

MEMBER AND PARENT PERCEPTIONS OF THE  
FOUR-H PROGRAM ON THE DEVELOPMENTAL  
TASKS OF YOUNG MEMBERS

By

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## INTRODUCTION

The 4-H program is America's largest out of school educational program ("4-H Nation's," 1986; Oklahoma Cooperative Extension Service [OCES], 1981), with over 4,300,000 total youth participating in 4-H programs in 1985 (United States Department of Agriculture [USDA], 1985). The 4-H program is designed to provide youth ages 9 through 19 with a learn-by-doing opportunity in total development--personal growth in knowledge, life skills, and attitudes (OCES, 1976).

Two of the educational goals and objectives of the 4-H program are (1) learning to respect and get along with others, and (2) developing and practicing responsible skills related to environmental factors which include the home, peer groups, community, and the socioeconomic differences in the family (USDA, 1976; USDA, 1984). Educational opportunities learned in youth organizations are often transferred to social activities, and that performance is positively related to the performance in that area in adolescence and subsequent stages (Havighurst, 1956).

The Cooperative Extension Service and the 4-H organization have used the developmental task concept for many years in designing their programs and objectives

(Havighurst, 1956). Becoming an active, cooperative family member, and extending these abilities by relating effectively to others are developmental tasks of the 9 through 12 year old (Duvall, 1977). The family has the most influence on the social direction a child takes and maintains throughout life. The family provides the child his or her first experience in social living (Havighurst & Taba, 1963).

This study looked at the 9 through 12 year old 4-H member and specifically tried to identify how the 4-H family and their involvement in the 4-H program related to achievement of developmental tasks that are associated with family and social interaction skills.

This thesis format represents a deviation from the usual Graduate College style. Embedded within the thesis is, in effect, a complete manuscript prepared for journal submission in accordance with the Publication Manual of the American Psychological Association (Third Edition). The manuscript forms the body of the thesis, with pages 5 to 33 of the thesis constituting the cover page through page 33 of the manuscript.

The purposes and functions of a manuscript and a thesis are somewhat different. A thesis often contains a variety of information, data, and materials that typically would not be included in a manuscript to be submitted for publication. To make the thesis complete, these items



have been inserted in the Acknowledgments, in the Introduction, or in the Appendices. Thus, it is hoped that this format will offer advantages to the reader, to the authors, and ultimately to the discipline without any corresponding loss of the strengths of the traditional thesis format.

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Member and Parent Perceptions of the  
Four-H Program on the Developmental  
Tasks of Young Members

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## Abstract

This study investigated the relationship between various degrees of involvement in the 4-H program, by 9 through 12 year olds, and achievement of social and family related developmental tasks. Parent and child comparisons of developmental task obtainment was also investigated. Subjects were 111 male and female 9 through 12 year old 4-H members and 43 of their parents. All were involved in the Payne County, Oklahoma community 4-H club programs. The 4-H Research Project Questionnaire was administered at each participating 4-H club meeting over an approximate one month period. Members in this study indicated that 4-H participation did aid in positive development of social and family relationship tasks. The younger the member, the closer he or she feels to his or her family, and the happier he or she is sharing plans and ideas with the family. In a comparison of member and parent mean scores, youth indicated a higher level of social development than the parents had anticipated. Results of a comparison between 4-H members and parents on family tasks suggest that parents overestimated their children's responses in this area. It was concluded that 4-H participation does assist in developmental task achievement, and that the younger the 4-H member, the more likely he or she is to report being happy and content at home and with family members.

Member and Parent Perceptions of the  
Four-H Program on the Developmental  
Tasks of Young Members

There are nine developmental tasks of the 9 through 12 year old child cited by Duvall (1977). This study focused on two developmental tasks; social development and cooperative family relations. The success of these two developmental tasks characterize the child's ability to cooperate and accept others, both within the family and in society.

The major goal of this study was to investigate the relationship between various degrees of involvement in the 4-H program, and achievement of social and family developmental tasks. The specific age range investigated was 9 through 12.

Four-H is America's largest out of school educational program ("4-H Nation's," 1986; Oklahoma Cooperative Extension Service [OCES], 1981), with over 4,300,000 total youth participating in 4-H programs (United States Department of Agriculture [USDA], 1985). The 4-H program is designed to provide youth ages 9 through 19 with a learn-by-doing opportunity in total development (OCES, 1976). Four-H supports the growth and development of families (OCES, 1981). The four H's of the 4-H program represent the head, hands, heart, and health. These factors signify the 4-H programs' concern for total

development of the individual (OCES, 1976).

The mission of the 4-H program is, "to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self directing, productive, and contributing members of society" (USDA, 1984, p.4). Two of the educational goals and objectives of the 4-H program are (1) learning to respect and get along with others, and (2) develop and practice responsible skills related to environmental factors which include the home, peer groups, community, and the socioeconomic level of the family (USDA, 1976; USDA, 1984). Educational opportunities learned in youth organizations are often transferred to social activities, and that performance is positively related to the performance in adolescence and subsequent stages (Havighurst, 1956).

The Cooperative Extension Service and the 4-H organization have used the developmental task concept for many years in designing their programs and objectives (Havighurst, 1956). Havighurst suggests that a developmental task is a learning factor or event which occurs in the life of a person. Successful achievement normally leads to success with future tasks, while failure in accomplishing a task may lead to difficulty with later tasks. Becoming an active, cooperative family member, and extending these abilities by relating effectively with others, are developmental tasks of the 9 through 12 year old (Duvall,

1977). The family influences the social direction a child takes and maintains throughout life. The family provides the child with his or her first experience in social living (Havighurst & Taba, 1963).

In 1983, 60% of the nation's 4-H enrollment consisted of youth ages 9 through 11 years old (USDA, 1984). At this time in a young person's life, organized groups and clubs become important. Organizations such as 4-H provide numerous creative activities for young people as they become enthusiastic about their future (Elkind, 1971). It is a stage when the child learns to win recognition by producing, and doing things with and beside others becomes socially important (Erikson, 1963).

The purpose of the study reported here was to look at the 9 through 12 year old 4-H member and specifically identify how the 4-H family and their involvement in the 4-H program is related to achievement of developmental tasks that are associated with family and social development. With these research efforts we intended to provide an understanding of youth development and suggest that the Cooperative Extension Service has used the developmental task concept in devising program objectives which have assisted youth in their maturation process.

Based on data gathered using the 4-H Research Project Questionnaire (see Appendix B), we hypothesized:

1. Children ages 9 through 12 who indicate greater participation in 4-H club programs will show more success in accomplishing cooperative family relationships and social maturation tasks than children with less participation.
2. Older 4-H members will have greater success than younger 4-H members in their achievement of developing cooperative family relationships and social maturation.
3. Parent and child perceptions of developmental task achievement will be similar.

#### Method

##### Subjects

The sample consisted of boys and girls enrolled in Payne County 4-H community club programs. The age range was 9 through 12 years old. Total Payne County 4-H enrollment of members ages 9 through 12 at the time of data collection was 153 boys and 179 girls, for a total of 332 members. For this study, 46 boys and 65 girls, or a total of 111 subjects (33.43 percent of the members ages 9 through 12) participated. All children who consented to participate met the age requirements and attended the 4-H meeting when the questionnaire was administered.



Results indicate that while over 67 percent of the sample lived on the farm or in a rural area, only 13.5 percent of their families were farming full time. Families averaged 2.7 children per family and 85.5 percent of the member respondents were either the first or second born child. The participants also reported siblings were often in 4-H, with a 44.1 percent majority indicating sibling 4-H memberships (see Table 1).

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Insert Table 1 about here

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All attending parents of 9 through 12 year old members were asked to fill out a corresponding questionnaire. Total parent participation was 8 male and 35 female for a total of 43 respondents.

The educational level of parent participants ranged from those who did not graduate high school to 86 percent of the fathers and mother having attended or graduated college. Children's perceptions of their parents educational level differed from parent responses. Four-H members did not rank their parents educational level as high as parents did. This also suggests that parents attending the meeting with their children may have a higher educational achievement level than parents who do not attend (see Table 2).

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Insert Table 2 about here

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Occupations of parents were grouped into six general categories. Respondents identified both their occupation and that of their spouse. Over 88 percent reported their marital status as married (see Table 3).

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Insert Table 3 about here

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Family involvement is an important aspect of the 4-H program. Many parents had a 4-H background being 4-H members when they were children. Parents also showed their support by being 4-H club and project leaders. Children named their parents as the main source of invitation to join 4-H, and report 54 percent of their parents always or almost always attend 4-H meetings with them (see Table 4).

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Insert Table 4 about here

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#### Procedure

The Payne County 4-H Extension Agent was contacted by a personal visit and the proposed research project was discussed and approved by the Cooperative Extension

staff. The 4-H Extension Agent mailed a letter to all club organizational leaders giving a brief explanation of the project, and giving her approval for clubs to participate (see Appendix C). The researcher then contacted each club leader by phone or personal contact and arranged a club meeting time to administer the questionnaire.

Questionnaires were administered at 9 of the 13 Payne County 4-H club meetings held over a one month time period. One 4-H club did not participate because all members exceeded the twelve year old age limit. Two special interest clubs and one community club were unable to participate during the collection period. Each session took approximately 15 to 20 minutes per club; however, no time limits for responding were set. Trained 4-H adult leaders, Payne County Extension Agents, and the researcher administered the questionnaires. Adult leaders and Extension Agents were given an oral and written explanation of how to administer the instrument (see Appendix C).

Parents who were attending the 4-H club meetings and who had children ages 9 through 12 enrolled in 4-H were asked to fill out a corresponding questionnaire. Participants and their parents were told only that

they were participating in a 4-H research project; at no time was the questionnaire linked with developmental task research. To assure anonymity, no names were associated with the instruments after they were coded. All questionnaires were scored and coded according to a rating scale developed for the 4-H Research Project Questionnaire (see Appendix B).

### Results and Discussion

Areas investigated by the 4-H Research Project Questionnaire ranged from family demographic background, to overall family participation in 4-H, and social and family task development. Results examine the level of 4-H participation and task achievement, age and task development, and parent-child perceptions of developmental task achievement in the areas of social maturation and cooperative family relations. The degree of relationship between the variables of 4-H participation and achievement of social and family developmental tasks was computed using Pearson's product-moment correlation ( $r$ ). This coefficient served as an association and a degree of strength, representing the direction as well as the magnitude of the association between the ordinal variables.

#### 4-H Participation and Task Development

Four-H participation was a measure of how often a

member attended club meetings. Four-H participation was correlated with all variables related to social task development. Two of the social task variables were statistically significant. Results imply that the more a member attends 4-H meetings, the more likely the member was to report liking and accepting people of all ages. Similar significant results appeared when asked if the 4-H member thought he or she was better than other people. The more the member attended 4-H meetings, the more they saw themselves as being equal to other people (see Table 5).

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Insert Table 5 about here

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In correlating family task development and 4-H participation, two questions resulted in answers below the .05 significance level. Four-H members were asked if their parents treated them fairly. Findings indicated that as 4-H involvement increased, members perceived their parents treating them in a fair manner. Children were asked if their parents wanted to know what they were doing all the time. Results indicate that active club participation correlated with interested parents who wanted to know where their children were and what they were involved in (see Table 6).

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Insert Table 6 about here

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Even though the majority of the social and family task variables were not statistically significant when correlated with 4-H meeting attendance, the direction of the relationship does suggest that attendance aids in social and family task development. Because of the manipulation of the data, social and family task variables support hypothesis one.

#### 4-H Member Age and Task Development

Pearson correlation coefficients were used to compute to what extent age of the 4-H member related to task development. Indications for social task achievement showed no difference between age and development of tasks except on one variable ( $r = -.2090$ ,  $p < .02$ ). The question stated that if a person does too much for someone else, they will begin taking advantage of the situation. The older the 4-H member, the more likely they were to believe that others would not take advantage of them for doing favors.

Family relationship task correlations identified six variables below the .05 significance level. Younger members were more likely than older members to believe that parents do not expect too much from them, and

that their parents understand them better than their friends. In addition, the younger the member the more likely they were willing to discuss anything with their family. They also expressed greater feelings of happiness and comfort at home. The younger members also more often reported their parents wanted to know where they were and what they were doing all of the time (see Table 7).

These results indicate the younger member feels very close to his or her family and is happy at home sharing plans and ideas with his or her family. The indication that the older member is less satisfied at home may be explained by the realization that the 12 year old is nearing adolescence. He or she may be reaching a period in maturation when the developmental tasks of adolescence become appropriate. During adolescence, young people try to become more self-sufficient and gain independence from parents (Havighurst, 1972).

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Insert Table 7 about here

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#### Parent-Child Perceptions of Developmental Task Achievement

Learning to get along with age-mates, developing attitudes toward social groups, and extending these abilities to relate effectively with others are tasks

of social development for the school age child (Havighurst, 1972; Duvall, 1977). Four-H members and parents responded to the same questions related to social development. Parents answered as they thought their child would respond. This comparison of answers gives a view of how similarly parents and children view the child's development.

A distribution of member and parent mean scores for variables on social task development shows that 7 of the 15 variables yielded significant results at the .05 level (see Table 8). On six of the social task questions that were statistically significant, parents underestimated their children's response. Children reported they need and value friendships more than their parents realized. Four-Hers say they like to be around people with a variety of ideas, and they say they do not try to manipulate others or tell them what to do. While parents did not expect it of their children, 4-H members like to give praise and encouragement to others.

There was one social question on which parents overestimated their child's response. Parents saw their child as more accepting of all ages than the youth reported for themselves.

Considering all of the variables relating to social development, youth had higher mean scores than parents on 10 of the 15 questions. These results may suggest that



parents underestimate the social development of the 9 through 12 year old 4-H member. They may see their children as needing to grow and mature before reaching an expected developmental level. It can also be argued that the difference between member and parent perceptions of social developmental task achievement may be attributed to overestimation of social development by the members.

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Insert Table 8 about here

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Joining the family in discussions and decision making, assuming household responsibilities, and learning to enjoy family life, are all family relationship tasks of the school-age child (Duvall, 1977). Four-H members and parents answered questions which were compared to each other on questions relating to the youth's family relationships.

A t-test was used to determine the level of significance for the 14 variables concerning family task development. Significant differences were found on 6 of the 14 variables (see Table 9). Of all the variables relating to family development, parents had mean scores higher than the 4-H members on 12 of the 14 questions.

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Insert Table 9 about here

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Members answered they felt their parents expect too much from them significantly more than parents thought they would. Members also reported parents treated them fair, while parents anticipated a more negative response to this question. However, parents did expect members to answer more positive than they did on areas concerning discussing important plans with the family, having a good attitude at home, trusting the family, and their ability to tell their family anything. Parents also indicated they did want to know what their children were doing more often than the 4-H members realized.

These results suggest that parents overestimated their children's responses on family relations. A possible explanation for this overestimation could be related to the indications of the previously mentioned results on age and task development. It may be suggested that since 25 percent of this sample was 12 years old, their answers could lean more toward a growing independence from their parents. Answers given by younger members in the age and task achievement comparison are more similar to those expected by the parents in their perceptions of developmental task achievement by 9 through 12 year old 4-H members.

### Conclusion

Our results yield a picture of agreement and disagreement, of similarity and difference in 4-H member and parent perceptions of developmental task achievement. There were areas in which 4-H member participation, or the age of the member affected social and family task development of the 9 through 12 year old. From these results, the following conclusions have been made.

It was hypothesized that children ages 9 through 12 who indicate greater participation in 4-H club programs would show more success in accomplishing cooperative family relationships and social maturation tasks than children with less participation. When correlated with 4-H meeting attendance, all but two of the social and family task variables indicated a positive direction of correlation. These results support the hypothesis that 4-H participation did influence developmental task achievement.

Contrary to our hypothesis, younger 4-H members indicated greater success than older members in their achievement of developing cooperative family relationships and social maturation. These results may be explained by older members nearing adolescence and striving to accomplish the developmental tasks of this new independent stage. The older member may also have a network of

peers that he or she interacts and associates with.

Parent and child perceptions of developmental task achievement were not similar, contrary to our hypothesis. Parents appeared to underestimate the social development and over estimate the family task achievement of the 4-H youth. Results indicate that answers given by younger members are more similar to those expected by parents for the entire 9 through 12 year old age group.

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Table 1

Demographic Characteristics: 4-H Members

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N=111

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Sex	
Percent male	41.4
Percent female	58.6
Mean age	10.5
Mean grade	4.8
Mean number children in family	2.7
Percent full time farm family	13.5
Residence	
Percent farm and rural	67.6
Mean years in current residence	5.7

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Table 2

Educational Level of Parents


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	<u>Parent Response</u>	<u>Member Response</u>
	<u>N=43</u>	<u>N=111</u>
<hr/>		
Education		
Male parent		
1. not high school graduate	0%	4%
2. high school graduate	14	16
3. attended college	43	16
4. graduated college	43	44
5. do not know	0	20
Female parent		
1. not high school graduate	3	3
2. high school graduate	11	23
3. attended college	23	18
4. graduated college	63	38
5. do not know	0	18

---



Table 3

Occupational Level of Parents

	<u>Parent Response</u>	<u>Member Response</u>
	<u>N=43</u>	<u>N=111</u>
Occupation		
Male parent		
1. education	24%	15%
2. business/government	29	31
3. skilled labor	22	16
4. unskilled labor	12	23
5. farming	10	8
6. other	2	8
Female parent		
1. education	19	14
2. business/government	16	20
3. skilled labor	16	22
4. unskilled labor	7	23
5. homemaker	35	20
6. other	7	13

Table 4

Member and Family Involvement in 4-H


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<u>N=111</u>	
Percent with siblings in 4-H	44.1
Percent fathers former 4-H member	36.4
Percent mothers former 4-H member	30.9
Percent parents 4-H leaders	18.3
Mean years in 4-H	1.7
Mean age joined 4-H	9.5
Percent parents encouraged joining	45.9
How often members attend 4-H meetings	
Percent always or most	91.0
How often parents attend 4-H meetings	
Percent always or most	54.1

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Table 5

Correlations Between 4-H Participation and Social Task  
Development

<u>Variable</u>	<u>N</u>	<u>Correlation Coefficient r</u>	<u>Level of Significance p</u>
Like all ages	111	-.2817	.003*
Do not need friends	111	.0726	.449
Others take advantage	110	-.1402	.144
Do not care about others feelings	109	-.1125	.244
Like different ideas	110	-.0726	.451
Take advantage of others	109	-.0872	.367
Others do what I want	111	-.1578	.098
Tell others what to do	109	-.1744	.070
Like to be alone	110	-.1543	.108
I am better than others	111	-.2973	.002*
Tell others good job	111	-.1289	.177
Do favors for others	111	-.0084	.930
Like being with friends	107	.0020	.984
Friends with people I dislike	110	-.0432	.654
Like younger kids to do what I say	111	-.0770	.422

\*Significance level below .05

Table 6

Correlations Between 4-H Participation and Family Task  
Development

<u>Variable</u>	<u>N</u>	<u>Correlation Coefficient r</u>	<u>Level of Significance p</u>
Home is nicest place	110	.0890	.355
Parents expect too much	111	-.0963	.315
Discuss plans	111	.0197	.837
Expected to mind	109	-.1553	.107
Friends understand better than parents	109	-.1635	.089
Hard to have good attitude at home	107	-.0362	.712
Trust family	111	.0668	.486
Feel uneasy at home	109	-.1002	.300
Parents treat me fair	110	-.2081	.029*
Tell family anything	111	-.0286	.765
Happy at home	109	-.1110	.251
Parents old fashion	111	-.0729	.447
Parents know what I do	111	-.1987	.037*
Parents like my friends	111	-.0741	.439

\*Significance level below .05

Table 7

Correlations Between 4-H Member Age and Family Task  
Development

<u>Variable</u>	<u>N</u>	<u>Correlation Coefficient r</u>	<u>Level of Significance p</u>
Home nicest place	110	-.1799	.477
Parents expect too much	111	-.2216	.019*
Discuss plans	111	-.1739	.068
Expected to mind	109	.0937	.333
Friends understand better than parents	109	-.3153	.001*
Hard to have good attitude at home	107	-.0516	.598
Trust family	111	-.0883	.357
Feel uneasy at home	109	-.1979	.039*
Parents treat me fair	110	-.0762	.429
Tell family anything	111	-.2492	.008*
Happy at home	109	-.2745	.004*
Parents old fashion	111	-.1311	.170
Parents know what I do	111	-.2054	.031*
Parents like my friends	111	-.0225	.815

\*Significance level below .05

Table 8

Social Task Development

<u>Variable</u>	<u>Member Mean</u> N=111	<u>Parent Mean</u> N=43	<u>t</u>	<u>p</u>
Likes all ages	3.07	3.36	-4.13*	.001
Do not need friends	3.49	3.19	2.08	.039
Others take advantage.	2.85	3.14	-1.44	.152
Do not care about others feelings	3.41	3.35	.41	.679
Like different ideas	3.36	3.02	2.01	.047
Take advantage of others	3.54	3.76	-1.89*	.061
Others do what I want	3.27	2.62	3.91	.001
Tell others what to do	3.28	2.81	2.83*	.006
Like to be alone	3.07	3.02	.35	.728
I am better than others	3.56	3.60	-0.37	.713
Tell others good job	3.63	3.14	3.26	.001
Do favors for others	3.32	3.42	-0.56	.578
Like being with friends	3.90	3.86	.46*	.645
Friends with people I dislike	2.39	2.35	.22	.826
Like younger kids to do what I say	3.06	2.28	4.24	.001

Note. Throughout this Table, a mean of 4.00 correlates to social task development, while a mean of 1.00 correlates to a lack of social task development.

\*Variance was unequal between the two groups so an approximation to t was used.

Table 9.

Family Task Development

<u>Variable</u>	<u>Member Mean</u> N=111	<u>Parent Mean</u> N=43	<u>t</u>	<u>p</u>
Home nicest place	3.07	3.36	-1.92*	.058
Parents expect too much	3.12	2.71	2.24	.026
Discuss plans	2.78	3.39	-3.60*	.001
Expected to mind	3.86	3.95	-1.63*	.106
Friends understand better than parents	2.88	3.07	-0.95	.341
Hard to have good attitude at home	2.64	3.45	-5.29*	.001
Trust family	3.28	3.76	-3.95*	.001
Feel uneasy at home	3.50	3.67	-1.58*	.118
Parents treat me fair	3.40	3.29	0.81*	.419
Tell family anything	2.66	3.31	-3.99*	.001
Happy at home	3.49	3.69	-1.88*	.062
Parents old fashion	3.07	3.17	-0.57	.573
Parents know what I do	2.95	3.62	-4.57*	.001
Parents like my friends	3.49	3.55	-0.43	.670

Note. Throughout this Table, a mean of 4.00 correlates to family task development, while a mean of 1.00 correlates to a lack of family task development.

\*Variance was unequal between the two groups so an approximation to t was used.

APPENDICES



APPENDIX A

REVIEW OF LITERATURE

## Review of Literature

### An Understanding of 4-H

In 1914 the Smith Lever Act created the Cooperative Extension Service and designated land-grant universities in each state to administer the Extension programs. The 4-H program was included as an integral part of this new division of the United States Department of Agriculture. The Cooperative Extension Service is funded by federal appropriations through the United States Department of Agriculture, state appropriations to land-grant universities, and by county governments. The 4-H program also receives financial support from private resources through business, industry, and friends of 4-H (Oklahoma Cooperative Extension Service [OCES], 1976).

Four-H is the youth education branch of the Cooperative Extension Service, and offers skills and training to young people in an informal setting. It is the largest co-educational youth organization in the world, with over 5 million members in the United States alone (OCES, 1981). Four-H is open to all interested youth of any race, color, sex, creed, national origin or handicap (United States Department of Agriculture [USDA], 1984). Primarily designed for youth between the ages of 9 and 19, the 4-H program offers opportunities for children from every demographic area. A variety of opportunities for youth exist in the 4-H program. Many of these opportunities

include participation in organized 4-H clubs, special interest or short term project groups, 4-H school enrichment series, and a number of other educational activities (USDA, 1984).

Each 4-H project is designed to provide opportunities for involvement in practical, real-life activities ("4-H Nation's," 1986) and stress the learn-by-doing process. Subject matter information is obtained from the Division of Agriculture, the College of Home Economics, and other disciplines of the land-grant university. Four-H can be defined as a youth development program which uses a variety of methods and areas of interest to reach and teach all interested youth ages 9 through 19 (OCES, 1976). The 4-H program offers social experiences as a means of assisting boys and girls in developing life skills (OCES, 1984) and is an organization that supports the growth and development of families ("4-H Nation's," 1986).

Designed to help youth with their total development, the 4-H program has used the developmental task concept in working out its programs and objectives (Havighurst, 1956). Families of 4-H members are involved in meaningful activities to provide interaction with other youth and adults outside the home as well as within the home. This provides the opportunity for all youth to develop to their greatest potential (OCES, 1976). The Extension Service recognizes that the 4-H programs will be most meaningful when they are geared to the developmental needs of growing boys and

girls (USDA, 1954).

In 1986 the United States 4-H project participation exceeded 8,500,000 youth (USDA, 1986). Oklahoma 4-H reaches almost one third of all Oklahoma youth between the ages of 9 and 19 (OCES, 1981). Oklahoma's 4-H membership in 1986 was 123,661 (USDA, 1986) and one-third of the state's population claims some kind of personal tie to the program ("4-H Nation's," 1986).

#### Understanding the 9 through 12 Year Old

The chronological periods covering ages 9 through 12 have been termed early adolescence, pre-adolescence, pubescence, post early childhood, youth, middle age childhood, school age, and the in-between-ages. All are terms that approximate the same life span of a child; that transitional period that bridges the gap between childhood and adolescence (deBrun, 1981). During this span of time, young people are developing their values, skills, interests, and attitudes they will use at this developmental stage and throughout their lives (USDA, 1976). Successful development depends on the opportunities available in the home, school, and community. Throughout the school years, the child must progress in many areas of development, a fact reflected in age-specific task development (Duvall, 1977).

Havighurst (1956) states that the developmental task concept grew out of research on child and adolescent

development and resulted in a science of human development. Originating in the 1930's, this concept was elaborated in the 1940's and put to use in education in the 1950's. A direct outgrowth of Freudian psychology, the child was viewed as an active person, impelled by strong biological drives to relate him or herself to people and things. Havighurst believes it is these biological urges that drive youth to accomplish the earliest developmental tasks.

A developmental task is a learning factor or event which occurs in the life of a person. Successful achievement normally leads to happiness and success with future tasks. Failure in accomplishing a task may lead to unhappiness and difficulty with later tasks (Havighurst, 1972). Developmental tasks arise from three sources; physical maturation, cultural pressure and individual aspirations and values. While a developmental task is usually more dynamic than a social role, if a given social role is generally expected at a given age period, this role will constitute a developmental task (Havighurst, 1956).

According to Havighurst (1956), the basic hypotheses about developmental tasks are that a child's performance of a task is positively related to later task performance. Furthermore, if a task is not achieved at the proper time, it will not be achieved well. This may be reflected by failure of achieving other tasks yet to come (Havighurst, 1972).

Middle childhood is characterized by three major

"pushes". These include: (a) The child is thrust out of the home and into the peer group during middle childhood, (b) greater participation in physical games and work requiring neuromuscular skills, and (c) there is the mental thrust into the world of adult concepts and logic (Havighurst, 1972).

Erik Erikson (1963) identifies the 9 through 11 year old period as a time of industry versus inferiority; a time when children learn to be competent and productive, or view themselves as failures or as inadequate. Erikson's psychosocial theory identifies two basic characteristics of middle childhood; increased independence from parents and a growing eagerness to work at skills the culture values. The child learns to win recognition by producing.

In all cultures, children receive either formal education or some form of informal schooling. School can be regarded as a culture all by itself, with its own goals, achievements, and disappointments. A child's development may be disrupted if school life fails to fulfill the promises of earlier stages, or if family life has failed to prepare the child for school life. The danger for the 9 through 11 year old lies in a sense of inadequacy. It is at this point that society plays a significant role in helping the child understand and adjust to meaningful social roles (Erikson, 1963).

The developmental task concept is useful in viewing the individual as a complete person; physically, emotionally,

and socially. Developmental tasks have been identified for each stage in the life cycle. Therefore, it appears that one would be able to identify an individual's stage of development by examining the current developmental tasks of the individual (Roscoe & Peterson, 1984). Roscoe and Peterson examined a sample of Midwestern university students in terms of their developmental tasks. Using Havighurst's (1972) tasks as criteria for group membership, results showed most were still dealing primarily on tasks of adolescence and middle childhood. As many as 90% of the students indicated they were still working on at least one task of middle childhood. At least three-fourths of the students were still coping with the tasks of middle childhood which included developing attitudes toward social groups, getting along with age mates, and developing concepts for everyday living.

#### Task: Social Development

Havighurst (1972) and Duvall (1977) identify the tasks of learning to get along with age mates, developing attitudes toward social groups, and extending abilities to relate effectively with others as tasks of social development for the school age child. Some of these tasks recur over periods of the life cycle in varying degrees. Learning to get along with peers is one such task (Havighurst, 1972).

In middle childhood the youth moves from the security of the family circle into a world of age-mates. The child

must learn to gain more and more satisfaction from a social life with people of the same age. This is the process of learning a "social personality" (Havighurst, 1972).

Thornburg (1981) notes learning to make socially correct and responsible decisions to daily living situations becomes very important at this age. Youth must learn the give and take of a social life among peers, as well as learn how to make friends and get along with enemies (Havighurst, 1972). Learning to accept others and learning how to be accepted by others is of vital importance for the school age child (Thornburg, 1981).

A primary significance in the psychosocial development of the 9 through 12 year old is the distinct need for close peer relationships (deBrun, 1981). Friendships with others and peer group formations is an important aspect of development (Thornburg, 1981). According to deBrun (1981), peer relations of early adolescence is an important aspect of the identification process. The setting of group norms, intolerance for norm violation, and the strong identification with peers support Erikson's (1963) view of the school age period as one of industry and mastery.

Social attitudes make up the 'culture' of a people, and every society instills its most important and significant social attitudes into its children during middle childhood (Havighurst, 1972). During these years the child is expected to develop a code of ethics and moral values. It is a period when children develop some idea of the rights of others,



the nature of forgiveness and of kindness (Jackson, 1983). During middle childhood basic social attitudes toward religion, social groups, political and economic groups develop. By the end of elementary school the child has a full set of social attitudes, picked up or absorbed from his or her family, teachers, peer group, community, and world. The child knows how to act, and has learned what type of group behavior is acceptable and not acceptable (Havighurst, 1972).

The middle age child is very involved in the process of learning to get along with a large variety of people. This enlarged world includes the people encountered in school, church, clubs, stores, and the community in general (Jackson, 1983). Younger adolescents generally favor group membership, emphasizing the crowd's ability to provide support and foster friendships and social interaction (B. B. Brown, Eicher & Petrie, 1986). By age nine boys and girls begin enjoying club formations, and this is one of the most enthusiastic age groups for such organizations (Elkind, 1971). Clubs are generally designed to provide young people the opportunity to interact with peers, and are organized under the guidance of adults (USDA, 1976). Positive reasons for youth to belong to an organized group or club focus on the enhancement of social support, friendships, and social activities (B. B. Brown et al., 1986). Childhood experiences with others set the model of social interaction that may stay with the child for a lifetime. It is now that he or

she decides how to relate to others; deciding whether to value people and work with them, or distrust and work against them (Jackson, 1983).

Task: Cooperative Family Relationships

Children's first exposure to a social system comes from the home and family, and these have a tremendous influence on social development (Havighurst & Neugarten, 1963). The family provides a child with the first opportunity in social living, and is the first influence on the social direction a child takes and maintains throughout life (Havighurst & Taba, 1963). The child is a traditionalist with roots in the family's past. These traditions are clues to the child's relation to the family during the elementary school period (Elkind, 1971). From this historical perspective, it is possible to conceptualize the contribution of family relations to identity formation (Newman & Murray, 1983).

The family serves as both an interpreter of the world outside the family and as an agent for instilling skills and standards of behavior (Richardson, Galambos, Schulenberg & Petersen, 1984). Given this mutual influence of family relationships and individual development (Richardson et al., 1984) it is important to explore the pre-adolescents' task of becoming an active, cooperative family member (Duvall, 1977). Duvall lists joining the family in discussion and decision making, assuming household responsibilities,

becoming a mature giver and receiver of affection and gifts, and learning to enjoy family life as family relations tasks of the school age child.

#### Family Dynamics: A Family Systems Perspective

The study of identity formation can be approached from a developmental family systems perspective. This requires a style of parental authority that can be changed or modified by the presence of a developing family member. A systems perspective can aid in understanding the role of family members in the identity development of youth. The methods of decision-making and discipline that are used in a family will determine the impact on youth's individuality (Newman & Murray, 1983). Newman and Murray state that family rules govern and account for the openness of the family to new information and boundaries with the outside world other than the family. Individuals are influenced by family rules, history, and family patterns.

Affectional family relationships can determine the type of character and personality a child will possess (B. B. Brown et al., 1986). According to B. B. Brown et al. the area of family relationships which seems to be most closely related to character development is sharing in family decisions. B. B. Brown et al. goes on to explain this as the degree that a democratic attitude exists in the home. Newman and Murray (1983) found that in an egalitarian family the young person will emerge as a new, active voice

in family decision making. Nurturant, democratic families produce children who have good identification with parents, agreement with parental rules, and an internalization of parental values (Newman & Murray, 1983). Newman and Murray further state that parents' common use of explanations, encouragement to be involved in decision-making, and few rules encourage youth to think out decisions and clearly make their own plans.

Pre-adolescence can be a sensitive, argumentative and emotional stage. It is a time when independence is being sought and parental authority may be challenged (Elkind, 1971). The tension of family relations during pre-adolescence exists to the extent that the family as a group can permit the individuation of a member without threat (Newman & Murray, 1983). Newman and Murray found that children who perceive their parents as unreasonable report being criticized, implying that their parents cannot tolerate their point of view. The outcome of this type of parent-child relationship is anger in the child and a feeling of being deprived of the nurturance desirable in parent-child relationships. Unreasonable parental authority where decisions were not explained is characteristic of a closed family system (Newman & Murray, 1983).

#### Families and Children

The growing maturity and self confidence of a nine year old can be seen in relationships with parents as they begin

assuming responsibilities. Youth do not need bribes or bargains to do simple household chores. Household jobs are accepted as a responsibility and contribution to the family (Elkind, 1971). While conflict between parents and young adolescents is often centered on issues of freedom and responsibilities, the discipline used by parents to resolve these conflicts is generally perceived as fair and relatively lenient (Richardson et al., 1984).

Emotional autonomy is the capacity to accept one's own emotional state and psychological separateness. This includes being tolerant of conflicts with family members (Newman & Murray, 1983). Some conflict with parents appears to be a normal part of family relations during pre-adolescence, and in most cases there is both discord and harmony in the family (Richardson et al., 1984). Richardson et al. indicates youth have an overall perception of the family environment as one of harmony more than discord. Youth consistently report good to excellent relationships with their parents. Elkind (1971) reports a child in pre-adolescence is more likely to defend the family and what it stands for than to attack it. The school age child will go out of his or her way to be helpful, and they are spontaneous in their show of affection and concern for the family. The child is ready to begin exercising the ability, in so far as possible, to help other family members meet

their goals (Newman & Murray, 1983).

It is a task of the young pre-adolescent to learn to enjoy life as a family member (Duvall, 1977). It is characteristic of the ten year old to enjoy going on family trips and outings, while really enjoying and liking his or her family (Elkind, 1971). Richardson et al. (1984) report one of youths' greatest family enjoyments is family harmony and activities.

#### Summary

The 4-H program is designed to provide youth with a learn-by doing opportunity in total development including personal growth (OCES, 1976) and development of families (OCES, 1980). The Cooperative Extension Service and the 4-H organization have used the developmental task concept in designing their programs and objectives (Havighurst, 1956). An important part of 4-H is the social interaction among boys and girls. Learning how to share, communicate, and feel socially comfortable is very important for youth development (USDA, 1984). School-age children need relations with caring, significant parents and adults who are sensitive to the interaction of societal pressures and youth characteristics (Juhasz, 1982). Studies have shown a definite association between the degree of affectional family relationships and a child's personal and social adjustment (A.W. Brown, Morrison & Couch, 1947; Havighurst, 1982).

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APPENDIX B

INSTRUMENT DEVELOPMENT

### Instrument Development

The 4-H Research Project Questionnaire was designed to look at the family background and 4-H participation, and relate that information to the 4-H members social maturation and family interaction development. Material from three sources was adapted in designing this 4-H questionnaire.

Basic demographic information methods used by Brown and Boyle (1962) were used as a reference. The Urban 4-H Research Project Questionnaire for members served as a guideline for organization and question clarity.

The Family Scale was developed by Rundquist and Sletto (1936) and was designed to measure attitudes toward the family and reflect parent-child relations and family tensions. Test-retest reliabilities were found to be .83. These questions were reworded and updated by the researcher to better fit the current term usage and readability.

The Acceptance of Self and Others instrument was developed by Berger (1952) and was used to measure the attitude toward self and others. Reliabilities for the Acceptance of Others Scale ranged from .776 to .884. This scale was found to be carefully developed and provided for more than the usual amount of evidence for validity (Shaw & Wright, 1967). Items on the Acceptance of Others Scale were modified for the present instrument.

The 4-H Research Project Questionnaire, both member and parent form, incorporate items from the above mentioned scales. Pilot work for this research questionnaire was conducted with eleven members of the McCurtain County, Oklahoma, Valliant Junior 4-H club. An additional thirteen children between the ages of 9 and 12 filled out the pilot questionnaire in a Ponca City, Oklahoma church classroom. The main purpose of the pilot work was to test the questionnaire and identify questions and instructions that were unclear or too complicated for the 9 through 12 year old participant.

Revisions of the questionnaire were made based on the pilot test results. These changes were tested for clarity by twelve fifth grade students in a Coyle, Oklahoma classroom. Final questionnaire revisions were made after a review of the Coyle classroom results and were included on the 4-H Research Project Questionnaire. Two forms of the questionnaire were developed which include a 4-H member form and a parent form.

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4-H RESEARCH PROJECT QUESTIONNAIRE



NAME: \_\_\_\_\_

MEMBER FORM

4-H RESEARCH PROJECT QUESTIONNAIRE

I. Please fill in the spaces or check (X) the best answer.

1. What is your 4-H club name? \_\_\_\_\_
2. What is the name of the town you live in? \_\_\_\_\_
3. Are you: Boy \_\_\_\_\_ Girl \_\_\_\_\_
4. How old are you? \_\_\_\_\_
5. What grade are you in? \_\_\_\_\_
6. How many children are in your family, including yourself?  
\_\_\_\_\_ children
7. What is your birth order? (Were you born 1st, 2nd,...)  
\_\_\_\_\_ born (If you are an only child, mark 1st.)
8. Have any of your brothers or sisters been in 4-H?  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
I don't have brothers or sisters \_\_\_\_\_
9. Was your father ever a 4-H member? (Check one)  
Yes \_\_\_\_\_ No \_\_\_\_\_ I don't know \_\_\_\_\_
10. Was your mother ever a 4-H member? (Check one)  
Yes \_\_\_\_\_ No \_\_\_\_\_ I don't know \_\_\_\_\_
11. Have either of your parents ever been a local 4-H  
club leader or 4-H project leader?  
Yes \_\_\_\_\_ No \_\_\_\_\_
12. What is your father's job? \_\_\_\_\_
13. What is your mother's job? \_\_\_\_\_
14. How much do your parents work on a farm?  
Full time \_\_\_\_\_ Part time \_\_\_\_\_ None \_\_\_\_\_

15. Where do you live?
- Farm or ranch \_\_\_\_\_
- Rural, small town \_\_\_\_\_
- Large town \_\_\_\_\_
- Small city \_\_\_\_\_
- Large city (Oklahoma City or Tulsa) \_\_\_\_\_
16. How long have you lived in your current house?
- \_\_\_\_\_ years
17. How many years (including 1986) have you been a 4-H member? \_\_\_\_\_ years
18. How old were you when you joined 4-H for the first time? \_\_\_\_\_ years old
19. Who asked you to join 4-H?
- Friends \_\_\_\_\_
- Parents \_\_\_\_\_
- Brothers or sisters \_\_\_\_\_
- School teacher \_\_\_\_\_
- 4-H Leader \_\_\_\_\_
- 4-H County Extension Agent \_\_\_\_\_
- Other (Who?) \_\_\_\_\_
20. How much schooling does your father have?
- Did not graduate high school \_\_\_\_\_
- Graduated high school \_\_\_\_\_
- Attended college \_\_\_\_\_
- Graduated college \_\_\_\_\_
- I don't know \_\_\_\_\_



21. How much schooling does your mother have?

Did not graduate high school \_\_\_\_\_

Graduated high school \_\_\_\_\_

Attended college \_\_\_\_\_

Graduated college \_\_\_\_\_

I don't know \_\_\_\_\_

22. How often do you attend 4-H club meetings?

\_\_\_\_\_ I always attend all meetings

\_\_\_\_\_ I attend almost all of the meetings

\_\_\_\_\_ Sometimes I attend 4-H meetings

\_\_\_\_\_ I attend very few 4-H meetings

\_\_\_\_\_ I never attend any 4-H meetings

23. How often do one or both of your parents attend 4-H club meetings?

\_\_\_\_\_ Always attend all meetings with me

\_\_\_\_\_ Most of the time, or almost all of the meetings

\_\_\_\_\_ Sometimes, or about half of the time

\_\_\_\_\_ Attend very few meetings with me

\_\_\_\_\_ Never attend 4-H meetings with me

24. How interested are your parents in your being a 4-H member?

\_\_\_\_\_ Very interested

\_\_\_\_\_ Interested

\_\_\_\_\_ They do not care

\_\_\_\_\_ They do not want me to belong to 4-H

II. For the next fifteen items there is no right or wrong answer. for any of the questions. The best answer is what you think is true for yourself. Please circle the best answer.

- |     |   |     |         |           |    |
|-----|---|-----|---------|-----------|----|
| 25. | I like people of all ages.  | YES | USUALLY | SOMETIMES | NO |
| 26. | I can become so involved in my activities that I do not need best friends.                | YES | USUALLY | SOMETIMES | NO |
| 27. | If you spend too much time doing things for others, they will take advantage of you.      | YES | USUALLY | SOMETIMES | NO |
| 28. | I care about the feelings of others when I am trying to reach my goals.                   | YES | USUALLY | SOMETIMES | NO |
| 29. | I like being around people with different ideas than mine.                                | YES | USUALLY | SOMETIMES | NO |
| 30. | I think it is O.K. to take advantage of others if it will help me win or get what I want. | YES | USUALLY | SOMETIMES | NO |
| 31. | I try to get people to do what I want them to do.   | YES | USUALLY | SOMETIMES | NO |
| 32. | I like to tell people what to do.   | YES | USUALLY | SOMETIMES | NO |
| 33. | I like to be alone.   | YES | USUALLY | SOMETIMES | NO |
| 34. | I think I am better than most people I meet.  | YES | USUALLY | SOMETIMES | NO |
| 35. | I like to tell others that they have done a good job.                                     | YES | USUALLY | SOMETIMES | NO |
| 36. | I enjoy doing little favors for people.   | YES | USUALLY | SOMETIMES | NO |
| 37. | I like to be with friends.  | YES | USUALLY | SOMETIMES | NO |
| 38. | I can be friends with people I do not like.   | YES | USUALLY | SOMETIMES | NO |
| 39. | I want younger people to do what I tell them to do.                                       | YES | USUALLY | SOMETIMES | NO |

III. For the next group of questions, please circle your answer.

- |   |     |         |           |    |
|---|-----|---------|-----------|----|
| 40. Home is the nicest place in the world.                | YES | USUALLY | SOMETIMES | NO |
| 41. My parents expect too much from me.                   | YES | USUALLY | SOMETIMES | NO |
| 42. I discuss important plans with my family.             | YES | USUALLY | SOMETIMES | NO |
| 43. My parents expect me to mind them.                    | YES | USUALLY | SOMETIMES | NO |
| 44. My friends understand me better than my parents do.   | YES | USUALLY | SOMETIMES | NO |
| 45. It is hard to have a good attitude at home.           | YES | USUALLY | SOMETIMES | NO |
| 46. I can trust my family completely.                     | YES | USUALLY | SOMETIMES | NO |
| 47. I feel uneasy at home.                                | YES | USUALLY | SOMETIMES | NO |
| 48. My parents treat me fairly.                           | YES | USUALLY | SOMETIMES | NO |
| 49. I can tell my family members anything.                | YES | USUALLY | SOMETIMES | NO |
| 50. I feel happy at home.                                 | YES | USUALLY | SOMETIMES | NO |
| 51. My parents are too old-fashioned in their ideas.      | YES | USUALLY | SOMETIMES | NO |
| 52. My parents want to know what I am doing all the time. | YES | USUALLY | SOMETIMES | NO |
| 53. My parents like my friends.                           | YES | USUALLY | SOMETIMES | NO |

THANK YOU FOR YOUR PARTICIPATION!

4-H RESEARCH PROJECT QUESTIONNAIRE



CHILD'S NAME: \_\_\_\_\_

PARENT FORM

4-H Research Project Questionnaire

I. Please fill in the spaces or check (X) the best answer.

1. What is the name of your child's 4-H club? \_\_\_\_\_
2. What is your city of residence? \_\_\_\_\_
3. Are you: Male \_\_\_\_\_ Female \_\_\_\_\_
4. How many children do you have? \_\_\_\_\_
5. How many of your children are (or were) in 4-H? \_\_\_\_\_
6. Were you ever in 4-H? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Have you ever been a local 4-H club leader or 4-H project leader? Yes \_\_\_\_\_ No \_\_\_\_\_
8. What is your occupation? \_\_\_\_\_
9. What is your spouse's occupation? \_\_\_\_\_
10. How much do you work on a farm?  
Full time \_\_\_\_\_ Part time \_\_\_\_\_ None \_\_\_\_\_
11. How long has your family lived in your current house?  
\_\_\_\_\_ years
12. Please check your highest level of education.  
Did not graduate high school \_\_\_\_\_  
Graduated high school \_\_\_\_\_  
Attended college \_\_\_\_\_  
Graduated college \_\_\_\_\_ (Degree obtained: \_\_\_\_\_)
13. How often do you attend 4-H club meeting with your child?  
\_\_\_\_\_ Always attend all meetings with him/her  
\_\_\_\_\_ Most of the time, or almost all of the meetings  
\_\_\_\_\_ Sometimes, or about half of the time  
\_\_\_\_\_ Attend very few meetings with my child  
\_\_\_\_\_ Never attend 4-H meetings with my child
14. What is your marital status? (Optional) \_\_\_\_\_

II. For the next fifteen items there is no right or wrong answer for any of the questions. The best answer is what you think is true for your child. Please answer each question the way you think your child will answer them.

- |     |   |     |         |           |    |
|-----|---|-----|---------|-----------|----|
| 15. | I like people of all ages.  | YES | USUALLY | SOMETIMES | NO |
| 16. | I can become so involved in my activities that I do not need best friends.                | YES | USUALLY | SOMETIMES | NO |
| 17. | If you spend too much time doing things for others, they will take advantage of you.      | YES | USUALLY | SOMETIMES | NO |
| 18. | I care about the feelings of others when I am trying to reach my goals.                   | YES | USUALLY | SOMETIMES | NO |
| 19. | I like being around people with different ideas than mine.                                | YES | USUALLY | SOMETIMES | NO |
| 20. | I think it is O.K. to take advantage of others if it will help me win or get what I want. | YES | USUALLY | SOMETIMES | NO |
| 21. | I try to get people to do what I want them to do.   | YES | USUALLY | SOMETIMES | NO |
| 22. | I like to tell people what to do.   | YES | USUALLY | SOMETIMES | NO |
| 23. | I like to be alone.   | YES | USUALLY | SOMETIMES | NO |
| 24. | I think I am better than most people I meet.  | YES | USUALLY | SOMETIMES | NO |
| 25. | I like to tell others that they have done a good job.                                     | YES | USUALLY | SOMETIMES | NO |
| 26. | I enjoy doing little favors for people.   | YES | USUALLY | SOMETIMES | NO |
| 27. | I like to be with friends.  | YES | USUALLY | SOMETIMES | NO |
| 28. | I can be friends with people I do not like.   | YES | USUALLY | SOMETIMES | NO |
| 29. | I want younger people to do what I tell them to do.                                       | YES | USUALLY | SOMETIMES | NO |

III. For the next group of questions, please circle the answer you think your child will choose.

- |     |   |     |         |           |    |
|-----|---|-----|---------|-----------|----|
| 30. | Home is the nicest place in the world.                | YES | USUALLY | SOMETIMES | NO |
| 31. | My parents expect too much from me.                   | YES | USUALLY | SOMETIMES | NO |
| 32. | I discuss important plans with my family.             | YES | USUALLY | SOMETIMES | NO |
| 33. | My parents expect me to mind them.                    | YES | USUALLY | SOMETIMES | NO |
| 34. | My friends understand me better than my parents do.   | YES | USUALLY | SOMETIMES | NO |
| 35. | It is hard to have a good attitude at home.           | YES | USUALLY | SOMETIMES | NO |
| 36. | I can trust my family completely.                     | YES | USUALLY | SOMETIMES | NO |
| 37. | I feel uneasy at home.                                | YES | USUALLY | SOMETIMES | NO |
| 38. | My parents treat me fairly.                           | YES | USUALLY | SOMETIMES | NO |
| 39. | I can tell my family members anything.                | YES | USUALLY | SOMETIMES | NO |
| 40. | I feel happy at home.                                 | YES | USUALLY | SOMETIMES | NO |
| 41. | My parents are too old-fashioned in their ideas.      | YES | USUALLY | SOMETIMES | NO |
| 42. | My parents want to know what I am doing all the time. | YES | USUALLY | SOMETIMES | NO |
| 43. | My parents like my friends.                           | YES | USUALLY | SOMETIMES | NO |

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX C

CORRESPONDENCE





## COOPERATIVE EXTENSION SERVICE

DIVISION OF AGRICULTURE • OKLAHOMA STATE UNIVERSITY

Payne County OSU Extension Center • (405) 624-9300 Ext. 23 & 24  
 Stillwater, Oklahoma 74074 • 606 South Husband • Courthouse, Room 103

November 25, 1986

Dear 4-H Organizational Leader:

The Payne County 4-H program has been asked to participate in an important 4-H research project. A graduate study at Oklahoma State University is looking at specific objectives set by the Cooperative Extension Service.

Clubs are being asked to allow approximately 15 minutes during their January 1987 meeting to participate. Only members ages 9 through 12 will be asked to fill out the short questionnaire. If their parents are attending the meeting, they too will be given a brief questionnaire. Results from the Payne County clubs will be made available for our use upon completion of the research.

It is important for us to learn as much as possible about our 4-H members and how they benefit from 4-H involvement. Jennifer Dodrill, an Oklahoma State University graduate student, will soon be contacting you by phone to schedule a time for your club to participate. I encourage your clubs participation and hope you will contact me or Jennifer Dodrill (phone: 405/377-6333) if you have any questions.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Thomason".

Nancy Thomason  
 Extension 4-H Agent  
 Payne County

NT:dm

"Oklahoma State University Cooperative Extension programs provide educational programs to individuals regardless of race, color, national origin, religion, sex, age, or handicap."



## Questionnaire Instructions - 4-H Research Project

Dear 4-H Organizational Leader:

Thank you so much for your assistance with the 4-H Research Project Questionnaire. There are a few things that may be helpful for you to know about the questionnaire.

MEMBER FORM

Part I, (Questions 1-24) is basically demographic information and the questions may be read aloud to the 4-Her's and discussed with parents or leaders if there are any questions.

Parts II and III, (Questions 25-53) may be read aloud if needed, but the members should not compare or discuss these answers with others. We are looking for what they feel is the best answer for them.

PARENT FORM

Parents who attend the meeting with children between the ages of 9 and 12 are being asked to fill out a corresponding questionnaire. They will be asked to fill out Parts II and III as they think their child will. If there is more than one child in the family between the ages of 9 and 12, and both or all of them are in 4-H, please answer as they think the oldest child will.

All questionnaires will be coded by number and names definitely will not be used in any of the results.

If you have any question or concerns, please feel free to contact me, Jennifer Dodrill, O.S.U. Graduate Research Assistant or Dr. Joseph Weber, Extension Human Development Specialist, phone 405-624-7186.

Thank you again.

Jennifer Dodrill

Date, 1987

4-H Organizational Leader  
Address  
City, State Zip

Dear 4-H Organizational Leader:

Thank you and your 4-H Club for allowing me to visit your club and administer the 4-H Research Project Questionnaire. Your participation was greatly appreciated. I hope to make the results available to you in May, 1987.

Please express my appreciation to your club members and parents for their cooperation.

Sincerely,

Jennifer Dodrill  
O.S.U. Graduate Assistant

APPENDIX D

INSTRUMENT ANALYSIS SCHEDULE

MEMBER FORM

		Percent <sup>a</sup>			
1.	4-H Club name				
	1. Cloverleaf		23		
	2. Westwood		4		
	3. High Prairie		5		
	4. Elm Grove		5		
	5. Perkins		22		
	6. Ripley		19		
	7. Sangre		12		
	8. Glencoe		5		
	9. Cushing		7		
2.	City of residence				
	1. Stillwater		48		
	2. Perkins		19		
	3. Tryon		1		
	4. Coyle		1		
	5. Cushing		8		
	6. Ripley		17		
	7. Glencoe		3		
	8. Meridian		3		
3.	Sex of member			<u>M</u> =1.59	<u>S</u> =.50
	1. male		41		
	2. female		59		
4.	Age of member			<u>M</u> =2.47	<u>S</u> =1.14
	1. nine		26		
	2. ten		26		
	3. eleven		23		
	4. twelve		25		
4.	Grade in school			<u>N</u> =110	<u>M</u> =4.82 <u>S</u> =1.23
	1. third		16		
	2. fourth		26		
	3. fifth		26		
	4. sixth		21		
	5. seventh		10		
6.	Number of children in family			<u>M</u> =2.69	<u>S</u> =1.33
	1. one		13		
	2. two		42		
	3. three		25		
	4. four		12		
	5. five		4		
	6. six		1		
	7. seven		4		

<sup>a</sup>Percentages are based on N=111. The mean and standard deviation are based on N=111 or the correct N is given.

	Percent			
7. Birth order of member		<u>N</u> =110	<u>M</u> =1.76	<u>S</u> =.98
1. first born	46			
2. second born	39			
3. third born	11			
4. fourth born	1			
5. fifth born	2			
6. seventh born	1			
8. Siblings in 4-H			<u>M</u> =1.69	<u>S</u> =.69
1. yes	44			
2. no	43			
3. no siblings	13			
9. Was father in 4-H		<u>N</u> =110	<u>M</u> =1.90	<u>S</u> =.79
1. yes	36			
2. no	37			
3. don't know	26			
10. Was mother in 4-H		<u>N</u> =110	<u>M</u> =1.94	<u>S</u> =.75
1. yes	31			
2. no	45			
3. don't know	25			
11. Parents have been 4-H leaders		<u>N</u> =110	<u>M</u> =1.82	<u>S</u> =.39
1. yes	18			
2. no	82			
12. Father's occupation		<u>N</u> =106	<u>M</u> =2.99	<u>S</u> =1.46
1. education	15			
2. business/ government	31			
3. skilled labor	16			
4. unskilled labor	23			
5. farming	8			
6. other	8			
13. Mother's occupation		<u>N</u> =106	<u>M</u> =3.43	<u>S</u> =1.64
1. education	14			
2. business/ government	20			
3. skilled labor	22			
4. unskilled labor	11			
5. homemaker	20			
6. other	13			
14. How much parents farm			<u>M</u> =2.27	<u>S</u> =.69
1. full time	14			
2. part time	46			
3. none	41			

	Percent			
15. Where do you live			<u>M</u> =2.0	<u>S</u> =1.0
1. farm	41			
2. rural	27			
3. large town	23			
4. small city	9			
16. How long lived in current house		<u>N</u> =108	* <u>M</u> =5.71	<u>S</u> =3.71
1. 1-2 years	31			
2. 3-7 years	30			
3. 8-9 years	18			
4. 10-13 years	22			
17. How long in 4-H		<u>N</u> =108	<u>M</u> =1.73	<u>S</u> =.99
1. 1 year	57			
2. 2 years	20			
3. 3 years	14			
4. 4 years	8			
18. Age when joined 4-H		<u>N</u> =109	<u>M</u> =9.49	<u>S</u> =.97
1. eight	6			
2. nine	61			
3. ten	17			
4. eleven	11			
5. twelve	6			
19. Who asked member to join 4-H			<u>M</u> =2.96	<u>S</u> =2.08
1. friends	22			
2. parents	46			
3. brother/sister	5			
4. school teacher	1			
5. 4-H leader	8			
6. Extension Agent	4			
7. other	14			
20. Father's education		<u>N</u> =110	<u>M</u> =3.6	<u>S</u> =1.09
1. not high school graduate	4			
2. high school grad	16			
3. attended college	16			
4. college grad	44			
5. don't know	20			
21. Mother's education			<u>M</u> =3.45	<u>S</u> =1.12
1. not high school graduate	3			
2. high school grad	23			
3. attended college	18			
4. college grad	38			
5. don't know	18			

\*Based on actual number of years in current house.

	Percent			
22. How often do you attend 4-H meetings			$\underline{M}=1.55$	$\underline{S}=.85$
1. always attend	60			
2. almost always	31			
3. sometimes attend	5			
4. very few meetings	3			
5. never attend	2			
23. How often one or both parents attend		$\underline{N}=109$	$\underline{M}=2.66$	$\underline{S}=1.57$
1. always attend	35			
2. almost always	19			
3. sometimes attend	11			
4. very few meetings	15			
5. never attend	20			
24. How interested parents are in child's 4-H			$\underline{M}=1.51$	$\underline{S}=.62$
1. very interested	56			
2. interested	38			
3. they don't care	6			
25. I like people of all ages			$\underline{M}=3.31$	$\underline{S}=.86$
1. yes	54			
2. usually	25			
3. sometimes	18			
4. no	3			
26. I can be so involved I don't need best friends			$\underline{M}=3.49$	$\underline{S}=.79$
1. yes	5			
2. usually	5			
3. sometimes	29			
4. no	62			
27. If you do too much for others they will take advantage of you		$\underline{N}=110$	$\underline{M}=2.86$	$\underline{S}=1.14$
1. yes	20			
2. usually	13			
3. sometimes	29			
4. no	38			
28. I care about feelings of others when trying to reach my goals		$\underline{N}=109$	$\underline{M}=3.41$	$\underline{S}=.88$
1. yes	62			
2. usually	22			
3. sometimes	10			
4. no	6			



	Percent			
29. I like being around people with ideas different than mine		<u>N</u> =110	<u>M</u> =3.36	<u>S</u> =.92
1. yes	62			
2. usually	17			
3. sometimes	16			
4. no	5			
30. I think it is O.K. to take advantage of others		<u>N</u> =110	<u>M</u> =3.54	<u>S</u> =.93
1. yes	8			
2. usually	6			
3. sometimes	10			
4. no	76			
31. I try to get people to do what I want them to do			<u>M</u> =3.27	<u>S</u> =.91
1. yes	9			
2. usually	5			
3. sometimes	37			
4. no	50			
32. I like to tell people what to do		<u>N</u> =109	<u>M</u> =3.28	<u>S</u> =1.09
1. yes	14			
2. usually	7			
3. sometimes	17			
4. no	62			
33. I like to be alone		<u>N</u> =110	<u>M</u> =3.07	<u>S</u> =.80
1. yes	7			
2. usually	6			
3. sometimes	58			
4. no	28			
34. I think I am better than most people I meet			<u>M</u> =3.36	<u>S</u> =.72
1. yes	1			
2. usually	11			
3. sometimes	20			
4. no	69			
35. I like to tell others that they have done a good job			<u>M</u> =3.63	<u>S</u> =.79
1. yes	78			
2. usually	10			
3. sometimes	8			
4. no	4			

	Percent			
36. I enjoy doing little favors for people			<u>M</u> =3.32	<u>S</u> =.99
1. yes	62			
2. usually	16			
3. sometimes	14			
4. no	8			
37. I like to be with friends		<u>N</u> =107	<u>M</u> =3.90	<u>S</u> =.36
1. yes	92			
2. usually	7			
3. sometimes	2			
4. no	0			
38. I can be friends with people I do not like		<u>N</u> =110	<u>M</u> =2.39	<u>S</u> =1.11
1. yes	24			
2. usually	17			
3. sometimes	34			
4. no	26			
39. I want younger people to do what I tell them to do			<u>M</u> =3.06	<u>S</u> =1.09
1. yes	17			
2. usually	5			
3. sometimes	33			
4. no	45			
40. Home is the nicest place in the world		<u>N</u> =110	<u>M</u> =3.07	<u>S</u> =1.02
1. yes	45			
2. usually	29			
3. sometimes	16			
4. no	11			
41. My parents expect too much from me			<u>M</u> =3.12	<u>S</u> =1.02
1. yes	13			
2. usually	8			
3. sometimes	34			
4. no	45			
42. I discuss important plans with my family			<u>M</u> =2.78	<u>S</u> =1.19
1. yes	41			
2. usually	18			
3. sometimes	21			
4. no	21			

	Percent			
43. My parents expect me to mind them		<u>N</u> =109	<u>M</u> =3.86	<u>S</u> =.46
1. yes	90			
2. usually	7			
3. sometimes	2			
4. no	1			
44. My friends understand me better than my parents do		<u>N</u> =109	<u>M</u> =2.88	<u>S</u> =.1.14
1. yes	20			
2. usually	11			
3. sometimes	29			
4. no	39			
45. It is hard to have a good attitude at home		<u>N</u> =107	<u>M</u> =2.64	<u>S</u> =1.19
1. yes	28			
2. usually	10			
3. sometimes	32			
4. no	30			
46. I can trust my family completely			<u>M</u> =3.28	<u>S</u> =.96
1. yes	57			
2. usually	21			
3. sometimes	16			
4. no	6			
47. I feel uneasy at home		<u>N</u> =109	<u>M</u> =3.50	<u>S</u> =.84
1. yes	6			
2. usually	3			
3. sometimes	26			
4. no	65			
48. My parents treat me fairly		<u>N</u> =110	<u>M</u> =3.4	<u>S</u> =.93
1. yes	64			
2. usually	20			
3. sometimes	9			
4. no	7			
49. I can tell my family members anything			<u>M</u> =2.66	<u>S</u> =1.16
1. yes	35			
2. usually	16			
3. sometimes	28			
4. no	21			

	Percent			
50. I feel happy at home		<u>N</u> =109	<u>M</u> =3.49	<u>S</u> =.85
1. yes	68			
2. usually	17			
3. sometimes	12			
4. no	4			
51. My parents are too old fashioned in their ideas			<u>M</u> =3.07	<u>S</u> =1.09
1. yes	14			
2. usually	12			
3. sometimes	26			
4. no	48			
52. My parents want to know what I am doing all of the time			<u>M</u> =2.95	<u>S</u> =1.06
1. yes	41			
2. usually	26			
3. sometimes	21			
4. no	13			
53. My parents like my friends			<u>M</u> =3.49	<u>S</u> =.82
1. yes	66			
2. usually	21			
3. sometimes	10			
4. no	4			

APPENDIX E

INSTRUMENT ANALYSIS SCHEDULE

PARENT FORM

	Percent <sup>a</sup>			
1. 4-H Club name				
1. Cloverleaf	35			
2. Westwood	9			
3. High Prairie	5			
4. Elm Grove	5			
5. Perkins	21			
6. Ripley	5			
7. Sangre	21			
8. Glencoe	0			
9. Cushing	0			
2. City of residence				
1. Stillwater	75			
2. Perkins	16			
3. Tryon	2			
4. Coyle	2			
5. Cushing	0			
6. Ripley	5			
7. Glencoe	0			
8. Meridian	0			
3. Sex of parent			<u>M</u> =1.81	<u>S</u> =.39
1. male	19			
2. female	81			
4. Number of children in family			<u>M</u> =2.2	<u>S</u> =.86
1. one	16			
2. two	56			
3. three	21			
4. four	5			
5. five	2			
5. Number of children in 4-H			<u>M</u> =1.37	<u>S</u> =.58
1. one	67			
2. two	28			
3. three	5			
6. Fathers in 4-H		<u>N</u> =7	<u>M</u> =1.57	<u>S</u> =.54
1. yes	43			
2. no	57			
7. Mothers in 4-H		<u>N</u> =35	<u>M</u> =1.57	<u>S</u> =.50
1. yes	43			
2. no	57			

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a

Percentages are based on N=43. The mean and standard deviation are based on N=43 or the correct N is given.

	Percent			
8. Parent 4-H leader		<u>N</u> =42	<u>M</u> =1.71	<u>S</u> =.46
1. yes	29			
2. no	71			
9. Male parent occupation		<u>N</u> =41	<u>M</u> =2.61	<u>S</u> =1.38
1. education	24			
2. business/ government	29			
3. skilled labor	22			
4. unskilled labor	12			
5. farming	10			
6. other	2			
10. Female parent occupation			<u>M</u> =3.44	<u>S</u> =1.70
1. education	19			
2. business/ government	16			
3. skilled labor	16			
4. unskilled labor	7			
5. homemaker	35			
6. other	7			
11. How much parents farm		<u>N</u> =42	<u>M</u> =2.48	<u>S</u> =.67
1. full time	10			
2. part time	33			
3. none	57			
12. How long lived in current house		<u>N</u> =42	* <u>M</u> =6.29	<u>S</u> =5.76
1. 1-2 years	36			
2. 3-7 years	23			
3. 8-9 years	19			
4. 10-30 years	22			
13. Male's education		<u>N</u> =7	<u>M</u> =3.29	<u>S</u> =.76
1. not high school grad	0			
2. high school grad	14			
3. attended college	43			
4. college grad	43			
14. Female's education		<u>N</u> =35	<u>M</u> =3.46	<u>S</u> =.82
1. not high school grad	3			
2. high school grad	11			
3. attended college	23			
4. college grad	63			

\*Based on actual number of years in current house.

	Percent			
15. How often attends 4-H meetings with child		<u>N</u> =42	<u>M</u> =1.50	<u>S</u> =.67
1. always attend	57			
2. almost always	38			
3. sometimes attend	2			
4. never attend	2			
16. Marital status		<u>N</u> =39	<u>M</u> =1.03	<u>S</u> =.16
1. married	97			
2. divorced	3			
17. I like people of all ages			<u>M</u> =3.74	<u>S</u> =.44
1. yes	74			
2. usually	26			
3. sometimes	0			
4. no	0			
18. I can be so involved I do not need best friends			<u>M</u> =3.19	<u>S</u> =.85
1. yes	5			
2. usually	14			
3. sometimes	40			
4. no	42			
19. If you do too much for others they will take advantage of you			<u>M</u> =3.14	<u>S</u> =.99
1. yes	12			
2. usually	7			
3. sometimes	37			
4. no	44			
20. I care about feelings of others when trying to reach my goals			<u>M</u> =3.35	<u>S</u> =.78
1. yes	51			
2. usually	35			
3. sometimes	12			
4. no	2			



	Percent		
21. I like being around people with ideas different than mine		<u>M</u> =3.02	<u>S</u> =1.01
1. yes	44		
2. usually	21		
3. sometimes	28		
4. no	7		
22. I think it is O.K. to take advantage of others		<u>M</u> =3.77	<u>S</u> =.53
1. yes	0		
2. usually	5		
3. sometimes	14		
4. no	81		
23. I try to get people to do what I want them to do		<u>N</u> =42	<u>M</u> =2.62 <u>S</u> =.94
1. yes	19		
2. usually	12		
3. sometimes	57		
4. no	12		
24. I like to tell people what to do		<u>M</u> =2.81	<u>S</u> =.82
1. yes	9		
2. usually	16		
3. sometimes	58		
4. no	16		
25. I like to be alone		<u>M</u> =3.02	<u>S</u> =.77
1. yes	9		
2. usually	0		
3. sometimes	70		
4. no	21		
26. I think I am better than most people I meet		<u>M</u> =3.61	<u>S</u> =.62
1. yes	2		
2. usually	0		
3. sometimes	33		
4. no	65		
27. I like to tell others that they have done a good job		<u>M</u> =3.14	<u>S</u> =.97
1. yes	47		
2. usually	28		
3. sometimes	19		
4. no	7		

	Percent			
28. I enjoy doing little favors for people			<u>M</u> =3.42	<u>S</u> =.79
1. yes	58			
2. usually	28			
3. sometimes	12			
4. no	2			
29. I like to be with friends			<u>M</u> =3.86	<u>S</u> =.47
1. yes	91			
2. usually	5			
3. sometimes	5			
4. no	0			
30. I can be friends with people I do not like			<u>M</u> =2.35	<u>S</u> =.92
1. yes	16			
2. usually	16			
3. sometimes	54			
4. no	14			
31. I want younger people to do what I tell them to do			<u>M</u> =2.28	<u>S</u> =.85
1. yes	23			
2. usually	28			
3. sometimes	47			
4. no	2			
32. Home is the nicest place in the world		<u>N</u> =42	<u>M</u> =3.36	<u>S</u> =.73
1. yes	50			
2. usually	36			
3. sometimes	14			
4. no	0			
33. My parents expect too much from me		<u>N</u> =41	<u>M</u> =2.70	<u>S</u> =.96
1. yes	17			
2. usually	12			
3. sometimes	54			
4. no	17			
34. I discuss important plans with my family		<u>N</u> =41	<u>M</u> =3.39	<u>S</u> =.80
1. yes	56			
2. usually	29			
3. sometimes	12			
4. no	2			

	Percent			
35. My parents expect me to mind them		<u>N</u> =42	<u>M</u> =3.95	<u>S</u> =.22
1. yes	95			
2. usually	5			
3. sometimes	0			
4. no	0			
36. My friends understand me better than my parents do		<u>N</u> =42	<u>M</u> =3.07	<u>S</u> =.97
1. yes	12			
2. usually	7			
3. sometimes	43			
4. no	38			
37. It is hard to have a good attitude at home		<u>N</u> =42	<u>M</u> =3.45	<u>S</u> =.67
1. yes	2			
2. usually	2			
3. sometimes	43			
4. no	52			
38. I can trust my family completely		<u>N</u> =42	<u>M</u> =3.76	<u>S</u> =.53
1. yes	81			
2. usually	14			
3. sometimes	5			
4. no	0			
39. I feel uneasy at home		<u>N</u> =42	<u>M</u> =3.67	<u>S</u> =.48
1. yes	0			
2. usually	0			
3. sometimes	33			
4. no	67			
40. My parents treat me fairly		<u>N</u> =42	<u>M</u> =3.29	<u>S</u> =.71
1. yes	41			
2. usually	50			
3. sometimes	7			
4. no	2			
41. I can tell my family members anything		<u>N</u> =42	<u>M</u> =3.31	<u>S</u> =.78
1. yes	48			
2. usually	38			
3. sometimes	12			
4. no	2			

	Percent			
42. I feel happy at home		<u>N</u> =42	<u>M</u> =3.69	<u>S</u> =.47
1. yes	69			
2. usually	31			
3. sometimes	0			
4. no	0			
43. My parents are too old fashioned in their ideas		<u>N</u> =42	<u>M</u> =3.17	<u>S</u> =.85
1. yes	7			
2. usually	7			
3. sometimes	48			
4. no	38			
44. My parents want to know what I am doing all of the time		<u>N</u> =42	<u>M</u> =3.62	<u>S</u> =.70
1. yes	71			
2. usually	21			
3. sometimes	5			
4. no	2			
45. My parents like my friends		<u>N</u> =42	<u>M</u> =3.55	<u>S</u> =.71
1. yes	64			
2. usually	29			
3. sometimes	5			
4. no	2			

VITA

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Master of Science

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