

EVALUATION OF THE 4-H PERSONALITY IMPROVEMENT  
PROGRAM BY COUNTY EXTENSION PERSONNEL  
AND 4-H MEMBERS

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

The basic purpose of the 4-H program is the development of boys and girls so that they may become responsible and capable citizens (9). The State 4-H Staff of Oklahoma is evaluating the present 4-H program in light of this basic purpose in order to expand or revise the program to meet the needs and interest of all boys and girls. In the Oklahoma 4-H program there are various activities and programs to meet the needs and interests of boys and girls from the ages of nine to nineteen. One of the programs, the one with which this study is concerned, is the 4-H Personality Improvement Program.

The 4-H Personality Improvement Program (12) is designed for 4-H members who are in or beyond the ninth grade of school and have not passed their nineteenth birthday. The purposes of the program are to:

Help 4-H members to better understand the problems of everyday living.

Encourage youth in the developing of the qualities of being somebody and with the ability to do things.

Focus attention on personality development through improvement in health, expression, manners, grooming and appearance.

Assist youth in better understanding of how they look to themselves and others.

Stimulate youth to search for certain knowledge and then encourage putting into practice that knowledge to bring about a well adjusted individual for wholesome, happy living. (p. 1)

A workbook consisting of seven subject matter sections is completed by the 4-H members enrolled in the Personality Improvement Program. The subject matter sections are health, grooming and appearance, expression, character, manners, understanding self, and relationship with others. Each section consists of an introduction phase and a completion phase. Upon completion, the workbook is submitted to the County Extension Office for evaluation.

Traditionally the 4-H program has been for the rural boy and girl even though the city youth have been eligible to enroll. As more of the population moves to the cities the 4-H program must expand to meet the needs of urban youth as well as the rural. The 4-H Personality Improvement Program is a type of activity that can fulfill youth's need regardless of his home location.

#### Need for Study

The following three questions seem to support the need for a study designed to evaluate the 4-H Personality Improvement Program. (1) Why do very few boys and girls over the state enroll in the Personality Improvement Program? (2) Why do even a smaller number complete the program? (3) Does the program contribute to the development of boys and girls regardless of where they may live? This study is intended to identify strengths and weaknesses in the program or other problems related to the foregoing questions.

The State 4-H Staff indicated that a thorough study should be made before modifying or deleting any aspect of the program on any basis. This study of the Personality Improvement Program is for the purpose of evaluating the reactions and responses of those persons who are

involved in leadership positions in Extension as well as the responses of the 4-H boys and girls presently enrolled as they now see the program.

#### Purposes of the Study

The two major purposes of this study were to evaluate the Oklahoma 4-H Personality Improvement Program in light of the reactions and responses of County Extension Personnel and 4-H boys and girls who are enrolled in the program as they now see it and to compile background data on the program in general such as: (a) Number enrolled in the 4-H Self Development Program for ten-, eleven-, and twelve-year-olds for a three-year period; (b) number of 4-H members who began the 4-H Personality Improvement Program; (c) number who completed the program on the county level; (d) number of 4-H members who participated in the Area 4-H Personality Improvement Meeting; and (e) number of years 4-H members had participated in the 4-H Personality Improvement Program. Specifically the purposes are: (1) To evaluate the Personality Improvement Program as a whole; (2) to evaluate the Personality Improvement Workbook; (3) to evaluate the Area 4-H Personality Improvement Meeting; (4) to ascertain benefits derived from the Personality Improvement Program; and (5) to solicit suggestions for improvements from County Extension Personnel and 4-H members.

#### Procedure

The five major steps of procedure in this study were: (1) To design questionnaires to elicit responses or reactions of those persons who are involved in leadership positions as well as the responses of

the 4-H boys and girls as they now see the 4-H Personality Improvement Program; (2) to select the subjects for the pre-test of the questionnaires; (3) to select the subjects for the study; (4) to administer the questionnaires to the selected subjects; (5) to analyze the data to interpret responses for recommendations for future development. These steps will be discussed in detail in chapters III and IV.

## CHAPTER II

### RELATED LITERATURE

A review of literature relating to the importance of personal development to the adolescent was made to support the present study.

#### Importance of Personal Development

For some time educators have recognized the importance of planning programs based on the needs and interests of boys and girls. One important aim in the education of adolescents is to help them to understand themselves. Pursuit of knowledge concerning self is an ancient idea according to Jersild (8). Socrates expressed over two thousand years ago the admonition, "Know thyself," which had been brought down to him from earlier times.

Jersild (8) stated that:

Education currently, and for generations, has required young people to study almost every subject except the most important subject . . . the young people themselves. But although the idea of self-knowledge has, to a large extent, been ignored in practice, it is widely accepted, in theory, as representing one of the most important goals in education. (p. 344)

Stone and Church (16) report that "There is little concern for personal education, for deepening and enriching the person's understanding of himself and the world he lives in. Study is isolated from adolescent interests and social life." (p. 506)

Many young people in surveys express a dislike of what they have

to learn and mention serious topics when they tell what they would like to know more about. In a study by Jersild and Tasch (8) the young people were questioned concerning what they would like to learn more about. Many mentioned subjects under the general headings of self-improvement and self-understanding. Strang (17) strongly supports this idea by stating, "Adolescents' deeper more fundamental needs are often not even touched. We seldom recognize their search for self, their desire to understand themselves, and to achieve identity leading to self-realization." (p. 299) Crow and Crow (4) stated the need for adolescent self-understanding when they write, "It is necessary for young people to understand themselves, their problems, and their own share of responsibility for the kinds of changes that are taking place." (p. 44)

There are many aspects of personal feelings and development that adolescents want to know about themselves. Ohlsen (11) states:

They are concerned about their size, posture, personal grooming, health, skin condition, sexual maturity, religious beliefs, relations with both peers and adults, especially authority figures, plans for the future, and ability to achieve these plans. They also want to know what boys and girls their own age are like, how they feel about things, and how they deal with the problems which they face. (p. 239)

Landis and Landis (10) reported that when hundreds of high school students listed their problems and goals in life, the majority agreed that they were concerned about the following things: success in friendships, success in school, economic independence, a vocation, future marriage, physical and mental health, and contributing to the welfare of others. In a study by Adams (1) 4,000 students in the Philadelphia schools were asked to list their own biggest personal problem. Most frequently mentioned were school, interpersonal,

financial and family problems.

Adolescents are searching to find out how they appear to themselves and to others. Duvall (5) states, "Among young teenagers the comments are often on specific grooming and clothing preferences. Older teenagers more often are concerned about standards of behavior, ideals, and group pressures." (p. 34)

Many authors write about adolescent preoccupation with self. According to Stone and Church (16), "The central theme of adolescence is finding an identity, a sense of self in relation to the world at large." (p. 478) Duvall (5) has written,

Finding oneself as a person is the most crucial developmental task of all. . . . The biggest challenge of the teen years is to establish a suitable sense of identity. One must discover who one is, what one can do, what is valued, what is possible, and what is expected in order to move into maturity. (p. 47)

Rosenberg (14) suggests that during adolescent development the individual tends to be very concerned with his self-image. Adolescents are consumed with questions such as: What am I like? How good am I? What should I, or might I become?

Baller (2) supports these points of view by stating, "It is important to keep in mind the very special need of adolescents to work through the question of 'Who am I?'" (p. 422) In more philosophical terms Beckmann (3) says that adolescents have ". . . a searching mind and a spirit full of hopes, loves, dreams, and fears. There is a soul striving to form a code to live by, endeavoring to disentangle truth from fantasy, struggling to build a creed." (p. 23)

Achievement of maturity is a primary goal of adolescents. According to Peters (13) the processes of personal development during

adolescence are looking, listening, thinking, feeling, and searching for meaning in life. Adolescents must then focus, choose, and become a mature person. To gain maturity Schneiders (15) believes that there are three broad tasks to be achieved by adolescents in order to obtain this goal of responsible, disciplined selfhood. These tasks are (1) accepting responsibility for self, (2) learning to face reality, and (3) learning how to relate to other persons, with the task most often mentioned being the discovery and acceptance of self.

Jersild (8) states, "Adolescents have more desire, and capacity, for self-inquiry than has been recognized in the kind of education they usually receive." But then he warns, "Knowledge of self is not something that is acquired once and for all, since the search for selfhood, when genuine, is pursued through all channels of experience as long as a person lives." (p. 350)

Ohlsen (11) summarizes the need for adolescents to understand themselves when he writes:

. . . self-understanding is essential in order that adolescents may determine what they have a right to expect from themselves, to understand and cope with their learning problems, to make the essential educational and vocational decisions, and after they leave school to revise their plans or to define new goals in light of increased knowledge of self and of changing economic conditions. (p. 241)

Landis and Landis (10) in writing to young people state:

There is value for you in looking at yourself now to see whether or not you are growing into the type of person you wish to be. Early in life each person develops ways of thinking and acting which become more and more a part of his personality as he grows older. It is easier when we are young than when we are older to change undesirable ways of thinking. Certain traits contribute to success in friendships, in a vocation, in marriage, and in all of life. (p. 2)

Rosenberg (14) believes that because adolescence is a time of



many changes, and because these changes are so vitally implicated in important life decisions, adolescence is a particularly interesting time of life for studying personal development.

#### Summary

The review of literature indicates that most educators agree that adolescents studying personal development is important to their total education. The idea of self knowledge is widely accepted, but to a large extent, this phase of education has been ignored in practice with adolescents. Young people themselves would like to know more about self understanding and many other aspects of their personal feelings and development.

The review of literature holds many implications which those responsible for the revision of content for the 4-H Personality Improvement Program could incorporate in the printed materials.

## CHAPTER III

### PROCEDURE

Two questionnaires were developed to achieve the major purposes of this study which were to evaluate the 4-H Personality Improvement Program in light of the reactions and responses of County Extension Personnel and 4-H boys and girls as they now see the program and to compile background data on the program in general. The questionnaire method was selected because of the kind of information needed and the type and accessibility of respondents. According to Goode (7) whether or not a mailed questionnaire can be used depends on the type of information needed, the type of respondent to be reached, and the accessibility of respondents. The type of information needed for the study seemed to make the questionnaire method desirable. County Extension Personnel are accustomed to completing questionnaires related to the various phases of their work and it was believed this method would elicit the desired information.

The first questionnaire (4-H Member Questionnaire) was developed to be used with 4-H members who were at present enrolled in the Personality Improvement Program and the second questionnaire (Extension Personnel Questionnaire) was developed to obtain responses from the County Extension Personnel.

## 4-H Member Questionnaire

### Development

The first questionnaire was developed to use with 4-H members on the basis of: (1) Questions and statements formulated by the investigator based on informal reports and reactions received over a period of years; (2) questions formulated by the State 4-H Staff in response for information from the investigator; (3) review of the questionnaire by the State 4-H Staff; and (4) suggestions by the State 4-H Staff. The questionnaire in its original form included 26 questions with check-lists and open-end statements.

### Pre-Testing

The 4-H member questionnaire was administered by the investigator to forty-nine 4-H members from over the state who were attending a leadership workshop at the 1967 State 4-H Round-Up. Of the forty-nine respondents, fifteen were familiar with the Personality Improvement Program either from literature or by participation; thirty-four had never heard about the program or were too young to have participated. The questionnaire was completed in approximately 20-30 minutes by those 4-H members who were familiar with the 4-H Personality Improvement Program. Those 4-H members not familiar with the program omitted questions related to phases of the questionnaire that could only be answered by those who had participated.

Following the completion of the questionnaire the investigator had an open discussion with the forty-nine respondents concerning clarity of the statements. All respondents reported the statements and

checklist were clear in meaning, and they liked the open-end statements in which they could add comments.

#### Selection of Respondents

On the basis of the forty-nine 4-H members' reactions, the 4-H member questionnaire was mailed in original form with an accompanying letter to one hundred selected 4-H members over the state who had participated in the Personality Improvement Program. (Appendix A, page 60)

Respondents were selected from the counties which had participated at the 1966 Area Meetings. (This involved 50 counties from a possible 77.) Each county could have had four eligible participants (2 boys and 2 girls) on the basis of the Area Meeting requirements. To involve as near as possible an equal number of boys and girls the investigator selected the boy and girl from each participating county who had the longest record of participation in the 4-H Personality Improvement Program. Because of less participation of boys than girls in the program 63 questionnaires were sent to girls and 37 questionnaires were mailed to boys. Some counties did not have a boy participating in the Area Meeting.

Each year thirteen area meetings are held over the state in the fall. Two boys and two girls from each of the 77 counties may attend the area meeting. At the area meeting the 4-H members give a public presentation on personality improvement and serve as a panel member in a group discussion on the 4-H Personality Improvement Program. These participants' workbooks have been evaluated in the State 4-H Office prior to the meeting.

Two boys and two girls from each area except one (one area regulation is only one boy and one girl) are selected from their performance and workbook evaluation to be recognized for their outstanding achievement in the Personality Improvement Program. Awards for this outstanding recognition are \$50 bonds for two boys and two girls in each of the 13 areas with the exception of Area 1. In this area \$50 bonds are available to only one boy and one girl. Other awards are given on a county and state basis. County awards are a framed certificate of honor to two 4-H boys and two 4-H girls between the ages of nine and 19, who are regularly enrolled in the 4-H Self Development or 4-H Personality Improvement Programs and whose accomplishments are worthy of recognition. State awards are four \$200 bonds, two for boys and two for girls. Any 4-H member who received a \$50 bond the past year or in current years would be eligible for participation for state awards,

4-H members who are younger than the required age for the Personality Improvement Program may enroll in the 4-H Self Development Program at age ten, eleven, and twelve. Both questionnaires (4-H Member and County Extension Personnel) contained questions about the Self Development Program in order to obtain needed background information.

#### Extension Personnel Questionnaire

##### Development

The second questionnaire was developed for County Extension Personnel as follows: (1) The statements on the agent's questionnaire were modified from the listing on the 4-H member questionnaire on the basis of reactions both written and verbal which had been obtained from

the forty-nine 4-H members; and (2) additional statements were added on the basis of the reactions and the statements from State Extension Personnel who were familiar with the 4-H Personality Improvement Program and the responsibilities of the county Extension personnel.

### Pre-Testing

The agents' questionnaire was pre-tested with State Extension Staff and revised until the State Staff felt it would elicit the information needed to provide a basis for revising the 4-H Personality Improvement Program.

### Selection of Respondents

The agent questionnaire was mailed with an accompanying letter to 220 County Extension Personnel in Oklahoma by the State 4-H Department. (Appendix B, page 69) County Extension Personnel involved were County Extension Directors and Extension Home Economists who work with both youth and adult programs, Extension 4-H Agents, Extension Home Economists-4-H, and Extension Agents and Home Economists who work with special programs.

The final respondents were 76 4-H members (32 boys and 44 girls) and 123 County Extension Personnel. The data gathered from the questionnaires were analyzed and results are reported in Chapter IV.

## CHAPTER IV

### ANALYSIS OF DATA

The major purposes of this study were to evaluate the 4-H Personality Improvement Program in light of the reactions and responses of County Extension Personnel and 4-H boys and girls who are enrolled in the program as they now see it and to compile background data on the program. The final sample was the responses of 76 4-H members and 123 County Extension Personnel.

This chapter will include a presentation of data in relation to the specific purposes of this study. (1) To compile background data on the program in general such as; (a) Number enrolled in the 4-H Self Development Program for ten-, eleven-, and twelve-year-olds for a three-year period; (b) number of 4-H members who started the 4-H Personality Improvement Program; (c) number who completed the program on the county level; (d) number of 4-H members who participated in the Area 4-H Personality Improvement Meeting; and (e) number of years 4-H members had participated in the 4-H Personality Improvement Program. (2) To evaluate the Personality Improvement Program as a whole. (3) To evaluate the Personality Improvement Workbook. (4) To evaluate the Area 4-H Personality Improvement Meeting. (5) To ascertain benefits derived from the Personality Improvement Program. (6) To solicit suggestions for improvements from County Extension Personnel and 4-H members. The data from the 4-H members and the County Extension Personnel

questionnaires will be presented together under the appropriate headings.

#### Background Information on the Self Development Program

A brief description of the 4-H Self Development Program was given in Chapter III, page 10. Table I presents enrollment for a three-year period as submitted by 73 counties. The total enrollment in the 4-H Self Development Program for the three-year period has remained fairly constant. When the enrollment for ten-year-olds in 1965 is compared with enrollment for 12-year-olds in 1965, there is a gradual decline of enrollment. The same is true for the years of 1966 and 1967. There is a decline in the Self Development Program. This may warrant further examination.

TABLE I  
ENROLLMENT IN THE 4-H SELF DEVELOPMENT PROGRAM  
1965-67

Age	1965	1966	1967
10	6,548	6,740	6,262
11	5,438	5,418	5,364
12	4,441	4,665	4,507
Total	16,427	16,823	16,133



Table II reveals that of the 76 4-H respondents 26 completed all three years of the 4-H Self Development Program which is structured for ten-, eleven-, and twelve-year-olds. A limited number of 4-H members had completed one or two years of the program. Twenty-seven respondents had never enrolled in any of the three years program. Sixty-four per cent of the 76 4-H respondents participated in the 4-H Self Development Program one, two, or all three years.

TABLE II  
RESPONSES OF 4-H MEMBERS REGARDING AGE LEVEL FOR  
THE THREE YEARS OF THE SELF DEVELOPMENT PROGRAM

N=76

Program	Frequency
10-year-old	6
11-year-old	12
12-year-old	19
Enrolled in All Three Age Levels	26
Never Enrolled	27

Table III indicates that most often the 4-H respondents feel that the lack of interest, the need for adult assistance, and not having time were the reasons for not completing the Self Development Program for ten-, eleven-, and twelve-year-olds.

TABLE III  
 RESPONSES OF 4-H MEMBERS REGARDING REASONS  
 FOR NOT COMPLETING THE SELF DEVELOPMENT  
 PROGRAM FOR 10-, 11-, and 12-YEAR-OLDS

\*N=29

Reasons	Frequency
Lack of Interest	14
Did Not Have Time	6
Needed Adult Assistance	8
Program Too Complicated	0
Material Not Interesting	1

\*Only 29 respondents answered this question because they had never enrolled or had only completed one or two years of the program.

The open-end untabulated responses given at the end of this question indicated that the 4-H members did not know about and did not understand the program. This may indicate better communication between leaders and 4-H members should be stressed. Open-end responses and questionnaires completed by both 4-H members and Extension Agents are on file in the State 4-H Department, Oklahoma State University, Stillwater, Oklahoma.

#### Background Information on the Personality Improvement Program

Table IV shows the participation in the 4-H Personality Improvement Program for 1967, the year this study was begun, and for the prior

two years. This table indicates that 558 4-H members completed the 4-H Personality Improvement Program in 1965. This is approximately 29 per cent of the 1,957 who started the program. In 1966, 815 completed the program which is approximately 33 per cent of 2,457 4-H members who started the 4-H Personality Improvement Program. Four hundred fifty-six completed the program in 1967. This is approximately 25 per cent of the 1,812 4-H members who started the program. This indicates that there is a marked decline in both enrollment and dropouts in the 4-H Personality Improvement Program (Table I, page 16, and Table IV, below).

TABLE IV  
ENROLLMENT AND PARTICIPATION IN THE 4-H PERSONALITY  
IMPROVEMENT PROGRAM FOR 1965-1967  
AS REPORTED BY EXTENSION AGENTS

	1965	1966	1967
Number of 4-H Members Who <u>Started</u> the 4-H Personality Improvement Program	1,957	2,457	1,812
Number of 4-H Members Who <u>Completed</u> the 4-H Personality Improvement Program	558	815	456
Number of 4-H Members Who <u>Participated</u> <u>in Area</u> 4-H Personality Improvement <u>Meeting</u>	145	147	98

A 4-H member who is in the ninth grade of school and has not passed his nineteenth birthday may enroll and participate in the 4-H

Personality Improvement Program on the county basis. Only two boys and two girls from each county (77 counties) may attend the area meeting, thus accounting for the large difference between the number that completed the 4-H Personality Improvement Program and the area participation presented in Table IV. In 1965 forty-eight counties had participants in the 4-H Personality Improvement Area Meetings; 1966, fifty counties; 1967, forty-four counties. From these figures one can see that the participating counties did not fulfill their quota of two boys and two girls for the area meetings.

Table V indicates that 1,367 4-H members participated in the 4-H Personality Improvement Program on the county level for one year. This number is smaller than the initial enrollment (Table V, below) which means that many 4-H members do not carry through with the program for one year.

TABLE V

NUMBER OF 4-H MEMBERS AS REPORTED BY EXTENSION AGENTS WHO PARTICIPATED IN THE 4-H PERSONALITY IMPROVEMENT PROGRAM ON THE COUNTY LEVEL

	Number
One Year	1,367
Two Years	786
Three Years	460
Four Years	188

Seven hundred eighty-six 4-H members participated in the 4-H Personality Improvement Program on the county level for a two-year period. This figure is 57 per cent of the number (1,367) that participated for one year. Thirty-four per cent or 460 4-H members participated for three years. The number (188) of 4-H members who participated for four years is 14 per cent of the number (1,367) who participated for one year. This presents a picture of seriously declining interest after 4-H members participate in the 4-H Personality Improvement Program for one year.

Table VI shows that of the 4-H members who participate in the 4-H Personality Improvement Program on the county level for only one or two years, 492 are freshmen; 453 are sophomores, 381 are juniors; and 162 are seniors in high school. One may interpret Table VI as indicating that the 4-H Personality Improvement Program is more challenging to the freshmen and sophomores. The seniors are least challenged of the total group, at least fewer enroll.

#### Evaluation of the 4-H Personality Improvement Program

Information in Table VII through Table XXXI reveals the responses of 123 Extension Agents and 76 4-H members; however, more than one response could be made which resulted in the total per cent of all responses being larger than 100. In other words the per cent is in relation to 123 Extension Agents' responses or in relation to 76 4-H members' responses.

According to the Extension Agents the 4-H Personality Improvement Program is a desirable and needed project as indicated by Table VII. Only Extension Agents' comments are included in this table since this

question was not on the 4-H Member Questionnaire. In addition to the tabulated responses presented in Table VII, the respondents' open-end responses could be classified in two categories: (1) justification for the program, and (2) needed revisions. Typical comments are presented in Appendix D, page 82.

TABLE VI  
CLASSIFICATION OF 4-H MEMBERS WHO PARTICIPATED IN  
THE 4-H PERSONALITY IMPROVEMENT PROGRAM ON THE  
COUNTY LEVEL FOR ONLY ONE OR TWO YEARS  
AS REPORTED BY EXTENSION AGENTS

Grade Level	Number
Freshmen	492
Sophomores	453
Juniors	381
Seniors	162

Only three of the 123 respondents indicated that the program may be of doubtful value. These judgements were based on lack of interest of 4-H members in their particular location.

Table VIII reveals the major responsibility for interpreting the program is on adult leaders, 4-H members, and Extension Agents. From the untabulated responses several felt that interpreting the 4-H

Personality Improvement Program must be a combined effort of all who may be interested in promoting the program. This indicates the need for in-service training of those already involved in the program.

TABLE VII  
RESPONSES OF EXTENSION AGENTS TO THE VALUE OF  
THE PERSONALITY IMPROVEMENT PROGRAM

N=123

	Frequency	Per Cent
Is a Desirable Project	97	79
Is a Needed Project	66	54
Needs Extensive Revision	24	20
Is of Doubtful Value	2	1.6
Should Not Be Offered	1	.8

Data in Table IX reveal that the 4-H Personality Improvement Program may be explained to 4-H members at various times during the year. The varied response of the Extension Agents may indicate that more than one explanation and various times would be advantageous. Examples of untabulated responses are: "At a personality improvement workshop, at county meetings, at 4-H Council meetings, as questions arise, by a letter of explanation mailed in September, in personal interviews with other 4-H members, when enrolling, then follow-up

informally with those who have begun to work on the project."

TABLE VIII  
 RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING  
 INTERPRETATION OF THE 4-H PERSONALITY  
 IMPROVEMENT PROGRAM TO 4-H MEMBERS

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
An Extension Agent	78	63	***	
An Adult Leader	64	59	37	49
A 4-H Member**	60	49	25	33
Parents	12	10	No Response*	
A Friend	5	4	15	20
A Film	No Response*		21	28

\*Did not have the opportunity to respond to the question.

\*\*4-H members who had participated in the Personality Improvement Program.

\*\*\*The 4-H respondents' untabulated responses indicated that the Extension Agent is the one who interprets the program to 4-H members.

Table XXVIII (Appendix C, page 77) reveals that the Extension Agents felt that they, adult leaders and 4-H members have the major responsibility for influencing 4-H members to become interested in the 4-H Personality Improvement Program. The data in this table further



indicates that the 4-H respondents felt that most often the Extension Agent influenced them to participate in the 4-H Personality Improvement Program with the mother being the next highest in influence. Untabulated responses indicate that all the people mentioned in Table XXVIII had some influence on the 4-H members. This again shows the need for in-service training of those already involved in the program.

TABLE IX  
 RESPONSES OF EXTENSION AGENTS REGARDING DESIRABLE  
 TIME THE 4-H PERSONALITY IMPROVEMENT PROGRAM  
 IS EXPLAINED TO 4-H MEMBERS

N=123

	Frequency	Per Cent
All During the Year	67	54
At the Beginning of the 4-H Year	66	54
A Year Before the 4-H Member May Participate	27	22

Additional comments from Extension Agents indicate that all the people mentioned in Table XXVIII provide opportunities for 4-H members to become interested in the program. Other ways mentioned by respondents to interest 4-H members were: (1) Being able to attend county and area personality improvement meetings; (2) having a county event for younger 4-H members; and (3) discussion groups headed by those who

have participated in the program.

Table XXVIII also reveals that the 4-H respondents most often regard relationship with others as the experience that influenced them to participate in the 4-H Personality Improvement Program. Respondents also indicated that understanding self was important in influencing them to participate in the 4-H Personality Improvement Program. The untabulated responses of the respondents support these reasons.

Examples are: (1) "I felt the need for improving myself." (2) "I was interested in improving my personality as a whole." (3) "I wanted to find the true me and to build my personality from there."

Table XXIX (Appendix C, page 77) and the personal comments of Extension Agents indicate that the most effective way to participate in the 4-H Personality Improvement Program is a combination of individual and group activity. Types of comments which reveal this idea in addition to the tabulated responses are: (1) "Regular group meetings with lessons and special interest programs are liked by members." and (2) "4-H members benefit from having group ideas, but the program must be centered on the development of the individual."

Table XXIX also indicates that the 4-H respondents more often participated in the 4-H Personality Improvement Program individually. Untabulated responses indicated that the program as a group activity could be valuable.

Table X reveals that Extension Agents feel that 4-H members should be enrolled and participate in the 4-H Personality Improvement Program three or four years or longer to acquire the most benefit. Table V, page 20, presented a picture of declining interest after 4-H members participate in the 4-H Personality Improvement Program for one year and

since Extension Agents feel that 4-H members should enroll and participate in the program three or four years, further examination of the reasons for the decline of interest after one year may be warranted. This table also reveals that 4-H members feel that they should be enrolled and participate in the 4-H Personality Improvement Program three years to acquire the most benefit. Untabulated responses indicated that three years or longer should be the length of time to be enrolled and participate in the program.

TABLE X

RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING  
THE NUMBER OF YEARS A 4-H MEMBER SHOULD BE ENROLLED  
AND PARTICIPATE IN THE 4-H PERSONALITY IMPROVEMENT  
PROGRAM TO ACQUIRE THE MOST BENEFIT

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
One Year	2	1.6	5	7
Two Years	26	21	12	16
Three Years	49	40	36	44
Four Years or Longer	45	37	No Response*	

\*Did not have the opportunity to respond to this question.

Data in Table XI indicate that the Extension Agents and 4-H members feel that material awards are a good incentive in the 4-H Personality Improvement Program. Awards which are available each year were mentioned in Chapter III, page 13. The tabulated responses of Extension Agents indicate that only one respondent of the 123 felt that the material awards are a detriment to the program. The untabulated comment may warrant consideration: "Present awards are a detriment in that there are too few which give recognition only to the very top."

4-H respondents' untabulated responses indicated the reasons that a small percentage felt that material awards are not necessary in the 4-H Personality Improvement Program. Examples of the reasons are: (1) "The rewards should be personal achievement." and (2) "The material reward should not be the reason for entering the program."

TABLE XI  
RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING  
WHETHER MATERIAL AWARDS ARE BENEFICIAL IN THE  
4-H PERSONALITY IMPROVEMENT PROGRAM

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
A Good Incentive	103	84	66	87
Necessary	27	22	8	11
Not Necessary	2	1.6	7	9
A Detriment	1	.8	0	0

## Evaluation of the 4-H Personality Improvement Workbook

Table XII reveals that the Extension Agents feel that the retention of all the specific subject matter sections of the Personality Improvement Workbook is important. From the untabulated comments of the respondents other areas which were suggested were: careers, an understanding of group action, values, sex education, citizenship, human behavior, environmental influences, respect for law and order, and what is happiness?. Untabulated comments that indicate deletion or revision of some areas of the Personality Workbook were:

The Health section is actually the least effective of all parts in the workbook.

I feel that the sections of Grooming and Appearance and Character should be revised.

Grooming and Appearance and Health should be combined.

Some sections are too long and take too much time to carry them to completion.

Need to go into more depth in the sections.

Might develop a series of workbooks. As members complete one they would move into a more advanced book. This might help to keep more interest in the program.

Table XIII indicates the importance of the subject matter sections of the 4-H Personality Improvement Workbook by rank order. As ranked by the 4-H members the section on Understanding Self was first, followed by Character second, and Relationship With Others third.

Examples of the 4-H members' reasons for ranking these sections in the first three places were:

I ranked Understanding Self first because I feel this section is the real key to the entire program.

I think before being able to have a pleasing personality, first, one should understand self. A good character will

cause you to have better relations with others.

You must have an idea of why you act the way you do before you are able to relate with others. To me, character and understanding self go together.

TABLE XII

RESPONSES OF EXTENSION AGENTS REGARDING THE RETENTION  
AND DELETION OF THE SPECIFIC SUBJECT MATTER  
SECTIONS OF THE PERSONALITY WORKBOOK

N=116\*

Subject Matter Section	Yes		No	
	Freq.	%	Freq.	%
Health	106	91	10	9
Grooming and Appearance	116	100		
Expression	113	97.4	3	2.6
Manners	116	100		
Character	115	99.1	1	.9
Understanding Self	115	99.1	1	.9
Relationship with Others	115	99.1	1	.9

\*Only 116 of the 123 respondents responded to this question.

Evaluation of the importance of the subject matter sections showed Expression was ranked fourth; Health, fifth; and Manners, seventh. From Table XIV one may observe that many of the 4-H members ranked these sections as important as the ones which were ranked in the first

three places. Examples of their remarks are: (1) "Good health is the basis for all others." (2) "We must be able to express ourselves to have a pleasing personality." and (3) "Manners makes other people enjoy being with you more."

Many of the remarks of the 4-H members indicate that all the subject matter sections are of equal importance. An example is: "To me there is not really that much difference in the importance of the different sections. I found them all interesting and challenging."

The 4-H members were asked to list other areas in personality that they felt should be included in the 4-H Personality Improvement Workbook. Several topics were mentioned, but most of the respondents indicated that more emphasis be put on the present subject matter sections and others responded that the workbook covers adequately all phases of personal development.

Table XIV reveals that more of the 76 4-H respondents had begun and completed only one workbook which is a one-year program. This finding indicates a difference between what the respondents do and what they reported in Table X, page 27. In Table X the 4-H respondents indicated three years as the time to acquire the most benefit from the Personality Improvement Program. This further indicates the need to explore further the reasons why most of these 4-H members enrolled and participated only one year.

Table XXX (Appendix C, page 77) indicates that the Extension Agents feel that the reaction of 4-H members to the 4-H Personality Improvement Workbook is that it makes young people aware of the various areas of personality and is a guide for the study of personality.

TABLE XIII

RANK ORDER OF 4-H MEMBERS' RESPONSES REGARDING IMPORTANCE OF THE SUBJECT  
MATTER SECTIONS OF THE 4-H PERSONALITY IMPROVEMENT WORKBOOK

N=76

Subject Matter Section	Rank Order		1		2		3		4		5		6		7	
	f*	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Understanding Self	39	52	20	26	7	9	3	4	3	4	3	4	1	1		
Character	12	15	25	33	23	32	9	11	6	8	1	1	0	0		
Relationship with Others	12	15	23	32	29	38	6	8	2	3	4	5	0	0		
Health	11	14	2	3	3	4	8	10	22	30	10	13	20	26		
Manners	2	3	2	3	3	4	9	12	14	18	16	21	30	39		
Expression	2	3	1	1	7	9	26	35	7	9	20	26	13	17		
Grooming and Appearance	1	1	5	7	6	8	14	18	19	25	19	25	12	16		

\*f = Frequency



Table XXX also reveals that the workbook takes too much time, has too much fill-in space and is too complicated. In addition to the tabulated responses presented in Table XXX, the untabulated comments could be classified in two categories: (1) importance of the workbook, and (2) needed revisions. Comments are presented in Appendix D, page 82.

TABLE XIV  
RESPONSES OF 4-H MEMBERS REGARDING THE INITIAL  
ENROLLMENT AND COMPLETION OF 4-H PERSONALITY  
IMPROVEMENT WORKBOOKS

N=76

	<u>Book One</u>		<u>Book Two</u>		<u>Book Three</u>		<u>Book Four</u>	
	f*	%	f	%	f	%	f	%
Began Workbook	27	36	20	26	14	18	4	5
Completed Workbook	42	55	25	33	7	9	2	3

\*f = Frequency

Table XXX also indicates that the 4-H members felt that the 4-H Personality Improvement Workbook made them more conscious of the pleasing qualities that make for a pleasant personality. Table XXX reveals that the workbook gives the 4-H members the opportunity to think about personality; is a guide for the study of personality; helped them in understanding problems; and made the 4-H members aware of the various areas of personality. A limited number of the 4-H

members felt that the workbook takes too much time, is for young children, is too complicated and is not interesting. The untabulated responses indicated that the workbook was very helpful and rewarding.

Data in Table XXXI (Appendix C, page 77) reveals that Extension Agents indicated one year as the most desirable time a 4-H member should complete a personality workbook; however, a few Extension Agents feel that six months is the desirable time in which a 4-H member should complete the workbook. The time suggested by those in charge of the 4-H Personality Improvement Program to complete a workbook is one year. The table also reveals that 4-H respondents used one year to complete the Personality workbook. Untabulated responses indicated this also.

Table XV indicates that the 4-H respondents used the personality workbook as a guide in studying personal development and found it to be a challenge. One untabulated response reflects the feeling most often expressed in the open-end questions: "It made me stop and think, 'What kind of a person am I?' Truthfully answering the question I soon discovered myself and immediately started improving."

The 4-H members were asked what method was used in studying and completing the workbook. This question was asked to find out how much flexibility the 4-H members used in studying and completing the personality workbook. Table XVI reveals that the personality workbook was studied and completed one section at a time by 41 per cent of the 4-H respondents. Thirty-nine per cent studied and completed all sections of the workbook at the same time. Untabulated responses expressed some preference for both methods. Examples are:

I began them all at once, but emphasized them one at a time until I could see some improvement and then went on, yet reviewing each section frequently in my mind.

I took time with each section in order that I might gain their full value.

Read all sections and did the beginning parts, then continued work through the year and then filled in the finishing results.

It is better to work on all sections at the same time so that one can have a well-rounded personality.

TABLE XV  
RESPONSES OF 4-H MEMBERS REGARDING HOW THEY USED  
THE 4-H PERSONALITY IMPROVEMENT WORKBOOK  
IN STUDYING PERSONAL DEVELOPMENT

N=76

	Frequency	Per Cent
A Guide	56	74
Was a Challenge	46	61
Was Too Limiting	1	1
Did Not Challenge Me	1	1

#### Evaluation of Area 4-H Personality Improvement Meeting

Table XVII indicates that Extension Agents feel that the Area 4-H Personality Improvement Meeting is necessary and is adequate as now organized. An untabulated response that reveals these ideas is: "The area meeting is excellent. Those who attend are the ones who really

benefit from the program."

TABLE XVI  
RESPONSES OF 4-H MEMBERS REGARDING THE METHOD BY  
WHICH THE WORKBOOK WAS STUDIED AND COMPLETED

N=76

	Frequency	Per Cent
One Section at a Time	31	41
All Sections at Same Time	30	39
Two Sections at a Time	10	13

One cannot overlook that Table XVII indicates that the area meeting could be improved. Untabulated responses of Extension Agents indicate the parts of the meeting that could be improved:

Could be held at night or after school.

Provide a more informal and friendly atmosphere. The boys and girls would respond better, I believe.

It appears to me that age of participating 4-H member is more the determining factor of award presentation rather than qualifications or quality of work, speech, etc.

The panel discussion may not be a true measuring device of the members' progress in the program because of external factors.

The group at the area meeting is too large for individual participation in a panel discussion. We suggest using the noon hour for visiting with contestants in groups of three

or four. Judges could spend ten or fifteen minutes at each table.

I believe it would be good for all state participants to come together. They would benefit from discussing with each other.

TABLE XVII

RESPONSES OF EXTENSION AGENTS REGARDING WHETHER THE AREA  
4-H PERSONALITY IMPROVEMENT MEETING IS BENEFICIAL

N=123

	Frequency	Per Cent
Is Necessary	60	48
Is Adequate as Now Organized	51	41
Could Be Improved	33	27
Is Not Necessary	5	4

Table XVIII reveals that the 4-H members feel that participating on a panel at the Area 4-H Personality Improvement Meeting is of value. Eighty-two per cent indicated that participating on the panel is a way to learn to think and express themselves quickly. The untabulated responses support the tabulated responses in Table XVIII.

Table XIX reveals that the 4-H members feel that giving a talk at the Area 4-H Personality Improvement Meeting is of value. The 4-H members felt that it gives them an opportunity to express themselves

and is one method of expressing their personality to others. Also the untabulated responses indicated that giving a talk at the Area 4-H Personality Improvement Meeting is important. Examples are:

(1) "Shows and tells what we think about personality and our definition and ideas about it." (2) "It is a chance to tell others about what can happen with improved personalities." and (3) "Helps in speaking ability."

Table XVIII and Table XIX indicate that the 4-H respondents feel that the Area 4-H Personality Improvement Meeting is of value to the 4-H members.

TABLE XVIII  
RESPONSES OF 4-H MEMBERS REGARDING THE VALUE OF  
PARTICIPATING ON A PANEL AT THE AREA  
4-H PERSONALITY IMPROVEMENT MEETING

N=76

	Frequency	Per Cent
Is a Way to Learn to Think and Express Myself Quickly	62	82
Is One Method of Expressing My Personality to Others	47	62
Is a Challenge	46	61
Is a Method of Learning to Discuss	40	53
Shows Whether I Can Give and Take in This Type of Situation	35	46
Is Not Necessary	0	0

TABLE XIX

RESPONSES OF 4-H MEMBERS REGARDING THE VALUE OF  
GIVING A TALK ON THE SUBJECT OF PERSONALITY AT  
THE AREA 4-H PERSONALITY IMPROVEMENT MEETING

N=76

	Frequency	Per Cent
Gives Me an Opportunity to Express Myself	54	71
Is One Method of Expressing My Personality to Others	53	70
Shows My Understanding of Personality	40	53
Gives Me Poise	32	42
Is Not Necessary	3	4

Benefits Derived by Participating in the  
4-H Personality Improvement Program

Table XX reveals that 4-H members and Extension Agents feel that the Personality Improvement Program helps boys and girls in many ways. Responses in all areas indicated that 4-H respondents and Extension Agents feel that 4-H members profit from this program.

Untabulated responses of the Extension Agents and 4-H members reveal that the 4-H Personality Improvement Program helps participating boys and girls. Examples of Extension Agents' responses are:

To be more understanding and have more appreciation for their parents.

Helps to develop self-confidence.

Helps to learn to listen.

Examples of 4-H members' responses are:

I feel that it has helped me in all phases of my life.

To enjoy myself and others more.

The tabulated and untabulated responses of the Extension Agents and 4-H respondents are related to the purposes of the 4-H Personality Improvement Program as stated in Chapter I, page 1.

Data in Table XXI indicate that the 4-H Personality Improvement Program is closely correlated with all areas of life. The untabulated responses also expressed this same point of view.

#### Suggestions for Improvements in the 4-H Personality Improvement Program

Regarding a title for the 4-H Personality Improvement Program Table XXII indicates that Extension Agents prefer Personal Development and Personality Improvement. In evaluating responses in relation to title change one may interpret that there is wide acceptance of the program as now named; however, 50 per cent of the Extension Agents preferred to change the title to Personal Development. Table XXII shows the preference of the majority of the 4-H respondents for the title of Personality Improvement Program. Twenty-five per cent preferred Personal Development. In evaluating these titles one may interpret that there is wide acceptance by the 4-H members of the program as now named. Other titles for a personal development program are in Appendix D, page 82.



TABLE XX  
 RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS  
 REGARDING HOW THE 4-H PERSONALITY IMPROVEMENT  
 PROGRAM HELPS BOYS AND GIRLS

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
To Understand (My)Self Better	104	85	67	88
To Have Better Relations with Others	99	80	65	86
To Practice Pleasing Qualities That Make for a Pleasant Personality	97	79	64	84
To Know How To Share in Conversation	89	72	37	49
To Remove Inhibitions of Speaking in Public	87	70	30	39
To Be Able to Accept People As They Are	72	59	43	57
To Forget Their (My) Own Problems and Help Others	69	56	39	51
To Think of the Other Person's Feelings	No Response*		54	71
Did Not Help Me in Any Way	No Response*		1	1

\*Not included on Extension Agent Questionnaire.

TABLE XXI

RESPONSES OF 4-H MEMBERS REGARDING THE AREAS OF LIFE  
WITH WHICH THE 4-H PERSONALITY IMPROVEMENT  
PROGRAM IS CLOSELY CORRELATED

N=76

	Frequency	Per Cent
My Spiritual Activities	55	73
My Other 4-H Projects	60	79
My School Activities	62	82
My Family Relationships	63	83
My Everyday Living	64	84
My Social Activities	65	86

TABLE XXII

RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS  
REGARDING THE TITLE PREFERRED FOR THE 4-H  
PERSONALITY IMPROVEMENT PROGRAM

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
Personal Development	62	50	19	25
Personality Improvement	50	41	43	57
Myself and Others	12	9	5	7
The Real Self	6	4	7	9

Table XXIII reveals that Extension Agents feel that boys and girls are not participating in the 4-H Personality Improvement Program because of the lack of time and not understanding the program. One may interpret this lack of understanding or time to explain the Personality Improvement Program by the resource people as an administrative problem and not related to the value of the program in general. Examples of untabulated responses of Extension Agents related to time regarding 4-H member participation and Extension Agent's time to help are:

4-H Member Participation

Do not get started soon enough. Want to finish it at last minute.

Do not want to take time to fill out the workbook.

Competitive with other activities for the 4-H member's time.

Not interested in anything where extended work or time is involved.

Extension Agent's Time To Help

The Extension Agent does not have adequate time to explain the program to the 4-H members.

Poor sales of program due to lack of time by extension staff. Also some staff are not interested.

Table XXIII also reveals that the program is designed more for individual participation. The number indicating this response warrants study of how to involve group activity in the program. Untabulated responses of Extension Agents indicate that group activity has not been provided to keep up the interest of boys and girls.

Extension Agents' responses in Table XXIII indicate that many 4-H members are not interested or do not know about the 4-H Personality Improvement Program. From the open-end responses one may conclude that when 4-H members are not interested in the program it may be a

combination of the factors presented in Table XXIII.

TABLE XXIII  
 RESPONSES OF EXTENSION AGENTS REGARDING REASONS  
 THAT BOYS AND GIRLS ARE NOT PARTICIPATING IN  
 THE 4-H PERSONALITY IMPROVEMENT PROGRAM

N=123

	Frequency	Per Cent
Not Enough Time	67	54
Do Not Understand the Program	57	46
The Program Is Designed More For Individual Participation	49	40
Not Interested	39	32
Do Not Know About the Program	25	20

The 4-H respondents were asked to respond to an open-end question, "I feel that boys and girls do not participate in the 4-H Personality Improvement Program because . . . ." Seventy-one responded and their responses could be categorized into the classifications presented in Table XXIV. A summary of the 71 responses may be found in Appendix D, page 82.

Table XXIV indicates that Extension Agents feel that the 4-H Self Development Program and the 4-H Personality Improvement Program should

be combined into one program for all ages of 4-H members with appropriate levels of materials. Untabulated responses supporting the combination of the two programs are found in Appendix D, page 82.

A few of the Extension Agents indicated that the Self Development and the Personality Improvement Programs should remain as two separate programs and some of the agents' untabulated responses regarding this are found in Appendix D, page 82.

TABLE XXIV  
RESPONSES OF EXTENSION AGENTS CONCERNING  
THE REORGANIZATION OF THE TWO  
PERSONAL DEVELOPMENT PROGRAMS

N=123

	Frequency	Per Cent
Combined Into One Program For All Ages of 4-H Members with Appropriate Levels of Materials	96	78
Two Separate Programs	27	22

The Extension Agents were asked the question: How can adult leaders best be involved in the 4-H Personality Improvement Program? The 107 responses could be summarized under the comments, leaders must be trained and provide guides for leaders. For a summary of the 107 responses, see Appendix D, page 82.

At the conclusion of the Extension Agent Questionnaire, the Extension personnel were asked to add any suggestions which have not been mentioned in the questionnaire regarding the 4-H Personality Improvement Program. Most of the suggestions made had been mentioned before in responses to other questions. A summary of the 26 suggestions which suggests another idea or re-emphasizes an idea is in Appendix D, page 82.

#### Aids, Techniques, and Resources for Retention of Members in the 4-H Personality Improvement Program

In addition to giving suggestions for improvements of the 4-H Personality Improvement Program, the Extension Agents and 4-H members were asked to respond to what keeps the interest of 4-H members and retains them in the program.

Table XXV reveals that the Extension Agents responded that group discussion was the most desirable technique that keeps the interest of 4-H members in the 4-H Personality Improvement Program. The techniques and aids of workbook, films, magazine articles, role playing, leaflets, books, and skits were indicated with such frequency to merit consideration when planning programs.

Untabulated responses of the Extension Agents support the findings of Table XXV which indicated that all the aids and techniques listed are desirable in keeping the interest of 4-H members.

Another finding presented in Table XXV indicates that the 4-H respondents felt that books, leaflets, and magazine articles were the most desirable aids to keep the interest of 4-H members in the 4-H Personality Improvement Program. Group discussion as a technique was

reported as important. Untabulated responses of the 4-H respondents indicated the type of books that were used and other aids employed by the 4-H members were lectures, panel discussion, and speakers.

TABLE XXV

EXTENSION AGENTS' AND 4-H MEMBERS' EXPRESSION OF  
DESIRABLE AIDS AND TECHNIQUES THAT KEEP THE  
INTEREST OF 4-H MEMBERS AND RETAIN THEM IN  
THE 4-H PERSONALITY IMPROVEMENT PROGRAM

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
Group Discussion	95	77	42	55
Workbook	65	53	38	50
Films	57	46	15	19
Magazine Articles	38	31	53	70
Role Playing	30	24	No Response*	
Leaflets	28	23	54	71
Books	27	22	62	81
Skits	21	17	No Response*	

\*Not included on 4-H Member Questionnaire.

One may interpret that group meetings need to be planned by 4-H leaders, Extension Agents, and junior leaders for 4-H members interested

in the 4-H Personality Improvement Program and these findings could provide a basis for the kinds and varieties of programs for meetings.

Table XXVI reveals that the Extension Agents feel that the major responsibility for working with 4-H members in the 4-H Personality Improvement Program is the responsibility of the Extension Staff, 4-H Leaders, parents, and teachers. Additional untabulated comments from respondents indicated that all the persons listed in Table XXVI should work with 4-H members in the 4-H Personality Improvement Program.

Table XXVI also reveals that 4-H members contacted many people such as mothers, 4-H leaders, doctors, friends, teachers, and fathers while participating in the 4-H Personality Improvement Program for assistance. Untabulated responses indicated that the Extension Agent often was contacted as a resource person. This again indicates the need for in-service training of those already involved in the program.

#### Deterrents to Membership in Personality Improvement Program

Several reasons have been given throughout this study of why boys and girls do not participate in the 4-H Personality Improvement Program. The 4-H respondents were asked to tell about the attitude of their friends who were not participating in the program by indicating the remarks made by these friends.

Table XXVII indicates the remark most often made by those not participating in the 4-H Personality Improvement Program was, "It is too much work." The 4-H respondents' untabulated open-end responses were sometimes positive and sometimes questions which indicated lack of knowledge about the program. Examples of untabulated responses



were:

Positive:

It has really helped you. I think it is a good program.

I am going to work on it next year.

You have come out of your shell.

TABLE XXVI

RESPONSES OF EXTENSION AGENTS REGARDING HUMAN RESOURCES  
THAT HAVE BEEN EFFECTIVE WITH 4-H MEMBERS AND  
RESPONSES OF 4-H MEMBERS REGARDING RESOURCE  
PEOPLE CONTACTED WHILE PARTICIPATING IN THE  
4-H PERSONALITY IMPROVEMENT PROGRAM

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
Extension Staff	110	89	No Response*	
4-H Leaders	108	88	68	89
Mother			71	93
Parents	91	74		
Father			55	73
Teachers	82	67		
Doctors	43	35	64	84
Ministers	30	24	20	26
Counselors	15	12	19	25
Friends	No Response*		58	78

\*Did not have the opportunity to respond.

Questions:

The name of the program sounds too egotistical.

I do not understand the program.

How come I have not heard about it? [sic]

The findings of this study indicate that the lack of knowledge and understanding are reasons why very few 4-H members over the state enroll in the 4-H Personality Improvement Program. Many who enroll are not challenged to participate for a year or even a longer period of time. The findings also indicate that if 4-H members complete the Personality Improvement Program, it contributes to their development regardless of where they may live.

TABLE XXVII

RESPONSES OF 4-H MEMBERS REGARDING REMARKS MADE  
BY FRIENDS WHO WERE NOT PARTICIPATING IN THE  
4-H PERSONALITY IMPROVEMENT PROGRAM

N=76

Remarks	Frequency	Per Cent
It Is Too Much Work	46	61
Wish I Could Participate	18	24
Sounds Great	16	21
What Is Wrong With Your Personality?	14	18
That Is For Kids	5	7

## CHAPTER V

### SUMMARY, FINDINGS AND RECOMMENDATIONS

The major purposes of this study were to evaluate the 4-H Personality Improvement Program in light of the reactions and responses of County Extension Personnel and 4-H boys and girls who are enrolled in the Personality Improvement Program as they now see it and to compile background data on the program.

Two questionnaires were developed and utilized to solicit responses and reactions regarding the 4-H Personality Improvement Program. The questionnaires were mailed to 100 4-H members who were enrolled in the Personality Improvement Program and 220 County Extension Agents. The final sample was the responses of 76 4-H members and 123 County Extension Agents.

The data obtained from the questionnaires were analyzed by frequency counts and percentages and presented as follows: (1) Background information on the program in general such as: (a) number enrolled in the 4-H Self Development Program for ten-, eleven-, and twelve-year-olds for a three-year period; (b) number of 4-H members who started the 4-H Personality Improvement Program; (c) number who completed the program on the county level; (d) number of 4-H members who participated in the Area 4-H Personality Improvement Meetings; and (e) number of years 4-H members had participated in the 4-H Personality Improvement Program. (2) Evaluation of the Personality Improvement Program. (3) Evaluation

of the Personality Improvement Workbook. (4) Evaluation of the Area 4-H Personality Improvement Meeting. (5) Benefits derived from the Personality Improvement Program. (6) Suggestions for improvements from County Extension Personnel and 4-H members.

### Findings

#### Self Development Program

(1) The enrollment in the 4-H Self Development Program gradually declines from the ten-year-old age group to the twelve-year-old age group.

(2) Sixty-four per cent of the 76 4-H respondents had participated in the 4-H Self Development Program one, two, or all three years. Thirty-six per cent indicated they had never enrolled in the program.

(3) Reasons given by the 4-H respondents for not participating in the 4-H Self Development Program were: (a) The 4-H members did not know about and did not understand the program; (b) the need for adult assistance; (c) lack of interest; and (d) lack of time.

#### Personality Improvement Program

(1) Enrollment in the 4-H Personality Improvement Program declines considerably when compared to the enrollment in the 4-H Self Development Program.

(2) Approximately 29 per cent of enrollees drop out of the 4-H Personality Improvement Program before completing the first year program.

(3) The enrollment in the 4-H Personality Improvement Program is

mostly freshmen and sophomores.

(4) The 123 Extension Agents indicated that the 4-H Personality Improvement Program is a desirable and needed project, but needs some revision.

(5) The major responsibility for influencing, interpreting, and assisting the 4-H Personality Improvement Program to 4-H members rests with the 4-H leaders, 4-H members, and Extension Agents.

(6) There is value in explaining the 4-H Personality Improvement Program to 4-H members at various times during the year.

(7) Relationship with others and wanting to improve and understand self were most often the bases for enrollment in the 4-H Personality Improvement Program.

(8) The most effective way for 4-H members to participate in the 4-H Personality Improvement Program is a combination of individual and group activity.

(9) Three and four years were given as the most appropriate length of enrollment in the 4-H Personality Improvement Program to derive maximum benefits.

(10) Material awards were reported to be a good incentive in the 4-H Personality Improvement Program.

#### Personality Improvement Workbook

(1) Extension Agents indicated that the retention of all the specific subject matter sections of the Personality Improvement Workbook is important, but need more depth.

(2) The 4-H members ranked the subject matter sections as follows: Understanding Self, Character, Relationship With Others,

Expression, Health, Manners, and Grooming and Appearance.

(3) Both groups of respondents indicated that the Personality Improvement Workbook needs some revision.

(4) Both groups of respondents indicated that one year was the desirable time needed for completing the 4-H Personality Improvement Workbook.

(5) The 4-H members indicated that there is much flexibility in studying and completing the Personality Improvement Workbook.

#### Area 4-H Personality Improvement Meeting

(1) There is a limited participation in the Area 4-H Personality Improvement Meeting by 4-H members.

(2) Extension Agents indicated that the Area 4-H Personality Improvement Meeting is necessary and is adequate as now organized.

(3) The 4-H respondents indicated that the Area 4-H Personality Improvement Meeting is of value.

#### Suggestions for Improvement of the Personality Improvement Program

(1) The Extension Agents preferred the title Personal Development for the personality program.

(2) The 4-H members preferred Personality Improvement as the title.

(3) Both the groups reported that 4-H members' lack of interest in the 4-H Personality Improvement Program is a combination of the following factors: Not enough time; not knowing about or understanding the program; the program being designed more for individual participation; and involving too much work.

(4) Extension Agents indicated that the 4-H Self Development Program and the 4-H Personality Improvement Program should be combined into one program for all ages of 4-H members with appropriate levels of materials.

(5) Extension Agents indicated that leaders should be trained before they can be of assistance in the 4-H Personality Improvement Program. They also indicated a need for a Leader's Guide.

(6) Both groups of respondents reported that desirable techniques and aids that assist in keeping the interest of 4-H members in the 4-H Personality Improvement Program are group discussion, books, leaflets, magazine articles, and films.

#### Recommendations

The findings of the study indicate that the 4-H Personality Improvement Program is of value to 4-H members, but the findings seem to imply that: (1) The subject matter sections of the personality workbook need more depth; (2) the title of the program is a hindrance to some 4-H members who never participate; (3) individual and group activities and group meetings need to be an additional part of the program on the county and local level; (4) in-service training is needed for 4-H leaders, 4-H members, County Extension Agents, and other resource people; and (5) there is a need for better communication between the State 4-H Staff, County Extension Personnel, 4-H leaders, and 4-H members about the program.

In light of these implications the investigator makes the following recommendation:

(1) That a committee be organized with members as follows: the Extension Family Life Specialist, resource people in the areas of family relations and child development and representatives from the state 4-H staff, district staff, county staff, and 4-H members to do the following:

(a) Consider the combination of the Self Development Program for the ten-, eleven-, and twelve-year-olds and the Personality Improvement Program.

(b) Revise the Self Development and Personality Improvement Workbooks in light of the decision to combine or not combine the two programs.

(c) Plan for a packet of materials to supplement the Personality Workbook for 4-H members. This packet would include paperback books, ideas for individual and group activities, and reading reference lists that would provide material to challenge the 4-H enrollee.

(d) Develop a leader's guide and packet materials which would include in addition to materials in the packet for 4-H members, ideas for group meetings and suggestions for techniques and human resources.

(e) Further consideration concerning a change of title for the program.

(f) Plan in-service training for 4-H leaders, 4-H members, County Extension Agents, and other resource people.

(g) Prepare a one-page leaflet which describes the Personality Improvement Program.



(h) Work with the Public Information Department in preparing a film or slides which would describe the Personality Improvement Program.

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APPENDIX A

**COOPERATIVE EXTENSION SERVICE****OKLAHOMA STATE UNIVERSITY****DIVISION OF AGRICULTURE****UNIVERSITY EXTENSION****BOX 1006, STILLWATER**

August 10, 1967

Dear

Our records show that you have participated in the 4-H Personality Improvement Program. Because of your knowledge about the program you have been selected to help us evaluate it.

You can do this by completing the enclosed questionnaire. Follow the instructions on the first page. If you find statements which are not clear, feel free to tell us about it by writing your question beside the statement.

An addressed stamped envelope is provided for you to return the questionnaire.

Your assistance is appreciated very much.

Sincerely yours,

Mary Sue McBroom, Assistant  
State 4-H Club Leader

MSM:lmf  
Enclosure

## EVALUATION OF 4-H PERSONALITY IMPROVEMENT PROGRAM

County \_\_\_\_\_ Age \_\_\_\_\_ No. of years in 4-H \_\_\_\_\_ Sex \_\_\_\_\_

Grade \_\_\_\_\_ No. of years in Personality Improvement Program \_\_\_\_\_

No. of times participated in Area Personality Improvement Program \_\_\_\_\_

Instructions: Check the answer or answers that express your feelings about the following statements. If your answer is not listed, please write in space provided.

## I. Self Development Program

1. I have completed the Self Development Program for:

\_\_\_\_\_ 10-year-olds

\_\_\_\_\_ 11-year-olds

\_\_\_\_\_ 12-year-olds

\_\_\_\_\_ all three

\_\_\_\_\_ none

2. I did not complete the Self Development Program for 10-, 11-, 12-year-olds because:

\_\_\_\_\_ of lack of interest

\_\_\_\_\_ program too complicated

\_\_\_\_\_ did not have time

\_\_\_\_\_ material not interesting

\_\_\_\_\_ needed adult assistance

other reasons are:

## II. Personality Improvement Program

3. The events or experiences that influenced me to participate in the 4-H Personality Improvement Program are:

\_\_\_\_\_ my relationship with others

\_\_\_\_\_ wanting to understand my true self

\_\_\_\_\_ need for understanding myself on occasions

\_\_\_\_\_ need to develop courage to speak my convictions

other personal reasons are:



### III. Personality Improvement Workbook

9. Listed below are the sections of the 4-H Personality Improvement Workbook. Rank them in order of importance to you.

___ Health	___ Character
___ Grooming and Appearance	___ Understanding Self
___ Expression	___ Relationship with Others
___ Manners	

Your reasons for your ranking are:

List other areas in personality that you feel should be included in the program.

10. I have completed \_\_\_one \_\_\_two \_\_\_three \_\_\_four of the Personality Improvement Workbooks.

11. I have started \_\_\_one \_\_\_two \_\_\_three \_\_\_four 4-H Personality Improvement Workbooks.

12. The 4-H Personality Improvement Workbook:

\_\_\_ takes too much time

\_\_\_ is for young children

\_\_\_ is a guide for the study of personality

\_\_\_ is too complicated

\_\_\_ made me more conscious of pleasing qualities that make for a pleasant personality

\_\_\_ made me aware of the various areas of personality

\_\_\_ is not interesting

\_\_\_ helped me understand my problems

\_\_\_ gave me the opportunity to think about personality

other ways are:





## V. Influence of People

18. People I contacted while participating in the 4-H Personality Improvement Program were:

<input type="checkbox"/> 4-H leaders	<input type="checkbox"/> doctor
<input type="checkbox"/> teachers	<input type="checkbox"/> my father
<input type="checkbox"/> my mother	<input type="checkbox"/> friends
<input type="checkbox"/> minister	<input type="checkbox"/> counselor

other people were:

19. Remarks made by my friends that were not participating in the 4-H Personality Improvement Program were:

what is wrong with your personality!?

that's for kids

sounds great

wish I could participate

it's too much work

List any statement you have heard:

## VI. Area 4-H Personality Improvement Meeting

20. Participating on a panel at the Area 4-H Personality Improvement Meeting:

is a challenge

is not necessary

is one method of expressing my personality to others

is a method of learning to discuss

is a way to learn to think and express myself quickly

shows whether I can give and take in this type of situation

other reasons are:

21. Giving a talk on personality at the Area 4-H Personality Improvement Meeting:

\_\_\_ is one method of expressing my personality to others

\_\_\_ is not necessary

\_\_\_ gives me poise

\_\_\_ gives me an opportunity to express myself

\_\_\_ shows my understanding of personality

other reasons are:

VII. Benefits Derived from 4-H Personality Improvement Program

22. The 4-H Personality Improvement Program fits into:

\_\_\_ my other 4-H projects      \_\_\_ my social activities

\_\_\_ my family relationships      \_\_\_ my spiritual activities

\_\_\_ my everyday living      \_\_\_ my school activities

List others:

23. The 4-H Personality Improvement Program helped me:

\_\_\_ to remove inhibitions of speaking in public

\_\_\_ to have better relations with others

\_\_\_ to know how to share in conversations

\_\_\_ to practice pleasing qualities that make for a pleasant personality

\_\_\_ to forget my own problems and help others

\_\_\_ to think of the other person's feelings

\_\_\_ to be able to accept people as they are

\_\_\_ to understand myself better

\_\_\_ did not help me in any way

other ways are:

## VIII. Suggestions for Changes

24. The name I would prefer for the 4-H Personality Improvement Program is:

Myself and Others

Personality Improvement Program

The Real Self

Personal Development

List other titles you would like to have the program called:

25. I did not participate in the 4-H Personality Improvement Program because:

I did not have the opportunity

I was not interested

I did not understand the program

I did not know about the program

other reasons are:

26. I feel that boys and girls do not participate in the 4-H Personality Improvement Program because:

**APPENDIX B**

**COOPERATIVE EXTENSION SERVICE****OKLAHOMA STATE UNIVERSITY****DIVISION OF AGRICULTURE****UNIVERSITY EXTENSION****BOX 1008, STILLWATER**

October 27, 1967

To All County Extension Personnel

Dear Co-Worker:

As you know we are evaluating several aspects of the 4-H Program in Oklahoma. Miss Mary Sue McBroom, Assistant State 4-H Leader, is on sabbatical leave this year pursuing studies in Family Relations and Child Development at Oklahoma State University. Her research for a Master's Thesis will be an evaluation of the 4-H Personality Improvement Program.

We feel that you can be of great assistance to Mary Sue and the 4-H Staff since you are involved in the program. Your reaction and comments are highly valued.

Please complete the enclosed questionnaire following the instructions on the first and second pages and return to the State 4-H Department by November 25, 1967. Thank you for your cooperation. The results will be shared with you when completed.

Sincerely yours,

A handwritten signature in cursive script that reads "Eugene Williams".

Dr. Eugene Williams, State  
4-H Program Leader

## EVALUATION OF 4-H PERSONALITY IMPROVEMENT PROGRAM

County \_\_\_\_\_ Name \_\_\_\_\_

Instructions: Please answer the questions with data you have from records in your office.

## I. Background Data

## A. Self Development Program

Number enrolled in the 4-H Self Development Program in the three-year period, 1965-1967, by age groups:

10-year-olds	11-year-olds	12-year-olds
____ 1965	____ 1965	____ 1965
____ 1966	____ 1966	____ 1966
____ 1967	____ 1967	____ 1967

## B. Personality Improvement Program

1. Number of 4-H members who started the 4-H Personality Improvement Program in:

\_\_\_\_ 1965                      \_\_\_\_ 1966                      \_\_\_\_ 1967

2. Number of 4-H members who completed the 4-H Personality Improvement Program on the county level, but did not attend the Area 4-H Personality Improvement Meeting:

\_\_\_\_ 1965                      \_\_\_\_ 1966                      \_\_\_\_ 1967

3. Number of 4-H members who participated in the Area 4-H Personality Improvement Meeting in:

\_\_\_\_ 1965                      \_\_\_\_ 1966                      \_\_\_\_ 1967

4. Number of 4-H members who participated in the 4-H Personality Improvement Program on the county level for:

\_\_\_\_ one year                      \_\_\_\_ three years  
 \_\_\_\_ two years                      \_\_\_\_ four years





4. The 4-H members have opportunity to become interested in the 4-H Personality Improvement Program through:

the influence of other 4-H members  
 an interest in understanding others and self better  
 the influence of parents  
 the influence of other family members  
 the influence of Extension Personnel  
 the influence of adult 4-H Leaders

Other ways to interest 4-H members are:

5. Participation in the 4-H Personality Improvement Program to be most effective should be:

individually                       individual & group activity  
 a group activity                      Other ways:

6. A 4-H member to acquire mastery of the 4-H Personality Improvement Program should be enrolled and participate:

one year                               three years  
 two years                               four years or longer

7. Material awards in the 4-H Personality Improvement Program are:

necessary                               a good incentive  
 not necessary                               a detriment

Other reasons are:

C. Personality Improvement Workbook

1. Listed below are the sections of the 4-H Personality Improvement Workbook. Indicate with a NO sections that should be deleted and with a YES for sections that should be retained:



magazine articles                       skits  
 leaflets                                       role playing

Others are:

5. Human resources in your county that have worked with 4-H members in the 4-H Personality Improvement Program are:

4-H leaders                                       doctors  
 teachers     ministers  
 parents     counselors  
 Extension Staff                              Other people are:

D. Area 4-H Personality Improvement Meeting

The Area 4-H Personality Improvement Meeting:

is necessary                                       could be improved  
 is not necessary                                       is adequate as now organized

Further suggestions regardless of checked item:

E. Benefits Derived From 4-H Personality Improvement Program

The 4-H Personality Improvement Program helps boys and girls:

to remove inhibitions of speaking in public  
 to have better relations with others  
 to know how to share in conversation  
 to practice pleasing qualities that make for a pleasant personality  
 to forget their own problems and help others  
 to be able to accept people as they are  
 to understand self better

Other benefits are:

F. Suggestions for Improvement of 4-H Personality Program

1. The name I would prefer for the 4-H Personality Improvement Program is:

Myself and Others

Personality Improvement Program

The Real Self

Personal Development

List other titles you feel would be appropriate:

2. Reasons that boys and girls are not participating in the 4-H Personality Improvement Program are:

not enough time

not interested

do not understand the program

do not know about the program

the program is designed more for individual participation

Other reasons are:

3. The 4-H Self Development Program and the 4-H Personality Improvement Program should be:

combined into one program for all ages of 4-H members with appropriate levels of materials

two separate programs

Any other reactions to the programs:

4. How can adult leaders best be involved in the 4-H Personality Improvement Program?

5. Please add any suggestions which have not been mentioned in the questionnaire regarding the 4-H Personality Improvement Program.

**APPENDIX C**

TABLE XXVIII

RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING THE OPPORTUNITIES 4-H MEMBERS  
HAVE TO BECOME INTERESTED IN THE 4-H PERSONALITY IMPROVEMENT PROGRAM

	Extension Agents		4-H Members	
	N=123		N=76	
	Freq.	%	Freq.	%
The Influence of Other 4-H Members	99	80	No Response*	
The Influence of Extension Personnel	91	74	53	70
The Influence of Adult 4-H Leaders	77	63	21	28
An Interest in Understanding Self and Others Better				
My Relationship With Others			53	70
Understanding Self	49	40	45	59
The Influence of Parents				
My Mother			38	50
My Father	40	33	15	20
My Sister			12	16
The Influence of Other Family Members				
My Brother	29	19	6	8
Need To Develop Courage To Speak My Convictions			No Response*	
A Friend			No Response*	

\*Did not have the opportunity to respond to the question.

TABLE XXIX

RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING PARTICIPATION  
IN THE 4-H PERSONALITY IMPROVEMENT PROGRAM

Extension Agents' Regard for the Most Effective Way To Participate in the 4-H Personality Improvement Program N=123			4-H Members' Regard of How They Participated in the 4-H Personality Improvement Program N=76		
	Freq.	%		Freq.	%
Individual and Group Activity	104	85	Individually	55	72
Individually	13	11	Individual and Group Activity	18	24
A Group Activity	6	5	A Group Activity	3	4

TABLE XXX

RESPONSES OF EXTENSION AGENTS' AND 4-H MEMBERS'  
 EXPRESSION OF FEELINGS CONCERNING THE 4-H  
 PERSONALITY IMPROVEMENT WORKBOOK

	<u>Extension Agents</u>		<u>4-H Members</u>	
	N=123		N=76	
	Freq.	%	Freq.	%
Makes Young People (Me) Aware of the Various Areas of Personality	70	57	50	66
Made Me More Conscious of Pleasing Qualities That Make for a Pleasant Personality	No Response*		65	86
Takes Too Much Time	61	50	4	5
Gave Me the Opportunity To Think About Personality	No Response*		54	71
Helped Me Understand My Problems	No Response*		51	67
Is a Guide for the Study of Personality	43	34	51	67
Have Too Much Fill In Space	30	24	No Response*	
Is Too Complicated	21	17	0	0
No Response from 4-H Members	18	15	No Response*	
Does Not Have Ideas for Activities	8	7	No Response*	
Is for Young Children	2	1.6	2	3
Is Not Interesting	No Response*		2	3

\*Did not have the opportunity to respond to the question.



TABLE XXXI

RESPONSES OF EXTENSION AGENTS AND 4-H MEMBERS REGARDING  
TIME FOR COMPLETION OF THE PERSONALITY WORKBOOK

Extension Agents' Regard for Desirable Time A 4-H Member Should Complete a Personality Workbook N=123			4-H Members' Regard for Amount of Time Used To Complete the 4-H Personality Workbook N=76		
Time	Frequency	Per Cent	Time	Frequency	Per Cent
One Week	1	.8	One Day	0	0
One Month	3	2.4	One Week	5	7
Three Months	9	7	One Month	4	5
Six Months	35	28	Three Months	18	24
One Year	69	56	Six Months	16	21
Two Years	8	7	One Year	31	41
Three Years	2	1.6	Two Years	1	1
Four Years or Longer	2	1.6			

**APPENDIX D**

EXAMPLES OF EXTENSION AGENTS' RESPONSES REGARDING  
JUSTIFICATION AND NEEDED REVISIONS OF THE 4-H  
PERSONALITY IMPROVEMENT PROGRAM

Justification:

All young people need to learn more about themselves.

Everyone is benefited by the program, both the members and those with whom they come in contact.

Personality Improvement is not stressed in other education endeavors.

Revision:

I feel that the program needs revision, but not extensively. The area book needs to be shortened and perhaps another book or an added section just for state participation.

Too many books to fill out.

The Personality Improvement Program should meet the needs of every age group involved. I feel the program needs extensive revision because of the repetition of the material for each year's work. This causes those enrolled to lose interest.

It would be desirable to have a leader's guide and bibliography of related literature.

Several of the 4-H members have mentioned that the title holds certain stigmas.

The completion of the program comes at a bad time of the year. The book is difficult to complete and very time consuming.

Possibly some filmstrips, slides, or a movie on this program could illustrate what is to be done, how to do it, and end result desired.

EXAMPLES OF EXTENSION AGENTS' RESPONSES REGARDING  
THE 4-H PERSONALITY IMPROVEMENT WORKBOOK

Importance of the Workbook:

All the workbook is necessary.

Those who finish the workbook are very complimentary of the program.

Those who really let themselves get involved always find time to complete the workbook.

Needed Revisions:

Delete the physical examination that is required.

Spread out over too long of a period of time.

Needs ideas for activities.

Those who begin and drop out say it is too time consuming and has too much fill in space.

The workbook is too personal and repetitious.

Many 4-H members feel that the workbook is very difficult to fill out.

SUGGESTED TITLES FOR THE 4-H PERSONALITY IMPROVEMENT  
PROGRAM BY EXTENSION AGENTS AND 4-H MEMBERS

Extension Agents

Taking a Look at Myself

The Real Me

The Development of Me, Myself, and I

The Study of the Science of Personality Development

Personality Development

Self Development

Adult Life Preparation

Mr. or Miss Teenager Prepares for Adult Life

Improving Myself

Study of Arts and Science of Self-Improvement

4-H Members

Who Are You?

Understanding Myself and Others

Your Opportunities Unlimited

Personality and You

Personality Unlimited

The Challenge

Wake Up, Be Yourself

Join the Personality Improvement Bunch

Improvement Bound

Hey, Look at Me Now

Project You

You, Me, Myself, and I

EXAMPLES OF SEVENTY-ONE 4-H MEMBERS' RESPONSES TO  
THE STATEMENT "4-H MEMBERS FEEL THAT BOYS AND  
GIRLS DO NOT PARTICIPATE IN THE 4-H  
PERSONALITY IMPROVEMENT PROGRAM  
BECAUSE:"

1. Too much work.
2. Feel that their personality is all right.
3. They do not realize the wealth of knowledge they can gain.
4. Do not realize that the program is a part of the 4-H program.
5. The program cannot be finished in a short time.
6. They are not aware of the program.
7. They have not been encouraged to participate.
8. They do not understand the program and its purposes.
9. The program needs more support of extension agents, 4-H leaders, and 4-H members.
10. They are afraid that their faults will show in their personality.
11. The program is not presented in an interesting way.
12. The title scares them, especially the boys.
13. The program is usually carried out individually.
14. Not as much emphasis has been put on the program as on many of the other 4-H projects by 4-H members, leaders, and extension agents early in the club year.
15. They do not have enough adult leadership (actual help and interest).
16. They need forced involvement to get interested. Then real self-interest takes place.
17. The program begins too late in 4-H club work.
18. The program is not listed on the 4-H enrollment card.
19. The program is not publicized enough.
20. Do not have time.
21. Disinterest.

22. Dentist and doctor examination hinders some.
23. They think it is sissy, especially the boys.
24. Many do not care enough to help themselves.

EXAMPLES OF EXTENSION AGENTS' RESPONSES REGARDING  
COMBINATION OF THE 4-H PERSONALITY IMPROVEMENT  
PROGRAM AND SELF DEVELOPMENT PROGRAM

Combination

Why wait until 14 years of age to start the personality program.

One, program, if materials can be prepared for different age groups such as elementary, junior high and high school.

One program with graded materials and Leader's Guide.

The 4-H members do need to be introduced to self improvement before they reach high school age and have become set in their behavioral pattern.

Combined with the reservation that there not be a lot of repetition.

Two Separate Programs

I have felt that the self development program led directly into the Personality Improvement Program and that this is good.

I do not believe the programs for two age groups could be effectively combined.

Very good as now programed, but think improvement lies with better planning at county level.

Older girls and boys like it. It is programed for them alone and not for younger ages. It is something for growing up.

EXAMPLES OF EXTENSION AGENTS' RESPONSES TO THE QUESTION  
"HOW CAN ADULT LEADERS BEST BE INVOLVED IN THE  
4-H PERSONALITY IMPROVEMENT PROGRAM?"

Positive Comments

Must be trained. Guides for leaders.

Encouraging participants to tell others of the opportunities offered.

Encouraging parents to help their children.

Personal attention to 4-H members.

Accompanying members to area meetings.

Be a project leader. Have a project club and have occasional sessions with members.

Assist with evaluation of participants on local, county, and area level.

Conduct workshops on local level.

Assist with county workshops in area of their interest lies.

Be a resource person.

Present programs of special interest.

Plan programs.

Counsel with individual 4-H members.

Complete workbook themselves.

Contact speakers.

Explain program.

Negative Comments

They are already overloaded.



EXAMPLES OF EXTENSION AGENTS' SUGGESTIONS REGARDING  
THE 4-H PERSONALITY IMPROVEMENT PROGRAM

1. We use the panel for civic groups and council meetings. It has been our most popular program for County Extension Homemaker groups.
2. This is a program that we need to apply more emphasis and correlate with all programs. In this way each project can be used. We need it.
3. We need some way to enroll 4-H members on a group basis with specific reference reading.
4. It would help to have all or at least a part of the listed reference material available in each Extension Center for distribution to members enrolled in this project.
5. It has been assumed that all state awards in this program have been given college Freshmen. We feel that this is not a necessary requirement and that many high school students would qualify for this award. This change in turn could be very helpful among other fellow members.
6. This program is forgotten because of time, but it should be carried out. We are using a 4-H personality participant to reach others this year.
7. This program has been used with church youth groups, home economics classes, and other groups enthusiastically.
8. Those competing for state awards often give their talk in the area contest. It seems to me that one state contest for all state participants would be better.
9. The program might be promoted somewhat as a project club for older youth. The meetings could be in order of social activities, at which there were films, discussion groups and role playing as part of the entertainment. Local adults, such as doctors and counselors, might be included as speakers or discussions leaders.
10. Boys, in particular, have been reluctant to take on a "Personality" project. I think a more subtle project name would be of some help.
11. The idea of a county chairman for this program appeals to me.
12. A personal letter of encouragement and congratulations to all of the participants in the 4-H Personality Improvement Program.

13. A letter of congratulations for their participation even though they do not win the area contest. This letter should come from state office.
14. Maybe a leaflet to explain to leaders or members the program and how to proceed. It seems as if an intermediate workbook could be developed for 13-14 age level as a transition between the Self Development program and Personality Improvement program.
15. The workbook is very difficult to fill out and very time consuming. Some of the methods of scoring in the book is confusing and often done incorrectly.
16. The sections in the workbook could be shorter. Separate books for boys and girls might be appropriate. The psychological effect of looking at a lot of fill in space hinders some people.

VITA

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Master of Science

Thesis: EVALUATION OF THE 4-H PERSONALITY IMPROVEMENT PROGRAM BY  
COUNTY EXTENSION PERSONNEL AND 4-H MEMBERS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Sentinel, Oklahoma, January 21, 1940, the daughter of B. C. and Blanche McBroom.

Education: Attended grade school at Port, Route 1, Sentinel, Oklahoma; graduated from Port High School in 1958; received the Bachelor of Science Degree in Vocational Home Economics from Oklahoma College of Liberal Arts, Chickasha, Oklahoma, in July, 1961; completed the requirements for the degree of Master of Science in Family Relations and Child Development in July, 1968.

Professional Experience: Served as Assistant Home Demonstration Agent, Walters, Oklahoma, in 1961, Assistant Home Demonstration Agent, Hobart, Oklahoma, 1962-1964, and Assistant State 4-H Club Leader, Stillwater, Oklahoma, 1964-1967.

Organizations: Oklahoma Home Economics Association, American Home Economics Association, Phi Upsilon Omicron.