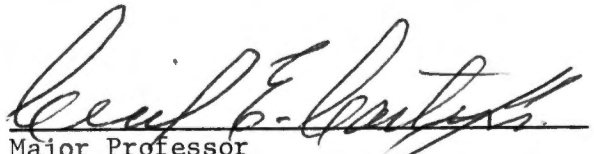


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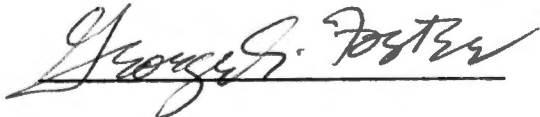
I am submitting herewith a thesis written by Shirley Kay Hamilton entitled "Factors Related to 4-H Membership Status of Ninth and Tenth Grade Girls in Greene County, Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.


Major Professor

We have read this thesis
and recommend its acceptance:







Accepted for the Council:


Vice Chancellor for
Graduate Studies and Research

FACTORS RELATED TO 4-H MEMBERSHIP STATUS OF NINTH AND TENTH
GRADE GIRLS IN GREENE COUNTY, TENNESSEE

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Shirley Kay Hamilton

December 1970

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ABSTRACT

This descriptive study was concerned with the problem of decreasing 4-H Club enrollment among senior 4-H Club youth in Tennessee. Data were collected from all ninth and tenth grade girls in Greene County, Tennessee, who were present on the day the interviews were conducted in each school. A total of 407 interview schedules were judged to be accurate and were used in the analysis. For purposes of analysis, data from the 407 girls were classified into three groups according to the 4-H Club membership status of the interviewees: (1) girls who were 4-H Club members at the time of the interview (members); (2) girls who had been but were not 4-H members in 1970 (dropouts); and (3) girls who had never been 4-H members (nonmembers). Of the 407 girls interviewed, 17 were 4-H members, 281 were dropouts, and 108 were nonmembers. The purpose was to compare the 4-H members, dropouts, and nonmembers as to their personal characteristics, parental and family characteristics, the extent to which they participated in various youth organizations, and the tasks in which they were interested in learning to perform. Thirty-three independent variables were identified and used as a basis for comparing 4-H members, dropouts, and nonmembers (dependent variables). Contingency tables were used to show the relation between the dependent and independent variables. Chi square statistical analysis was made to show the significant level of relations obtained. Chi square values which achieved the .05 level were accepted as statistically significant. Computations were done by The University of Tennessee Computing Center.

Major findings of the study were:

1. The girls' place of residence was related to their 4-H membership status. There was a tendency for those girls who joined 4-H to live on farms, while those who never joined and those who dropped out of 4-H tended to live in town.

2. The girls' age when they first joined 4-H was related to their 4-H membership status. There was a tendency for the 4-H members to enroll at an earlier age than either the dropouts or nonmembers.

3. The number of years the girls were in 4-H and their 4-H membership status were related. As might be expected, the longer a girl had been a 4-H member, the more likely it was that she would remain in 4-H for another year.

4. The girls' grade in school was related to their 4-H membership status. There was a tendency for the members to join 4-H earlier in their school years than the dropouts.

5. The age the girls first dropped out of 4-H was related to their 4-H membership status. As might be expected, once the girl had dropped out, there was little chance that she would join 4-H again.

6. The girls' frequency of attendance at church activities was related to their 4-H membership status. There was a tendency for 4-H members to attend church activities more frequently than either dropouts or nonmembers.

7. The occupation of the girls' fathers was related to the girls' 4-H membership status. The members were more likely to be daughters of farmers than were either dropouts or nonmembers.

8. The mothers' membership in clubs or organizations was

related to her daughter's 4-H membership status. There was a greater tendency for more of the members' mothers than either those of dropouts or nonmembers to belong to clubs or organizations.

9. The fathers' attitudes toward their daughters' joining 4-H and the daughters' 4-H membership status were related. Girls who remained in 4-H felt their father was "very pleased" when they first joined 4-H, while those who dropped out of 4-H tended to feel their father was uninterested.

10. The mothers' attitudes toward their daughters' joining 4-H and the daughters' 4-H membership status were related. The data showed a tendency for a higher percentage of the members' mothers than of either the dropouts or nonmembers to be interested in their daughters' joining 4-H.

11. The number of school clubs in which the girls held active membership and their 4-H membership status were related. The 4-H members tended to belong to more school organizations than either the dropouts or nonmembers.

12. The number of out-of-school organizations to which the girls belonged was related to their 4-H membership status. The 4-H members tended to belong to more out-of-school organizations than either the dropouts or nonmembers.

13. The number of events and activities in which the girls participated was related to their 4-H membership status. Girls who remained in 4-H participated in a larger number of 4-H activities and events in any one year than did the dropouts when they were 4-H members.

14. The girls' attitude toward the public announcement of awards and honors and their 4-H membership status were related. There was a tendency for the 4-H members to be more satisfied than the dropouts with the recognition given 4-H winners.

15. The girls' perception of their peers' attitudes toward 4-H members and the girls' 4-H membership status were related. A higher percentage of the dropouts and nonmembers felt their peers viewed 4-H members favorably, while the members perceived their peers as having unfavorable attitudes toward 4-H members.

The girls' age at the time of the study, the school grades they received most often, their future plans for attending college, their frequency of dates, and whether or not they were "going steady" were personal characteristics that were not significantly related to the girls' 4-H membership status. Family characteristics that were not significantly related to the girls' 4-H membership status were such factors as the marital status of the parents, annual family income, and the girls' mothers working outside the home. Other independent variables not significantly related to the girls' 4-H membership status were the girls' attitudes toward competition, 4-H record books, and the awarding of ribbons, their feelings concerning their free time, and the number of hours they spent watching television and listening to the radio.

There was a tendency for a higher percentage of the 4-H members than either dropouts or nonmembers to know how to perform more of 21 selected interest tasks. A higher proportion of the dropouts and nonmembers than of the 4-H members liked to perform the tasks they had tried. Also a higher percentage of the dropouts and nonmembers

said they had not tried but did not think they would like to perform the 21 interest tasks.

Implications and recommendations were also made.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

Traditionally, one of the cooperative Extension Service's major areas of program emphasis has been 4-H Club work. For over sixty years, 4-H Club work has been a successful method of working with youth. Today, 4-H Clubs are the largest organized out-of-school education system for youth in the world. They provide a unique educational program for more than two million American boys and girls between the ages of nine and nineteen years (5:1).*

The 4-H motto, "To Make The Best Better," is the general goal of the 4-H Club program for both rural and urban young people. Four-H Clubs attempt to provide effective learning experiences to accomplish this goal by enrolling members in projects related to farming, home-making, personal improvement, and community service. The principal aims are to achieve the development of ethical and effective citizenship (including leadership ability) (16:264-266).

Through the years, 4-H Club work has served many youth, but the majority of young people still do not receive these benefits--particularly at the senior level (14-19 years of age). Each year the 4-H program in the United States enrolls only a small percent of its potential membership. Of these who do enroll, approximately 35 percent do not

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

re-enroll in the program the following year. This heavy loss indicates the possible need for some changes in the present 4-H Club program.

II. THE NEED FOR THE STUDY

At the time of the study, Extension agents in Tennessee were concerned with the relative effectiveness of their senior 4-H Club efforts. If such programs were to be most effective, reliable information was needed concerning the factors that influenced some senior 4-H Club members to continue, and others to leave, 4-H Club work.

It was felt that if some of the factors related to 4-H membership status could be identified, such information would be helpful to Extension agents in becoming better prepared to plan and conduct senior 4-H Club work in the county.

III. STATEMENT OF THE PROBLEM

For the past several years, senior 4-H enrollment has been on the decline. In Tennessee, highest enrollment was reached in 1960 when 134,643 boys and girls enrolled in 4-H. In 1960, 31,525 or 43 percent of the total enrollment were of senior 4-H age (11). From 1960 to 1969, senior enrollment dropped from 31,525 to 20,550 or a reduction of 32 percent (13).

Senior 4-H Clubs in Greene County, Tennessee, and in other counties throughout the nation are faced with the problem of losing girls before they reach senior 4-H Club age.

In 1966, Greene county had 319 senior 4-H Club members. This

had dropped to 212 members enrolled in the senior program in 1969 (12, 13). This situation was of increasing concern to the 4-H Club staff members, both in Greene County and at the state level.

IV. PURPOSE OF THE STUDY

The overall purpose of this study was to determine some of the factors related to the membership status of the ninth and tenth grade 4-H Club girls in Greene County, Tennessee. Specific objectives of the study were:

1. To determine the relation between selected personal characteristics and 4-H membership status (members, dropouts, and nonmembers) of ninth and tenth grade girls in Greene County.
2. To determine the relation between selected parental and family characteristics and 4-H membership status (members, dropouts, and nonmembers) of ninth and tenth grade girls in Greene County.
3. To determine the relation between selected variables concerning the extent to which ninth and tenth grade girls in Greene County, Tennessee, participate in various organizations, events, and activities and 4-H membership status (members, dropouts, and nonmembers).
4. To determine the relation between the tasks girls were interested in learning to perform and 4-H membership status (members, dropouts, and nonmembers) of ninth and tenth grade girls in Greene County, Tennessee.

V. LIMITATIONS OF THE STUDY

Data for the study were secured in Greene County, Tennessee, and

were limited to those obtained from ninth and tenth grade girls. Because the number of senior 4-H girl members in the eleventh and twelfth grades in Greene County was practically nil, they were not used in the study.

Many variables had been shown in previous studies to be associated with total senior 4-H enrollment. The present study was limited to three dependent and thirty-three independent variables. The dependent variables were those concerning 4-H membership status (i.e., members, dropouts, and nonmembers). Independent variables were classified into four major groups: (1) Personal characteristics of the girls (11 variables); (2) characteristics of the girls' parents and the total family (7 variables); (3) extent to which girls participated in organizations, events, and activities (11 variables); (4) subject matter area of interest to the girls (4 variables). It was decided that the interview schedules should be limited in length so that it could be administered in one class period which varied in lengths from 50 to 60 minutes.

VI. METHOD OF INVESTIGATION

The Population and Sample

The population of the study included all the girls in the ninth and tenth grades in Greene County, Tennessee, high schools. The five high schools selected were Greeneville High, Chucky-Doak, North Greene, South Greene, and West Greene. These schools all had organized 4-H Clubs during the 1969-70 academic year.

The sample included the 477 ninth and tenth grade girls who

were present on the days the interview schedules were administered in the five high schools. Seventy-one schedules were deleted from the analysis due to incompleteness or inaccuracy. The remaining 406 interview schedules were used in the analysis. Of the 406 girls interviewed, 17 were 4-H members, 281 had been but were not 4-H members at the time of the interview (dropouts), and 108 had never been a 4-H member (nonmembers).

Developing and Pre-Testing the Interview Schedule

The first step in developing the interview schedule was to review those that had previously been used in other studies (15, 20). Based upon questions and ideas gained from these, a group interview schedule of 52 questions was designed to obtain information from the interviewees that would help to identify some of the factors related to 4-H membership status of senior girl 4-H Club members. Questions concerning the four major areas of study interest were included.

The interview schedules were pre-tested with 15 college girls in a group situation. This pre-test was to determine length of time needed to administer the schedules. All 15 of the girls completed the interview in time lengths varying from 35 to 50 minutes. After minor revisions it was felt that the interview schedules were adequate to secure the data needed to achieve the purposes of the study (a copy of the schedule is included in Appendix A).

Collection of Data

In a conference with the Greene County Assistant County Agent, prior to the collection of the data, the writer explained the purpose

of the study, the use to be made of the data, and the procedure to be followed in collecting the data. The interview schedule also was reviewed with the agent at this time.

Because he had good working relations with them, it was felt that the Assistant County Agent should contact the Superintendent of Greene County Schools and the principals of the five high schools to obtain permission to conduct the interviews during school hours.

The interviews were completed from May 14 to May 27, 1970, in a series of group meetings conducted in the five high schools. Teachers were selected in each of the schools to conduct the interviews during a 50 minute class period. These instructors were selected by the school principals. A total of 477 girls completed the interviews.

Analysis of Data

The statistical test used in the analysis of data was chi square. The chi square values which achieved the .05 level of significance were accepted as being statistically significant. Computations for determining the chi square values were done by The University of Tennessee Computing Center. The program also computed the degrees of freedom used in determining the level of significance.

A contingency table analysis program was used to determine the relation between each of the 33 independent variables and 4-H membership status. This program computed two-way frequency and percentage tables, chi squares, and contingency coefficients. Output for this program included: (1) frequency tables, (2) row, column,

and table percentages, (3) chi square and degrees of freedom (7:600).

Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 33 independent variables. The assumed null hypothesis for each independent variable was: There is not a significant relation between the independent variable and 4-H membership status.

The chi square test requires that the expected frequencies in each cell should not be too small. Cochran (1954) recommends that for chi square tests with degrees of freedom larger than 1 (that is, when either "k" or "r" is larger than 2), fewer than 20 percent of the cells should have an expected frequency of less than 5 (17:178). An attempt was made to comply with the above requirements in the present study.

VI. DEFINITION OF TERMS

In order that the author and reader may have a common understanding of terms used in the study, certain terms were defined as follows:

Dropouts (former members). Girls who were 4-H Club members at one time but dropped membership prior to the 1969-70 4-H Club years.

Members. Girls enrolled in senior 4-H Club work in Greene County, Tennessee, during the 1969-70 4-H Club years.

Nonmembers. Girls that have never at any time been enrolled in 4-H Club work.

Senior 4-H Member. Any girl between the ages of 14 and 19 years, enrolled in 4-H Club work.

CHAPTER II

REVIEW OF LITERATURE

Literature pertaining to senior 4-H Club member retention and loss throughout the United States is limited, even though the problem is a major one. Only available studies judged to be pertinent to the independent variables included in this study were reported in this brief review of literature. Studies will be reported under the major topics of (1) personal and family-related factors; (2) 4-H related experiences; and (3) participation in other organizations and activities.

I. PERSONAL AND FAMILY FACTORS RELATED TO CONTINUED

4-H ENROLLMENT

The home plays an important part in determining the participation of 4-H Club members. If the home is located in the open country, particularly on the farm, the children of the home have a greater tendency to belong to and remain in 4-H Clubs (1, 3, 9, 10). If the socio-economic status of the family ranges from middle to lower class, the interest in 4-H Club work is greater. This is particularly true of farm youth (9, 10). One study indicated that the children are more likely to be 4-H Club members if the father's occupation is agricultural in nature, although not necessarily farming (10). Also, if the mother does not work outside the home, the encouragement for group membership and participation is increased (3).

The youth has a tendency to remain in 4-H Club work for a longer period of time if he joins a 4-H Club at an early age (2, 3, 10, 19). This retention of membership is increased if there are a number of close friends who also are members (1, 3, 15:109, 20:109).

II. 4-H PARTICIPATION RELATED TO CONTINUED

4-H ENROLLMENT

There are many factors associated with an individual's 4-H Club experiences and involvement that are critical in the holding of members over a period of time. The factors discussed here have been found to be significant.

If a member is actively participating in most of his 4-H Club activities, he tends to develop a close identification with the club. This identification can be one of the most important single factors encouraging a youth to remain in 4-H Club work (1, 19). The individual also is more apt to remain for another year of 4-H Club work if he successfully completes one or more projects by the end of a year (1, 2, 14:96).

A 4-H member who receives awards for his project work and activities tends to remain in 4-H Club work for a longer period of time (10, 14:96). Proper recognition for 4-H Club achievement also would act as a stimulator, encouraging the member to remain in senior 4-H Club work (10).

The size of the 4-H Club also influences the retention of members. A club having active membership of 12 to 20 members has been found to be the most effective. A smaller club will probably lose

members because of the lack of friends participating and a larger club may be easily distracted and difficult to direct (2, 3).

The 4-H Club activities offered to the youth of the county are one of the main factors attracting and holding 4-H Club members over a number of years. 4-H offers numerous activities in which senior members may take part. The club member participating in these activities has a tendency to remain in 4-H for a longer period of time (6).

The 4-H program also enables members to assume leadership duties. A member who is in a leadership position tends to remain in a 4-H Club for a longer period of time (8, 18).

III. PARTICIPATION IN OTHER ORGANIZATIONS AND ACTIVITIES RELATED TO CONTINUED 4-H ENROLLMENT

The participation of a 4-H Club member in other organizations and activities has been discussed (both pro and con) as a factor that influences his 4-H participation. While some studies have found that non-4-H Club activities and high school studies do influence 4-H membership, others do not support this finding. Some of these controversial factors are discussed below.

There may be competition for the 4-H Club member's time and effort when he belongs to other organizations. If the demands of these organizations on his time and effort become too great, he may be forced to drop membership in one or more of the organizations (1:21, 4:3, 15:110).

When a 4-H Club member enters high school, he may be faced

with increased academic responsibility. Some members may drop their 4-H membership to devote more time to their studies. Many new clubs and activities associated with his school work become available to the 4-H member at this time. Membership in these conflicting activities may demand extra time and effort; thus, the member may either drop 4-H membership or reduce 4-H participation (1:20, 15:110).

Social life and recreation are important aspects of the adolescent's life. Often his social life and recreation comprise a major portion of the individual's time. If 4-H supplies part of the needed social life and recreation, the youth is more likely to continue to be active in his 4-H Club work (20:108).

In summary, place-of-residence, family socio-economic status, occupation of father and mother, age at first enrollment, size of club, project completion, participation in 4-H activities, and participation in other organizations and activities were factors identified from the literature as being associated with 4-H Club enrollment, re-enrollment, and dropout.

CHAPTER III

FINDINGS OF THE STUDY

The purpose of this chapter is to present the findings of the study. This will be done under the following purpose-related topics:

1. Relation between selected personal characteristics and 4-H membership status.
2. Relation between selected family characteristics and 4-H membership status.
3. Relation between participation in organization, events, and activities and 4-H membership status.
4. Relation between girls' interests in selected tasks and 4-H membership status.

I. RELATION BETWEEN SELECTED PERSONAL CHARACTERISTICS AND 4-H MEMBERSHIP STATUS

Relation Between Place of Residence and 4-H Membership Status

Table I shows the percents of all interviewees, 4-H members, dropouts, and nonmembers who reside in each of five different places. The largest percentage (44.3 percent) of all the girls lived on farms. Over three-fourths (76.5 percent) of the 4-H members lived on farms while less than one-third (29.6 percent) of the nonmembers and about one-half (48.0 percent) of the dropouts resided on farms. A higher percent of the nonmembers (49.1 percent) than of either the members (0.0 percent) or dropouts (7.5 percent) lived in towns with

TABLE I
RELATION BETWEEN RESPONDENTS' PLACE OF RESIDENCE
AND 4-H MEMBERSHIP STATUS^a

Place of Residence	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
In a town over 5,000	18.2	0.0	7.5	49.1
In a town less than 5,000	2.7	0.0	2.8	2.8
In a thickly settled area but not a town	9.4	11.8	11.7	2.8
In the country but not on a farm	24.4	11.8	28.8	14.8
On a farm	44.3	76.5	48.0	29.6
No response	1.0	0.0	1.1	0.9
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 102.3, significant at the .001 level.
Critical X^2 value for 10 df = 29.6 at the .001 level.

a population over 5,000. Only one of five of the ninth and tenth grade girls (20.9 percent) who lived in an incorporated area had ever been a 4-H Club member. Of those living in an incorporated area who had at one time been a 4-H member, all had dropped out of 4-H before their second year in high school. These observed differences achieved the .001 level of significance when tested by the chi square test. A significant relationship existed between place of residence and 4-H membership status of ninth and tenth grade girls in Greene County. There was a tendency for those who joined 4-H to live on farms, while those who never joined 4-H tended to live in town.

Relation Between Respondents' Age and Their 4-H Membership Status

Table II gives the percents of all interviewees, 4-H members, dropouts, and nonmembers in each of five age groups. The ages of all ninth and tenth grade girls interviewed ranged from 14 through 18 years. About one-half (49.8 percent) of all the girls were 15 years old, and three out of four (76.2 percent) were either 15 or 16 years old. A higher percent of the 4-H members (64.7 percent) than of either the dropouts (47.7 percent) or nonmembers (52.8 percent) were in the 15 year old age group. Although data in Table II showed a tendency for the 4-H members to be younger than either the dropouts or nonmembers, these differences did not achieve the .05 significance level when tested by the chi square test of significance. These data indicated that age was not significantly related to the decisions by the ninth and tenth grade girls interviewed in Greene County to join 4-H, drop out, or remain a 4-H member.

TABLE II
RELATION BETWEEN RESPONDENTS' AGE AND
4-H MEMBERSHIP STATUS^a

Age When Interviewed	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
14 years	20.0	11.8	23.5	12.0
15 years	49.8	64.7	47.7	52.8
16 years	26.4	17.6	26.0	28.7
17 years	3.7	5.9	2.8	5.6
18 years	0.2	0.0	0.0	0.9
Total	100.0	100.0	100.0	100.0
Average Age	15.1	15.2	15.1	15.3

^aCalculated X^2 value = 1.50, not significant at .05 level.
Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between 15 years and 16 years.

Relation Between Age When First Joined 4-H and Membership Status

The percents of 4-H members and dropouts are given in Table III by age groups when they first joined a 4-H Club. Of the 4-H members, the largest percent (76.5 percent) first joined 4-H when they were 9 and 10 years old. This is the earliest opportunity a student has to join a 4-H Club. Very few members (5.9 percent) joined 4-H after they were 11 years old, while 26.7 percent of the dropouts joined for the first time after they become 11 years of age. These data showed a tendency for 4-H members to enroll at an earlier age than the dropouts. The differences achieved the .05 significance level when tested by the chi square test. An early 4-H enrollment age was significantly related to the 4-H membership status of ninth and tenth grade girls in Greene County.

Relation Between Number of Years in 4-H and the Girls' Present 4-H Membership Status

Table IV gives the percents of all interviewees, members, and dropouts who remained in 4-H from 1 through 7 or more years. Of all the girls interviewed, 62.7 percent remained in 4-H between 1 to 3 years. While 76.5 percent of the members had been 4-H members for 5 or more years, only 13.2 percent of the dropouts had been 4-H members for 5 years or longer. The highest percentage of the dropouts (65.8 percent) remained 4-H members for no longer than 3 years. A .001 level of significance was achieved when tested by the chi square significance test. These data indicated a significant relation between the number of years the girls remained in 4-H and their

TABLE III
RELATION BETWEEN RESPONDENTS' AGE WHEN FIRST JOINED 4-H
AND 4-H MEMBERSHIP STATUS^a

Actual Age When First Joined 4-H	Membership Status		
	Total Members And Dropouts (N=298)	Members (N=17)	Dropouts (N=281)
	Percent		
9 years	21.5	29.4	21.0
10 years	27.9	47.1	26.7
11 years	25.2	17.6	25.6
12 years	14.4	0.0	15.3
13 years	8.4	5.9	8.5
14 years	2.3	0.0	2.5
15 years and over	0.3	0.0	9.4
Total	100.0	100.0	100.0
Average years	10.7	10.1	10.7

^aCalculated χ^2 value = 6.24, significant at .05 level. Critical χ^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between 10 years and 11 years.

TABLE IV
RELATION BETWEEN NUMBER OF YEARS RESPONDENTS WERE IN 4-H
AND 4-H MEMBERSHIP STATUS^a

Actual Number of Years in 4-H	Membership Status		
	Total Members And Dropouts (N=298)	Members (N=17)	Dropouts (N=281)
	Percent		
1-3 years	62.7	11.8	65.8
4 years	20.5	11.8	21.0
5 years	13.1	29.4	12.1
6 years	3.4	41.2	11.1
7 years	0.3	5.9	0.0
Total	100.0	100.0	100.0
Average years	2.7	5.0	2.8

^aCalculated X^2 value = 41.01, significant at .001 level. Critical X^2 value for 2 df = 13.8 at .001 level. Chi square was computed on the basis of a dichotomy between 4 years and 5 years.

present 4-H membership status. The longer the girl had been in 4-H, the more likely she would be to remain in 4-H for another year.

Relation Between Grade in School When First Joined 4-H and 4-H Membership Status

Table V gives the grades in which the various percentages of all girls interviewed, members, and dropouts were enrolled when they first joined 4-H. The largest percentages of both members (82.4 percent) and dropouts (57.1 percent) had joined 4-H by the time they were in the fifth grade. After the fifth grade, the percentages of both members and nonmembers joining 4-H for the first time steadily decreased with each grade in school. These data achieved the .05 level of significance when tested by chi square. These data indicated a tendency for the ninth and tenth grade girls in Greene County to join 4-H early in their school years. They also indicated a tendency for the dropouts to join 4-H in a higher grade than did those girls who remained in 4-H.

Relation Between Age When First Dropped Out of 4-H and 4-H Membership Status

The ages when all those interviewed, members and dropouts, first dropped membership in 4-H are indicated by percents in Table VI. As indicated, 76.5 percent of the members have been in 4-H since they first joined. Those that did drop out, and later rejoined, dropped out at 12 years of age (5.9 percent) and at 15 years of age (11.8 percent). By the time they were 15 years old, 81.5 percent of the dropouts had already dropped 4-H. This is the age at which the girls

TABLE V

RELATION BETWEEN RESPONDENTS' GRADE IN SCHOOL WHEN FIRST JOINED 4-H
AND 4-H MEMBERSHIP STATUS^a

Grade in School When First Joined 4-H	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Grades 1-4	27.2	35.3	26.7
Grade 5	31.4	47.1	30.4
Grade 6	23.1	11.8	23.8
Grade 7	11.4	5.9	11.7
Grade 8	6.9	0.0	7.3
Total	100.0	100.0	100.0

^aCalculated X^2 value = 7.3, significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between grade 5 and grade 6.

TABLE VI
RELATION BETWEEN AGE WHEN RESPONDENTS FIRST DROPPED OUT OF 4-H
AND 4-H MEMBERSHIP STATUS^a

Age When Student First Dropped Out of 4-H	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
10 years old	3.4	0.0	3.6
11 years old	6.7	0.0	7.1
12 years old	12.4	5.9	12.8
13 years old	23.8	0.0	25.3
14 years old	30.9	0.0	32.7
15 years old	10.1	11.8	10.0
16 years old	1.7	0.0	1.8
Been in 4-H since first joined	4.4	76.5	0.0
No response	6.7	5.9	6.8
Total	100.0	100.0	100.0
Average age	13.2	14.0	13.2

^aCalculated χ^2 value = 9.7, significant at .01 level. Critical χ^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between 13 years old and 14 years old.

would enter senior 4-H work. A chi square test showed that 4-H membership status was significantly related (.01 level) to the age when the girls first dropped out of 4-H Club work. Once a girl dropped out of 4-H, there was little chance that she would join 4-H again.

Relation Between School Grades Received Most Frequently and 4-H Membership Status

Table VII shows the percents of all interviewees, members, dropouts, and nonmembers in four categories by school grades received most frequently. The grades ranged from "A" through "F." The highest percentage (18.5 percent) of "A's" were made by the dropouts, indicating that one possible reason for dropping 4-H membership was to attain a higher grade level; however, nonmembers (13.0 percent) and members (11.8 percent) followed closely in "A's" made. Nonmembers (41.7 percent) made more "B's" than either the members (35.3 percent) or dropouts (33.8 percent). A higher percent of members (47.1 percent) made "C's" than did either the dropouts (39.5 percent) or the nonmembers (38.0 percent). These differences in grades received most frequently by the ninth and tenth grade girls in Greene County were not significantly related to their decision to join 4-H, drop out of 4-H, or to remain a 4-H member.

Relation Between Student Plans to Attend College and Their 4-H Membership Status

Table VIII gives the plans for attending college of all the interviewees, 4-H members, dropouts, and nonmembers. A large percent

TABLE VII
RELATION BETWEEN RESPONDENTS' SCHOOL GRADES RECEIVED
AND 4-H MEMBERSHIP STATUS^a

School Grade Received Most Frequently	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
A	16.7	11.8	18.5	13.0
B	36.0	35.3	33.8	41.7
C	39.4	47.1	39.5	38.0
D and F	7.6	5.9	7.8	7.4
No response	0.2	0.0	0.4	0.0
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = .40, not significant at .05 level.
Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "B" grades and "C" grades.

TABLE VIII
RELATION BETWEEN RESPONDENTS' PLANS TO ATTEND COLLEGE
AND 4-H MEMBERSHIP STATUS^a

Number of Students Who Plan to Attend College	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Yes	33.3	41.2	32.0	35.2
No	37.7	58.8	38.1	33.3
Don't know	28.3	0.0	28.8	31.5
No response	0.7	0.0	1.1	0.0
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = .58, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "yes" and "no."

of each membership group did not plan to attend college--all interviewees, 37.7 percent; members, 58.8 percent; dropouts, 38.1 percent; and nonmembers, 33.3 percent. A larger percentage of the 4-H members (41.2 percent) planned to attend college than either the dropouts (32.0 percent) or the nonmembers (35.2 percent). It is interesting to note that all the members had decided definitely regarding college plans, while 29.9 percent of the dropouts and 31.5 percent of the nonmembers were undecided. A chi square test of significance indicated these data were not significant at the .05 level. Future plans for attending or not attending college seemingly did not significantly affect the girls' decisions to become a 4-H member, drop out of 4-H, or remain a 4-H member.

Relation Between Frequency Girls Attended Church-Related Activities and Their 4-H Membership Status

In Table IX may be seen the frequency of attendance at church-related activities, by percent, by all the girls interviewed, members, dropouts, and nonmembers. A larger percentage of 4-H members (94.1 percent) than the dropouts (63.3 percent) or the nonmembers (51.9 percent) attended church-related activities regularly (i.e., at least once a week). All of the members indicated they attended church activities at some time during the year; however, 5.7 percent of the dropouts and 11.1 percent of the nonmembers never attended church-related activities. A .01 significance level was achieved when these data were tested by the chi square test of significance. This indicates a significant relationship between the frequency of attendance at

TABLE IX

RELATION BETWEEN RESPONDENTS' FREQUENCY OF ATTENDANCE AT CHURCH-RELATED ACTIVITIES AND 4-H MEMBERSHIP STATUS^a

Frequency of Attendance at Church-Related Activities	Membership Status			
	All Students	Members	Dropouts	Nonmembers
	Interviewed (N=406)	(N=17)	(N=281)	(N=108)
	Percent			
More than once a week	26.6	35.3	25.6	27.8
Once a week	35.0	58.8	37.7	24.1
Seldom attend	30.3	5.9	29.9	35.2
Never attend	6.9	0.0	5.7	11.1
No response	1.2	0.0	1.1	1.9
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 10.8, significant at .01 level. Critical X^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between "once a week" and "seldom attend."

church-related activities and 4-H membership status of Greene County ninth and tenth grade girls. 4-H members attended church-related activities more frequently than either the dropouts or nonmembers.

Relation Between Frequency Girls Dated and Their 4-H Membership Status

Table X gives the percents of all the interviewees, members, dropouts, and nonmembers by frequency with which they dated. Of all the students interviewed, 35.5 percent stated they never date. Of these 47.1 percent of the 4-H members, 36.3 percent of the dropouts, and 31.5 percent of the nonmembers said they never date. About one of four of the members (23.5 percent) dated more than once a week. Approximately the same percentage (27.8 percent) of the dropouts dated frequently while one out of three (34.3 percent) of the nonmembers had more than one date a week. Although data in Table X show a tendency for the 4-H members to date less often than either the dropouts or nonmembers, these differences did not achieve the .05 significance level when tested by the chi square test. These data indicated that the frequency of dates was not a significant factor on the decisions by Greene County girls in ninth and tenth grades to join 4-H, drop out, or remain a 4-H member.

Relation Between Girls "Going Steady" and Their 4-H Membership Status

The percents of each 4-H membership group and all the girls interviewed regarding whether or not they were "going steady" are given in Table XI. The greatest percentage of members (82.4 percent) had no steady boyfriend, while 64.4 percent of the dropouts and 64.8 percent of the nonmembers were not "going steady." Only one out

TABLE X
RELATION BETWEEN RESPONDENTS' FREQUENCY OF FORMAL DATES
AND 4-H MEMBERSHIP STATUS^a

Frequency of Formal Dates	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
More than once a week	29.3	23.5	27.8	34.3
Once a week	18.2	11.8	19.9	14.8
About twice a month	15.8	17.6	14.6	18.5
Never	35.5	47.1	36.3	31.5
No response	1.2	0.0	1.4	0.9
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 1.1, not significant at .05 level. Critical X^2 value at 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "once a week" and "about twice a month."

TABLE XI
RELATION BETWEEN RESPONDENTS' "GOING STEADY"
AND 4-H MEMBERSHIP STATUS^a

Students Who Were "Going Steady"	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Yes	34.2	11.8	35.2	35.2
No	65.3	82.4	64.4	64.8
No response	0.5	5.9	0.4	0.0
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 4.45, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "yes" and "no."

of twelve (11.8 percent) 4-H members were "going steady" as compared with one out of three dropouts (35.2 percent) and nonmembers (35.2 percent) that stated they were "going steady." The factor of whether or not the girl was "going steady" was not significantly related to the 4-H membership status of Greene County ninth and tenth grade girls. However, there was a tendency for a smaller proportion of the members than either the dropouts or nonmembers to "go steady."

II. RELATION BETWEEN SELECTED FAMILY CHARACTERISTICS AND 4-H MEMBERSHIP STATUS

Relation Between Marital Status of Parents and 4-H Membership Status

Table XII shows the marital status of the parents of the 4-H members, dropouts, and nonmembers. Both parents of nearly 83 percent of all the girls interviewed were alive and living together. A higher percentage of the 4-H members' parents (88.2 percent) than of either the dropouts' parents (83.6 percent) or the nonmembers' parents (79.6 percent) were alive and living together. The nonmembers had a larger percentage of parents (11.1 percent) who were divorced than did the dropouts (6.0 percent) or the members (5.9 percent). There were 5.7 percent of the girls interviewed whose father was not living, and 2.5 percent whose mother was not living. Although data in Table XII showed a tendency for a higher percentage of the 4-H members to live in a home with both parents than either the dropouts or nonmembers, these differences did not achieve the .05 significance level when tested by the chi square test of significance. These data indicated that the marital status of their parents was not a significant factor

TABLE XII
RELATION BETWEEN MARITAL STATUS OF RESPONDENTS' PARENTS
AND 4-H MEMBERSHIP STATUS^a

Marital Status of Parents	Membership Status			
	All Students	Members	Dropouts	Nonmembers
	Interviewed (N=406)	(N=17)	(N=281)	(N=108)
	Percent			
Both alive and living together	82.8	88.2	83.6	79.6
Both alive, separated	1.2	0.0	1.1	1.9
Both alive, divorced	7.4	5.9	6.0	11.1
Neither parent living	0.5	0.0	0.7	0.0
Father not living	5.7	0.0	6.4	4.6
Mother not living	2.5	5.9	2.1	2.8
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 1.07, not significant at .05 level.
Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "both alive and living together" and "both alive, separated."

in the decisions by the ninth and tenth grade girls in Greene County to join 4-H, drop out, or remain a 4-H member.

Relation Between Annual Family Income and 4-H Membership Status

Table XIII gives the annual income of the families of all interviewees, 4-H members, dropouts, and nonmembers by percents in each of five categories. About one-third (37.3 percent) of all the students interviewed indicated their family had an annual income of \$5,000 or over. Nearly one-half (47.0 percent) of the members' families earned at least \$5,000 annually while only one-third of the dropouts (34.9 percent) and two-fifths of the nonmembers (42.1 percent) stated their annual income was \$5,000 or more. Only 5.9 percent of the members, 10.0 percent of the dropouts, and 7.5 percent of the nonmembers indicated annual family incomes of less than \$2,000. Although the families of the 4-H members tended to have higher incomes, the differences did not achieve the required .05 level of significance when tested by chi square. Therefore, the annual income of the family was not a significant factor in the decision of ninth and tenth grade girls in Greene County to join 4-H, drop 4-H, or remain in 4-H.

Relation Between Occupation of the Father and 4-H Membership Status

Table XIV gives the fathers' occupations of all the girls interviewed, 4-H members, dropouts, and nonmembers, by percents, in each of seven occupational groups. One-half of the fathers (50.7 percent) were laborers while 17.6 percent were farmers and 14.3 percent were businessmen. A higher percentage of the 4-H members' fathers (40.0 percent) than of either the dropouts (19.4 percent) or the

TABLE XIII
RELATION BETWEEN ANNUAL FAMILY INCOME
AND 4-H MEMBERSHIP STATUS^a

Annual Income of Family	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Less than \$2,000	9.1	5.9	10.0	7.5
\$2,000 but less than \$3,000	10.1	5.9	11.0	8.4
\$3,000 but less than \$4,000	17.3	11.8	20.6	9.3
\$4,000 but less than \$5,000	15.6	17.6	13.9	19.6
\$5,000 and over	37.3	47.0	34.9	42.1
No response	10.6	11.8	9.6	13.1
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 4.3, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between \$5,000 and over \$5,000.

TABLE XIV
RELATION BETWEEN OCCUPATION OF RESPONDENTS' FATHERS
AND 4-H MEMBERSHIP STATUS^a

Occupation of Father	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Farmer	17.6	40.0	19.4	9.4
Business	14.3	13.3	15.5	11.5
Professional	9.6	0.0	7.1	17.7
Laborer	50.7	46.7	48.4	57.3
Retired	3.3	0.0	4.4	1.0
Deceased	3.6	0.0	4.8	1.0
Farmer-Laborer	0.8	0.0	0.4	2.1
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 12.3, significant at .01 level. Critical X^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between "farmer" and "business."

nonmembers (9.4 percent) were farmers. A higher proportion of the dropouts' fathers (15.5 percent) were businessmen while more of the nonmembers' fathers were laborers (57.3 percent). Nearly 50 percent of fathers of both the dropouts (48.4 percent) and the 4-H members (46.7 percent) were laborers. When tested by the chi square test of significance, these differences achieved the .005 level of significance. These data indicated that the fathers' occupation was significantly related to the 4-H membership status of the ninth and tenth grade girls in Greene County. The 4-H members were more likely to be daughters of farmers than were either the dropouts or nonmembers.

Relation Between the Mother Working Outside the Home and 4-H Membership Status

The percents of all interviewees, 4-H members, dropouts, and nonmembers whose mothers work outside the home are shown in Table XV. Nearly one out of two of all the girls' mothers (45.4 percent) worked outside the home. A higher percent of the mothers of the 4-H members (70.6 percent) had outside jobs than did those of either the dropouts (45.4 percent) or the nonmembers (41.7 percent). A little more than one-half of the nonmembers' mothers (57.4 percent) had no jobs outside the home while 53.9 percent of the dropouts' mothers and 29.4 percent of the 4-H members' mothers did not work outside the home. Although these data did not achieve the .05 significance level when tested by chi square, they showed a greater tendency for the mothers of 4-H members to work outside the home. The mothers' working outside the home was not a significant factor in the decision of ninth and tenth grade Greene County girls to join, drop out, or remain a 4-H member.

TABLE XV
RELATION BETWEEN RESPONDENTS' MOTHERS' WORKING OUTSIDE THE HOME
AND 4-H MEMBERSHIP STATUS^a

Mother Works For Pay Outside the Home	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Yes	45.4	70.6	45.4	41.7
No	53.8	29.4	53.9	57.4
No response	0.7	0.0	0.7	0.9
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 4.4, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "yes" and "no."

Relation Between the Mothers' Membership in Clubs or Organizations
and 4-H Membership Status

Table XVI gives the percent of all the girls interviewed, 4-H members, dropouts, and nonmembers whose mother belonged to one or more clubs or organizations. Only 40.1 percent of all interviewees' mothers held membership in one or more clubs or organizations while 59.1 percent did not belong to any club or organization. A much higher percentage of the 4-H members' mothers (82.4 percent) participated in clubs while only 38.8 percent of the nonmembers' mothers belonged to clubs. A smaller proportion of the 4-H members' mothers (17.6 percent) than of either the dropouts (60.5 percent) or the nonmembers (62.0 percent) had no outside activities. These differences were significant at the .01 level as tested by chi square. Thus, there was a significant relation between the girls' mothers belonging to organizations and the 4-H membership status of the girls. These data indicated a greater tendency for more of the members' mothers than either those of dropouts or nonmembers to belong to one or more clubs or organizations.

Relation Between the Father's Attitude Toward His Daughter's Joining
4-H and Her 4-H Membership Status

Table XVII gives the percents of all interviewees, 4-H members and dropouts by the attitudes of their fathers when their daughters first joined 4-H. Of all those interviewed that were either members or dropouts, 44.0 percent had fathers who were very pleased that their daughters joined 4-H. Nearly 90.0 percent of the members' fathers

TABLE XVI
RELATION BETWEEN RESPONDENTS' MOTHERS MEMBERSHIP IN CLUBS
OR ORGANIZATIONS AND 4-H MEMBERSHIP STATUS^a

Mother Belongs To One Or More Clubs Or Organizations	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=280)	Nonmembers (N=108)
	Percent			
Yes	40.1	82.4	38.8	37.0
No	59.1	17.6	60.5	62.0
No response	0.8	0.0	0.7	1.0
Total	100.0	100.0	100.0	100.0

^aCalculated χ^2 value = 12.5, significant at .01 level. Critical χ^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between "yes" and "no."

TABLE XVII

RELATION BETWEEN FATHERS' ATTITUDES TOWARD THEIR DAUGHTERS' JOINING 4-H
AND 4-H MEMBERSHIP STATUS^a

Attitude of Fathers When First Joined 4-H	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Very pleased	44.0	88.2	41.3
Uninterested	51.7	11.8	54.1
Displeased	0.7	0.0	0.7
No response	3.7	0.0	3.9
Total	100.0	100.0	100.0

^aCalculated X^2 value = 12.3, significant at .01 level. Critical X^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between "very pleased" and "uninterested."

(88.2 percent) were very pleased while only 41.3 percent of the dropouts' fathers showed equal interest in their daughters' joining 4-H. A higher percentage of the dropouts' fathers (54.1 percent) were uninterested than were the members' fathers (11.8 percent). None of the fathers of the 4-H members were displeased by his daughter's joining 4-H while 0.7 percent of the dropouts' fathers were displeased by his daughter becoming a 4-H member. These data achieved a .01 significance level when tested by the chi square test. Therefore, there was a significant relation between attitudes of the fathers toward their daughters' joining 4-H and 4-H membership status. This indicates the father's attitude toward his daughter's joining 4-H was a significant factor in the decision of the ninth and tenth grade girls in Greene County to remain in 4-H or drop out of 4-H. Girls who remained in 4-H felt their father was "very pleased" when they first joined 4-H while those who dropped out of 4-H tended to feel their father was uninterested.

Relation Between the Mother's Attitude Toward Her Daughter's Joining 4-H and Her 4-H Membership Status

Table XVIII gives the percents of all interviewees, 4-H members and dropouts whose mothers had varying attitudes toward their joining 4-H. A higher percentage of the members' mothers (88.2 percent) were very pleased their daughter joined 4-H than were the dropouts' mothers (55.0 percent). More of the dropouts' mothers (43.9 percent) were uninterested in their daughters' 4-H membership status. These data showed a tendency for a higher percentage of the members' mothers than of either dropouts or nonmembers to be interested in their daughter's

TABLE XVIII

RELATION BETWEEN MOTHERS' ATTITUDES TOWARD THEIR DAUGHTERS' JOINING 4-H
AND 4-H MEMBERSHIP STATUS^a

Attitude of Mothers When First Joined 4-H	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Very pleased	56.9	88.2	55.0
Uninterested	42.1	11.8	43.9
Displeased	0.7	0.0	0.7
No response	0.3	0.0	0.4
Total	100.0	100.0	100.0

^aCalculated X^2 value = 6.4, significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "very pleased" and "uninterested."

joining 4-H. The differences achieved the .05 level when tested by the chi square test. The mother's attitude toward her daughter's joining 4-H was significantly related to the decisions of the ninth and tenth grade Greene County girls to remain a 4-H member or to drop 4-H membership.

III. RELATION BETWEEN PARTICIPATION IN ORGANIZATIONS, EVENTS, AND ACTIVITIES AND 4-H MEMBERSHIP STATUS

Relation Between Number of School Organizations to Which Girls Belonged and Their 4-H Membership Status

Table XIX gives the percents of all interviewees, 4-H members, dropouts, and nonmembers by the number of school organizations in which they held active membership. Of all the ninth and tenth grade girls interviewed, 40.4 percent did not belong to any school organization. Nearly three-fourths of the 4-H members (70.6 percent) belonged to clubs or organizations other than 4-H. About one-fourth of both the dropouts (24.2 percent) and nonmembers (25.0 percent) belonged to only 1 school club. The highest percentage of both dropouts (24.2 percent) and nonmembers (25.0 percent) belonged to only 1 organization while the highest percentage of members (29.4 percent) belonged to 1 or 3 organizations. The .001 significance level was achieved when these data were tested by the chi square test. There was a significant relation between the number of school clubs in which the ninth and tenth grade girls held active membership and their 4-H membership status. The 4-H members tended to belong to more school organizations than either the dropouts or nonmembers.

TABLE XIX
RELATION BETWEEN RESPONDENTS' MEMBERSHIP IN SCHOOL ORGANIZATIONS
AND 4-H MEMBERSHIP STATUS^a

Actual Number of School Organizations In Which Active Membership Was Held	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
None	40.4	0.0	40.9	45.4
1	24.6	29.4	24.2	25.0
2	18.7	11.8	19.9	16.7
3	10.1	29.4	9.3	9.3
4	3.0	17.6	2.8	0.9
5	2.5	5.9	2.5	1.9
6 and above	0.7	5.9	0.4	0.9
Total	100.0	100.0	100.0	100.0
Average	2.0	2.8	2.0	1.9

^aCalculated X^2 value = 24.8, significant at .001 level. Critical X^2 value for 4 df = 18.5 at .001 level. Chi square was computed on the basis of a trichotomy between "none" and "1" and between "2" and "3."

Relation Between Number of Out-Of-School Organizations to Which Girls Belonged and Their 4-H Membership Status

The membership in out-of-school organizations of all interviewees, 4-H members, dropouts, and nonmembers is given by percents in Table XX. The majority of all the ninth and tenth grade girls (59.4 percent) did not belong to any out-of-school club. About one-fourth of all the girls interviewed (26.8 percent) belonged to only 1 outside organization. About one-fourth of the 4-H members (23.5 percent), dropouts (27.4 percent), and nonmembers (25.9 percent) belonged to only 1 club. A higher proportion of the 4-H members (47.1 percent) than either the dropouts (9.6 percent) or nonmembers (10.2 percent) belonged to 2 organizations. It is interesting to note that the nonmembers (1.9 percent) was the only group that belonged to 4 or more organizations. These data were significant at the .01 level when tested by the chi square test of significance. This indicated a significant relationship between the number of out-of-school organizations to which the girls belonged and their 4-H membership status. The 4-H members tended to belong to a larger number of out-of-school organizations than either the dropouts or nonmembers.

Relation Between Number of 4-H Events and Activities in Which Girls Participated and Their 4-H Membership Status

The number of 4-H activities and events in which the 4-H members and dropouts participated is given by percents in Table XXI. About three out of four of all the girls (77.5 percent) participated in less than 3 activities while one out of four of the members (23.5 percent) and four out of five of the dropouts (80.8 percent) were in less than 3

TABLE XX
RELATION BETWEEN RESPONDENTS' MEMBERSHIP IN OUT-OF-SCHOOL ORGANIZATIONS
AND 4-H MEMBERSHIP STATUS^a

Actual Number Of Out-Of-School Organizations In Which Student Was An Active Member	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
None	59.4	23.5	61.2	60.2
1	26.8	23.5	27.4	25.9
2	11.3	47.1	9.6	10.2
3	2.0	5.9	1.8	1.9
4 or more	0.5	0.0	0.0	1.9
Total	100.0	100.0	100.0	100.0
Average	1.4	1.8	1.3	1.5

^aCalculated χ^2 value = 18.1, significant at .01 level. Critical χ^2 value for 4 df = 13.3 at .01 level. Chi square was computed on the basis of a trichotomy between "none" and "1" and between "1" and "2."

TABLE XXI

RELATION BETWEEN RESPONDENTS' PARTICIPATION IN 4-H EVENTS AND ACTIVITIES
AND 4-H MEMBERSHIP STATUS^a

Actual Number of 4-H Events and Activities in Which Member Had Participated	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
0-2	77.5	23.5	80.8
3-5	18.1	47.1	16.4
6 or more	4.4	29.4	2.8
Total	100.0	100.0	100.0

^aCalculated χ^2 value = 42.7, significant at .001 level. Critical χ^2 value for 2 df = 13.8 at .001 level. Chi square was computed on the basis of a dichotomy between 2 and 3.

activities. Nearly one-half of the members (47.1 percent) took part in from 3 to 5 events, while only 16.4 percent of the dropouts were active in the same number of events. Almost one-third of the members (29.4 percent) were active in 6 or more 4-H activities. A .001 level of significance was achieved when these differences were subjected to a chi square test. Thus participation in 4-H events and activities was significantly associated with the 4-H membership status of Greene County ninth and tenth grade girls. Girls who remained in 4-H tended to participate in a larger number of 4-H activities and events in any one year than did the dropouts when they were 4-H members.

Relation Between the Interviewees' Feelings Concerning Competition and 4-H Membership Status

Table XXII gives, by percents, the feelings of the 4-H members and dropouts concerning competition with others. Over one-half of the members (52.9 percent) indicated they were inspired by competition, but another one-third (35.3 percent) did not particularly like competing (although they did not mind competition), while 11.8 percent did not like to compete with others at all. None of the 4-H members felt there was too much competition in senior 4-H work, but 1.4 percent of the dropouts felt there was too much. More of the dropouts (42.1 percent) did not particularly like competition, while 13.9 percent definitely were not in favor of competing with others. Nearly 40 percent of the dropouts (39.6 percent) felt competition in 4-H inspired them. Although there was a tendency for the 4-H members to have a more positive attitude toward competition than did the dropouts, these differences

TABLE XXII

RELATION BETWEEN RESPONDENTS' ATTITUDE TOWARD COMPETITION
AND 4-H MEMBERSHIP STATUS^a

Feelings of Interviewees Regarding Competition With Others	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
I am inspired by competition	40.4	52.9	39.6
Don't mind competing, but don't particularly like it	41.8	35.3	42.1
I do not like to compete with others	13.8	11.8	13.9
I dislike competition and feel that there is definitely too much of it in senior 4-H	1.3	0.0	1.4
No response	2.7	0.0	2.9
Total	100.0	100.0	100.0

^aCalculated χ^2 value = .42, not significant at .05 level. Critical χ^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "don't mind competing" and "I do not like to compete with others."

did not achieve a .05 significance level. Competition was not a significant factor in the decisions of ninth and tenth grade girls in Greene County either to remain a 4-H member or to drop 4-H membership.

Relation Between Attitude Toward Record Books and 4-H Membership Status

Table XXIII gives the percents of 4-H members and dropouts who held varying attitudes toward 4-H record books. More than one-half of both the members (58.8 percent) and nonmembers (53.4 percent) felt that the record books were a fair basis for determining awards. None of the members (0.0 percent) thought the records were too complicated; however, 10.7 percent of the dropouts felt they were too difficult. It is interesting to note that none of the dropouts (0.0 percent) felt the records should be dropped while 5.9 percent of the members felt the records should be dropped. About one-third of the dropouts (35.9 percent), as compared with 17.6 percent of the members, said the record books required too much time. Although these data did not achieve the .05 level of significance when tested by chi square test, those girls remaining in 4-H tended to have a more favorable attitude toward 4-H record books than did those who dropped out of 4-H.

Relation Between Girls' Attitude Toward Publicly Announcing Awards and Honors and Her 4-H Membership Status

Table XXIV gives by percents the feelings of the members and dropouts concerning the public announcement of awards and honors won by 4-H members. Of both groups, 47.0 percent felt that greater emphasis was needed in this phase of the 4-H program. About one-third

TABLE XXIII

RELATION BETWEEN RESPONDENTS' ATTITUDE TOWARD 4-H RECORD BOOKS
AND 4-H MEMBERSHIP STATUS^a

Attitude Toward 4-H Record Books	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Fair basis for determining awards	53.7	58.8	53.4
Present records are adequate	0.7	11.8	0.0
Require too much time	34.9	17.6	35.9
Too complicated	10.1	0.0	10.7
Should be dropped	0.3	5.9	0.0
No response	0.3	5.9	0.0
Total	100.0	100.0	100.0

^aCalculated X^2 value = 2.26, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "present records are adequate" and "require too much time."

TABLE XXIV

RELATION BETWEEN THE GIRLS' ATTITUDE TOWARD PUBLICLY ANNOUNCING
AWARDS AND HONORS AND HER 4-H MEMBERSHIP STATUS^a

Attitude Toward Awards and Honors	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Same emphasis	19.1	41.2	17.8
Greater emphasis	47.0	35.3	47.7
Less emphasis	2.3	0.0	2.5
Drop from 4-H	11.1	5.9	11.4
Don't know	11.1	5.9	11.4
No response	9.4	11.8	9.3
Total	100.0	100.0	100.0

^aCalculated X^2 value = 7.1, significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "same emphasis" and "greater emphasis."

of the members (35.3 percent) thought the awards and honors should be more widely publicized, while nearly one-half of the dropouts (47.7 percent) felt this way. Only 11.8 percent of the members had a negative reaction to the publicizing awards as compared with 25.3 percent of the dropouts. A higher percentage of the members felt the present emphasis on publicizing awards was sufficient, but only 17.8 percent of the dropouts stated that the same emphasis was adequate. There was a tendency for the 4-H members to be more satisfied than the dropouts with the recognition given 4-H winners. The differences achieved the .05 significance level when tested by chi square. The emphasis on publication of awards and honors won by 4-H members in Greene County was a significant factor on the ninth and tenth grade girls' decisions to remain in or to leave 4-H.

Relation Between the Girls' Attitude Concerning the Awarding of Ribbons and Their 4-H Membership Status

The attitudes of members and dropouts toward awarding ribbons are given, by percents, in Table XXV. Nearly one-half of the dropouts (48.0 percent) felt greater emphasis should be placed on awarding of ribbons while only 29.4 percent of the members felt more emphasis should be placed on ribbons. About one-third of the members (35.3 percent) and one-fifth of the dropouts (19.2 percent) thought the present emphasis on the awarding of ribbons was about correct. More than one out of ten of the dropouts (12.1 percent) wanted the awarding of ribbons for achievement to be dropped from the 4-H program, but only 5.9 percent of the members felt this way. These data did not achieve the .05

TABLE XXV

RELATION BETWEEN THE GIRLS' ATTITUDE TOWARD AWARDING RIBBONS
AND HER 4-H MEMBERSHIP STATUS^a

Attitude Toward Awarding Ribbons	Membership Status		
	Total Members And Dropouts (N=290)	Members (N=17)	Dropouts (N=273)
	Percent		
Same emphasis	20.1	35.3	19.2
Greater emphasis	47.0	29.4	48.0
Less emphasis	2.7	5.9	2.5
Drop from 4-H	11.7	5.9	12.1
Don't know	9.0	0.0	9.7
No response	9.4	23.5	8.5
Total	100.0	100.0	100.0

^aCalculated X^2 value = 4.1, not significant at .05 level. Critical X^2 value for 2 df = 5.9 at .05 level. Chi square was computed on the basis of a dichotomy between "same emphasis" and "greater emphasis."

significance level when tested by the chi square test. The awarding of ribbons for 4-H accomplishments was not a significant factor in the decisions of the ninth and tenth grade Greene County girls to remain in or drop out of 4-H.

Relation Between the Girls' Perception of Their Peers' Attitude Toward 4-H Members and Their 4-H Membership Status

Table XXVI shows how the members, dropouts, and nonmembers felt their peers thought about 4-H members. Six out of ten of the members, dropouts, and nonmembers collectively (60.4 percent) thought their fellow students looked upon 4-H members favorably. About this same percentage of both the dropouts (60.6 percent) and nonmembers (62.0 percent) were conscious of a favorable attitude by their school-mates toward 4-H. Not quite one-half of the members (47.1 percent) felt this way about their friends' ideas. It is interesting to note that a higher percentage of the 4-H members (52.9 percent) than of either the dropouts (24.0 percent) or the nonmembers (10.2 percent) thought their peers had an unfavorable attitude toward 4-H members. A significance level of .001 was achieved when these differences were tested by the chi square test. The 4-H membership status of the ninth and tenth grade Greene County girls was significantly associated with their perception of the attitudes their peers had toward 4-H members. These data indicated that the attitudes others had toward 4-H members was perceived to be favorable by dropouts and nonmembers and unfavorable by the 4-H members.

TABLE XXVI

RELATION BETWEEN THE GIRLS' PERCEPTION OF HER PEERS' ATTITUDE TOWARD
4-H CLUB MEMBERS AND 4-H CLUB MEMBERSHIP STATUS^a

What Peers Were Perceived To Think of 4-H Club Members	Membership Status			
	All Students Interviewed (N=404)	Members (N=17)	Dropouts (N=279)	Nonmembers (N=108)
	Percent			
Favorable attitude	60.4	47.1	60.6	62.0
Neither favorable nor unfavorable attitude	13.9	0.0	11.8	21.3
Unfavorable attitude	21.5	52.9	24.0	10.2
No response	4.2	0.0	3.6	6.5
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 10.8, significant at .01 level. Critical X^2 value for 2 df = 9.2 at .01 level. Chi square was computed on the basis of a dichotomy between "neither favorable nor unfavorable attitude" and "unfavorable attitude."

Relation Between How the Girls Felt About Their Free Time and Their 4-H Membership Status

The feelings about their free time by all the interviewees, 4-H members, dropouts, and nonmembers is given by percents in Table XXVII. A larger percentage of the members (17.6 percent) than of either the dropouts (11.7 percent) or nonmembers (13.0 percent) felt they had too much to do. None of the members (0.0 percent) had free time with nothing to do, but 41.2 percent thought there should be more activities in which they could participate. About one-third of both the dropouts (35.2 percent) and nonmembers (35.2 percent) wanted more activities to fill their time. Close to the same percentage of members (41.2 percent), dropouts (45.2 percent), and nonmembers (43.5 percent) felt their time was pretty well taken up, but they did not consider themselves too busy. The differences did not achieve a .05 significance level, thus indicating the amount of free time the ninth and tenth grade girls had was not a significant factor in their decision to remain in, drop out, or join 4-H.

Relation Between the Number of Hours Girls Spent Each Week Watching Television and Their 4-H Membership Status

Table XXVIII gives, by percents, the amount of time spent watching television by all interviewees, 4-H members, dropouts, and nonmembers. Nearly one-half of the girls interviewed (45.1 percent) watched television less than 15 hours a week. About the same percentage of both members (70.6 percent) and dropouts (69.4 percent) spent less than 29 hours a week in watching television as compared with 80.6 percent

TABLE XXVII
RELATION BETWEEN RESPONDENTS' FEELINGS CONCERNING FREE TIME
AND THEIR 4-H MEMBERSHIP STATUS^a

Feelings Concerning Free Time	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
Have too much to do	12.3	17.6	11.7	13.0
Have a lot of time with nothing to do	6.7	0.0	6.8	7.4
Ought to have more activities	35.5	41.2	35.2	35.2
Time is pretty well taken up but am not too busy	44.6	41.2	45.2	43.5
No response	1.0	0.0	1.1	0.9
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 0.4, not significant at .05 level. Critical X^2 value for 4 df = 9.5 at .05 level. Chi square was computed on the basis of a trichotomy between "have too much to do" and "have a lot of time with nothing to do" and between "ought to have more activities" and "time is pretty well taken up."

TABLE XXVIII

RELATION BETWEEN NUMBER OF HOURS RESPONDENTS SPENT WATCHING TELEVISION
AND THEIR 4-H MEMBERSHIP STATUS^a

Number of Hours Watched Television Each Week	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
0-14 hours	45.1	29.4	43.4	51.9
15-28 hours	27.3	41.2	26.0	28.7
29-42 hours	12.8	11.8	13.5	11.1
43-56 hours	8.1	0.0	10.0	4.6
57 hours and above	6.7	17.6	7.1	3.7
Total	100.0	100.0	100.0	100.0

^aCalculated X^2 value = 8.3, not significant at .05 level. Critical X^2 value for 4 df = 9.5 at .05 level. Chi square was computed on the basis of a trichotomy between 14 hours and 15 hours and between 56 hours and 57 hours.

nonmembers. A smaller percentage of nonmembers (19.4 percent) than of either the members (29.4 percent) or dropouts (30.6 percent) viewed the television more than 29 hours each week. These differences did not achieve the .05 significance level when tested by the chi square test. However, there was some tendency for the 4-H girls in ninth and tenth grades in Greene County to spend more hours each week watching television than the dropouts or nonmembers.

Relation Between Number of Hours Girls Spent Each Week Listening to Radio and Their 4-H Membership Status

Table XXIX gives, by percents, the amount of time spent in listening to radio by all interviewees, 4-H members, dropouts, and nonmembers. About two out of five of all the interviewees (43.8 percent) listened to the radio less than 15 hours a week. About two-thirds of both the dropouts (65.5 percent) and the nonmembers (66.7 percent) listened to the radio less than 29 hours each week while only 41.1 percent of the members spent that much time. A higher percentage of the members (58.9 percent) than of either the dropouts (34.5 percent) or nonmembers (33.3 percent) spent more than 29 hours of their time each week listening to the radio. When tested by the chi square these observed differences did not achieve the .05 level. However, there was some tendency for the 4-H members to spend more hours each week in listening to the radio than either the dropouts or nonmembers.

TABLE XXIX

RELATION BETWEEN NUMBER OF HOURS RESPONDENTS SPENT LISTENING TO THE RADIO
AND THEIR 4-H MEMBERSHIP STATUS^a

Number of Hours Spent Listening To Radio Each Week	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
0-14 hours	43.8	23.5	45.9	41.7
15-28 hours	20.9	17.6	19.6	25.0
29-42 hours	15.8	29.4	15.7	13.8
43-56 hours	8.6	23.5	8.5	6.5
57 hours and above	10.8	6.0	10.3	13.0
Total	100.0	100.0	100.0	100.0

^aCalculated χ^2 value = 4.8, not significant at .05 level. Critical χ^2 value for 4 df = 9.5 at .05 level. Chi square was computed on the basis of a trichotomy between 14 hours and 15 hours and between 56 hours and 57 hours.

IV. RELATION BETWEEN GIRLS' INTEREST IN SELECTED TASKS AND THEIR 4-H MEMBERSHIP STATUS

Relation Between Tasks the Girls Felt They Already Knew How To Perform and Their 4-H Membership Status

Table XXX gives, in rank order, the percents of all the girls interviewed, 4-H members, dropouts, and nonmembers who felt they already knew how to perform each of 21 tasks. Both how to set a table (89.4 percent) and how to cook (85.0 percent) ranked first and second respectively by 4-H members, dropouts, and nonmembers. A higher percentage of 4-H members (82.4 percent) than of either the dropouts (80.1 percent) or the nonmembers (78.7 percent) felt they already knew how to sew. The tasks that a smaller percent of all girls knew how to perform were such activities as presiding at meetings (25.6 percent), speaking in public (23.9 percent), and being a leader (21.2 percent). It is interesting to note that, with the exception of how to select and buy clothes, take care of babies, be well groomed, be at ease with boys, prepare for a party, and take care of flowers, shrubs, and lawns, a higher percentage of 4-H members than of either the dropouts or nonmembers knew how to perform the tasks mentioned. There was a tendency for a higher percentage of the members than of either the dropouts or nonmembers to know how to perform more of the 21 selected tasks.

Relation Between Tasks Girls Would Like To Learn How To Perform and Their 4-H Membership Status

The percents of all the girls interviewed, 4-H members, dropouts,

TABLE XXX

RELATION BETWEEN TASKS GIRLS FELT THEY KNEW HOW TO PERFORM
AND THE 4-H MEMBERSHIP STATUS OF THE GIRLS

Name of Tasks	Membership Status			
	All Students	Members	Dropouts	Nonmembers
	Interviewed (N=406)	(N=17)	(N=281)	(N=108)
	Percent			
How to:				
Set a table	89.4	94.1	88.3	91.7
Cook	85.0	82.4	85.1	85.2
Sew	79.8	82.4	80.1	78.7
Select and buy clothes	76.4	64.7	74.4	83.3
Take care of babies	70.4	70.6	66.2	81.5
Be well groomed and have good social manners	68.2	76.5	63.0	80.6
Take photographs	63.1	76.5	61.9	63.9
Dance	62.8	76.5	60.1	67.6
Be at ease with boys	59.9	52.9	57.3	67.6
Prepare food for a party	55.7	52.9	52.0	65.7
Take care of flowers, shrubs, lawn, etc.	53.4	47.1	54.4	51.9
Drive a car	53.0	70.6	50.9	55.6
Raise vegetables	51.2	64.7	54.8	39.8
Redecorate a room	45.6	58.8	44.8	45.4
Plan parties and lead recreation	39.9	52.9	36.3	47.2
Give a demonstration	33.5	64.7	34.5	25.9
Repair things in the home	32.8	47.1	32.0	32.4
Preside at meetings	25.6	58.8	26.0	19.4
Speak in public	23.9	52.9	24.9	16.7
Be a leader	21.2	41.2	20.3	20.4
Make things of wood, leather, or metal, etc.	8.4	23.5	7.5	8.3
Average	52.3	62.2	51.3	53.7

and nonmembers who responded that they would like to learn to do each of the 21 tasks (in rank order) are given in Table XXXI. The highest percentage of members (58.8 percent), dropouts (63.3 percent), and nonmembers (56.8 percent) wanted to learn how to be a leader. To learn how to plan parties (53.0 percent of all girls) and redecorate a room (50.2 percent) ranked high, also. It is interesting to note that a higher percent of the nonmembers (50.9 percent) than of either the dropouts (42.3 percent) or the members (41.2 percent) wanted to learn how to speak in public. Approximately the same percentage of both dropouts (14.2 percent) and nonmembers (14.8 percent), as compared with 5.9 percent of the members, said they were interested in learning how to sew. A larger percent of both dropouts (12.1 percent) and nonmembers (13.0 percent) than of the members (5.9 percent) expressed a desire in wanting to learn to cook. The proportion of girl 4-H members in the ninth and tenth grades in Greene County who said they would like to perform the 21 tasks was smaller than either the dropouts or nonmembers.

Relation Between Tasks Girls Had Tried and Did Not Like to Perform and Their 4-H Membership Status

Table XXXII gives, in rank order, the percents of all interviewees, members, dropouts, and nonmembers who did not like the tasks they had investigated. There was a larger percentage of the dropouts (20.6 percent) than of either the members (5.9 percent) or nonmembers (14.8 percent) who did not like speaking in public. There were fewer dropouts (16.7 percent) who did not like giving a demonstration as compared

TABLE XXXI

RELATION BETWEEN THE TASKS GIRLS WOULD LIKE TO LEARN TO DO
AND THE 4-H MEMBERSHIP STATUS OF THE GIRLS

Name of Tasks	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
How to:				
Be a leader	61.3	58.8	63.3	56.5
Plan parties and lead recreation	53.0	41.2	56.9	44.4
Redecorate a room	50.2	41.2	50.9	50.0
Drive a car	46.3	29.4	48.4	43.5
Speak in public	44.6	41.2	42.3	50.9
Make things of wood, leather, metal, etc.	43.6	52.9	46.3	35.2
Preside at meetings	42.4	41.2	42.0	43.5
Prepare food for a party	41.9	41.2	45.2	33.3
Repair things in the home	41.4	35.3	44.1	35.2
Be at ease with boys	38.2	47.1	39.9	32.4
Give a demonstration	34.0	23.5	33.8	36.1
Take photographs	30.8	17.6	32.4	28.7
Dance	30.0	23.5	33.8	21.3
Be well groomed, and have good social manners	29.3	23.5	34.2	17.6
Take care of babies	26.1	23.5	29.9	16.7
Raise vegetables	21.4	5.9	23.1	19.4
Select and buy clothes	21.4	35.3	23.8	13.0
Take care of flowers, shrubs, lawn, etc.	21.2	23.5	23.5	14.8
Sew	14.0	5.9	14.2	14.8
Cook	12.1	5.9	12.1	13.0
Set a table	8.1	0.0	9.3	6.5
Average	33.9	29.4	35.7	29.9

TABLE XXXII

RELATION BETWEEN THE TASKS GIRLS HAD TRIED BUT DID NOT LIKE TO DO
AND THE 4-H MEMBERSHIP STATUS OF THE GIRLS

Name of Tasks	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
	Percent			
How to:				
Speak in public	18.5	5.9	20.6	14.8
Give a demonstration	16.0	11.8	16.7	14.8
Take care of flowers, shrubs, lawn, etc.	15.0	17.6	13.2	19.4
Raise vegetables	14.5	23.5	12.1	19.4
Preside at meetings	12.6	0.0	14.6	9.3
Repair things in the home	9.9	5.9	10.0	10.2
Make things of wood, leather, or metal	7.4	5.9	9.3	9.3
Sew	4.9	11.8	4.3	5.6
Be a leader	4.4	0.0	4.3	5.6
Dance	3.2	0.0	3.2	3.7
Cook	2.5	11.8	2.1	1.9
Plan parties and lead recreation	2.2	0.0	2.5	1.9
Set a table	1.5	5.9	1.4	0.9
Prepare food for a party	1.5	5.9	1.8	0.0
Take care of babies	1.5	5.9	1.1	1.9
Take photographs	1.0	0.0	0.7	1.9
Redecorate a room	0.7	0.0	1.1	0.0
Be well groomed and have good social manners	0.7	0.0	0.7	0.9
Drive a car	0.0	0.0	0.0	0.0
Select and buy clothes	0.5	0.0	0.4	0.9
Be at ease with boys	0.2	0.0	0.4	0.0
Average	5.6	5.3	5.6	5.8

with the nonmembers (14.8 percent) or members (11.8 percent). All of the students interviewed liked driving a car, while there was only 0.5 percent who did not like selecting and buying clothes and 0.2 percent who could not be at ease with boys. A slightly smaller average percentage of the 4-H members (5.3 percent) than of either the dropouts (5.6 percent) or the nonmembers (5.8 percent) did not like the 21 tasks they had tried performing. The members, nonmembers, and dropouts did not differ significantly as to the tasks they had tried but did not like to do.

Relation Between Tasks Girls Have Not Tried But Do Not Think They Would Like To Perform and Their 4-H Membership Status

Table XXXVIII gives, in rank order, the percents of all the girls interviewed, 4-H members, dropouts, and nonmembers who had not tried the 21 selected tasks, but did not think they would like the activities. It is interesting to note that there were only three areas in which the members had not participated: making things of wood, leather, or metal (11.8 percent); taking care of flowers, shrubs, and lawn (5.9 percent); and taking photographs (5.9 percent). All of the dropouts had tried setting a table and driving a car, while the nonmembers had learned to be at ease with boys, take care of babies, be well groomed, . cook, and drive a car. A larger proportion of the dropouts and nonmembers than of the 4-H members said they had not tried but did not think they would like to perform the 21 tasks.

TABLE XXXIII

RELATION BETWEEN TASKS GIRLS HAVE NOT TRIED BUT DO NOT THINK WOULD LIKE
TO DO AND THEIR 4-H MEMBERSHIP STATUS

Name of Tasks	Membership Status			
	All Students Interviewed (N=406)	Members (N=17)	Dropouts (N=281)	Nonmembers (N=108)
How to:	Percent			
Make things of wood, leather, metal, etc.	38.7	11.8	45.4	45.4
Preside at meetings	16.3	0.0	13.5	25.9
Give a demonstration	15.0	0.0	13.5	21.3
Repair things in the home	13.8	0.0	12.5	19.4
Speak in public	12.6	0.0	11.7	16.7
Be a leader	11.5	0.0	11.0	14.8
Raise vegetables	11.3	0.0	9.3	18.5
Take care of flowers, shrubs, lawn, etc.	9.1	5.9	8.2	12.0
Take photographs	4.7	5.9	4.3	5.6
Dance	2.7	0.0	1.4	6.5
Plan parties and lead recreation	2.7	0.0	2.5	3.7
Redecorate a room	2.0	0.0	1.4	3.7
Be at ease with boys	1.2	0.0	1.8	0.0
Take care of babies	1.0	0.0	0.7	0.9
Prepare food for a party	0.7	0.0	0.7	0.9
Sew	0.7	0.0	0.7	0.9
Select and buy clothes	0.5	0.0	0.4	0.9
Be well groomed and have good social manners	0.5	0.0	0.7	0.0
Cook	0.2	0.0	0.4	0.0
Set a table	0.2	0.0	0.0	0.9
Drive a car	0.0	0.0	0.0	0.0
Average	18.7	8.9	20.6	22.5

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

I. PURPOSE AND SPECIFIC OBJECTIVES

The purpose of this exploratory study was to determine the relation between selected factors and the 4-H membership status of ninth and tenth grade girls in Greene County, Tennessee.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine the relation between selected personal characteristics of ninth and tenth grade girls in Greene County and 4-H membership status.
2. To determine the relation between selected family and parental characteristics of ninth and tenth grade girls in Greene County and 4-H membership status.
3. To determine the relation between selected variables concerning the extent to which ninth and tenth grade girls participate in various organizations, events, and activities and 4-H membership status.
4. To determine the relation between the tasks girls were interested in learning to perform and 4-H membership status of ninth and tenth grade girls in Greene County.

This study was undertaken because of the large numbers of girls who drop out of 4-H by the time they become 14 years of age. It was believed that data from such a study would be helpful in planning

senior 4-H programs which may better meet the needs and interests of senior 4-H member age girls.

II. METHOD OF INVESTIGATION

The population included all of the ninth and tenth grade girls in Greene County, Tennessee. Data were secured from a total of 477 girls who were present in the five high schools the days the group interview schedules were administered. Seventy-one of the schedules were discarded because of incompleteness or inaccuracy. This left a sample including 17 members, 281 dropouts, and 108 nonmembers who provided data which were used in the analysis.

III. METHOD OF ANALYSIS

The completed interview schedules were coded and responses were recorded on code sheets. Data were punched on data processing cards. Thirty-three independent variables were identified and used in the analysis of factors related to the membership status (dependent variable) of ninth and tenth grade girls. Computations were made by The University of Tennessee Computing Center. A contingency table analysis program was used. This program computed two-way frequency and percentage tables, chi squares, and contingency coefficients. Output for this program included: (1) frequency tables; (2) row, column, and table percentages; and (3) chi square and degrees of freedom. Chi square values which achieved the .05 level were accepted as significant.

Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 33 independent variables.

IV. MAJOR FINDINGS

Major findings were classified and presented under headings related to the objectives of the study.

Relation Between Selected Personal Characteristics and 4-H Membership Status

1. The girls' place of residence was related to their 4-H membership status. There was a tendency for those girls who joined 4-H to live on farms, while those who never joined and those who dropped out of 4-H tended to live in town.

2. The girls' age at the time of the study was not significantly related to their 4-H membership status; however, there was a tendency for 4-H members to be younger than either dropouts or nonmembers.

3. The girls' age when they first joined 4-H was related to their 4-H membership status. There was a tendency for the 4-H members to enroll at an earlier age than either the dropouts or nonmembers.

4. The number of years the girls were in 4-H and their 4-H membership status were related. As might be expected, the longer a girl had been a 4-H member, the more likely it was that she would remain in 4-H for another year.

5. The girls' grade in school was related to their 4-H membership status. There was a tendency for the members to join 4-H earlier in their school years than the dropouts.

6. The age the girls first dropped out of 4-H was related to their 4-H membership status. As might be expected, once the girl had dropped out, there was little chance that she would join 4-H again.

7. School grades received most often by the girls were not significantly related to their 4-H membership status. However, there was a tendency for the 4-H members to report lower grades than either the dropouts or nonmembers.

8. The girls' future plans for attending or not attending college and their 4-H membership status were not significantly related. The members tended to have more definite plans concerning college than either the dropouts or nonmembers.

9. The girls' frequency of attendance at church activities was related to their 4-H membership status. There was a tendency for 4-H members to attend church activities more frequently than either dropouts or nonmembers.

10. The girls' frequency of dates was not significantly related to their 4-H membership status. However, there was a tendency for 4-H members to date less often than either dropouts or nonmembers.

11. The girls' "going steady" and their 4-H membership status were not significantly related. However, there was a tendency for a smaller proportion of the members than either the dropouts or nonmembers to "go steady."

Relation Between Selected Family Characteristics and 4-H Membership Status

1. The marital status of the girls' parents and the girls' 4-H membership status were not significantly related. There was a tendency, however, for a higher percentage of the 4-H members than either dropouts or nonmembers to live in a home with both parents.

2. The annual family income was not significantly related to the

girls' 4-H membership status; however, the families of the 4-H members tended to have higher incomes.

3. The occupation of the girls' fathers was related to the girls' 4-H membership status. The members were more likely to be daughters of farmers than were either dropouts or nonmembers.

4. The girls' mothers' working outside the home was not significantly related to the girls' 4-H membership status. However, the data showed a greater tendency for the mothers of 4-H members, than of the dropouts or nonmembers, to work outside the home.

5. The mother's membership in clubs or organizations was related to her daughter's 4-H membership status. There was a greater tendency for more of the members' mothers than either those of dropouts or nonmembers to belong to clubs or organizations.

6. The fathers' attitudes toward their daughters' joining 4-H and the daughters' 4-H membership status were related. Girls who remained in 4-H felt their father was "very pleased" when they first joined 4-H, while those who dropped out of 4-H tended to feel their father was uninterested.

7. The mothers' attitudes toward their daughter's joining 4-H and the daughters' 4-H membership status were related. The data showed a tendency for a higher percentage of the members' mothers than of either the dropouts or nonmembers to be interested in their daughters' joining 4-H.

Relation Between Participation in Organizations, Events, and Activities and 4-H Membership Status

1. The number of school clubs in which the girls held active

membership and their 4-H membership status were related. The 4-H members tended to belong to more school organizations than either the dropouts or nonmembers.

2. The number of out-of-school organizations to which the girls belonged was related to their 4-H membership status. The 4-H members tended to belong to more out-of-school organizations than either the dropouts or nonmembers.

3. The number of events and activities in which the girls participated was related to their 4-H membership status. Girls who remained in 4-H participated in a larger number of 4-H activities and events in any one year than did the dropouts when they were 4-H members.

4. The girls' attitude toward competition and their 4-H membership status were not significantly related. There was a tendency, however, for the members to have a more positive attitude toward competition than did the dropouts.

5. The girls' attitude toward 4-H record books was not significantly related to their 4-H membership status; however, those girls remaining in 4-H tended to have a more favorable attitude toward 4-H record books than did those who dropped out of 4-H.

6. The girls' attitude toward the public announcement of awards and honors and their 4-H membership status were related. There was a tendency for the 4-H members to be more satisfied than the dropouts with the recognition given 4-H winners.

7. The girls' attitude concerning the awarding of ribbons was not significantly related to their 4-H membership status. There was a

tendency, however, for the 4-H members to be more satisfied than the dropouts with the current emphasis placed on giving of ribbons for 4-H achievements.

8. The girls' perception of their peers' attitudes toward 4-H members and the girls' 4-H membership status were related. A higher percentage of the dropouts and nonmembers felt their peers viewed 4-H members favorably, while the members perceived their peers as having unfavorable attitudes toward 4-H members.

9. The girls' feelings concerning their free time was not significantly related to their 4-H membership status. There was a tendency, however, for a higher percentage of both dropouts and nonmembers than of 4-H members to have more time with nothing to do.

10. The number of hours the girls spent each week watching television was not significantly related to their 4-H membership status. However, there was a tendency for the members to spend more hours each week watching television than either the dropouts or nonmembers.

11. The number of hours the girls spent each week listening to the radio was not significantly related to their 4-H membership status. There was a tendency, however, for the 4-H members to spend more hours each week listening to the radio than either the dropouts or nonmembers.

Relation Between Girls' Interest in Selected Tasks and Their 4-H Membership Status

1. There was a tendency for a higher percentage of 4-H members than of the dropouts or nonmembers to know how to perform more of the 21 selected tasks.

2. The girls who were 4-H members tended to want to learn how to perform fewer of the 21 tasks than either the dropouts or nonmembers.

3. A slightly smaller average percentage of the 4-H members than of either the dropouts or nonmembers did not like to perform the 21 tasks they had tried.

4. A larger proportion of the dropouts and nonmembers than of the 4-H members said they had not tried but did not think they would like to perform the 21 tasks.

V. IMPLICATIONS

Based on the writer's experience and views, the following implications were made:

1. Since members tended to join 4-H earlier in their school years than did the dropouts, one implication might be that the retention of Greene County, Tennessee, girls in senior 4-H could be increased by enrolling a larger proportion of the girls when they first become eligible for 4-H membership.

2. Since the girls who remained in 4-H tended to live on farms and to be daughters of farmers, this suggests that a 4-H program in Greene County planned to meet more of the needs and interests of girls who live in incorporated areas and whose fathers engaged in occupations other than farming might increase 4-H holding power.

3. Since girls who remained in 4-H had parents whose attitudes toward their daughter's joining 4-H tended to be more favorable than those of the parents of the dropouts, it is implied that 4-H enrollment among the girls in Greene County might be increased by

better informing all parents regarding the advantages and opportunities available to their daughters through 4-H Club work.

4. Since the girls who remained in 4-H participated in a larger number of activities than those who dropped out of 4-H, it is implied that the number of girls in Greene County who remain in 4-H until they become senior members could be increased by providing more opportunities at all age levels for members to participate in as great a variety of events and activities as possible.

5. Since those girls who remained in 4-H tended to have a more favorable attitude toward record books than did those who dropped out, and since record books are considered to be an essential part of the 4-H Club program, the implication could be drawn that the girls in Greene County could be made more aware of the importance and value of 4-H records, and thereby develop a more favorable attitude toward them.

VI. RECOMMENDATIONS

If it is desired to retain and increase female 4-H Club members through their senior 4-H Club years in Greene County and other counties faced with similar problems, the factors here found to be associated with 4-H membership status should be understood by those responsible for 4-H Club work.

Other recommendations include those listed below:

1. Greene County Extension agents should make particular efforts to enroll the girls during the earliest school years that they are eligible to join 4-H.

2. Greene County Extension agents should study their county place of 4-H residence situation to seek to make appropriate adjustments in enrollment. The 4-H program should be changed to meet more of the needs and interests of urban girls.

3. Greene County Extension agents should study their methods of "selling 4-H" to the girls' parents and make appropriate adjustments so that all possible parents can be well-informed of the opportunities and advantages of 4-H Club work.

4. Greene County Extension agents should study their county participation situation and make appropriate adjustments in the 4-H program to encourage greater participation at all age levels in 4-H events and activities.

5. Greene County Extension agents should study their county 4-H record keeping situation and conduct 4-H Record Book Workshops in order to increase the possibilities of having more of the girls aware of the importance of keeping records up-to-date and accurate so that girls may develop more favorable attitudes toward record books.

Recommendations for Further Study

1. A similar study should be conducted in Tennessee to study the relation between selected factors used in the present study and junior 4-H enrollment.

2. A similar study should be conducted in Tennessee to study the relation between characteristics of Extension agents primarily responsible for 4-H Club work and senior 4-H enrollment.

3. A similar study should be conducted in other Tennessee

counties to study the relation between selected factors used in the present study and 4-H membership status in those counties.

4. A further study should be conducted to determine if there is any difference in the relation of the selected factors used in the present study when counties with high senior enrollment are compared with counties having low senior 4-H enrollments.

5. A similar study should be conducted to study the relative effectiveness of different approaches taken to try to increase re-enrollment and senior enrollments.

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APPENDIX

THE UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE
IN COOPERATION WITH LOCAL SCHOOL SYSTEMS

SURVEY OF YOUTH ACTIVITIES

Dear Student:

We would like to find out what activities teenagers take part in and what they are interested in doing. Your answers to the following questions, when added to those of your classmates, will give us this information.

Your answers will be kept strictly confidential. In fact, we do not want you to sign your questionnaire. There will be no way for us to identify your paper from that of your classmates. Nevertheless, we do need the right answers to these questions and your cooperation will be greatly appreciated.

1. Check whether boy ____ or girl ____.
2. Age ____ (last birthday). 3. Circle your grade in school
8 9 10 11 12
4. Name of school _____, 5. County _____.
6. Check where you live:
____ in a town over 5,000 population.
____ in a town of less than 5,000 population.
____ in a thickly settled area but not in town.
____ in the county but not on a farm.
____ on a farm.
7. On your report card, do you get mostly
____ A's ____ C's
____ B's ____ D's and F's
8. Listed below are some clubs or groups which are found in some schools and which meet during school hours. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) by the clubs which either are not organized in your school or you are not eligible to join.

____ FFA	____ Music Club	____ Interact Club
____ FHA	____ History Club	____ Debate Team
____ Home Economics Club	____ Science Club	____ Future Business
____ 4-H Club	____ Latin Club	____ Leaders
____ Band	____ French Club	____ Future Teachers
____ Glee Club	____ Biology Club	____ Others (Please
____ Beta Club	____ Spanish Club	____ list)

9. Listed below are the names of some clubs or groups which are found in some communities and which meet outside the school. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) mark by those which either are not organized in your community or you are not eligible to join.

☐ Boy Scouts	☐ Y.M.C.A.	☐ G.A.'s
☐ Girl Scouts	☐ Y.W.C.A.	☐ Luther League
☐ 4-H Club	☐ M.Y.F.	☐ Others (Please list)
☐ FFA	☐ B.T.U.	☐ _____
☐ FHA	☐ R.A.'s	☐ _____

10. Thinking of the time you have in the afternoon after school, in the evening and during the day on Saturday, do you feel that (Please check one)

- a. ☐ you have too much to do.
- b. ☐ you have a lot of time with nothing to do.
- c. ☐ there ought to be more activities for boys and girls in your age group.
- d. ☐ your spare time is pretty well taken up but that you are not too busy.

11. In all your spare time activities, what are the one or two things you enjoy doing most? (Please list below)

12. How frequently do you attend activities connected with a church? (Please check one)

- ☐ more than once each week
- ☐ every week
- ☐ seldom attend
- ☐ never attend

13. How often do you date? (Please check one)

- ☐ more than once a week
- ☐ generally once a week
- ☐ about twice a month
- ☐ never

14. Are you going steady? Yes ☐ No ☐

15. Are you a regular participant in a school athletic or organized sport team which competes on a regular schedule with other schools? (Exclude Field Days)

Yes ☐ No ☐

16. Are you "trying to make" the school team in one or more sports? Yes ☐ No ☐

17. Are you a regular participant on an athletic or sports team which is organized outside the school and competes on a regular schedule with other teams?

Yes ☐ No ☐

18. Are you "trying to make" the community or neighborhood teams in one or more sports? Yes _____ No _____

19. About how many hours each week do you watch TV--including Saturday and Sunday? _____ hours

20. About how many hours each week do you listen to the radio and/or records--including Saturday and Sunday? _____ hours

21. The following is a list of things some boys like to do in their out-of-school time. For each of the items please check (✓) the blank under the heading which best describes how you feel about that item. Girls skip to question 22.

	Already Know How	Would Like to Learn	Tried It- Didn't Like It	Haven't Tried- But Don't Think Would Like It
a. How to take care of the lawn?				
b. How to raise vegetables?				
c. How to repair things in the home?				
d. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
e. How to select and buy clothes?				
f. How to be well groomed and have good social manners?				
g. How to cook?				
h. How to take photographs?				
i. How to speak in public?				
j. How to give a demonstration?				
k. How to raise beef, sheep, dairy cattle, hogs or horses?				
l. How to raise crops?				
m. How to repair electrical equipment?				
n. How to keep a car in good mechanical condition?				
o. How to be at ease with girls?				

	Already Know How	Would Like to Learn	Tried It- Didn't Like It	Haven't Tried- But Don't Think Would Like It
p. How to dance?				
q. How to plan parties and lead recreation?				
r. How to preside at meetings?				
s. How to be a leader?				
t. How to drive a car?				

22. The following is a list of things some girls like to do in their out-of-school time. For each of the items please check the blank under the heading which best describes how you feel about that item. Boys skip to question 23.

	Already Know How	Would Like to Learn	Tried It- Didn't Like It	Haven't Tried- But Don't Think Would Like It
a. How to drive a car?				
b. How to take care of flowers, shrubs, lawns, etc.?				
c. How to repair things in the home?				
d. How to plan parties and lead recreation?				
e. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
f. How to select and buy clothes?				
g. How to sew?				
h. How to cook?				
i. How to set a table?				
j. How to prepare food for a party and serve it?				
k. How to be well groomed and have good social manners?				
l. How to raise vegetables?				
m. How to give a demonstra- tion?				

	Already Know How	Would Like to Learn	Tried It- Didn't Like It	Haven't Tried- But Don't Think Would Like It
n. How to speak in public?				
o. How to preside at meetings?				
p. How to be at ease with boys?				
q. How to take photographs?				
r. How to redecorate a room?				
s. How to take care of babies?				
t. How to dance?				
u. How to be a leader?				

23. Marital status of parents: (Please check one)

- ☐ Both alive, live together
☐ Both alive, separated
☐ Both alive, divorced
☐ Neither parent living
☐ Father not living
☐ Mother not living

24. About how much income does your family earn each year? (Please check one)

- ☐ Less than \$2,000
☐ \$2,000 but less than \$3,000
☐ \$3,000 but less than \$4,000
☐ \$4,000 but less than \$5,000
☐ \$5,000 and over

25. a. Does your mother work for pay away from home? Yes___ No___

b. Does your mother belong to any clubs or organizations? Yes___ No___

c. If so, about how many? 1___, 2___, 3___, 4 or more___

26. What kind of work does your father do? _____

27. How long did your parents go to school? Mother Father

Didn't finish grammar school	_____	_____
Finished grammar school, but then quit	_____	_____
Started high school, but didn't finish	_____	_____
Graduated from high school	_____	_____
Started college, but didn't finish	_____	_____
Graduated from college	_____	_____

28. Do you plan to go to college? Yes___ No___ Don't Know___

29. In your opinion, what do boys and girls in your school think of boys and girls who belong to the 4-H Club? (You can check more than one item)

- ☐ Is interested in learning about things not related to farming
- ☐ Is interested in learning more about farming
- ☐ Is interested in learning more about homemaking
- ☐ Is a country "hick"
- ☐ Is joining a kid's club
- ☐ Will become a leader
- ☐ Will have more opportunities for fun
- ☐ Will have more opportunities to learn
- ☐ Something of interest
- ☐ Wants to get out of school work
- ☐ Wants to win some prize money
- ☐ Is lucky
- ☐ Will learn something that will help them in future life
- ☐ Wouldn't think much one way or the other

30. Did you have an opportunity this school year to join a 4-H Club?
Yes ☐ No ☐

31. Have you ever been a member of a 4-H Club? Yes ☐ No ☐

32. Are you now a 4-H Club member? Yes ☐ No ☐

33. If you are now a 4-H Club member, or have been a member, please check the ones you have done. (You may check more than one)

- ☐ Exhibited livestock, dairy or horses at 4-H shows
- ☐ Entered a 4-H Public Speaking contest
- ☐ Given a demonstration in a 4-H contest
- ☐ Taken a trip out of the county as a 4-H'er
- ☐ Exhibited at the county fair as a 4-H'er
- ☐ Attended a 4-H Club camp
- ☐ Took part in a county rally as a 4-H'er
- ☐ Took part in an achievement day as a 4-H'er
- ☐ Been a 4-H officer in your local 4-H Club
- ☐ Been a 4-H officer on the county level
- ☐ Been on a judging team as a 4-H'er
- ☐ Entered 4-H Dress Revue

34. How many years have you been (or were you) a member of a 4-H Club?
 years

35. How old were you when you joined 4-H for the first time?
 years old

36. In what school grade were you when you first joined 4-H? grade

37. Have you been a member every year since you first joined a 4-H Club? Yes ☐ No ☐

38. If you have not been a member every year since you first joined a 4-H Club:

- a. How old were you when you first dropped out of 4-H?
 ___ years old
- b. How long was it before you joined 4-H again? ___ years
- c. How old were you when you joined 4-H again? ___ years old
39. How much do you now like to compete with others your age for recognition, honors, or awards? (Check one)
- ___ I am inspired by competition.
- ___ I don't mind competing but don't particularly like it.
- ___ I do not like to compete with others.
- ___ I dislike competition and feel that there is definitely too much of it in Senior 4-H Club work.
40. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one)
- ___ Records require too much time to allow me to remain in 4-H Club
- ___ Records serve as a fair basis for determining awards
- ___ Records are too complicated
- ___ Records should be dropped
- ___ Present records are adequate
41. What was the attitude of your mother or guardian when you first joined 4-H? (Check one)
- ___ She was very pleased
- ___ She was uninterested (Not either pleased or displeased)
- ___ She was displeased (Upset because I joined)
42. What was the attitude of your father or guardian when you first joined 4-H? (Check one)
- ___ He was very pleased
- ___ He was uninterested (Neither pleased nor displeased)
- ___ He was displeased (Upset because I joined)
43. What is now, or was at the time you dropped out of 4-H, the attitude of your mother or guardian toward your 4-H work? (Check one)
- ___ She thinks I should devote more time to 4-H.
- ___ She thinks I devote about the correct amount of time to 4-H.
- ___ She thinks I devote too much time to 4-H.
44. What is now, or was at the time you dropped out of 4-H, the attitude of your father or guardian toward your 4-H work? (Check one)
- ___ He thinks I should devote more time to 4-H.
- ___ He thinks I devote about the correct amount of time to 4-H.
- ___ He thinks I devote too much time to 4-H.
45. What do you think is the most important reason why many girls drop out of 4-H Club work about the time they enter high school?
-

46. What do you think is the most important reason why many boys drop out of 4-H Club work about the time they enter high school?

47. If you could change senior 4-H Club work, what is the one thing about 4-H you would like most to change?

48. What changes in organization (date, place, time, number and length of meetings, etc.) do you feel need to be made to help improve senior 4-H work in your school?

49. What changes in leadership (club officers, committees, planning monthly meetings and special activities, adult volunteer leaders, etc.) do you feel would need to be made to help improve senior 4-H work in your school?

50. What changes in participation (kind and number of 4-H events, activities, contests held, kinds of projects offered, record keeping, etc.) do you feel would need to be made to help improve senior 4-H Club work in your school?

51. What changes in recognition (kind, amount, basis for determining winners, contests, etc.) do you feel would need to be made to help improve senior 4-H work in your county?

52. For each of the following 4-H activities, events or projects, please check (✓) the blank below the response which best describes the amount of emphasis (effort in terms of time and money in promoting and conducting) that item should receive in senior 4-H Club work.

Item (events, activities or projects)	Amount of Emphasis (Check one for each item)					
	Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Know	Do Not Have In Our County
1. Public Speaking Contests						
2. Demonstration contests						
3. Judging Team contests						
4. Exhibit projects at county fairs, shows, sales, etc.						
5. County Rally Day						

Item (events, activities or projects)	Amount of Emphasis (Check one for each item)					
	Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Know	Do Not Have In Our County
6. County achievement days						
7. County-wide meetings on subjects of special interest						
8. County-wide Honor Club						
9. District 4-H Club						
10. Bread-baking contest						
11. 4-H Project Tours						
12. Out-of-county trips						
13. Judging project work on basis of records completed						
14. County 4-H fund raising events						
15. Giving ribbons for work done						
16. Publicize awards and honors given members						
17. Dress Revue						
18. Share-the-Fun						

This completes the survey form. Please check your paper to see that you have answered all the questions. Thank you for your help.

VITA

Shirley Kay Hamilton was born in Humboldt, Tennessee, on June 25, 1947. She was reared in rural Humboldt on a farm until she was five years old when her family moved into town.

She received her elementary and secondary education in the Gibson County public school system. After graduating from Peabody High School in June, 1965, she attended David Lipscomb College. In September 1966, she transferred to The University of Tennessee. She completed the requirements for a Bachelor of Science Degree in Home Economics Education--Textiles and Clothing in June 1969.

The following September, she entered the Institute of Agriculture as a Graduate Assistant in the Extension Training and Studies Department. Requirements for a Master of Science Degree in Agricultural Extension were completed in September, 1970.

While at The University of Tennessee, the writer was a member of the Christian Student Center Association, American Home Economics Association, and the "Pride of the Southland" Marching and Concert Bands.