one of the most difficult phases of development for the individual, his or her parents, and others in association with that person. It cannot be determined solely by chronological age or physiological factors, but the adolescent is no longer a child and neither is he an adult. Feelings and problems encountered during this time are some of the most important ever confronted by an individual.

The adolescent is striving to meet certain developmental goals in preparation for taking his place in the adult world. These goals range from the achievement of independence from his family to satisfactory relationships with age mates. According to Erikson's (1950, p. 261) theory of development, the adolescent's search for identity is of prime importance at this time. He compares himself with others, develops moral consciousness, and tries to construct a superior self and come to terms with parts that are not superior. The adolescent becomes sensitive to the evaluations and opinions of others as he develops his self-concept and self-esteem.

According to Cowan's (1978, p. 290) discussion of the Piagetian theory, the adolescent's cognitive processes change from concrete operational to formal operational. This permits him to deal with abstract ideas and thoughts and to form hypotheses. He is concerned about his life plan, choosing a vocation, and preparing for it. The

adolescent needs a way to explore various careers in a personal way so that he may set lifelong goals.

It is generally accepted that the peer group is the basic social environment for the majority of adolescents. He looks to his friends for the development of attitudes toward school and standards of behavior and usually follows these standards quite rigidly. He turns to the peer group for support, with popularity and status becoming very important.

Groups give adolescents independence and power over activities and provide the pleasure of participation in human interaction. They also provide a flight from adults, save the teenager from anonymity, and serve as a model. Through the peer group structure, adolescents are able to try various roles as they seek the one role pattern that best fits them. Youth groups are a place where an adolescent can feel free and important. Because popularity and status are important to the youth, he/she will often join clubs on the basis of who belongs and what status the clubs hold in his group. Some adolescents, however, outgrow the need for and interest in any organized groups. Their developmental processes toward adulthood is nearly completed.

It seems that many efforts of youth groups are weakened by a lack of realism and a refusal to acknowledge adolescents' interests and by attempts to involve them in areas where they have no interests. Adults who do not treat adolescents as mature individuals and respect their ideas and decisions may alienate youth who need to feel that they are competent and acceptable.

Four-H members are predominately female and comparatively young. In many groups the relative absence of either sex in 4-H activities

no doubt influences the other sex. At a time when young people are beginning to be concerned with heterosexual relationships, 4-H does not appear to offer program opportunities which focus on the desires and expectations of high school age adolescents (Pennsylvania State University, Cooperative Extension Service, 1976, p. 2).

Youth are most likely to drop out of 4-H about the time they enter high school. Many list as their primary reasons for leaving 4-H their feelings of alienation and of outgrowing the program (Merwin, 1971, p. 3). Other reasons listed by drop-outs included being in too many school activities and not having time for 4-H (Bell, 1975, p. 3).

Older youth are concerned with grades, getting along with parents, future plans, money, sports, and planning what to do with one's time. The 4-H program has not been perceived as being relevant in those domains to those who drop out (Merwin, 1971, p. 3). Teens want activities that they did not have access to as younger members. Meetings are described as having nothing of interest or importance to them. If the 4-H program is to attract and train older youth it must respond to the concerns of youth. A program for today's youth cannot be void of content that deals with problems in the areas of careers, education, self-development, and interpersonal relationships (Pennsylvania State University Cooperative Extension Service, 1976, p. 3). Adolescents may also need positive experiences in group processes.

Developing leadership has always been an important goal of the 4-H program. Teen leader programs and involvement in program planning are ways of developing this leadership along with participation in 4-H activities. There is a significant relationship between remaining

in 4-H and participation of the teenager with those who participate more in leadership roles, program planning, and 4-H activities having the highest rate of re-enrollment (Nichols, 1973, p. 2). Merwin (1971, p. 4) reports in her study of drop-outs that 61 percent of those participants who were not teen leaders had never been encouraged to become involved in teen leader programs. It would seem logical to give more responsibility and leadership opportunities to older members and to encourage their participation in 4-H activities. Adolescents want to be directly involved in making and implementing program decisions.

Leaders contribute much to the 4-H experience of youth and to the perceptions of 4-H held by former and current members. Both current and former members agree that positive leader attributes include friendliness, fun-loving, responsibility, and enthusiasm (Bell, 1975, p. 5). The picture of the successful leader of teens appears to be a responsible person who enjoys and understands teens. In a study by the Pennsylvania and Texas Cooperative Extension Services (1976, p. 5) twice as many current members as compared with former members reported that they were encouraged to remain in 4-H by 4-H leaders. This finding suggests that if 4-H leaders would communicate to teenagers their desires for an individual to remain or return, the drop-out rate would be lower. Adult leaders need to be specifically trained to understand the views and aspirations of older youth.

Teens want to have fun and enjoy 4-H as well as learning from their experiences. Peers become an important factor in how the teenager spends his leisure time, whether he joins 4-H, and if he remains in 4-H (Miller, 1971). In the Pennsylvania study (1976, p. 4) over 50 percent of current teen members reported that most of their best

friends were in 4-H. Sixty-nine percent of those who had dropped out reported that their closest friends had also dropped out. These results re-emphasize the need to make 4-H relevant to the social needs of adolescents and to let them have fun in 4-H.

A significant factor in 4-H is the relationship between participants and awards (Kowitz and Dronberger, 1975, p. 165). Peers must be accepting and supporting of awards if these awards are to be valued by youth. If a youth does not qualify for an award and the organization fails to help in understanding and accepting this, the member may reject not only the activities but the club itself (Kowitz and Dronberger, 1975, p. 159). Some members may leave 4-H because they become discouraged and feel that they can never achieve such high standards. A positive view of competition suggest opportunities for youth to define the process and urges the individuals to make the most of their potential (Kowitz and Dronberger, 1975, p. 162).

For the most part, respondents to studies have positive things to say about 4-H and their experiences. Two areas do appear in which many teens feel 4-H does not offer them enough help. They feel that they receive little help with decisions affecting their futures and personal problems (Pennsylvania State University, Cooperative Extension Service, 1976, p. 6). These are two areas in which youth today are very much in need of assistance. Many of these drop-outs see their movement out of 4-H as a logical step to a social and psychological stage where they can receive this help. In other words, members feel that they have "outgrown 4-H."

CHAPTER III

METHODOLOGY

Subjects

The study involved a total of 132 adolescents between the ages of 14 and 18 who had completed at least two years in 4-H. One group of 60 adolescents were no longer enrolled in 4-H, having dropped out since the 1974-75 4-H year. Another group of 72 adolescents were currently enrolled in the 1977-78 year. The subjects were randomly selected from the Kay County, Oklahoma 4-H enrollment lists for 1975-77. From these populations two samples of 50 subjects were randomly selected to receive questionnaires.

Subjects were mailed questionnaires and asked to return them within 14 days in the self-addressed stamped envelopes which were provided. A cover letter explaining the project accompanied the questionnaire.

Instrument

Two forms of a questionnaire, 4-H Questionnaire for Re-enrollees and 4-H Questionnaire for Drop-outs, were used. Items on the questionnaires were designed to obtain information on the background of the respondents; extent of their participation in 4-H; their perceptions of the 4-H program; factors which affected re-enrollment in 4-H; and how the 4-H program in Oklahoma could be improved.

Items on the questionnaires were developed using three similar surveys conducted by researchers in Illinois, Tennessee, and Wisconsin as background information. Merwin (1971) surveyed 223 young people to identify and describe differences between Wisconsin teenagers who re-enrolled in 4-H programs and teenagers who dropped out. Bell (1975) mailed similar questionnaires to 264 4-H'ers in eleven counties representing a diversity of 4-H programs in Illinois. In a third survey by Nichols (1973) data were collected from 289 seventh, eighth, and ninth graders in interviews using a questionnaire with 38 items.

Terminology was changed on some items to correspond to terms and programs used in Kay County and Oklahoma. Activities listed in Items 23 and 24 were also changed to include common 4-H activities and events in Kay County and Oklahoma. The instruments were reviewed by three current 4-H members to determine if directions and items were easily understood.

Collection of Data

A questionnaire containing 28 items was mailed to re-enrollees. A similar questionnaire with the addition of one item asking why they had dropped out of 4-H was mailed to non-re-enrollees. Respondents were asked to complete the questionnaires and mail them back in self-addressed stamped envelopes.

Analysis of Data

Responses to each item were totaled and reported for both groups and for males and females in some cases. Ranges and medians were

determined for Items 2, 6, 7, 8, 9, 14, and 24. Responses to Items 11, 25, and 29 were ranked according to frequency reported. Other responses were categorized into general areas and frequency of reported interest or participation. In reporting results, the re-enrollees were designated as Group R and the non-re-enrollees as Group NR.

CHAPTER IV

RESULTS

Subjects

A total of 46 questionnaires were returned with the following breakdown: male re-enrollees 13; female re-enrollees 18; male non-re-enrollees 7; and female non-re-enrollees 8. Percentage of returns was 62 percent for re-enrollees and 30 percent for non-re-enrollees.

Ages of male respondents ranged from 14-17 years with a median age of 15.4 for Group NR (non-re-enrollees) and from 13-17 years of age with a median of 15.1 years for group R (re-enrollees). Ages of female respondents were 14-17 years with a median of 16 years for Group NR and 13-17 years with a median of 15.1 years for Group R. These ages were based on a January 1, 1978 date (Table I).

Five male NRs, five female NRs, 11 male Rs, and 10 female Rs listed their places of residence as farm. Non-farm residences included two male NRs, three female NRs, eight female Rs, and two male Rs (Table II).

Factors Relating to Re-Enrollment

Sixteen of the items on the questionnaires related to describing re-enrollment status in 4-H. Items 2, 3, and 4 listed ages, sex, and places of residence, respectively.

TABLE I
DESCRIPTION OF SUBJECTS

Item No.	Non-Re-Enrollees (NR)				Re-Enrollees (R)			
	Girls (N=8)		Boys (N=7)		Girls (N=18)		Boys (N=13)	
	Range	Median	Range	Median	Range	Median	Range	Median
2. Age on Jan. 1, 1978	14-17	16	14-17	15.4	13-17	15.1	13-17	15.1
6. Years completed in 4-H	2-5	4.1	5-5	3.4	3-9	6.6	2-9	5.1
7. Age ended 4-H membership (NRs)	13-15	14.2	11-15	13				
7. Age joined 4-H (Rs)					8-11	9.1	8-12	9.3
8. Number of projects	1-4	2.5	0-5	2	1-19	4.94	1-6	3.3
9. Number of other organizations	2-6	3.5	0-3	1.1	0-5	2.7	0-5	1.6
24. Number of trips participated in*	0-1	.1	0	0	0-5	.88	0-5	1.53

*More than one response possible.

TABLE II

SELECTED FACTORS DESCRIBING Rs AND NRs
RESIDENCES, CLUB MAKE-UP, FRIENDS
IN 4-H, AND OPINION OF CLUB

Item No.	Non-Re-Enrollees (N=15)	Re-Enrollees (N=31)
4. Place of residence:		
Farm	10	21
Non-farm	5	10
10. Number of members in club:		
Less than 15	3	6
15 to 40	10	19
Over 40	2	6
11. Members aged 14 and over:		
Less than 5	3	4
5-10	9	14
Over 10	3	13
12. Number of friends in 4-H:		
None	0	0
1 or 2	9	13
Several	6	18
13. 4-H club make-up:		
Jr.-Sr. club, separate meetings	0	0
All ages with special for teens	2	1
All ages working together	12	29
Other	1	1
16. Overall opinion of local club:		
Excellent	1	6
Very good	2	9
Good	7	12
Fair	4	4
Poor	1	0

All seven male and eight female NRs reported that their parents were not currently 4-H leaders. Eight female and eight male Rs answered yes to the Item while five female and five male Rs responded that their parents were not leaders (Table II).

Item 6 asked for the number of years completed as a 4-H member. As reported in Table I, male NRs ranged from one-half year to five years with a median of 3.2 years, while male Rs reported two to nine years of membership with a median of 5.1 years. Female NRs ranged from two to five years with a median of 4.1 years, and female Rs reported three to nine years with a 6.6 median.

Male NRs ended their 4-H memberships from ages 11-15 with a median of 13 years. Female NRs ended memberships from ages 13-15 with a median of 14.2 years. Group Rs were asked for the ages at which they joined 4-H. Males reported a range of 8-12 years and a median of 9.3 years while females reported 8-11 years and a 9.1 median (Table I).

Male NRs reported enrolling in 0-5 projects with a median of two projects. Female NRs' enrollment ranged from one to four projects with a 2.5 median. Female Rs' project enrollment ranged from 1-19 with a 4.94 median for the 1976-77 year, and males enrolled in one to six projects with a 3.3 median. Some of the most frequently listed projects for both female groups were clothing, foods and nutrition, arts and crafts, photography, animal science, health, home improvement, and recreation. Males enrolled in animal science projects, outdoor life, conservation, woodworking, tractor, automotive, and photography (Table I and Appendix A).

In Item 9 male Rs listed 0-5 other organizations with a median of 1.6. Male NRs belonged to 0-3 organizations with a 1.1 median. Female NRs listed 2-6 other organizations and a median of 3.5, while female Rs listed 0-5 and a median of 2.7. Some of the organizations included Future Farmers, Future Homemakers, various sports, church youth groups, band and music, pep club, and student government bodies (Table I and Appendix B).

When asked about being a teen leader in 4-H, 14 of the NRs reported that they were never teen leaders and 12 indicated that they had never been asked to be a teen leader. Twelve NRs checked that they were never a local club officer and all 15 reported never being a county officer or county committee chairman. Three reported serving as chairmen of local club committees (Table III).

Respondents who had re-enrolled were more involved in leadership roles. Nine girls and four boys reported serving as a teen leader in the last year. Six girls and eight boys checked that they had not been asked to serve as a teen leader. Fourteen females and seven males had held some type of local club office, but only six females and two males checked yes to being a county officer. Committee involvement on the local level showed ten females and six males serving as a chairman (Table III).

Respondents checked the frequency of participation on ten 4-H events and activities. The NRs group had more checks in the "once" or "never participated" columns than Group Rs (Table IV).

Another item asked respondents to check a list of eight 4-H trips and events in which they had participated. Only one NR checked

TABLE III
LEADERSHIP ROLES HELD BY RESPONDENTS

Item No.	Non-Re-Enrollees		Re-Enrollees	
	Girls (N=8)	Boys (N=7)	Girls (N=18)	Boys (N=13)
5. Parents are leaders:				
Yes	0	0	8	8
No	8	7	5	5
15. Part in planning program:				
Yes	3	1	10	8
No	5	6	8	5
18. Served as teen leader:				
Yes	1	0	9	4
No	7	7	8	9
19. Asked to be teen leader:				
Yes	0	2	3	2
No	7	5	6	8
20. Held a local 4-H office:				
Yes	2	1	14	7
No	6	6	4	6
21. Served as local committee chairman:				
Yes	2	1	10	6
No	5	6	7	7
22. Held county office or chairman:				
Yes	0	0	6	2
No	8	7	10	11
23. Decided on career:				
Yes	6	5	13	10
No	2	2	5	3

TABLE IV
 FREQUENCY OF PARTICIPATION IN COUNTY 4-H
 ACTIVITIES AND EVENTS*

Item No.	Non-Re-Enrollees (N=15)				Re-Enrollees (N=31)			
	Often	Sometimes	Once	Never	Often	Sometimes	Once	Never
23. Activity:								
Give a demonstration	4	7	2	1	8	13	7	3
Co. fair exhibit	4	7	2	2	25	5	0	0
Attend camp	3	1	1	7	11	6	3	9
Give a talk	1	6	5	1	6	12	3	10
Serve as camp counselor	0	0	0	13	1	2	0	24
Member of judging team	0	1	1	12	10	7	3	10
Judging event	0	3	0	10	9	8	4	9
Share-the-fun	7	4	2	2	16	9	3	2
Teen leader org.	0	0	0	13	6	4	2	15
Other co. events	0	5	3	5	16	10	6	3

*Possibility of more than one response per subject.

an event. Group R had participated in 0-5 activities. Females had a median of .88 and males a median of 1.53 (Table I).

When asked to list the most important consideration in choosing an organization, NRs listed such items as what the organization stood for, the things the group does, and if the respondent would have enough time to participate. Re-enrollees responded with if it was worth spending time on, able to learn more, have fun, and the opportunities offered by the organization (Appendix D).

Thirteen female Rs marked yes to the question concerning future career choices and listed choices of teaching, accounting, music, pharmacy, veterinary medicine, and engineering. Six female NRs listed choices of pharmacy, psychology, business, music, and airline stewardess. Ten Male Rs listed career choices of farming, agricultural economics, and electrical engineering. Farming, carpentry, forestry, and astronomy were career choices listed by five male NRs (Table III and Appendix H).

Perceptions of 4-H

Two items on the surveys dealt with the respondent's perceptions of the 4-H program. On Item 29 respondents were asked to check one of three statements describing how they felt about incentives, awards, and recognition offered in the 4-H program. The NRs group marked most frequently (five males and five females) that while awards provided some encouragement, the project or program was more important. In the R group 13 females and nine males marked that the incentives and awards made them work harder (Table V).

When asked for suggestions for improvements in this area, only the females of both groups had any comments and female re-enrollees

made the most suggestions. The NR group mentioned that awards for some project areas were not emphasized enough and that they would like more scholarships. Re-enrollees felt that older 4-H members should encourage younger members more and that more awards should be provided for younger members. It was also felt that some awards were not clearly defined as to who could apply and how to apply. Other items mentioned included more parent cooperation in working for awards and that members like cash awards (Appendix E).

TABLE V
RESPONSES TO OPINIONS ABOUT INCENTIVES
AND AWARDS

Item No.	Group NR (N=15)	Group R (N=31)
29. Feel about incentives, awards:		
No encouragement	0	0
Program more important	10	8
Incentives made work harder	5	22

A final item on the Rs survey and next-to-last on the NRs survey asked respondents to write in any comments they had about the 4-H program in general--likes, dislikes, suggested changes or areas of interest to be included. Those who had left 4-H felt that 4-H was a good program and had much to offer in preparing them for future responsibilities, gaining self-confidence, and learning to get along

with others. Two events were mentioned by the NR group as a lot of fun--camps and the Junior Livestock Show (Appendix F).

The R group also stated that the 4-H program has much to offer in the way of providing opportunities to get along with people, learning to be a better person, and giving youth something to work for. These members liked the field trips, judging schools, stock show, food show, and the Dress Revue (Appendix G).

The NR group listed more dislikes than Group R. Items mentioned most often were that some leaders did not encourage and help all members equally and that certain families dominate and receive all the awards and offices. Others stated that their clubs were too small or that the club stressed livestock too much. The Rs listed dislikes of too many youth coming to meetings just for refreshments; new members are not always informed of awards; and of not always knowing what was going on in time to participate (Appendix F).

Most changes were listed by the NR group and included more advertisement to involve and interest youth, more opportunities for younger members to participate, and weekly project meetings in the clubs. Only one change was listed by a re-enrollee and that was a male asking for a greater electronics program (Appendix G).

To determine if certain projects were of more interest to each group, Item 27 asked respondents to check the degree of interest in the projects listed on the 4-H enrollment card. A summary of this information is presented in Table VI.

The NR group was asked to rank three main reasons for discontinuing their membership in 4-H. Three males ranked as number one, "I have a job and no longer have time for 4-H." Two had joined Future

TABLE VI

FREQUENCY OF REPORTED INTEREST IN PROJECT AREAS

Item No. 27 - Project	Non Re-Enrollees (N=15)				Re-Enrollees (N=31)			
	Great	Some	Little	None	Great	Some	Little	None
Arts and Crafts	5	7	1	1	11	16	1	2
Beef	5	0	6	4	7	6	9	5
Bicycle	1	5	5	3	4	9	11	6
Clothing	4	4	2	4	12	4	5	8
Citizenship	5	4	4	1	16	8	3	3
Cons. of Nat. Resources	6	5	1	3	8	9	6	6
Consumer Education	1	3	6	4	8	7	5	10
Dairy	2	2	4	7	4	7	5	13
Dog	4	4	2	4	4	8	8	8
Electric	0	4	3	7	4	10	3	12
Entomology	0	2	3	8	6	4	6	14
Field Crops	3	3	3	5	7	5	5	12
Food-Nutrition	3	5	4	1	16	5	6	5
Forestry	3	5	4	2	6	7	5	11
Geology	0	7	2	5	4	5	10	8
Health	2	5	5	2	10	12	4	3
Home Environment	1	8	2	3	10	10	5	6
Horse	2	4	4	4	6	6	4	13

TABLE VI (Continued)

Item No. 27 - Project	Non Re-Enrollees (N=15)				Re-Enrollees (N=31)			
	Great	Some	Little	None	Great	Some	Little	None
Horticulture	4	1	3	6	10	7	7	4
Leadership	6	6	0	2	15	9	4	2
Management	3	7	3	1	9	7	6	6
Outdoor Life	10	3	0	1	13	9	4	3
Personal Development	6	4	1	3	14	7	3	6
Petroleum Power	0	3	5	6	5	4	6	13
Photography	7	3	1	3	10	8	7	4
Public Speaking	2	2	7	3	10	11	4	6
Poultry	1	2	4	7	0	9	6	13
Rabbits	1	1	3	8	1	4	5	17
Recreation	8	5	1	0	14	11	2	1
Safety	3	5	4	4	12	9	5	4
Sheep	0	4	3	7	10	2	5	11
Swine	3	4	2	5	12	3	2	13
Woodworking	1	4	3	6	7	8	4	10

Farmers and this was their major reason for discontinuing membership, and two stated that their local club was no longer in existence. Other reasons included belonging to too many other organizations that were more important than 4-H, disliking the local club program, and never feeling a part of the local club and no parental encouragement (Table VII).

Three female NRs also ranked as number one belong to too many other organizations. One listed disliking the competition in 4-H and the local club program. Other reasons included disliking the record keeping in 4-H; having learned all they could from 4-H, no parental encouragement, never feeling a part of the local club, and having a job leaving no time for 4-H (Table VII)

Club Factors

To find out if any factors pertaining to club organization and leadership influenced re-enrollment, nine items were included on both surveys.

Among the NR group ten belonged to clubs with 15-40 members, three to clubs with less than 15, and two to clubs with memberships of over 40. Nineteen in Group R marked belonging to clubs of 15-40, six to clubs of over 40, and four to clubs of less than 15 (Table II).

When asked how many members in their local clubs were 14 years of age or older, nine NRs checked 5-10; three checked over 10, and three checked less than five. Fourteen Rs checked 5-10, 13 marked over 10, and four checked less than five (Table II).

Respondents were asked how many of their good friends belonged to 4-H. Six female NRs replied that one or two friends did and two

checked several. Male NRs had three checks in the one or two blank and four marked several. Ten female and eight male Rs indicated that several of their good friends belonged to 4-H. Five male and eight female Rs listed one or two good friends belonging to 4-H. None of the Rs or NRs checked that they had no good friends in 4-H (Table II).

TABLE VII
REASONS FOR DISCONTINUING MEMBERSHIP BY
NON RE-ENROLLEES

Item 31	Number of Times Each Response Ranked by NR	
	Girls (N=8)	Boys (N=7)
Local 4-H club no longer in existence	0	2
Belong to too many other organizations	3	1
Dislike local program	3	1
No friends in 4-H	1	2
"Hick" image	0	0
Didn't get along with leaders	0	0
Dislike records had to keep	1	0
Didn't get awards earned in 4-H	0	0
Learned all I could	2	1
Parents didn't encourage me	1	1
Never felt a part	4	2
Outgrown 4-H	0	1
No one else my age	2	0
Disliked competition	1	0
Have a job and no time for 4-H	1	3
Other reasons written in	0	2

Respondents were asked to mark the statement that best described the make-up of their local clubs. All female and four male NRs, all female and 11 male Rs checked that their clubs were ones with all ages meeting and working together. Two male NRs and one male R said that their clubs met with all ages together but special programs were planned for older members beyond regular meetings. One male R listed that his club met together but had special classes for boys and girls (Table II).

Participants were asked to check all the groups involved in planning local club programs and activities. For the NR group adult leaders, club members, club officers, and teen leaders received the most checks. Female NRs had a median number of three checks and males 1.85. For the R group, adult leaders and club officers had the highest number of checks for females with club members and parents next. The median number of checks was 3.8. Male Rs checked adult leaders most often, with club officers, members, and parents receiving equal numbers of checks. The median for male Rs was 3.84 (Table VIII). When asked if they personally had a part in planning the local club program, three female and one male NR, eight male and ten female Rs checked yes. Five female and six male NRs, five male and eight female Rs marked no (Table III).

Asked to give a general opinion of the overall program of their local clubs, two female and five male NRs, nine male and three female Rs marked good. Four female NRs and four female Rs checked fair, and one male NR checked poor. Very good was checked by one female and one male NR, three male and six female Rs. Excellent was checked by one female NR, one male R, and five female Rs (Table II).

TABLE VIII
GROUPS INVOLVED IN PROGRAM PLANNING
OF LOCAL CLUBS*

Item No.	Non-Re-Enrollees (N=15)	Re-Enrollees (N=31)
14. Number of checks received:		
Range	1-4	2-5
Median	2.42	3.8
Adult leaders	10	28
Parents	3	22
Club members	9	24
Teen leaders	5	15
Club officers	9	26
No planned program	1	0

*Possibility of more than one response per subject.

Item 17 gave respondents an opportunity to list programs or activities that would make their local club better. The NR group listed more involvement of all members, especially younger members; more outside activities; larger membership; and more projects and activities for members who do not live on farms. The R group also listed more participation of members and more parent involvement, better planned and more organized meetings, more project workshops, and field trips (Appendix C).

A list of seven characteristics of a club leader was given and the respondents asked to rank the characteristics 1-4, with one indicating the most important and four the least important characteristic. Since 25 percent of those responding misinterpreted the instructions and ranked the characteristics in several ways, it was necessary to assign a value to each of the seven items on a scale of 1-7.

Therefore, this data must be considered to be very tentative. For example, some respondents gave a rank of one to three items, a rank of two to two items, a three rank to one item, and a rank of four to one item. In this instance, those items ranked with a one received a value of two, a rank of two was assigned a 4.5 value, the three a value of six, and the four a value of seven. For those who correctly ranked four items, the blank items received a value of six. Scores were totaled and the characteristics ranked one through four, with the lowest score being the most important characteristic. For female NRs enthusiasm ranked number one with capable teacher, and intelligent ranking two and three. Friendly and honest tied for four. Male NRs ranked understanding, enthusiasm, honest, and a capable teacher in that order. Male Rs also listed understanding as most important with enthusiasm, honest, and friendly ranking two, three, and four. Female Rs ranked enthusiasm as most important and followed with understanding, honest, and friendly (Table IX).

TABLE IX
RANK ORDER OF MOST IMPORTANT LEADER
CHARACTERISTICS

	Non-Re-Enrollees		Re-Enrollees	
	Girls (N=8)	Boys (N=7)	Girls (N=18)	Boys (N=13)
Item 25				
Intelligent	3	5	6	6
Understanding	7	1	2	1
Capable teacher	2	4	5	5
Enthusiasm	1	2	1	2
Friendly	4*	6	4	4
Fun	6	7	7	7
Honest	4*	3	3	3

*Possibility of more than one response per subject.

CHAPTER V

SUMMARY AND DISCUSSION

The purpose of this study was to investigate why some teens did not re-enroll in 4-H and what changes could be made to encourage those teens to remain. The samples consisted of a group of 60 boys and girls 14 to 18 years of age who had not enrolled in 4-H since 1974 and a group of 72 boys and girls 14 to 18 years who were enrolled in the 1977-78 year. The instruments used to gather data were two surveys developed from materials used by other researchers in similar studies.

Specific Findings

Based on the data received from the 46 surveys returned the following trends were noted:

1. Non-re-enrollees completed fewer years as a 4-H member with males leaving the program at a younger median age.
2. The majority of both groups listed farm as their places of residence.
3. Non-re-enrollees' parents were not 4-H leaders, while over half of the re-enrollees' parents were.
4. Non-re-enrollees listed fewer projects with males reporting the fewest. Both groups enrolled in about the same project areas.

5. Non-re-enrollees participated in fewer county activities and events or state trips than re-enrollees. Non-re-enrollees did not take an active part in leadership roles or program planning on the local or county level. The majority had never held any local or county offices.

6. Non-re-enrollees were not teen leaders and reported no encouragement by parents or leaders to pursue leadership positions.

7. Non-re-enrollees reported that the awards or incentives offered were less important than program or projects, while re-enrollees said the awards made them work harder.

8. Both sample groups reported favorable images of 4-H and felt that the 4-H program had numerous opportunities to offer. Most respondents reported having friends in 4-H.

9. Make-up of the local club did not appear to be important in re-enrollment decisions. The overall consensus of opinion concerning local clubs was good.

10. Non-re-enrollees did not like the "politics" involved in some clubs or the emphasis placed on livestock projects by some leaders.

11. Non-re-enrollees gave as major reasons for discontinuing 4-H membership job conflicts or belonging to too many other organizations and not having time for 4-H.

Discussion

Boys and girls tend to be more likely to discontinue membership in 4-H if they do not actively participate in club or county programs. Teens want to feel that they are a part of the planning, organizing,

and carrying out of activities and events. They want to feel that they belong to the group and that an organization is worthy of their time. Since teens usually belong to several organizations and their time is limited, programs offered by 4-H must be relevant and of interest to teens so that they will decide that they can take time for 4-H.

Respondents in both groups reported a favorable image of 4-H. All felt that their 4-H experience had been rewarding and had helped prepare them for future responsibilities, gain self-confidence, and learn to get along with others. This indicates that the teens in Kay County are not leaving 4-H because they do not want to be associated with 4-H, but for other reasons.

Parental involvement and leader encouragement seems to be important in re-enrolling teens. Many of those discontinuing membership reported that no one had asked them to be a teen leader and that some leaders did not provide the support and information needed to all 4-H members equally. Teens were more likely to re-enroll if their parents were 4-H leaders and thus provided a support basis for them. Teens feel encouragement and support is especially needed by younger members and that more opportunities for participation should be made available for younger members.

Respondents wanted leaders who were enthusiastic, understanding, capable people. Leaders need a genuine interest in teens and an awareness of their special problems. Leaders should be able to recognize teens as adults but be ready to offer support and assistance when needed.

Recruitment of leaders should center on these characteristics. Many of the current leaders may need additional training in

understanding and working with teens. Good leaders are essential in a successful teen program.

Make-up of the local club did not appear to be a factor in re-enrollment unless the club had only three or four members. These clubs were so small that members felt they could not adequately participate in county activities. It was more important to both groups that club programs be well planned and organized with the total membership in mind--not just one or two major project areas. This meant planning activities for those members who did not have livestock projects or who lived on a farm. Respondents wanted greater parental involvement and cooperation in the local club, more project workshops, and teen activities. Again, leaders may need additional training in program planning, use of local resources, and in conducting meetings and workshops.

Non-re-enrollees indicated that the program or project was more important than the incentives or awards offered. This contrasts with re-enrollees who stated that the incentives and awards made them work harder. Many of these non-re-enrollees felt that often parents or leaders did much of the project or record preparation and that they had no chance against these records. There are few rewards for teens who join 4-H and do not have long, involved records or project skills to compete against the seven or eight year member.

It appears that there are those teens who are not interested in the competitive aspects of a project and that the program needs to offer other types of recognition for these members. They need to feel as good about their accomplishments as those members who win a blue ribbon or a college scholarship in competition. Youth may reject

one type of competition or award and yet accept another form. Leaders need to recognize these changes and that they come with age and experience and develop a system to allow personal development of youth and also high standards of production.

Respondents also suggested more awards designed for younger members so that these members will not become discouraged. Younger members may not have skills needed to perform tasks required for the same awards as older members.

Recommendations

Based on the findings reported in this study the investigator might make the following recommendations for Kay County:

1. More involvement of 4-H members from initial enrollment in county activities and program planning. Teens should be allowed to assume major responsibilities for these activities.
2. Leaders and parents should encourage members to become actively involved in local and county activities.
3. More awards and opportunities to participate should be made available to younger members to encourage re-enrollment.
4. Greater parental involvement and cooperation in local and county programs.
5. Club meetings should be well-planned and organized with subjects of interest to teens. In some cases this may mean separate meetings for teens and a broader range of activities.
6. Recruit adult leaders who are enthusiastic, understanding, and enjoy working with teens.

7. Intensive leader training programs for adults with emphasis on working with teens and understanding teens, program planning, group interaction techniques.

8. Provide experiences in the group processes and program planning and implementing for teens.

9. The development of a system for recognizing and motivating members who are not interested in competition but in the satisfactory completion of a project.

10. Provide information about incentives and awards so that all members are aware of them and can see the value in them.

This investigation supports the findings of similar studies that in order to encourage more teens to remain in the 4-H program more leadership opportunities for older members must be provided. Programs for teens must be interesting, fun, and relevant to their needs.

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APPENDIXES

APPENDIX A

PROJECTS LISTED AS ENROLLED IN
BY RESPONDENTS

Non-Re-Enrollees	
Males (N=7)	Females (N=8)
Woodworking	Clothing
Photography	Photography
Outdoor Life	Personal Development
Dog Care	Foods
Fishing	Home Management
Hunting	Beef
Poultry	Recreation
Swine	Crafts
Dairy	Swine
Beef	Rabbits
Tractor	

Re-Enrollees	
Males (N=13)	Females (N=18)
Dairy	Clothing
Beef	Beef
Safety	Foods
Leadership	Breads
Health	Bicycle
Electronics	Citizenship
Bicycle	Dairy
Tractor	Gardening
Field Crops	Handicraft
Horticulture	Health
Petroleum Power	Home Improvement
Automotive	Horticulture
Hunting	Poultry
Fishing	Photography
Crafts	Public Speaking
Outdoor Life	Leadership
Forestry	Recreation
Swine	Sheep
Photography	Safety
Conservation	Swine
Electricity	Meats Judging
Gardening	Arts and Crafts
Woodworking	Food Conservation
	Entomology
	Dog Care
	Horse
	Rabbits
	Livestock Judging
	Leathercraft
	Beadcraft

APPENDIX B

OTHER ORGANIZATIONS OR ACTIVITIES RESPONDENTS
PARTICIPATED IN

Non-Re-Enrollees

Males (N=7)

Future Farmers of America
 Baseball
 Basketball
 Boy Scouts
 School Student Government

Females (N=8)

Future Homemakers of America
 Future Journalists of America
 American Field Service
 Sports
 Band and Orchestra, Choral Group
 Rainbows
 Cheerleader and Pep Club
 Student Council
 National Honor Society
 Church Youth Groups

Re-Enrollees

Males (N=13)

Future Farmers of America
 Christian Youth Fellowship
 Chorale
 Baptist Youth
 Football
 Basketball
 Track
 Wrestling
 Boy Scouts
 Navy Junior ROTC
 National Honor Society
 Lutheran Youth
 Letterman's Club

Females (N=18)

Church Youth Group
 State and National Honor Society
 Future Homemakers of America
 Baptist Youth Groups
 Band and Chorus
 Community Choir
 Thespians
 Pep Club
 Student Council
 Basketball
 Swimming
 Orchestra
 Future Business Leaders of
 America
 Fellowship of Christian Athletes
 Cheerleader
 Oklahoma and National Quarter
 Horse Association

APPENDIX C

PROGRAM OR ACTIVITY SUGGESTIONS TO
MAKE LOCAL CLUB BETTER

Non-Re-Enrollees (N=15)*

1. More outside activities
2. Larger and more active membership
3. More projects other than those for a farm youth
4. Variety of people involved instead of the same ones
5. Greater participation of younger members
6. Better planned meetings
7. Better leaders

Re-Enrollees (N=31)*

1. More workshops and field trips
2. Greater member and parent participation
3. More activities for teen leaders
4. Better planning of meetings
5. Programs other than livestock all the time
6. More group projects--club works together on one main project
7. A program about 4-H in general

*Not in rank order. Listed randomly.

APPENDIX D

CONSIDERATIONS IN CHOOSING ORGANIZATIONS
TO JOIN

Non-Re-Enrollees (N=15)*

1. The things the organization does
2. What the organization stands for, its goals
3. How active is the group and does it have things going on to keep you interested?
4. Do I have enough time and how will I benefit?
5. Do not feel out of place
6. Organization is fair and there are no politics

Re-Enrollees (N=31)

1. Types of programs and opportunities
2. Membership
3. Can you and the organization profit?
4. Able to learn something
5. Worth spending my time on
6. Goals of organization
7. Leadership of group
8. Like it enough to be active
9. Friendly members, happy members
10. Interesting

*Not in rank order. Listed randomly.

APPENDIX E

SUGGESTIONS FOR IMPROVEMENTS IN INCENTIVES
AND AWARDS OFFERED

Non-Re-Enrollees (N=15)*

1. More scholarships
2. More explanations of awards in project areas
3. Have someone from outside the club tell the members about the awards

Re-Enrollees (N=31)

1. If earn more than one out of state trip in same year should be able to take both (judging)
2. Older members encourage younger members to try for awards
3. More awards for younger members
4. More county or group activities
5. Cold hard cash is a great incentive
6. Reserve champion ribbons
7. More parent cooperation in trying for awards

*Not in rank order. Listed randomly.

APPENDIX F

COMMENTS OF NON-RE-ENROLLEES ABOUT

THE 4-H PROGRAM

General Comments:

I got too busy to belong to 4-H.
4-H is offering more projects now and that is good.
I joined because of a friend and he has moved.

Liked About the Program:

Enjoyed camp and the stock show.
Liked the people very much.
4-H has a lot to offer.
Helped me learn to get along with others.
Liked getting together with others.
Good attitudes, right leadership.
Prepares you for future responsibility.
Gave me self-confidence.
Gave me many choices.

Disliked About the Program:

Leaders do not encourage all members.
Some records falsified.
Certain families dominate.
Did not know when the meetings were.
Club too small so did not get recognition.
Local club push was livestock so if did not have any there
wasn't much to do.
Meetings useless--never got anything done.

Changes:

More advertisement to involve more youth.
Hold weekly project meetings for all members.
Give younger members more opportunity to participate.

APPENDIX G

COMMENTS OF RE-ENROLLEES ABOUT THE

4-H PROGRAM

General Comments:

Enjoy 4-H very much.
 Like to see programs to hold older teens.
 Good program in county and state. Qualified leadership.
 Equal opportunity for all members.
 Need to tell more people about 4-H and how it helps you be a better citizen.
 4-H is great.
 Has taught me a lot about myself, projects, and other people.
 A lot of fun.
 Very pleased with the program planning in the last two years.
 Is a big improvement.
 Very educational and rewarding.
 Nice for participants.

Like About the Program:

Program well organized.
 Like receiving recognition.
 Learn to be a better person.
 Like the people and field trips.
 Happy with the club the way it is.
 Like the Dress Revue, Food Show, Stock Show.
 Like the way the members hold the offices--not the adults.
 Gives members something to work for.
 Workshops on projects are helpful.
 Helped me gain confidence and courage.

Dislike About the Program:

In our club, too many come just for the refreshments.
 New members are not always informed of awards.
 Some leaders do not make an effort to get programs to interest members.
 Not knowing about events in time to participate fully.

Changes:

Put members in charge.
 Greater electronics program.
 Nice to have project leaders in our club.
 Club needs to be bigger.
 More parent participation, and spread the duties to all parents in the club.
 Like to have a baseball or volleyball team.
 Need sign-up lists for members who need rides to out-of-town activities.
 Beginners need help in planning projects.

APPENDIX H

CAREER CHOICES LISTED BY RESPONDENTS

Non-Re-Enrollees

Males (N=7)

Farming
Forestry
Carpentry
Astronomy

Females (N=8)

Psychology
Pharmacy
Airline Stewardess
Business Office
Music

Re-Enrollees

Males (N=13)

Farming
Agricultural Economics
Agricultural Engineering
Electronic Engineering
Auto Mechanics
Welder
Doctor
Electrical Engineering

Females (N=18)

Nurse or Dental Assistant
Teacher
Accountant or Secretary
Home Economist or Home Economics
Teacher
Music
Acting
Elementary Education
Child Guidance
Pharmacy
Vet. Medicine
Engineering

APPENDIX I

THE INSTRUMENTS

February 27, 1978
Newkirk, OK. 74647

Dear 4-H Member:

As a part of a study that I am conducting while a student at Oklahoma State University, I am asking a number of 4-H members in Kay County to answer the questionnaire that is enclosed so that the 4-H program here in Kay County and across the state may be evaluated and improved.

I am presently doing graduate work on a master's thesis in the area of adolescent development. I have selected at random a small number of 4-H'ers for my study, as it would be impossible to question everyone in your age group. Therefore, it is very important to me that you complete the enclosed form.

I would appreciate any cooperation that you can give me with this study. Would you please complete the enclosed questionnaire? It will take only about a half hour. Be certain to answer all questions clearly. I will assure you that all of your answers will be kept in the strictest of confidence. The only reason I ask for your name is to keep track of who has returned the information to me.

I know that because of your active membership in 4-H, you are concerned about your organization. Your opinions and ideas can be most helpful to me as I study ways to improve the 4-H program. When you have completed the questionnaire, simply put it into the self-addressed stamped envelope that is provided and mail it back to me. It is very important that I receive the questionnaire back from you within fourteen days.

I want to thank you in advance for taking the time to complete and mail the questionnaire.

Sincerely,

Sheila Forbes
Graduate Student

Frances Stromberg
Professor and Head

4-H Questionnaire (Re-Enrollees)

Please complete the following questions to the best of your ability. The information gathered in this questionnaire will be used to help evaluate and improve the 4-H program in Kay County and Oklahoma. Your responses will be held in the strictest of confidence.

1. Name: _____
2. Age on January 1, 1978: _____
3. Boy _____ Girl _____
4. Place of Residence: Farm _____ Non-Farm _____
5. Are either of your parents currently 4-H leaders? ___ Yes ___ No
6. How many years have you been in 4-H, including this year? _____
7. At what age did you join 4-H? _____
8. List the projects that you carried as a 4-H member in 1976-77:

9. List the organizations and activities that you are currently active in and indicate if you hold an office in any of these organizations:

10. To the best of your knowledge, how many young people belonged to your 4-H club in 1976-77? (Check one)
 Less than 15 _____ 15 to 40 _____ Over 40 _____
11. Of the 1976-77 members of your local 4-H club, about how many were 14 years of age or older? (Check one)
 Less than 5 _____ 5 to 10 _____ Over 10 _____
12. How many of your good friends belong to 4-H? (Check one)
 None _____ 1 or 2 _____ Several _____
13. Check the description that best describes the make-up of your local 4-H club: (Check only one)
 _____ A junior-senior 4-H club with separate club meetings for older and younger members.
 _____ A 4-H club with all ages meeting together, but special programs planned for older members beyond the regular meeting.

A 4-H club with all age levels meeting and working together.
 Other (Please specify) _____

14. Place a check beside any of the following groups who were involved in planning the programs and activities of your local 4-H club:
- | | |
|---------------------------|---------------------------|
| <u> </u> Adult Leaders | <u> </u> Teen Leaders |
| <u> </u> Parents | <u> </u> Club Officers |
| <u> </u> Club Members | |
- There were no planned programs in our club.
15. Did you personally have a part in planning the program of your local 4-H club? Yes No
16. What is your general opinion of the overall program and activities of your local 4-H club in 1976-77? (Check only one)
Excellent Very good Good Fair Poor
17. What programs or activities would make your local 4-H club better:

18. Were you a 4-H teen leader in 1976-77? Yes No
19. If you have not been a teen leader, has anyone ever asked or encouraged you to be one?
Yes No
20. Have you ever been a local 4-H club officer? Yes No
If yes, what office(s) did you hold?

21. Have you ever served as an activity or committee chairman in your local 4-H club? Yes No
If yes, name the committee(s) or activity: _____
22. Have you ever held a county 4-H office or county 4-H committee chairmanship? Yes No
If yes, describe: _____
23. Below is a list of common 4-H activities and events. Please read the list carefully and after each activity, check the degree to which you have participated up to and including the 1976-77 4-H year:
- | Activity | Often | Sometimes | Once | Never |
|-------------------------|-------------|-------------|-------------|-------------|
| Give a demonstration | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Exhibit at county fair | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Attend camp | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Give a talk | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| Serve as camp counselor | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

Activity	Often	Sometimes	Once	Never
Member of judging team	___	___	___	___
Judging event	___	___	___	___
Share-the-fun	___	___	___	___
Co. teen leaders org.	___	___	___	___
County 4-H events other than the fair	___	___	___	___

24. Below is a list of 4-H trips. Please read and check those events you have participated in up to and including the 1976-77 year:

State 4-H Congress Round-Up
 Citizenship Short Course American Royal Education
 Exchange Trip Conference
 Nat'l. 4-H Conference Nat'l. 4-H Congress
 Out-of-State Judging Event

25. What do you feel is the most important characteristic of a club leader? Please rank items 1 through 4 with 1 indicating the most important and 4 the least important.

Intelligent Friendly
 Understanding Fun
 Capable teacher Honest
 Enthusiasm

26. In choosing to belong to an organization, what is the most important consideration to you? _____

27. Listed below are project areas in which you may enroll. Check the description that best describes your interest in each project:

Project	Of Great Interest	Some Interest	Little Interest	No Interest
Arts and Crafts	___	___	___	___
Beef	___	___	___	___
Bicycle	___	___	___	___
Clothing	___	___	___	___
Citizenship	___	___	___	___
Conservation of Nat'l. Res.	___	___	___	___
Consumer Education	___	___	___	___
Dairy	___	___	___	___
Dog	___	___	___	___
Electric	___	___	___	___
Entomology	___	___	___	___
Field Crops	___	___	___	___
Food-Nutrition	___	___	___	___
Forestry	___	___	___	___
Geology	___	___	___	___
Health	___	___	___	___
Home Environment	___	___	___	___
Horse	___	___	___	___

Project	Of Great Interest	Some Interest	Little Interest	No Interest
Horticulture	—	—	—	—
Leadership	—	—	—	—
Management	—	—	—	—
Outdoor Life	—	—	—	—
Personal Development	—	—	—	—
Petroleum Power	—	—	—	—
Photography	—	—	—	—
Poultry	—	—	—	—
Public Speaking	—	—	—	—
Rabbits	—	—	—	—
Recreation	—	—	—	—
Safety	—	—	—	—
Sheep	—	—	—	—
Swine	—	—	—	—
Woodworking	—	—	—	—

28. Have you decided upon a career to pursue? Yes ___ No ___
If yes, please list the general area or specific choice:

29. As you think back over your 4-H career and the incentives, awards, and recognition offered, how do you feel about these: (Check one)

___ No encouragement at all

___ Some encouragement, but the program or project more important.

___ Incentives and awards make me work harder.

Do you have any suggestions for changes and improvement for this area of 4-H? _____

30. In the space below please write in any comments you may have about the 4-H program in general. What do you like about the program? What do you dislike? Are there any changes you would recommend in the program? What things of interest to you would you like to have included?

February 27, 1978
Newkirk, OK. 74647

Dear Former 4-H Member:

As a part of a study that I am conducting while a student at Oklahoma State University, I am asking a number of former 4-H members in Kay County to answer the questionnaire that is enclosed so that we may better evaluate and try to improve the program in Kay County and across the state.

I am presently doing graduate work on a master's thesis in the area of adolescent development. I have selected at random a small number of former 4-H'ers for my study, as it would be impossible to question all former 4-H members. Therefore, it is very important to me that you complete the enclosed form.

I would appreciate any cooperation that you can give me with this study. Would you please sit down and complete the enclosed questionnaire? Be certain to answer all questions clearly. I can assure you that your answers will be kept in the strictest of confidence. I ask for your name only to keep track of who has returned the information to me.

I know that because of your previous membership in 4-H, your opinions and ideas will be most valuable to me as I study the 4-H program. When you have completed the questionnaire, simply put it into the self-addressed stamped envelope and mail it to me. It is very important that I receive the questionnaire back from you within fourteen days.

I want to thank you in advance for taking the time to complete and mail the questionnaire.

Sincerely,

Sheila Forbes
Graduate Student

Frances Stromberg
Professor and Head

4-H Questionnaire (Drop-Outs)

Please complete the following questions to the best of your ability. The information gathered in this questionnaire will be used to help evaluate and improve the 4-H program in Kay County and Oklahoma. Your responses to all questions will be held in the strictest of confidence.

1. Name: _____
2. Age on January 1, 1978: _____
3. Boy _____ Girl _____
4. Place of residence: Farm _____ Non-Farm _____
5. Are either of your parents currently 4-H leaders? Yes _____ No _____
6. How many years did you complete as a 4-H member? _____
7. At what age did you end your membership? _____
8. List the projects that you carried as a 4-H member: _____

9. List the organizations and activities that you are currently active in and indicate if you hold an office in any of these organizations:

10. To the best of your knowledge, how many young people belonged to your local 4-H club when you were last a member? (Check one)
 Less than 15 _____ 15 to 40 _____ Over 40 _____
11. Of the members of the local club you were in, how many were 14 years of age or older? (Check one)
 Less than 5 _____ 5 to 10 _____ Over 10 _____
12. How many of your good friends belonged to 4-H when you did? (Check one)
 None _____ 1 or 2 _____ Several _____
13. Check the description that best described the make-up of the local 4-H club that you belonged to: (Check only one)
 _____ A junior-senior 4-H club, with separate club meetings for older and younger members.
 _____ A 4-H club with all ages meeting together, but a special program planned for older members beyond the regular meetings.

Activity	Often	Sometimes	Once	Never
Share-the-fun	—	—	—	—
Co. teen leaders org.	—	—	—	—
County 4-H events other than the fair	—	—	—	—

24. Below is a list of 4-H trips. Please read and check those events you participated in when you were in 4-H:

<input type="checkbox"/> State 4-H Congress	<input type="checkbox"/> Round-Up
<input type="checkbox"/> Citizenship Short Course	<input type="checkbox"/> American Royal Education Conference
<input type="checkbox"/> Exchange Trip	<input type="checkbox"/> Nat'l. 4-H Congress
<input type="checkbox"/> Nat'l. 4-H Conference	<input type="checkbox"/> Out-of-State Judging Event
	<input type="checkbox"/> Event

25. What do you feel is the most important characteristics of a club leader? Please rank items 1 through 4 with 1 indicating the most important and 4 the least important.

<input type="checkbox"/> Intelligent	<input type="checkbox"/> Friendly
<input type="checkbox"/> Understanding	<input type="checkbox"/> Fun
<input type="checkbox"/> Capable Teacher	<input type="checkbox"/> Honest
<input type="checkbox"/> Enthusiasm	

26. In choosing to belong to an organization, what is the most important consideration to you? _____

27. Listed below are project areas in which you could have enrolled when you were in 4-H. Check the description that best described your interest in each project:

Project	Of Great Interest	Some Interest	Little Interest	No Interest
Arts and Crafts	—	—	—	—
Beef	—	—	—	—
Bicycle	—	—	—	—
Clothing	—	—	—	—
Citizenship	—	—	—	—
Conservation of Nat'l. Res.	—	—	—	—
Consumer Education	—	—	—	—
Dairy	—	—	—	—
Dog	—	—	—	—
Electric	—	—	—	—
Entomology	—	—	—	—
Field Crops	—	—	—	—
Food-Nutrition	—	—	—	—
Forestry	—	—	—	—
Geology	—	—	—	—
Health	—	—	—	—
Home Environment	—	—	—	—
Horse	—	—	—	—

Project	Of Great Interest	Some Interest	Little Interest	No Interest
Horticulture	---	---	---	---
Leadership	---	---	---	---
Management	---	---	---	---
Outdoor Life	---	---	---	---
Personal Development	---	---	---	---
Petroleum Power	---	---	---	---
Photography	---	---	---	---
Poultry	---	---	---	---
Public Speaking	---	---	---	---
Rabbits	---	---	---	---
Recreation	---	---	---	---
Safety	---	---	---	---
Sheep	---	---	---	---
Swine	---	---	---	---
Woodworking	---	---	---	---

28. Have you decided upon a career to pursue? Yes No
 If yes, please list the general area of specific choice _____

29. As you think back over your 4-H career and the incentives, awards, and recognition offered, how do you feel about these? (Check one)
 No encouragement at all.
 Some encouragement, but the program or project was more important.
 Incentives and awards made me work harder.
 Do you have suggestions for improvement for this area of 4-H?

30. In the space below please write in any comments you may have about the 4-H program in general. What did you like about the program? What did you dislike? Were there any changes you would recommend in the program? What things of interest to you would you like to have included in the program?

31. What were the main reasons that you decided to discontinue your membership in 4-H? Rank your 3 main reasons in order of importance, with 1 being the most important. If you do not have 3 main reasons, just list in order of importance those you do have.

The local 4-H club is no longer in existence.

I belong to too many other organizations that are more important than 4-H.

I disliked the 4-H program in my local club.

My friends are not in 4-H.

4-H has an image of being a "hick" organization.

I didn't get along with the adult leaders in 4-H.

I disliked the records that I had to keep in 4-H.

I didn't get the awards and recognition that I felt I had earned in 4-H.

I learned all that I could from the 4-H program.

My parents didn't encourage me to belong to 4-H.

I never felt a part of my local club.

I've outgrown 4-H.

No one else in the 4-H club is my age or has my interests.

I disliked the competition in 4-H.

I have a job and no longer have time for 4-H.

VITA

Sheila Harris Forbes

Candidate for the Degree of

Master of Science

Thesis: FACTORS RELATED TO ADOLESCENT ATTRITION FROM THE 4-H
PROGRAM IN KAY, COUNTY, OKLAHOMA

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Mangum, Oklahoma, December 31, 1946,
the daughter of Mr. and Mrs. Calvin D. Harris. Married
in 1966 to Daniel A. Forbes.

Education: Graduated from East Central High School, Tulsa,
Oklahoma, in May, 1965. Received a Bachelor of Science
degree in Home Economics Education from Oklahoma State
University in May, 1969. Completed requirements for
the Master of Science degree at Oklahoma State Univer-
sity in July, 1978.

Professional Experience: Extension Home Economist, 4-H and
Youth Programs, Newkirk, Oklahoma, since June, 1969.