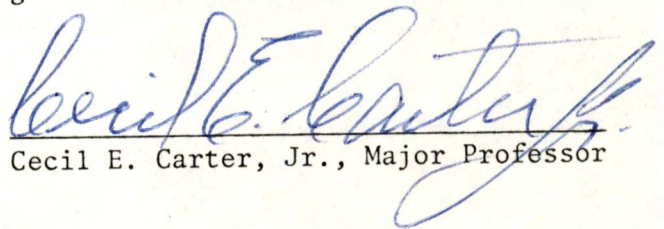
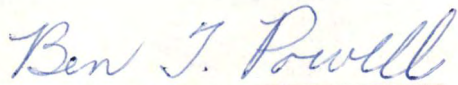


To the Graduate Council:

I am submitting herewith a thesis written by Jane Williams Wedgeworth entitled "Factors Influencing the Retention of 4-H Club Members through the Seventh Grade in Dickson County, Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

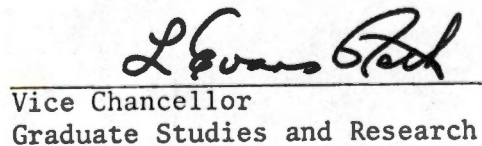

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recommend its acceptance:


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Accepted for the Council:


Vice Chancellor
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FACTORS INFLUENCING THE RETENTION OF 4-H CLUB
MEMBERS THROUGH THE SEVENTH GRADE IN
DICKSON COUNTY, TENNESSEE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Jane Williams Wedgeworth

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ABSTRACT

This study was completed in order to determine factors which influence seventh grade students to remain in 4-H after their sixth grade year. The study, done in Dickson, Tennessee, included data collected from 280 students. Of the students, 157 were 4-H members and 123 were nonmembers. Four-H Club members in both Dickson County and in Tennessee drop out at a greater degree between their sixth and seventh grade year than any other year. This study was done to identify factors affecting their retention and discover ways for enrollment to be maintained or increased at this age level. Analysis of the data was done using frequencies and percentages. The chi square and analysis of variance F tests were used to indicate significance of described differences between 4-H members and nonmembers. The .05 level was selected as being statistically significant. Computations were made by The University of Tennessee Computing Center. Areas of the study were age, sex, participation in both 4-H and other activities, family characteristics, peer influences and interests of the age group.

Major findings of the study were:

The majority of students who remain in 4-H through the seventh grade plan to remain in 4-H through graduation. Almost all students not enrolled in 4-H during their seventh grade year had quit 4-H after the sixth grade year.

Both members and nonmembers suggested sports, motorcycles and mechanics as new projects. The majority of members and nonmembers chose not to respond to this question. Members chose as their favorite 4-H projects arts and crafts, clothing, dog care, food nutrition, and wildlife.

Most members wanted to improve 4-H by adding more group activities, out of school projects, and by having more meetings. Nonmembers who responded (only 18 percent) indicated that club meetings were boring to them and that activities needed to be different in the seventh grade from what they had had the previous years.

Members indicated that they remained in 4-H mostly due to enjoyment of 4-H meetings and the fact that their friends were in 4-H. Nonmembers said they quit because none of the projects interested them, other activities interfered, and they were bored.

Age, school, and grades of members compared with nonmembers were not significantly different. Sex of members as compared to nonmembers was significantly different. Females were more likely to remain in 4-H through the seventh grade.

Interests of the members as compared to nonmembers were significantly different as to what would encourage longer membership. Members would be more encouraged by being selected for district trips, being on the radio, going to a state 4-H event and helping to plan junior high events.

Family characteristics of members as compared to nonmembers were not significantly different related to either parent having been in 4-H, brothers and sisters having been in 4-H and whether or not the mother was employed outside the home.

Members' parents had been glad when their children joined 4-H whereas nonmembers' parents did not care. Members' mothers were more likely to have provided transportation for them and other members and were more likely to have helped with project work.

Four-H participation of members as compared to nonmembers was significantly different in all areas except public speaking. Of the seventh grade students in Dickson County, 65 percent or more (depending on the area) who had either held office, won ribbons, won medals, or entered contests were still 4-H members.

Participation in other activities of members as compared to nonmembers was not significantly different in the following areas—Scouts, band, private music and dance lessons, school paper, church youth work, or sports teams. Members were more likely to participate in a larger number of different other activities.

As related to sex, there was a significant difference between total student participation of males and females. Females participated in more activities.

Participation of members, nonmembers, and total population were significantly different as related to higher grades in school, parents' good reaction to joining 4-H, either parent having been a 4-H member, mother provided transportation to her children and other children or assisted with 4-H events. Each of these meant greater participation on the part of the student whether a member or nonmember.

Participation was significantly different for both members and nonmembers who planned to continue 4-H the next year as compared to

those who did not plan to continue. Those planning to reenroll or enroll again the following year were likely to participate in more activities.

General recommendations were made.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

Four-H Club work is an integral part of today's society and its purpose is to inspire the club member to do something in a better way. Four-H has a big story to tell because it is one of our country's answers to the needs of boys and girls in preparing them for better living and richer personalities (14).*

"The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship" (17). This statement from A Guide to Extension Programs for the Future provides the basis for 4-H programs across the nation as each member is challenged "To Make the Best Better" (17).

Four-H emphasis is in practical application of real life learning experiences which supplement other educational aims at home, in schools and in churches (17).

Extension programs are designed to meet the needs of club members from nine to nineteen. There are many youths who have dropped out of 4-H because the club work did not meet their needs satisfactorily (16).

*Numbers in parentheses refer to similarly numbered references in the Bibliography.

It is the responsibility of Extension to be aware and adjust its "programs, focus, and methods" to insure that all resources are being used effectively to keep up with the change in needs of the people (26). Four-H members, as they grow older, have different needs and interests and these need and should be taken into consideration in Extension planning.

We must take a look at the continuing problem of losing club members as they grow older because these young people have much to gain and much to give to 4-H Club work in Tennessee.

II. NEED FOR THE STUDY

Four-H Club enrollment is inversely related to age level (27). In each grade level from sixth upward, Tennessee agents see a drop in enrollment of 4-H members. This has caused much concern. Graduate studies have been done related to retention of 4-H Club boys and girls through Senior club work. Little, however, has been done to study what happens when the drop begins. This occurs most frequently after the sixth grade year.

If agents could identify significant factors related to this loss between the sixth and seventh grade school year, they would be able to more effectively plan and implement programs to meet the needs of youth in the counties they serve.

III. STATEMENT OF THE PROBLEM

The annual Tennessee Summary of the 4-H Youth Development Enrollment Report can be used to show trends in membership. In 1967,

membership dropped slightly inversely to grades. Membership differences from fifth to sixth grades was from 27,414 to 25,253 and then down to 20,570 in the seventh grade (24). This was only a 4,683 drop which could have been due to differences in potential enrollment of the grade levels. In the following ten years, a difference in trends took place. In 1977, the enrollment of sixth graders was 38,997 (25). This same class as seventh graders in 1978 had a 4-H enrollment of 24,057 (26). This was a loss of 14,940 members.

Taking a look at Dickson County, the trend followed the statewide levels. In 1967, however, enrollment increased from sixth to seventh grades (24). This, again, may be related to potential enrollment differences. In 1977, enrollment in sixth grade was 551 as compared to 187 seventh grade youth (25). With the 551 4-H members in the sixth grade in 1977, a loss of membership is seen when only 368 enrolled in 4-H as seventh graders (25,26).

There is a definite loss of membership from sixth to seventh grades both in Dickson County and in Tennessee. The loss of membership increases with each grade level but this particular study will deal with the area where the loss is first apparent—from sixth to seventh grade.

IV. PURPOSE OF THE STUDY

The purpose of this study was to determine factors which influenced retention of 4-H members from the sixth to seventh grades in Dickson County, Tennessee. All sixth and seventh grade members in this

Tennessee county had 4-H meetings in school on a classroom basis so availability of 4-H was not a contributing factor.

This study, in its look at seventh grade 4-H members and nonmembers, examined several principal areas to determine retention factors. These areas were:

1. Characteristics of the age group in relation to 4-H membership
2. Sex as a factor influencing 4-H retention
3. Participation in 4-H as a factor influencing 4-H retention
4. Participation in other activities as a factor influencing 4-H retention
5. Family characteristics as related to 4-H retention
6. Peer influences on retention of 4-H club members
7. Interests of the age group as related to member retention

V. LIMITATIONS OF THE STUDY

The study was limited to students in Dickson County, Tennessee. It was also limited to students who were in attendance at school on the day in which the survey was done in April 1979. All information was gathered strictly from the students with no information being contributed by outside sources. The analysis included certain variables while others which may have related significantly to 4-H retention may have not been included in the study. Some students chose not to answer open end questions.

VI. METHOD OF INVESTIGATION

The method of investigation involved four different areas of work essential to conduct the study. These were development of the instrument, the population chosen for the study, collection of the data, and analysis of the data.

Development of the Instrument

The instrument used in this study was a four page survey which contained 24 questions. These questions included fill-in-the-blank, open end questions, and discussion questions. The survey included an introduction to the student regarding why it was being given and what would be done with the results. Students were asked to identify themselves by name to help avoid possible frivolous answers. Questions dealt with areas relating to sex, age, family background, peer influences, interests, and participation in 4-H and other activities.

The Population

The population of the study included all seventh graders at Dickson Middle School and at White Bluff Junior High. This included both members and nonmembers with a total of 280 responding. Charlotte Junior High, due to scheduling, could not permit the study to involve its seventh grade class. Since its size was small, it was believed that results of the study would not be affected by this class. The population and sample included all students present at school on the date of the data collection. All students had previously been 4-H members.

Collection of Data

Data were collected during one full day of school at both schools. The survey instrument was presented to each student by an extension agent on a classroom basis. Students were given adequate time to complete the instrument. Questions were read to the students as they completed each one. Student could not compare answers. Agents collected the instruments as soon as they were completed. All surveys were completed in April 1979. One hundred and fifty seven of these 280 students were 4-H members while 123 were former members.

Analysis of the Data

The analysis of the data was done using frequencies and percentages. Statistical tests included chi square and the one way analysis of variance F test.

Those variables which achieved the .05 level were accepted as being statistically significant. The University of Tennessee Computing Center did the computations.

Analysis compared nonmembers to members and levels of participation by members and nonmembers. Output included: (1) row, column, and table numbers and percentages, (2) frequency tables, and (3) chi square values, F values and degrees of freedom.

VII. DEFINITIONS OF TERMS

In order for the writer and reader to be familiar and understand terms used in the study, the following definitions are given and are used throughout the thesis.

Member. Those seventh graders who are currently enrolled in 4-H Club work.

Nonmember. These, in this study, refer to students who are not enrolled in 4-H but who at one time were members.

CHAPTER II

RELATED RESEARCH

Literature on factors affecting retention of 4-H club members as seventh graders was limited although general information about the population was available. Most studies related to ninth through twelfth grade levels. Few, however, dealt directly with retention of seventh graders who were 4-H members in the sixth grade. It is believed that factors are similar, however, for 4-H club members in the seventh through twelfth grades. Related studies will be reported under the major headings: (1) age of student, (2) sex of student, (3) participation of student in 4-H activities, (4) participation in other activities, (5) family influences, (6) peer influences, and (7) interests of the age level.

I. AGE CHARACTERISTICS AS RELATED TO RETENTION OF 4-H MEMBERS

In a study by J. H. Copp and R. C. Clark on reenrollment done in 1952-53, it was found that age was a factor that affected reenrollment. Those who joined 4-H at an early age or as soon as eligible remained in 4-H longer than those who joined later (3). A similar study by Horace Jones included interviews with ninth and tenth graders and came to the same conclusion (8). L. K. Sabrosky also concluded that early enrollment enhanced reenrollment (18).

Other studies related to age characteristics include Karen Stamm, Alice Blechl, and Mary Dahlman's study through telephone interviews with 4-H dropouts. Most dropouts felt that if a person did not join 4-H at an early age that they should be given more responsibility their first year in 4-H.

Age also affected positively the percent of activities a 4-H member chose to participate in during 4-H. A higher percent of activities were carried out by those who enrolled in 4-H at age ten and under. This was seen in E. A. Mintmier's study of 181 4-H members ages 11-14 years old in four Pennsylvania counties (12).

Several studies indicated a similar result concerning early age enrollment as a factor influencing reenrollment. J. H. Copp's and R. C. Clark's study showed that those who did not join 4-H until 11 years of age usually dropped out (4) which is a reverse look at the situation.

William Albert Warren in studies of seventh, eighth, and ninth grade youth in Cannon County, Tennessee, came up with very conclusive information that "4-H participation is inversely related to age level" (27) which coincides completely with other studies done using age as a factor (3, 4, 5, 8, 12, 18, 21).

II. SEX AS A FACTOR INFLUENCING 4-H RETENTION

In two studies completed by Copp and Clark, it was found that sex was not a factor in retention or dropout level of 4-H Club members (3, 4).

For the 557 youth studied and reported in Wisconsin in 1957, sex did not affect reenrollment (3). In their second study, dropout level for boys and girls was the same (4).

Mintmier, however, looked at Pennsylvania dropouts and discovered the level of dropout greater for girls than for boys. This was in the sixth, seventh, and eighth grade levels (12).

III. PARTICIPATION IN 4-H AS A FACTOR INFLUENCING 4-H RETENTION

Much research is available pertaining to 4-H participation of club members relative to continuation in the 4-H program through reenrollment.

In a study in 1961 by B. W. Keitlow, L. Pierce, and C. O. Middleton, members who remained in 4-H longer said their participation was due to: (1) opportunity to learn, (2) working with others, and (3) project work (9).

In Mintmier's study of the 11-14 year olds, holding office was favorable to reenrollment as was winning ribbons and awards during club meetings and activities. Four-H'ers liked 4-H meetings and had good attitudes toward 4-H (12).

Horace Jones and L. K. Sabrosky both concluded in studies that availability of activities and participation in these activities during the first year of enrollment increases a member's retention in 4-H (8, 19). Boring club meetings yielded low participation. Although many of Stamm, Blechl, and Dahlman's telephone interviewers felt they had learned in 4-H, they felt that too much encouragement of

participation was not good. Members should be allowed to set their own pace (21).

Participating in 4-H, in most studies, has been shown to be a positive factor in reenrollment. Copp and Clark found this to be true (3) as did R. L. Esbeck in his studies. Esbeck's look at 4-H clubs in 21 Iowa counties found that members who stayed in 4-H longer liked all 4-H activities and especially enjoyed club meetings (5). Warren's study supported this (27).

Conversely, Sabrosky saw failure to complete a project as a setback in future 4-H participation. She found that children the same age may vary as much as six years in maturity and this would affect activity interest. Her study showed that a 4-H member needed to hold a responsible position in the club in order to feel the desire to stay in 4-H Club work (18).

In Wesley Rouse's study of 165 4-H members and nonmembers the single most important reason found for dropping out of 4-H was due to "noninterest in the projects" and this affected participation (16). Copp and Clark found that project work dropped and 4-H members became more inactive the year before they dropped out of 4-H.

Both Ruby Nell Jeter and Paul McClure found in their studies in Blount and Greene Counties respectively, that 4-H'ers did have a tendency to enjoy competition more than those who did not enroll (7, 10).

IV. PARTICIPATION IN OTHER ACTIVITIES AS A FACTOR INFLUENCING 4-H RETENTION

Many 4-H studies have included participation in other activities as a variable in retention.

Copp and Clark found it is not a factor. Quite obviously, it was found that those who were the busiest in school stayed in 4-H (4). Warren's study also showed 4-H participation to be in correlation with activities and participation in school organizations (27).

In a look at dropouts, Lucuis F. Cervantes found substantiating data with dropouts. The dropout is most likely only slightly involved in school activities (2).

F. W. Stowe, Jr., recorded interviews with 28 4-H and non-4-H members ages 14 or older and found the opposite to be true. He found activities other than 4-H such as homework and social life to be factors which affected retention (22).

V. FAMILY CHARACTERISTICS AS RELATED TO RETENTION OF 4-H CLUB MEMBERS

Studies indicate that parental knowledge, interest, and attitude toward 4-H Club directly influences the reenrollment of a club member. Horace Jones concluded in his study that members remaining in 4-H through high school come from homes with interested parents (8). Sabrosky took a look at younger grade levels. When looking at those just completing their first year in 4-H, she found reenrollment to be partly due to parental cooperation (19).

Mintmier, Stowe, and Middleton took a look at actual parental participation in the 4-H program (12, 22, 11). In Mintmier's study reenrollment was higher when parents helped with transportation to meetings. Stowe's study contended that when parents had 4-H meetings in their homes, retention was better. Middleton also found that parents who assisted with 4-H events and showed interest influenced 4-H reenrollment.

There also appears to be a relationship between 4-H retention and the siblings in 4-H. The more brothers and sisters in 4-H and the longer they are in, the longer the retention of the 4-H member (5, 11, 12, 19).

Cervantes' look at dropouts showed they had less solidarity in the family and less paternal influence (2).

VI. PEER INFLUENCE ON RETENTION OF 4-H CLUB MEMBERS

Studies on peer influences were limited but those found all supported the fact that there was a high association between friends being enrolled and a 4-H'ers retention. Copp and Clark, in their study, supported this as did Sabrosky's study (3, 18). Sabrosky found that close friends affect 4-H Club work because teens need to feel accepted by their peers and they feel a need for this recognition. It does not have to be in the form of awards (18).

In Copp's and Clark's interviews they found that most nonmembers had best friends who had dropped out of 4-H (4).

VII. INTERESTS OF THE AGE GROUP AS RELATED TO RETENTION

It was somewhat difficult to find studies related to interests of seventh graders but N. B. Servoss took a look at the needs of older 4-H youth in five Washington high schools. She found that youth are interested in the following activities: (1) out of school recreation, (2) helping people in trouble, (3) learning to cook and set the table properly, (4) being a better athlete, (5) preparing for a party effectively, (6) getting better community playgrounds, and (7) learning how to raise and care for flowers, shrubs, and lawns (20).

Harriet Rosenthal and J. Conrad Glass in 1976 stated that all segments of the youth population were not motivated by the same things. It differs according to rural or urban life, advantaged versus disadvantaged, minorities or majorities, and cultural differences. They also concluded that competition was a better motivator when the task was a simple one (15).

CHAPTER III

FINDINGS OF THE STUDY

The purpose of this chapter is to present the findings of the study. Fifteen tables were used to present information comparing the characteristics of 4-H members and nonmembers. Variables studied and included in the study were age, sex, family influences, peer influences, interests, and participation of students in 4-H and other activities.

I. CHARACTERISTICS OF THE AGE GROUP

Characteristics of the age group were included in the first nine tables shown in the study. The frequency tables include variables concerning the length of membership of members and nonmembers, interests of members and nonmembers related to projects and methods of improvement, and reasons members and nonmembers are or are not enrolled respectively.

Enrollment Characteristics of Members and Nonmembers

Table I is an analysis of data regarding 4-H members' plans to continue 4-H Club work and the number of years that they plan to continue.

Eighty-three percent of the 157 members now enrolled in 4-H Club work had plans to continue. Only 17 percent did not plan to continue 4-H in the eighth grade.

TABLE I
PERSONAL CHARACTERISTICS OF 4-H MEMBERS
AS RELATED TO LENGTH OF MEMBERSHIP

Personal Characteristics	Number	Percent
<u>Plan to Continue 4-H</u>		
Yes	131	83
No	26	17
Total	157	100
<u>Number of Years 4-H Members Plan to Continue</u>		
One Year	6	4
Two Years	12	8
Three Years	6	4
Four Years	21	13
Five Years	86	54
Will Not Continue	26	17
Total	157	100

The majority of those presently enrolled planned to remain in 4-H for five more years or until high school graduation. Fifty-four percent said they would continue 4-H as long as enrollment was possible. Thirteen percent of the members planned to join 4-H four or more years and 16 percent planned to remain in 4-H for three years or less.

Table II presents data related to personal characteristics of nonmembers based on length of membership in 4-H. The grade nonmembers planned to quit 4-H and their plans for future membership were studied.

Sixty-eight percent of the 123 nonmembers quit 4-H between the sixth and seventh grades. More nonmembers had quit in the sixth grade, 29 percent, than in the fifth grade, 3 percent. These data indicate a decrease in enrollment with an increase in grade in school.

Of the nonmembers who were surveyed, 29 percent planned to join 4-H the next year while 71 percent planned to remain as nonmembers.

Interests of Members and Nonmembers

Members and nonmembers were given the opportunity to decide what projects they would add to the 4-H curriculum, and how they would improve 4-H. Members also were asked what 4-H project they were most interested in.

In looking at projects members and nonmembers would add, data in Table III may indicate interests of the age group studied. Variables identified by the students were sports, motorcycles, mechanics, business, skateboard, music, dancing, hair care, handwriting, or weather. Forty-four percent of the members and 31 percent of the nonmembers responded to this question.

TABLE II
PERSONAL CHARACTERISTICS OF NONMEMBERS AS
RELATED TO LENGTH OF MEMBERSHIP

Personal Characteristics	Number	Percent
<u>Grade Nonmembers Quit 4-H</u>		
Fifth Grade	4	3
Sixth Grade	36	29
Seventh Grade	83	68
Total	123	100
<u>Plan To Join Next Year</u>		
Yes	36	29
No	87	71
Total	123	100

TABLE III

COMPARISON OF 4-H PROJECTS THAT 4-H MEMBERS AND NONMEMBERS
WOULD ADD BASED ON THEIR SUGGESTIONS

Project Interest	Members*		Nonmembers*	
	Number Responding	Percent	Number Responding	Percent
Sports	20	29	11	40
Motorcycles	15	22	8	28
Mechanics	13	20	6	21
Business	6	8	0	0
Skateboard	4	6	3	11
Music	4	6	0	0
Dancing	3	4	0	0
Hair Care	2	3	0	0
Handwriting	1	1	0	0
Weather	1	1	0	0
Total Responding	69	100	28	100

*Forty-four percent of the members and 31 percent of the nonmembers responded to this question.

Students were given the opportunity to suggest new projects that they would add. The most recurring project was sports with 29 percent of the members suggesting it. Forty percent of the nonmembers suggested sports as a project.

Motorcycles ranked second by both members (22 percent) and nonmembers (28 percent). Mechanics was the project chosen by 20 percent of the members and nonmembers (21 percent). Eleven percent of the nonmembers wanted skateboard and 6 percent of the members suggested it as a project.

No other project was suggested by the nonmembers. Members suggested six other projects with fewer than 10 percent suggesting each one. Projects suggested were business, music, dancing, hair care, handwriting, or weather.

Table IV shows the projects in which members were most interested. Of 39 projects available, only eleven were chosen as favorite projects. Ninety-two percent of the members responded to this question.

Art and Crafts was the number one answer given by the members (17 percent). Fourteen percent of the members said that clothing was their favorite project. Twelve percent were more interested in dog care than any other project. Ten percent chose Food-Nutrition and an equal number chose wildlife. Less than 10 percent chose each of the following projects: woodworking, breadbaking, photography, small engine, beef, and forestry.

TABLE IV
PROJECT INTERESTS OF MEMBERS BASED ON THEIR
SELECTION OF THEIR FAVORITE PROJECT

Project Interest	Members, N=157	
	Number	Percent
Art and Crafts	26	17
Clothing	22	14
Dog Care	18	12
Food Nutrition	16	10
Wildlife	15	10
Woodworking	11	7
Breadbaking	10	6
Photography	10	6
Small Engine	6	4
Beef	5	3
Forestry	5	3
No Response	13	8
Total	157	100

Table V shows members' and nonmembers' interests in what could be done to improve 4-H Club work in Dickson County. Those who responded were specific in their ideas.

Thirty-eight percent of the members and 11 percent of the nonmembers wanted more group activities. The members (15 percent) wanted more out of school activities. Nonmembers did not see this as a need.

Thirteen percent of the members thought more meetings would improve 4-H. The most offered suggestion for nonmembers (45 percent) was to make meetings more exciting. Members (4 percent) did not feel this as important. Eight percent of the members wanted more trips and the same percent wanted more contests.

Thirty-three percent of the nonmembers felt that they needed more help with their projects which showed a relationship between help with project work and membership retention. Eleven percent wanted camp to be less expensive. Only 2 percent of the members saw camp expense as a factor.

Reasons for 4-H Enrollment or Nonmembership

In this study, 4-H members were given the opportunity to select responses which they felt had affected their membership status. Tables VI and VII present a summary of the reasons selected.

Table VI gives reasons that 4-H club members had remained in 4-H through the seventh grade. Variables used were learning experiences, friends were in 4-H, to go to camp, rather be in 4-H than study hall, meetings were fun, like to compete, parents encouraged enrollment, and enjoy project books.

TABLE V
METHODS MEMBERS AND NONMEMBERS WOULD USE TO IMPROVE
4-H BASED ON THEIR OWN SUGGESTIONS

Suggested Methods	Members*		Nonmembers*	
	Number Responding	Percent	Number Responding	Percent
More Group Activities	18	38	2	11
Out of School Projects	12	25	0	0
More Meetings	6	13	0	0
More Contests	4	8	0	0
Meetings More Exciting	2	4	8	44
More Trips	4	8	0	0
Camp Less Expensive	1	2	2	11
More Help with Projects	1	2	6	34
Total	48	100	18	100

*Thirty percent of the members and 15 percent of the nonmembers answered this question with their own suggestions.

TABLE VI
INTERESTS OF MEMBERS AS BASED ON REASONS MEMBERS
ARE STILL ENROLLED IN 4-H

Reasons	Number	Percent
<u>Learning Experiences Will Make Me A Better Person</u>		
Reason Still Enrolled	61	39
Not A Reason	96	61
Total	157	100
<u>Friends Are 4-H'ers</u>		
Reason Still Enrolled	73	47
Not A Reason	84	53
Total	157	100
<u>To Go To Camp</u>		
Reason Still Enrolled	37	24
Not A Reason	120	76
Total	157	100
<u>Rather Be in 4-H Than Study Hall</u>		
Reason Still Enrolled	43	27
Not A Reason	114	73
Total	157	100
<u>4-H Meetings Are Fun</u>		
Reason Still Enrolled	83	53
Not A Reason	74	47
Total	157	100
<u>Like To Compete</u>		
Reason Still Enrolled	43	27
Not A Reason	114	73
Total	157	100

TABLE VI (continued)

Reasons	Number	Percent
<u>Parents Wanted Me To Join</u>		
Reason Still Enrolled	18	12
Not A Reason	139	88
Total	157	100
<u>Like To Complete Project Books</u>		
Reason Still Enrolled	27	17
Not A Reason	130	83
Total	157	100
<u>Other Reason</u>		
Yes	25	16
No	132	84
Total	157	100
<u>Number of Reasons Given per Individual</u>		
0	18	12
1	35	22
2	23	15
3	32	20
4	30	19
5	10	6
6	4	3
7	2	1
8	2	1
9	1	1
Total	157	100
Average Number of Reasons	3	

TABLE VII

INTERESTS OF NONMEMBERS AS BASED ON REASONS THEY
ARE NOT PRESENTLY ENROLLED IN 4-H

Reasons	Number	Percent
<u>Meetings After School</u>		
Couldn't Stay for Meetings	16	13
Not A Reason	107	87
Total	123	100
<u>Other Activities Interfered</u>		
Reason Not in 4-H	48	39
Not A Reason	75	61
Total	123	100
<u>None of the Projects Interested Me</u>		
Reason Not in 4-H	65	53
Not A Reason	58	47
Total	123	100
<u>Didn't Know What To Do on Projects</u>		
Reason Not in 4-H	24	20
Not A Reason	99	80
Total	123	100
<u>Friends Were Not in 4-H</u>		
Reason Not in 4-H	6	5
Not A Reason	117	95
Total	123	100
<u>Did Not Know Meeting Time</u>		
Reason Not in 4-H	3	2
Not A Reason	120	98
Total	123	100
<u>Parents Didn't Want Them To Join</u>		
Reason Not in 4-H	5	4
Not A Reason	118	96
Total	123	100

TABLE VII (continued)

Reasons	Number	Percent
<u>Did Not Like Competition</u>		
Reason Not in 4-H	8	5
Not A Reason	117	95
Total	123	100
<u>Other Reason</u>		
Yes	64	52
No	59	48
Total	123	100
<u>Number of Reasons Given per Individual</u>		
0	42	34
1	28	23
2	15	12
3	14	11
4	10	8
5	8	7
6	4	3
7	2	2
Total	123	100
Average Number of Reasons	2	

Thirty-nine percent of those enrolled in 4-H belonged because they thought their learning experiences in 4-H would make them better people. It was found that 47 percent felt that their friends being in 4-H had influenced them to continue membership through the seventh grade.

Twenty-four percent of the 4-H'ers stayed in 4-H partially due to the opportunity to attend 4-H Club camp. When given a choice of 4-H or study hall, 27 percent said this was a factor encouraging them to join 4-H. Fifty-three percent said that fun and interesting 4-H meetings were factors influencing them to stay in 4-H.

Competition was a factor for 27 percent of the members which contributed to their membership. Eleven percent contributed that their parents' encouragement was a reason that they did not drop out of 4-H work. Seventeen percent said that completing project books had encouraged their continued enrollment. Other reasons also were given by 16 percent of the members.

Of the 157 members included in this study, the average number of reasons given for their continuity of 4-H was three. Eleven percent gave no reason at all. Seventy-six percent of the members gave two, three, or four reasons for remaining as Dickson County 4-H Club members.

Table VII presents data regarding nonmembers' reasons for not continuing in the 4-H program. Variables studied were: couldn't stay for after school meetings, other activities interfered, not interested in any of the projects, did not know what to do in the projects, friends were not in 4-H, did not know meeting time, parents did not want them to join and did not like competition.

Thirteen percent said that not being able to stay for after school meetings was a factor influencing them to quit 4-H. Thirty-nine percent said that other activities interfered with their 4-H Club work. None of the 4-H projects interested 53 percent of the nonmembers to the degree that it was a factor in their nonmembership. Not knowing what to do on their projects was a problem for 20 percent of those who chose to drop 4-H.

Only 5 percent said that friends not joining 4-H was a reason that they were not presently enrolled. Not knowing the meeting time was a problem to only 2 percent of the dropouts. Five of the nonmembers, or 4 percent, had parents who did not want them to participate in 4-H Club work. Five percent of the nonmembers did not like competition and considered this as a factor in their nonmembership status. Sixty-four percent of the nonmembers said that other reasons than those on the questionnaire also contributed to their decision not to join.

Of the 123 nonmembers who participated in the study, the average number of reasons selected for not joining 4-H was two. This compares to the three reasons given by each member as to why they stayed in 4-H. Thirty-four percent of the nonmembers did not give any reasons for not joining while only 12 percent of the members gave no reasons for joining 4-H. Twenty-two percent of the nonmembers gave only one reason. Eighty percent of the nonmembers selected four or less reasons for dropping 4-H.

II. PERSONAL CHARACTERISTICS OF MEMBERS AND NONMEMBERS AS RELATED TO 4-H RETENTION

Personal Characteristics of both members and nonmembers are given in Table VIII. Variables in this table include school attended, age, sex, and grades in school.

School Attended

It was found that 61 percent of the 4-H members in the seventh grade attended the Dickson Middle School compared to 72 percent of the nonmembers. The remaining 39 percent of the members and 28 percent of the nonmembers attended White Bluff Junior High. When tested by chi square, this variable did not achieve the .05 level and thus which school a student attended was not significant as it related to retention of 4-H membership.

Age As It Affects Retention

Forty-five percent of the members were 12 years old as compared to 41 percent of the nonmembers. The 13 year old group included 51 percent of the members and 50 percent of the nonmembers. Four percent of the members were 14 years old as compared to 9 percent of the nonmembers. These observed differences did not achieve the .05 level when tested by chi square. Therefore, there was not a significant relationship between age and whether or not a student remains in 4-H Club work.

Sex As Related to Membership

It was seen that females made up a greater percent of the 4-H enrollment. Males made up 44 percent of the members as compared to

TABLE VIII
PERSONAL CHARACTERISTICS OF MEMBERS AND NONMEMBERS
AS RELATED TO 4-H RETENTION

Personal Characteristics	Member		Nonmember	
	Number	Percent	Number	Percent
<u>School Attended</u>				
Dickson Middle School	95	61	88	72
White Bluff Junior High	62	39	35	28
Total	157	100	123	100
$\chi^2 = 3.24; df = 1; p > .05$				
<u>Age</u>				
12 years old	70	45	50	41
13 years old	80	51	62	50
14 years old	7	4	11	9
Total	157	100	123	100
$\chi^2 = 2.41; df = 2; p > .05$				
<u>Sex</u>				
Male	69	44	81	66
Female	88	56	42	34
Total	157	100	123	100
$\chi^2 = 12.44; df = 1; p < .05$				
<u>Grades in School</u>				
Mostly A's	49	31	37	30
Mostly B's	57	36	44	36
Mostly C's	40	26	28	23
Mostly D's	11	7	14	11
Total	157	100	123	100
$\chi^2 = 1.70; df = 3; p > .05$				

66 percent of the nonmembers. Fifty-six percent of the members were female while 34 percent of the nonmembers were female. When tested by chi square, these differences were significant. A higher proportion of the girls than of the boys remain in 4-H. Twelve percent more of the members are female than male in the seventh grade in Dickson County.

Grades in School As Related to Membership

Grades tended not to be a factor in the determination of continued membership. Thirty-one percent of the members made mostly A's as compared to 30 percent of the nonmembers. The only difference was seen in "Mostly D's" where 7 percent of the membership fell into this category as compared to 11 percent of the nonmembers. The observed differences between members and nonmembers did not achieve the .05 level when tested by chi square. Therefore, grades were not significantly related to retention of seventh grade students in 4-H Club work in Dickson County.

Summary of Personal Characteristics

The chi square test of significance of difference was used on each of the four variables included in Table VIII. The observed differences among members and nonmembers did not achieve the .05 level for the school attended, age, or grades in school. Sex, however, did achieve the .05 level and thus there was a significant relationship between sex and 4-H retention. Seventh grade females remain in 4-H Club work longer in Dickson County, Tennessee. School, age and grades of a student, however, did not significantly influence whether or not the students remained in 4-H through the seventh grade.

III. LENGTH OF MEMBERSHIP OF MEMBERS AS COMPARED TO NONMEMBERS

Table IX compares the length of membership of 4-H members to nonmembers. Variables are whether or not the student was a 4-H member last year and the number of years enrolled in 4-H Club work.

4-H Member Last Year

Sixty-eight percent of the nonmembers were 4-H members the previous year. Eighty-seven percent of the 4-H Club members in the seventh grade had been members the previous year. When tested by chi square, this difference was significant. As would be expected, a higher percentage of the members than of the nonmembers were enrolled in 4-H the previous year. Of all the students who were nonmembers, sixty-eight percent of them dropped out after the sixth grade showing this to be a prime time for dropping out of 4-H.

Years Members and Nonmembers Have Been in 4-H

Fifty-five percent of the 4-H members had been in 4-H for four years as compared to 4 percent of the nonmembers. Forty-eight percent of the nonmembers were in 4-H only three years which would substantiate the high drop-out at the end of the sixth grade year. Only 5 percent of the members had been in 4-H one year as compared to 29 percent of the nonmembers. These observed differences between members and nonmembers as to length of 4-H membership was significant. As would be expected, members had been enrolled in 4-H for more years than had nonmembers.

TABLE IX
LENGTH OF MEMBERSHIP OF 4-H MEMBERS AS COMPARED
TO NONMEMBERS

Length of Membership	Member		Nonmember	
	Number	Percent	Number	Percent
<u>4-H Member Last Year</u>				
Yes	136	87	83	68
No	21	13	40	32
Total	157	100	123	100
$\chi^2 = 13.73$; $df = 1$; $p < .05$				
<u>Years A Member</u>				
One Year	7	4	36	29
Two Years	13	8	23	19
Three Years	50	33	59	48
Four Years	87	55	5	4
Total	157	100	123	100
$\chi^2 = 93.4$; $df = 3$; $p < .05$				

Summary of Length of Membership

The 4-H members and nonmembers differed significantly as to whether or not the student was a 4-H member last year and as to the number of years the student was a member. As would be expected, the members were more likely than the nonmembers to have been in 4-H the prior year and the members had been in 4-H for a longer period than the nonmembers. Since most 4-H members were members last year and the same was true for nonmembers it follows that 4-H members in Dickson County are being lost between the sixth and seventh grades.

IV. INTERESTS OF CLUB MEMBERS AND NONMEMBERS AS TO WHAT WOULD ENCOURAGE THEM TO STAY IN 4-H CLUB WORK LONGER

The interests of 4-H members compared to nonmembers are shown in Table X. Interests here included those factors which may or may not encourage longer membership. Variables included attending weekend trips, district 4-H events, radio appearances, planning programs, receiving volunteer help and having leaders at local meetings.

Competing for Weekend Trips

Thirty-seven percent of the members and 31 percent of the nonmembers felt that competing for weekend trips in the county would encourage them to stay in 4-H. When tested by chi square these observed differences between members and nonmembers as to whether or not weekend trips encouraged 4-H membership did not achieve the .05 level.

TABLE X
INTERESTS OF CLUB MEMBERS AND NONMEMBERS AS
TO WHAT WOULD ENCOURAGE THEM TO STAY
IN 4-H LONGER

Interests	Members N=157	Nonmembers N=123	All Students N=280
-----percent-----			
<u>Compete for Weekend Trips in the County</u>			
Would Encourage Membership	37	31	34
Not A Factor	63	69	66
Total	100	100	100
$\chi^2 = 0.07$; df = 1; p > .05			
<u>Be Nominated for District Trip</u>			
Would Encourage Membership	22	4	14
Not A Factor	78	96	86
Total	100	100	100
$\chi^2 = 6.50$; df = 1; p < .05			
<u>Be on Radio Supporting 4-H</u>			
Would Encourage Membership	20	8	15
Not A Factor	80	92	85
Total	100	100	100
$\chi^2 = 6.50$; df = 1; p < .05			
<u>Represent 4-H at State Event</u>			
Would Encourage Membership	25	11	19
Not A Factor	75	89	81
Total	100	100	100
$\chi^2 = 7.29$; df = 1; p < .05			
<u>Help Plan Junior High Events</u>			
Would Encourage Membership	31	12	23
Not A Factor	69	88	77
Total	100	100	100
$\chi^2 = 12.33$; df = 1; p < .05			

TABLE X (continued)

Interests	Members N=157	Nonmembers N=123	All Students N=280
-----percent-----			
<u>Receive Help on Projects</u>			
Would Encourage Membership	32	19	26
Not A Factor	68	81	74
Total	100	100	100
$\chi^2 = 5.52; df = 1; p > .05$			
<u>Have Leader at Local Meetings</u>			
Would Encourage Membership	15	13	14
Not A Factor	85	87	86
Total	100	100	100
$\chi^2 = 0.05; df = 1; p > .05$			
<u>Number of Reasons Given by Each Individual</u>			
0	17	43	29
1	33	28	31
2	17	14	16
3	13	9	10
4	10	3	7
5	6	2	4
6	3	1	2
7	1	0	1
Total	100	100	100
$\chi^2 = 28.28; df = 7; p < .05$			
Average Number per Individual	2	1	

Nominated for District 4-H Trip

Being nominated to be a delegate to a district 4-H event was felt to be a factor influencing membership by 22 percent of the 4-H members and 4 percent of the nonmembers. These differences did achieve the .05 level when tested by chi square. Therefore, the members and nonmembers differed as to their feelings about whether or not nominating for a district trip encouraged 4-H membership. A significantly larger proportion of the members than of the nonmembers felt that being nominated for a district trip would encourage membership.

Radio As A Tool To Encourage Enrollment

A higher proportion of the 4-H members than of the nonmembers felt that the use of radio was a factor encouraging enrollment (20 percent compared to 8 percent). These differences in responses were significant at the .05 level when tested by chi square. A higher proportion of the members than nonmembers felt that appearing on radio encouraged 4-H membership.

Representing 4-H at A State Event

Twenty-five percent of the 4-H members and 11 percent of the nonmembers said that attending a state 4-H event would contribute to longer 4-H membership. When these observed differences between members and nonmembers were tested by chi square, they achieved the .05 level of significance. However, it should be pointed out that at least 75 percent of both groups felt that representing 4-H at a state event would not encourage 4-H membership.

Help To Plan Junior High Events

Thirty-one percent of the members compared to 12 percent of the nonmembers felt that helping to plan junior high events would encourage members to stay in 4-H longer. These observed differences were significant as tested by chi square. Therefore a significantly higher percentage of the members compared to the nonmembers indicated that helping to plan junior high events would encourage membership.

Receiving Help on Projects Monthly

Thirty-two percent of the members compared to 19 percent of the nonmembers said that they would stay in 4-H longer if they received help on their 4-H projects. When tested by chi square these differences did not achieve the .05 level of significance. Thus, members and nonmembers did not differ significantly in their feelings about this variable.

Having A Leader at Local Meetings

Having a leader at each month's local 4-H meeting would encourage continued membership for 15 percent of the members and a close 13 percent of the nonmembers. When tested by chi square these differences did not achieve the .05 value. Members did not differ significantly from nonmembers as to their feelings about the influence of having leaders at local meetings on encouraging membership retention. About 85 percent of each group felt this was not a factor which encouraged 4-H membership.

Summary of Factors Affecting Longer Membership

In summary, a high percentage of both the members and the nonmembers felt that the variables analyzed in Table X, pages 36 and 37, were not a factor which would encourage 4-H membership. Members and nonmembers differed significantly in their feelings about the influence of four of the seven variables upon 4-H membership. In each case, a significantly higher proportion of the members than of the nonmembers felt that the variable would help to encourage 4-H membership. Of all of the factors listed in the study, of all the students (both members and nonmembers), only three factors would influence at least 20 percent of them to stay in 4-H. These were competing for county 4-H trips, helping plan their own activities and receiving help on their 4-H projects each month.

Number of Reasons Given by Each Member and Nonmember

Four-H Club members selected an average of two reasons that would encourage them to remain as members as compared to an average one reason chosen by each nonmember. Only 17 4-H'ers failed to select any reason that would encourage membership while 43 percent of the nonmembers failed to select any reasons. Seventy-one percent of the nonmembers selected one reason or less. When tested by chi square, the observed differences between members and nonmembers was significant at the .05 level. Thus, there was a significant relationship between number of answers given and membership status. Members gave more reasons than nonmembers. Fewer members gave no answer than nonmembers. Four-H'ers,

thus had more reasons for staying in 4-H than nonmembers had for dropping out of the club.

V. FAMILY CHARACTERISTICS OF 4-H MEMBERS AS COMPARED TO THOSE OF NONMEMBERS

Analyses of the relationship between family characteristics of members and nonmembers are given in Table XI. Variables included whether either parent or brothers or sisters had ever been in 4-H, employment of mother, parents' reaction to 4-H membership, and mothers' help with transportation and project work.

Either Parent in 4-H

The percent of parents of 4-H'ers (30 percent) who had been in 4-H was similar to that of parents of nonmembers (22 percent). When tested by chi square these differences did not achieve the .05 level of significance. Therefore, members and nonmembers did not differ significantly as to whether or not either of their parents had ever been a 4-H member.

Brothers and Sisters Ever in 4-H

Sixty-six percent of both members and nonmembers had brothers and sisters who had been in 4-H. This did not achieve the .05 level of significance when given the chi square test. Members and nonmembers did not differ as to whether or not brothers and sisters were in 4-H.

Mother Is Employed

Sixty percent of the mothers of 4-H'ers were employed compared to only 50 percent of the mothers of nonmembers. When tested by

TABLE XI

FAMILY CHARACTERISTICS OF 4-H MEMBERS AS COMPARED TO
THOSE OF NONMEMBERS

Family Characteristics	Members N=157	Nonmembers N=123
-----percent-----		
<u>Either Parent in 4-H</u>		
Yes	30	22
No	70	78
Total	100	100
$\chi^2 = 1.87; df = 1; p > .05$		
<u>Brothers and Sisters Ever in 4-H</u>		
Yes	66	66
No	34	34
Total	100	100
$\chi^2 = 0.00; df = 1; p > .05$		
<u>Mother Is Employed</u>		
Yes	59	50
No	41	50
Total	100	100
$\chi^2 = 2.22; df = 1; p > .05$		
<u>Parents' Reactions to Joining</u>		
Glad	44	20
Did Not Care	56	80
Total	100	100
$\chi^2 = 17.48; df = 1; p < .05$		
<u>Mother Ever Provided Transportation</u>		
Yes	26	8
No	74	92
Total	100	100
$\chi^2 = 12.99; df = 1; p < .05$		
<u>Mother Helped with 4-H Projects</u>		
Yes	52	33
No	48	37
Total	100	100
$\chi^2 = 9.46; df = 1; p < .05$		

chi square, these differences did not achieve .05 level of significance. There is no significant difference between mothers' employment of members and nonmembers.

Parents' Reactions to 4-H Membership

More parents of 4-H members (44 percent) than nonmembers (20 percent) were glad that their children had joined 4-H. When tested by chi square, the observed differences between members and nonmembers achieved the .05 level of significance. When parents reacted gladly, students were more likely to continue in 4-H through the seventh grade.

Mother Provided 4-H Transportation

Twenty-six percent of the 4-H members had mothers who had provided transportation to 4-H meetings as compared with 8 percent of the nonmembers. These differences achieved the .05 level of significance and thus, there is a significant relationship between mothers helping with transportation and 4-H retention. Mothers who provide transportation have children who stay in 4-H longer.

Mother Transported Others to 4-H Events

Sixteen percent of the members' mothers had provided transportation to youth other than their own for 4-H activities. Only 6 percent of the nonmembers' mothers had transported other children. The observed differences between members and nonmembers when tested by chi square achieved the .05 level. There was a relationship between 4-H retention and whether or not mothers provided transportation to

others. Those members whose mothers had provided transportation stayed in 4-H longer.

Mother Helped with 4-H Project

Mothers of 4-H members who had helped their children with their 4-H projects accounted for 52 percent of the membership. Thirty-three percent of the nonmembership had received help with their project work from their mothers. These differences achieved the .05 level when tested by chi square. There is a significant relationship between having help on their 4-H projects and continued membership. Parents who helped their children with project work had children who tended to stay in 4-H longer.

Summary of Family Characteristics As Related to 4-H Retention of Members

When tested by chi square, it was found that whether or not a student had parents who had been 4-H'ers, brothers and sisters who had been 4-H'ers, or a mother who was employed, made no difference in whether or not a student remained in 4-H. When tested by chi square the variables which made a significant difference in whether or not members remained in 4-H were parents' reactions to joining 4-H, and mothers' help with project work and 4-H transportation. Students whose parents had provided transportation for them and others were more likely to remain in 4-H through the seventh grade. Also, when mothers helped with project work, the student was more likely to stay in 4-H Club work.

VI. PARTICIPATION IN 4-H ACTIVITIES OF 4-H MEMBERS AS COMPARED TO NONMEMBERS

Participation in 4-H Club work by members, nonmembers and total youth was shown in Table XII. Variables in this table were: ever served as a 4-H officer, won a 4-H ribbon, entered a baking contest, entered a 4-H poster contest, entered a speech contest, a demonstration contest, county activity, won a 4-H medal, or attended 4-H Club Camp.

Served As A 4-H Officer

Thirty-six percent of the 4-H members as compared to 16 percent of the nonmembers had served as an officer of their local club. Of all the students who had ever held a 4-H office, 74 percent remained in 4-H Club work through the seventh grade. When tested by chi square, the observed differences between members and nonmembers were significant. Those who had been an officer were more likely to stay in 4-H.

Won A 4-H Ribbon

Winning a 4-H ribbon had been accomplished by 57 percent of the club members and 30 percent of the nonmembers. Seventy-one percent of all students who had ever won a 4-H ribbon were still club members in the seventh grade. The observed difference between members and nonmembers concerning winning a ribbon was significant. Students who won 4-H ribbons are more likely to remain in 4-H through the seventh grade in Dickson County.

TABLE XII

4-H PARTICIPATION AS RELATED TO RETENTION OF MEMBERSHIP
OF MEMBERS AND NONMEMBERS

4-H Participation	Member N=157	Nonmember N=123	Total N=288
-----percent-----			
<u>Served As An Officer</u>			
Yes	36 (74)*	16 (26)	(100)
No	64 (50)	84 (50)	(100)
Total	100	100	
$\chi^2 = 12.91; df = 1; p < .05$			
<u>Won A 4-H Ribbon</u>			
Yes	57 (71)	30 (29)	(100)
No	43 (44)	70 (56)	(100)
Total	100	100	
$\chi^2 = 18.67; df = 1; p < .05$			
<u>Entered Baking Contest</u>			
Yes	48 (65)	33 (35)	(100)
No	52 (50)	67 (50)	(100)
Total	100	100	
$\chi^2 = 6.01; df = 1; p < .05$			
<u>Entered 4-H Poster Contest</u>			
Yes	55 (66)	36 (34)	(100)
No	45 (47)	64 (53)	(100)
Total	100	100	
$\chi^2 = 9.27; df = 1; p < .05$			
<u>Entered Speech Contest</u>			
Yes	17 (66)	11 (34)	(100)
No	93 (54)	87 (46)	(100)
Total	100	100	
$\chi^2 = 1.43; df = 1; p > .05$			
<u>Entered Demonstration Contest</u>			
Yes	39 (68)	23 (32)	(100)
No	61 (50)	77 (50)	(100)
Total	100	100	
$\chi^2 = 7.51; df = 1; p < .05$			

TABLE XII (continued)

4-H Participation	Member N=157	Nonmember N=123	Total N=288
-----percent-----			
<u>Entered County Event</u>			
Yes	18 (80)	6 (20)	(100)
No	82 (53)	94 (47)	(100)
Total	100	100	
$\chi^2 = 8.22; df = 1; p < .05$			
<u>Ever Won A Medal</u>			
Yes	6 (91)	1 (9)	(100)
No	94 (55)	99 (45)	(100)
Total	100	100	
$\chi^2 = 4.27; df = 1; p < .05$			
<u>Attended 4-H Camp</u>			
Yes	19 (94)	2 (6)	(100)
No	81 (51)	98 (49)	(100)
Total	100	100	
$\chi^2 = 19.13; df = 1; p < .05$			
<u>Number of Activities per Student</u>			
0	17	34	24
1	11	23	16
2	17	12	15
3	12	11	12
4	15	8	12
5	10	7	9
6	8	3	6
7	4	2	3
8	2	0	1
9	1	0	1
10	2	0	1
11	1	0	0
Total	100	100	100
<u>Actual Average per Student</u>	3	2	2.5
$\chi^2 = 31.53; df = 1; p < .05$			

*Numbers in parentheses are row percentages.

Entered Breads Contest

Forty-eight percent of the members as compared to 33 percent of the nonmembers had entered the 4-H breads contest. Of all the students who had ever entered breadbaking, 65 percent were still club members. This variable achieved the .05 level when tested by chi square for observed differences between members and nonmembers. Students who had entered the breads contests were more likely to remain in 4-H Club work through the seventh grade.

Entered 4-H Poster Contest

Four-H posters had been made by 55 percent of the members as compared to only 36 percent of the nonmembers. Of all the poster-makers, 66 percent remained as club members. The observed differences between members and nonmembers related to poster contests were significant. Members were more likely to have made a poster than nonmembers.

Entered Speech Contest

A lower percent of the students had participated in 4-H Public Speaking. Member participation (17 percent) was still higher than nonmembers (11 percent). Sixty-five percent of all former speech participants were still 4-H members. When tested by chi square, the observed differences between members and nonmembers as to whether they entered a speech contest did not achieve the .05 level.

Entered 4-H Demonstration Contest

Thirty-nine percent of the members and 23 percent of the nonmembers had entered demonstration contests. Sixty-nine percent of the demonstration participants were still club members. The observed differences were significant when tested by chi square. Those who entered demonstration contests were more likely to stay in 4-H.

Entered A County 4-H Activity

Only 18 percent of the 4-H'ers had ever entered a county 4-H activity as compared to 6 percent of the nonmembers. Of all the students who had ever entered a county event, 80 percent remained as club members. When tested by chi square the observed differences between members and nonmembers achieved the .05 level of significance. More members had entered a county event than nonmembers.

Ever Won A 4-H Medal

The smallest percent of member participation was the 6 percent who had won 4-H medals and the 1 percent of the nonmembers. Ninety-one percent of those receiving medals were still members. The observed differences achieved the .05 level of significance. As expected, those who won medals were more likely to remain in 4-H through the seventh grade.

Attended 4-H Camp

Nineteen percent of the 4-H'ers had attended 4-H Camp compared to 2 percent of the nonmembers. Of those who had attended camp, 94 percent were still in 4-H. The observed differences when tested by chi square

achieved the .05 level as related to 4-H Camp attendance. Those who attended 4-H Camp were more likely to stay in 4-H. More members had been to camp than nonmembers.

Summary of 4-H Participation

When tested by chi square, all observed differences except entering public speaking achieved the .05 level of significance. Students who had been 4-H officers, who won ribbons, entered baking contests, poster contests, demonstration contests, county events, won medals or went to 4-H Camp were more likely to stay in 4-H. The more they participated in the 4-H activities the more they desired to continue in 4-H through the seventh grade.

Members, nonmembers and all students were compared according to the number of 4-H and other activities they participated. Variables ranged from zero participation to participation in 11 activities.

Sixteen percent of the 4-H membership were not in any activities as compared to 4 percent of the nonmembers. All of the students who had participated in more than seven activities were still 4-H members. This group accounted for 6 percent of the members. Sixty-nine percent of the nonmembers had participated in two or less activities as compared to 45 percent of the membership. The average participation of members was 3.3 different activities while nonmembers averaged 1.7 different activities. Of all seventh graders, the average number of activities was only 2.6 out of a possible eleven.

When tested by chi square, the observed differences achieved the .05 level of significance as related to the number of 4-H activities

in which they had participated. Members participated in more activities than nonmembers. With the average participation being 2.6 activities of 11 possible, the activities may not be meeting the needs of the youth in the program.

VII. PARTICIPATION OF 4-H CLUB MEMBERS IN OTHER ACTIVITIES AS COMPARED TO NONMEMBERS

Table XIII compared participation of 4-H members to nonmembers in activities other than 4-H. Variables in this area of the study were: ever in the Scouts, ever played in the school band, attended arts and crafts classes, had private music or dance lessons, worked on the school paper, been a member of a church youth group, or an organized sports team.

Member of the Scouts

Scout membership was relatively high for both members (53 percent) and nonmembers (42 percent). When tested by chi square this observed difference did not achieve the .05 level.

Played in the School Band

Seventeen percent of the 4-H members had played in the school band as compared to 14 percent of the nonmembers. No significant differences were seen here when tested by chi square. Therefore, playing in the school band did not affect 4-H membership status.

TABLE XIII

PARTICIPATION OF 4-H CLUB MEMBERS IN OTHER ACTIVITIES
AS COMPARED TO NONMEMBERS

Other Participation	Members N=157	Nonmembers N=123
-----percent-----		
<u>Ever in Scouts</u>		
Yes	53	42
No	47	58
Total	100	100
$\chi^2 = 2.69; df = 1; p > .05$		
<u>Played in School Band</u>		
Yes	17	14
No	83	86
Total	100	100
$\chi^2 = 0.22; df = 1; p > .05$		
<u>Attended Arts and Crafts Classes</u>		
Yes	42	24
No	58	76
Total	100	100
$\chi^2 = 9.68; df = 1; p < .05$		
<u>Took Private Music Lessons</u>		
Yes	26	18
No	74	82
Total	100	100
$\chi^2 = 2.23; df = 1; p > .05$		
<u>Took Private Dance Lessons</u>		
Yes	8	3
No	92	97
Total	100	100
$\chi^2 = 2.24; df = 1; p > .05$		

TABLE XIII (continued)

Other Participation	Members N=157	Nonmembers N=123
-----percent-----		
<u>Worked on School Paper</u>		
Yes	19	11
No	81	89
Total	100	100
$\chi^2 = 2.15; df = 1; p > .05$		
<u>Member of Church Youth Group</u>		
Yes	38	39
No	62	61
Total	100	100
$\chi^2 = 0.0; df = 1; p > .05$		
<u>Member of Organized Sports Team</u>		
Yes	64	59
No	36	41
Total	100	100
$\chi^2 = 0.38; df = 1; p > .05$		
<u>Number of Other Activities per Student</u>		
0	5	15
1	18	21
2	29	31
3	21	11
4	14	14
5	10	6
6	2	2
7	1	0
Total	100	100
$\chi^2 = 15.14; df = 7; p < .05$		
<u>Average Number of Activities</u>		
Members - 2.7		
Nonmembers - 2.1		
All Students - 2.4		

Attended Arts and Crafts Classes

Of the 4-H members, 42 percent had attended arts and crafts classes offered by the school. Only 24 percent of the nonmembers had attended. The classes were optional and students were required to pay for materials. When the chi square test was applied, the observed differences achieved the .05 level of significance. Those who attended the optional classes were more likely to stay in 4-H.

Took Private Music Lessons

Twenty-six percent of the 4-H members and 18 percent of the nonmembers had taken music lessons. No significant differences were seen between 4-H membership and private music lessons when tested by chi square.

Took Private Dance Lessons

Dance lessons had been taken by 8 percent of the members and 3 percent of the nonmembers. The observed differences failed to meet the .05 level of significance when tested by chi square.

Worked on School Paper

Nineteen percent of the 4-H members as compared to 11 percent of the nonmembers had worked on a school paper. No significant differences were seen between working on the school paper and remaining in 4-H when this variable was tested by chi square.

Member of A Church Youth Group

An almost equal number of members (38 percent) and nonmembers (39 percent) had been members of a church youth group. No significant differences were seen between church youth group and 4-H membership status.

Member of An Organized Sports Team

Both members (64 percent) and nonmembers (59 percent) had participated in organized sports activities. These observed differences did not achieve the .05 level when tested by chi square. Being on a sports team did not affect membership status.

Summary of Other Participation

Only attending arts and crafts classes achieved the .05 level when tested by chi square. Those in arts and crafts tended to stay in 4-H. Variables having no relationship to membership status were being in the Scouts, playing in the school band, private music and dance lessons, working on the school paper, being in a church youth group or an organized sports team.

Members and nonmembers were compared based on the number of other activities in which they participated. Variables ranged from zero activities to seven.

Five percent of the members and 15 percent of the nonmembers had not participated in any other activities. Three activities or more were participated in by 48 percent of the 4-H'ers as compared to 33 percent of the nonmembers.

Four-H members averaged 2.7 activities while nonmembers averaged only 2.1. The average number of all students was 2.4 of a possible seven.

When tested by chi square, the observed differences between members and nonmembers did achieve the .05 level of significance. Four-H members had participated in more activities than nonmembers. Those who participated in more activities stayed in 4-H for a longer period of time.

VIII. PARTICIPATION OF 4-H MEMBERS AS COMPARED TO NONMEMBERS IN BOTH 4-H AND OTHER ACTIVITIES

Table XIV compared participation of both members and nonmembers in both 4-H and other activities. Variables ranged from 0 to 15 activities.

Nonmembers (8 percent) outnumbered members (1 percent) in those who did not participate in any activities at all. Of those who participated in zero activities, 83 percent were nonmembers.

All students who participated in more than eleven activities were still 4-H Club members. Fewer activities (in the zero to three range) were carried out by more nonmembers (38 percent) than members (16 percent).

The average number of 4-H and other activities carried out by members was 5.9 while nonmembers averaged 3.9 activities.

When tested by chi square the observed differences met the .05 level of significance. Students who had participated in more activities were more likely to remain in 4-H work through the seventh

TABLE XIV

PARTICIPATION OF 4-H MEMBERS AS COMPARED TO NONMEMBERS
IN BOTH 4-H AND OTHER ACTIVITIES

Activity Participation	Members (N=157)	Nonmembers (N=123)	Total
	-----percent-----		
<u>Number of Activities</u>			
0	1 (17)*	8 (83)	(100)
1	6 (38)	12 (62)	(100)
2	9	18	
3	13	14	
4	11	9	
5	8	9	
6	9	13	
7	11	8	
8	11	4	
9	6	1	
10	4	2	
11	2	2	
12	5	0	
13	2	0	
14	1	0	
15	1	0	
Total	100	100	
$\chi^2 = 38.48$; $df = 15$; $p < .05$			
Average Number of Activities	5.9	3.9	

*Numbers in parentheses are row percentages.

grade in Dickson County. Four-H members had participated more in both 4-H and other activities.

IX. PARTICIPATION IN BOTH 4-H AND OTHER ACTIVITIES OF MEMBERS,
NONMEMBERS, AND TOTAL POPULATION BASED ON
SELECTED VARIABLES

Table XV gives information regarding participation of members, nonmembers and total population based on selected variables. Variables were sex as a factor, agents' visits, grades in school, parents' 4-H experiences, parents' reaction to enrollment, mothers' assistance with 4-H Club work and whether or not they planned to enroll next year.

Relationship between Sex As A Factor
and Participation

Members. Female members participated in more activities (6.30) than male members (5.43). The analysis of the variance F test did not show a significant difference in participation by sex.

Nonmembers. The levels of participation for nonmembers were lower but females still participated in more activities (4.45) than males (3.58). The analysis of the variance F test showed no significant difference in participation between male and female.

Total population. The average number of activities for the female population was 5.70 as compared to 4.43 for males. There was a significant difference in the participation between sex when tested by the one-way analysis of variance F test. Girls participated in more activities than their male counterparts.

TABLE XV

PARTICIPATION IN BOTH 4-H AND OTHER ACTIVITIES OF CLUB MEMBERS, NONMEMBERS
AND TOTAL POPULATION BASED ON SELECTED VARIABLES

Variable	Member N=157		Nonmember N=123		Total N=280	
	Number	Mean No. of Activities	Number	Mean No. of Activities	Number	Mean No. of Activities
<u>Sex As A Factor</u>						
Male	69	5.43	81	3.58	150	4.43
Female	88	6.30	42	4.45	130	5.70
Total	157	5.92	123	3.88	280	5.02
	F=2.60; df=1; p>.05		F=2.93; df=1; p>.05		F=11.09; df=1; p<.05	
<u>Visited by Agent</u>						
Yes	15	8.07	5	4.40	20	7.15
No	142	5.69	118	3.86	260	4.88
Total	157	5.92	123	3.88	280	5.02
	F=7.14; df=1; p<.05		F=0.19; df=1; p>.05		F=9.63; df=1; p<.05	
<u>Grades in School</u>						
Mostly A's	49	7.08	37	5.30	86	6.31
Mostly B's	57	5.77	44	3.55	101	4.80
Mostly C's	40	4.83	28	3.18	68	4.15
Mostly D's	11	5.45	14	2.57	25	3.84
Total	157	5.92	123	3.88	280	5.02
	F=3.70; df=3; p<.05		F=6.03; df = 3; p<.05		F=8.09; df=3; p<.05	

TABLE XV (continued)

Variable	Member N=157		Nonmember N=123		Total N=280	
	Number	Mean No. of Activities	Number	Mean No. of Activities	Number	Mean No. of Activities
<u>Either Parent in 4-H</u>						
Yes	47	7.40	27	5.04	74	6.54
No	110	5.28	96	3.55	206	4.48
Total	157	5.92	123	3.88	280	5.02
	F=14.45; df = 1; p<.05		F=6.69; df=1; p<.05		F=24.06; df=1; p<.05	
<u>Parents' Reaction to Joining</u>						
Glad	69	6.68	24	5.29	93	6.32
Did Not Care	88	5.32	99	3.54	187	4.37
Total	157	5.92	123	3.88	280	5.02
	F=6.68; df=1; p<.05		F=8.71; df=1; p<.05		F=24.47; df=1; p<.05	
<u>Mother Helped with Projects</u>						
Yes	81	7.38	40	5.13	121	6.63
No	76	4.36	83	3.28	159	3.79
Total	157	5.92	123	3.88	280	5.02
	F=40.35; df=1; p<.05		F=14.03; df=1; p<.05		F=65.5; df=1; p<.05	
<u>Mother Provided 4-H Transportation</u>						
Yes	40	9.03	10	8.20	50	8.86
No	117	4.85	113	3.50	230	4.18
Total	157	5.92	123	3.88	280	5.02
	F=65.78; df=1; p<.05		F=35.98; df=1; p<.05		F=123.62; df=1; p<.05	

TABLE XV (continued)

Variable	Member N=157		Nonmember N=123		Total N=280	
	Number	Mean No. of Activities	Number	Mean No. of Activities	Number	Mean No. of Activities
<u>Mother Transported Others to 4-H Events</u>						
Yes	25	9.64	7	7.86	32	9.25
No	132	5.21	116	3.64	248	4.48
Total	157	5.92	123	3.88	280	5.02
	F=48.11; df=1; p<.05		F=18.48; df=1; p<.05		F=79.19; df=1; p<.05	
<u>Mother Assisted with 4-H Events</u>						
Yes	11	8.36	6	6.50	17	7.71
No	146	5.73	117	3.74	263	4.85
Total	157	5.92	123	3.88	280	5.02
	F=6.58; df=1; p<.05		F=6.22; df=1; p<.05		F=13.03; df=1; p<.05	
<u>Plan to Join 4-H Next Year</u>						
Yes	131	6.13	36	4.89		
No	26	4.85	87	3.46		
Total	157	5.92	123	3.88		
	F=3.25; df=1; p<.05		F=7.54; df=1; p<.05			

Relationship between Agents' Visits and Participation

Members. Those 4-H members who had been visited by an Extension Agent participated in more activities (8.07) than those members who were not visited (5.69). The observed differences were significant when the analysis of variance F test was applied. Visits by an agent meant an increase in participation by almost three activities per person. This could be due to the fact that agents often visit those who already are participating more.

Nonmembers. Nonmembers who were visited by an agent averaged 4.40 activities as compared to 3.86 for those who had not been visited. No correlation was seen here between nonmembers' visits by agents and their amount of participation when analyzed by the analysis of variance F test.

Total population. Of all students in the seventh grade in Dickson County, those who had been visited by an agent had participated in an average of 7.15 activities as compared to 4.88 for those not visited. These observed differences achieved the 0.5 level of significance.

Grades in School As Related to 4-H and Other Participation

Members. Generally speaking, higher grades meant more participation. Members with mostly A's participated in 7.08 activities. Those with mostly B's averaged 5.77 activities. Those with mostly C's averaged

4.83 activities. There were significant differences between grades in school and participation when analyzed by the analysis of variance F test.

Nonmembers. Nonmembers' participation in 4-H and other activities was also directly related to grades in school. Those with higher grades participated in more activities. There were significant differences between grades and participation as indicated by the analysis variance F test. Those nonmembers with all A's averaged 5.30 activities. Mostly B students averaged 3.55 as compared with 3.18 for those with mostly C's.

Total population. When tested by the variance F test, those seventh graders in Dickson County were found to follow the pattern of higher grades resulting in more participation in 4-H and other activities. The analysis of variance F test showed significant differences as related to school grades and participation.

Either Parent in 4-H As Related to 4-H and Other Participation

Members. Four-H'ers who had parents who were former 4-H'ers participated more (7.40 activities) than those members whose parents had never been in 4-H (5.28). These differences were significant when tested by the analysis of variance F.

Nonmembers. Nonmembers whose parents had been in 4-H averaged participating in 5.04 activities as compared to 3.55 activities for those whose parents never joined 4-H. When tested by the analysis of variance F test these observed differences were significant. Those whose parents were in 4-H participate more.

Total population. The same held true for the whole population. Parents who were in 4-H had students who participated in more 4-H and other activities. The analysis of variance F test achieved the .05 level of significance based on observed differences.

Parents' Reaction to 4-H and Its Effect
on Participation

Members. Members whose parents were glad they joined 4-H averaged participating in 6.68 activities as compared to 5.32 for those whose parents did not care. None of the members reported that their parents were disappointed that they had joined. When tested by the analysis of variance F test the above differences were significant. Those with glad parents participated more.

Nonmembers. Nonmembers who had parents who were glad they joined 4-H averaged participating in 5.39 activities as compared to 3.54 for those whose parents did not care. The analysis of the variance F test showed that the differences were significant. Those whose parents were glad participated more.

Total population. Students whose parents were glad they joined 4-H averaged participating in 6.32 activities as compared to 4.37 for those whose parents did not care. The analysis of the variance F test indicated a significant difference when relating parents' reaction to participation. Parents who were glad they had students in 4-H had children who participated more.

Mothers' Effect on 4-H and Other Participation

Members. Members whose mothers had helped on a project averaged participating in 7.38 activities as compared to 4.36 for those whose mothers had not helped. Members averaged 9.03 activities when their mothers had provided transportation to 4-H events as compared to 4.85 activities for those whose mothers had not provided transportation. When members' mothers had transported others to 4-H events, the members had participated in 9.64 activities as compared to 5.21 for those whose mothers had not. Members averaged 8.36 activities when their mothers had assisted with 4-H events as compared to 5.73 activities for those who had not assisted. In all cases, the analysis of the variance F test showed the observed difference to be significant relating to children's participation. Students whose mothers had helped with projects, provided transportation, transported others or had assisted with 4-H events participated in more 4-H and other activities.

Nonmembers. Nonmembers whose mothers had helped with a 4-H project averaged participating in 5.13 activities as compared to 3.28 for those whose mothers had not. When their mother had provided

transportation they averaged 8.20 activities as compared to 3.50 for those whose mothers did not provide transportation. Only seven of the nonmembers had mothers who had transported others but those who did averaged 7.86 activities and those whose parents never transported others averaged 3.64 activities. When nonmembers' mothers had assisted with 4-H events, they averaged 6.50 activities while those whose mothers never assisted averaged 3.74. When analyzed by the analysis of variance F test, each of these variables achieved the .05 level of significance. Nonmembers whose mothers had ever helped on a project, provided transportation, transported others, or assisted with 4-H events participated more than those whose mothers had not helped.

Total population. Students whose mothers helped with projects averaged 6.63 activities as compared to 3.79 for those whose mothers did not help. Students whose mothers either provided transportation for their own children or transported others had a participation rate that doubled those students whose mothers did not provide any type of transportation. Students whose mothers assisted with 4-H events averaged participating in 7.71 activities as compared to 4.85 for those whose mothers did not assist. When tested by the analysis of variance F test, the observed differences achieved the .05 level in all of the cases related to mothers' assistance. Students whose mothers either helped with projects, provided transportation or transported others or assisted with 4-H events participated more in 4-H and other events in Dickson County, Tennessee.

4-H Enrollment Plans As Related to 4-H and Other Participation

Members. Members who planned to join 4-H next year averaged 6.13 activities as compared to 4.85 for those members who did not plan to continue membership. When analyzed by the F test, the observed differences achieved the .05 level and were considered significant. Those who planned to continue participated in more activities.

Nonmembers. The difference in participation between nonmembers who planned to continue 4-H (4.89 activities) and those who did not plan to continue membership (3.46 activities) was small. It did, however, achieve the .05 level of significance. Those nonmembers who planned to join 4-H next year participate in significantly more activities than those who did not.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

This study was completed to give assistance to the Extension Staff in Dickson and other Tennessee Counties in planning and implementing programs that would prolong 4-H Club enrollment past the sixth grade year. The first large decrease in membership in Tennessee 4-H is seen between the sixth and seventh grade school year. It was thought that this study in determining what factors influence students to remain in 4-H through the seventh grade would direct those doing future 4-H programming so as to encourage a larger percent of the members to remain in 4-H club work.

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to determine factors which influence retention of 4-H members between the sixth to seventh grades in Dickson County, Tennessee.

Specific Objectives

The specific objectives of the study were to focus on seventh grade 4-H members and nonmembers and compare them relative to:

1. Characteristics of the age group
2. Sex as it affected enrollment

3. Interests of the age group
4. Influence of family characteristics
5. Participation in 4-H
6. Participation in other activities

II. METHODS OF INVESTIGATION

Population and Sample

The population included seventh grade students at two of the three Dickson County Junior High Schools. Both 4-H members and nonmembers participated in the study. The sample included the 280 students who were in attendance at school on the day data were collected. All had been 4-H members at one time.

Statistical Analysis

Completed data collection instruments were coded and responses were punched onto data cards. The University of Tennessee Computing Center made the computations. A total of 120 variables were used in making comparisons between 4-H members and nonmembers.

The chi square and analysis of variance F tests were used to determine the significance of relationships between dependent and independent variables. Values that achieved the .05 level were considered to be statistically significant.

Computer output included row, column and table frequencies and percentages, and chi square values. The one way analysis of variance F test was used to determine the significance of observed differences between quantitative dependent variables and qualitative independent variables.

III. MAJOR FINDINGS

Characteristics of the Age Group

1. The majority of students who remain in 4-H through the seventh grade had plans to remain through high school.
2. Almost all students not enrolled in 4-H during their seventh grade year had quit 4-H at the end of the sixth grade year. Decrease in enrollment coincided with an increase in school grade with the greatest difference occurring between the sixth and seventh grades.
3. Both members and nonmembers who suggested new 4-H projects gave sports, motorcycles and mechanics as their most frequent answers. However, the majority of members and nonmembers chose not to respond to this question.
4. From a listing of all 4-H projects, members chose as their favorite 4-H projects arts and crafts, clothing, dog care, food nutrition and wildlife. Only eleven of the 39 projects offered in Dickson County were cited by the seventh grade members.
5. A majority of the members wanted to improve 4-H by adding more group activities and out of school projects and by having more meetings. Nonmembers who responded (only 18 percent) indicated that club meetings were boring to them and that activities needed to be different. Nonmembers made few suggestions for making meetings more exciting.
6. Members indicated that they remained in 4-H mostly due to enjoyment of 4-H meetings and the fact that their friends were in 4-H. No single factor stood out for helping to keep them in 4-H but most indicated three reasons.

7. Nonmembers' most often given reasons for quitting 4-H were that none of the projects interested them or that other activities interfered. A reason, other than the one given on the instrument, frequently related to their being bored with the same contests each year.

8. Membership status of students at the various Dickson County schools were not significantly different. Schools included were Dickson Middle School and White Bluff Junior High.

9. Age of members compared with nonmembers were not significantly different. Ages studied were those 12, 13, and 14 years old.

10. School grades received most frequently by members as compared to nonmembers were not significantly different. Students were divided into those making mostly A's, mostly B's, mostly C's, and mostly D's.

11. Nearly all of the nonmembers had been 4-H members during the sixth grade. Length of membership of members as compared to nonmembers was significantly different. Members had been in 4-H longer.

Sex As A Factor

Sex of members as compared to nonmembers was significantly different. Females were more likely to remain in 4-H through the seventh grade. Males were more likely to be nonmembers.

Interests of the Age Group

Interests of the members, as compared to nonmembers, were significantly different as to what would encourage longer membership. Members would be more encouraged by being nominated for district trips,

being on the radio, going to a state 4-H event and helping to plan junior high events. Nonmembers gave few answers to the question of what would encourage further membership.

Family Characteristics

1. Family characteristics of members, as compared to nonmembers, were not significantly different as to either parent having been in 4-H, brothers and sisters having been in 4-H or whether or not the mother worked.

2. Significant differences were found between members and nonmembers as to parents' reactions to their joining 4-H and whether or not mothers helped with 4-H. Members' parents had been glad when their children joined 4-H whereas nonmembers' parents did not care one way or another. Members' mothers were more likely to have provided transportation for them and others and to have helped them with their project work.

Participation in 4-H

Participation in 4-H activities by members, as compared to nonmembers, was significantly different in all areas except the public speaking activity. Four-H members were more likely to have held a 4-H office, won ribbons, entered a county 4-H event, won a 4-H medal and attended 4-H camp. Of the seventh grade students in Dickson County, 65 percent or more of those who had held a 4-H office, won a 4-H ribbon, won a 4-H medal or entered a 4-H contest were still 4-H members.

Participation in Other Activities

1. Participation in youth activities other than 4-H by members as compared to nonmembers was not significantly different in the areas of Scout participation, school band participation, having had private music or dance lessons, worked on a school paper, participated in church youth activities or team sports.

2. Members and nonmembers were significantly different as to having attended arts and crafts classes. Members were more likely to have been enrolled in arts and crafts classes held at their school.

3. Members and nonmembers differed significantly in regard to the number of other activities in which they participated as seventh graders. Members were more likely to have participated in a larger number of other activities.

Participation in 4-H and Other Activities

1. Related to sex. There was a significant difference between male and female as to participation in 4-H and in other activities. Females participated in more activities. Participation of members and nonmembers related to sex was not significantly different.

2. Visited by an agent. Participation of members who had been visited by an agent was significantly different than that of those who had not been visited. Those students who had been visited participated more. Nonmembers visited by an agent as compared to those not visited showed no significant difference.

3. Grades in school. Participation of members and nonmembers were significantly different as related to grades in school, parents' reaction to joining 4-H, either parent having been a 4-H member, mother having helped with projects, mother provided transportation to her children and others or assisted with 4-H events. Each of these meant greater participation on the part of the student whether a member or nonmember.

4. Plan to continue 4-H. Participation was significantly different for both members and nonmembers who planned to continue 4-H the next year as compared to those who did not plan to continue. Those planning to reenroll or enroll again the following year were likely to participate in more activities.

IV. CONCLUSIONS

Based upon the study findings the researcher feels the following conclusions were supported.

Characteristics of the Population

Most nonmembers had been members the previous year. Students at this age were unsure of what they wanted. Members enjoyed 4-H meetings but wanted to improve 4-H with more group meetings and more out of school events. Nonmembers quit 4-H because they weren't getting enough out of their projects and club meetings bored them. They wanted more help on projects.

Sex

Females tended to remain in 4-H longer than males. Activities in clubs needed to relate more to the needs of male members. Females participated in more 4-H activities than males.

Level of 4-H Participation

Those who had participated in more 4-H activities or received more recognition tended to stay in 4-H longer. Of the activities studied, students averaged participation in only 2.5 of the eleven offered. Nonmembers wanted new activities as seventh graders. Students who had been visited by an agent also participated in more activities.

Level of Participation in Activities Other Than 4-H

There were no significant differences between members and nonmembers' participation in activities other than 4-H. However, members tended to participate in more of these other activities even though nonmembers cited this as a cause for them to drop out.

Influence of Family Characteristics on 4-H Membership

Parents do influence a child's continuation in 4-H and the degree of their participation. Parents' attitude and awareness of 4-H is important to the 4-H members.

Interests of 4-H Members and Nonmembers

Members wanted more opportunities to be involved in county, district and state events. Both members and nonmembers wanted guidance

in project work. New projects were suggested by only a small percentage of the members and nonmembers. Sports and motorcycle projects were the new projects mentioned most frequently by both members and nonmembers. Students also wanted a change in the club activities between the sixth to the seventh grades.

V. IMPLICATIONS AND RECOMMENDATIONS

Based on the results of this study and the writer's experiences, the following recommendations are made.

1. It is recommended that time be spent in developing materials to give to parents when a child enrolls in 4-H to better acquaint them with 4-H Club work, to explain expectations and opportunities for the children and to encourage their help with project work and with 4-H activities. This would tend to yield greater participation by members and result in longer membership.
2. Members selected only 12 of over 35 different projects as their favorite ones. Nonmembers indicated that 4-H projects did not interest them. It is felt by this writer that the use of more project groups, project leaders and special interest sessions would alleviate much of this problem. If the literature for projects is to be used by members with no outside help, it must be interesting and encouraging enough for members to complete the work on their own.
3. Due to the fact that many of the 4-H activities are repeated for three years after the fourth grade, many nonmembers said that 4-H meetings were boring to them. It is recommended that the junior high

program be structured differently. A different program should be provided for the junior and junior high audiences. This would encourage continued membership and give the students a sense of accomplishment as they move into a higher 4-H level. It also is suggested that more group activities and out of school events be held.

4. Since students who had held 4-H offices, won ribbons or medals or entered contests were more likely by far to stay in 4-H through the seventh grade, it is recommended that more opportunities for recognition be given to club members to further encourage enrollment. Four-H members like to feel important.

5. Students who had been visited by Extension Agents participated in more activities. It is recommended that agents spend more time in recruiting and training 4-H leaders in order to encourage more home visits and give more individual attention to members.

6. More 4-H club activities offered in Dickson County are girl oriented than are boy oriented. Club activities of special interest to boys should be added. The woodworking and wildlife activities seemed to have a high appeal to the boys.

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APPENDIX

SURVEY OF SEVENTH GRADE YOUTH IN DICKSON COUNTY

The purpose of this questionnaire is to determine factors which influence some youth to remain in 4-H club work through the seventh grade. This information will help to improve 4-H work in Dickson County. Therefore, it is important that you answer these questions as accurately as possible.

NAME _____ SCHOOL _____

1. Sex: _____ boy _____ girl
2. Age _____ 3. Grade in School _____
4. Are you a 4-H member this year? _____ yes, _____ no
5. Were you a 4-H member last year? _____ yes, _____ no
6. If not in 4-H this year, in what grade were you in when you quit?

7. How many years were you or have you been a 4-H member? _____ years
8. If you are not presently in 4-H, why? (Check all that apply.)
 - a. Couldn't stay for after school meetings _____
 - b. Other activities interfered _____
 - c. None of the projects interested me _____
 - d. Didn't know what to do on my projects _____
 - e. Most of my friends were not in 4-H _____
 - f. Didn't know when the 4-H meetings were held _____
 - g. Parents didn't want me to join _____
 - h. Didn't like to compete with others _____
 - i. Other reason _____

9. Have you ever:	Yes	No
a. Served as a 4-H club officer	_____	_____
b. Won a 4-H ribbon	_____	_____
c. Entered a 4-H Breadbaking Contest	_____	_____
d. Entered a 4-H Poster Contest	_____	_____
e. Entered a 4-H Public Speaking Contest	_____	_____
f. Given a 4-H demonstration	_____	_____
g. Exhibited an item at the County Fair	_____	_____
h. Competed in a county-wide 4-H activity	_____	_____
i. Been a member of a 4-H project group	_____	_____
j. Won a 4-H medal	_____	_____
k. Attended 4-H camp	_____	_____

10. If you are still in 4-H, why? (Check all that apply.)

- a. _____ Learning experiences will help make me a better person
- b. _____ My friends are 4-H members
- c. _____ To go to 4-H camp
- d. _____ Rather be at a 4-H meeting than study hall
- e. _____ 4-H meetings are fun and interesting
- f. _____ Like to compete for 4-H awards
- g. _____ My parents wanted me to join 4-H
- h. _____ I like to complete the items in the 4-H project books
- i. _____ Other reason (Please specify) _____

11. Has a 4-H Extension agent ever been to your home? _____ yes; _____ no

12. In what 4-H project are you now most interested? _____

13. What grades do you make in school?

1. _____ mostly A's 3. _____ mostly C's
 2. _____ mostly B's 4. _____ mostly D's

14. As a junior high 4-H member, would you be encouraged to stay in 4-H longer if you could: (Check all that apply.)

- _____ Compete for weekend or summer trips in the county
 _____ Be nominated to attend a district 4-H trip
 _____ Be on the radio supporting 4-H during 4-H week
 _____ Represent Dickson at a State 4-H event
 _____ Be a member of a committee to plan junior high events
 _____ Have someone to work with you on your project on a monthly basis
 _____ Have someone in addition to your 4-H agents to help your club each month and give you more help
 _____ Other reason you would stay in 4-H longer (Specify) _____

15. Have you ever: (Check all that apply.)

Yes

No

- | | | |
|--|-------|-------|
| a. Been a member of the Scouts | _____ | _____ |
| b. Played in a school band | _____ | _____ |
| c. Attended school Arts and Crafts classes | _____ | _____ |
| d. Had private music lessons | _____ | _____ |
| e. Had private dance lessons | _____ | _____ |
| f. Worked on a school paper | _____ | _____ |
| g. Been a member of a church youth group | _____ | _____ |
| h. Been a member of an organized sports team | _____ | _____ |

16. Was either your mother or father ever a 4-H member? _____ yes, _____ no

17. Do you have any brothers or sisters? _____ yes, _____ no
If yes, were any of them ever 4-H members? _____ yes, _____ no
18. Circle the highest grade completed by each of your parents.
- By father 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 More
- By mother 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 More
19. Is your mother presently employed outside the home? _____ yes, _____ no
If yes, does she work full time _____, or part-time _____?
20. When you first joined 4-H, what was your parents' (or guardians') reaction? (Check only one.)
- _____ They were glad, _____ They didn't care, _____ They were displeased
21. Has your mother ever:
- | | Yes | No |
|---|-------|-------|
| a. Helped with a 4-H project | _____ | _____ |
| b. Provided you with transportation to a 4-H event | _____ | _____ |
| c. Provided transportation for other 4-H'ers to a 4-H event | _____ | _____ |
| d. Assisted with 4-H events | _____ | _____ |
| e. Belonged to a club (Home Demonstration, Church group, Business club, etc.) | _____ | _____ |
22. If you could improve 4-H in one way, what would it be? _____
-
23. What new 4-H project would you add? _____
24. If you are now a member of 4-H:
- a. Do you plan to continue in 4-H? _____ yes, _____ no
- b. If yes, how many years do you plan to remain in 4-H club work? _____ years
- c. If not a 4-H member now, do you think you will join next year?
- _____ yes, _____ no

VITA

Jane Williams Wedgeworth was born on October 14, 1952, in Franklin, Tennessee. The Williamson County native attended Bethesda High School from which she graduated in May 1970. Jane's school activities included ten years as a 4-H member, 4-H All-Star and Honor Club participation, Beta Club, Cheerleader, School Annual Staff, and Who's Who Honors in her class. As a 4-H member, she attended National 4-H Club Congress in Chicago two years as a State 4-H Project Winner.

Jane attended The University of Tennessee in Knoxville and earned a Bachelor of Science degree in Home Economics in December 1973. Her major study was Home Management, Equipment, and Family Economics.

Upon graduation, Jane became the Assistant Extension Agent working with 4-H youth with the Agricultural Extension Service in Dickson County, Tennessee. In 1975, she began work on her Master's degree in Agricultural Extension Education.

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