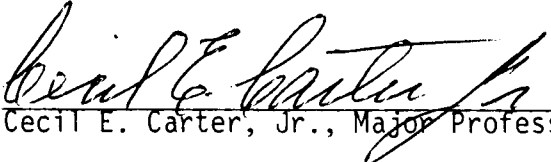
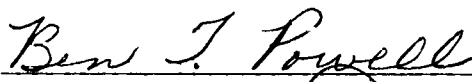


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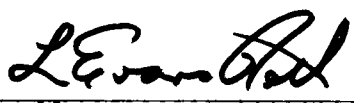
I am submitting herewith a thesis written by B. Steven Fain entitled "Factors Related to the Dropout Rate and Retention of Senior 4-H Boys and Girls in Peach County, Georgia." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.


Cecil E. Carter, Jr., Major Professor

We have read this thesis
and recommend its acceptance:




Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

FACTORS RELATED TO THE DROPOUT RATE AND RETENTION
OF SENIOR 4-H BOYS AND GIRLS IN
PEACH COUNTY, GEORGIA

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

B. Steven Fain
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ABSTRACT

This study was conducted to compare active Senior 4-H Members with those Senior Members who dropped out of 4-H during their senior years as to selected characteristics. It was believed that this study would help to identify reasons members drop out during senior years.

Data were obtained from 56 boys and girls from Peach County, Georgia. These boys and girls were all members of the Peach County Senior 4-H Club and had attended the district project achievement meeting in 1976. Data were obtained through group interviews. The interview schedule consisted of 35 questions from which 131 variables were identified.

Chi Square and analysis of variance were statistics used to determine the significance of observed and expected differences between members and drop outs regarding 129 selected variables. Findings were presented in crosstabulation tables showing frequencies and percentages. Chi Square values which achieved the .05 level were interpreted as indicating statistically significance differences between members and drop outs.

Major Findings:

1. Significantly higher percentages of the members than of the drop outs felt that: attending state 4-H events and receiving help on 4-H projects and 4-H meetings were incentives for remaining in 4-H through their senior years.

2. Significantly higher percentages of the members than of the drop outs had participated in 4-H public speaking, 4-H fairs, 4-H

project groups, 4-H camp and other 4-H events and activities.

3. Significantly higher percentages of the members' parents than of the parents of drop outs had helped with 4-H events and activities by providing transportation for their own children and for other 4-H members. Also, a significantly higher percentage of the members than of the drop outs felt that their parents had encouraged them to give demonstrations at 4-H meetings.

4. Significantly higher percentages of the members than of the drop outs felt their friends had a positive attitude about 4-H Club work. Conversely, a higher percentage of the drop outs than of the members felt their friends had a negative attitude toward 4-H work.

5. Significantly higher percentages of the members than of the drop outs felt they had had the opportunity to participate in making decisions regarding 4-H work.

6. Significantly higher percentages of the drop outs than of the members felt that discipline at 4-H meetings was too strict and that some members were given special treatment regarding discipline.

7. Significantly higher percentages of the drop outs than of the members felt that 4-H records were overemphasized and that 4-H records should be dropped for Senior Members.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. SITUATION AND PROBLEM

The loss of 4-H members when they reach senior level (9th through the 12th grade) is common to most organizations and agencies having youth programs. Extension agents in Peach County, Georgia, as in other counties and other states are constantly faced with this situation. Many active Junior 4-H'ers, who would undoubtedly make good Senior members, also drop out or cut back their 4-H participation to a point near inactivity as they approach the Senior 4-H years. For example, during the 1975-1976 school term, there were 1380 4-H'ers in Peach County. Of these, 617 (45 percent) were Cloverleaf; 512 (37 percent) were Juniors; and only 241 (18 percent) were Seniors (28)*. These figures indicate that the drop between Cloverleaf and Junior membership is substantial (8 percent), while the change from Junior to Senior is even greater (19 percent).

Some extension agents and adult leaders choose to say that the breakdown here is irrelevant; that the number of members that are enrolled is caused by a saturation of the population. In other words, the maximum number of people who could be expected to join from the population has been reached. But when 241 4-H'ers are left out of 617 who joined in the 5th grade, retention seems very low indeed (28)*.

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

The problem of providing an educational program which meets the needs of today's teenagers thus preventing such a large turnover, (i.e. Peach County's turnover involves the loss of 71 percent of its Cloverleafs by the time they are of senior age), seems evident and must be faced if the retention of senior members is to increase (28)*.

II. PURPOSE OF THE STUDY

The purpose of this study was to compare senior 4-H members and drop outs as to selected characteristics. It was felt that this study would help to increase understanding of why some Senior 4-H age boys and girls choose to remain in 4-H while others choose to drop out of 4-H.

Specific areas of investigation included: (1) reasons for staying in or leaving 4-H; (2) levels of participation in 4-H events and activities; (3) parental characteristics and attitudes; (4) peer group influence; and (5) club organization.

III. LIMITATIONS OF THE STUDY

The study was limited to those Peach County Senior 4-H'ers who attended District Project Achievement in 1976. These 4-H'ers were further classified into two groups: those who continued to attend District Project Achievement (i.e., members) and those who did not attend District Project Achievement (i.e., drop outs).

Data analysis was limited to comparing 4-H members and drop outs with respect to 129 specific variables. These variables were organized into five variable groups: (1) participation inside and outside 4-H (61 variables), (2) parental characteristics

and attitudes (23 variables), (3) club organization (19 variables), (4) peer group effects (11 variables), and (5) personal characteristics (15 variables).

IV. METHOD OF INVESTIGATION

Selection of the Sample

In this study the population was all Senior members of the Peach County 4-H Club in 1975-1976. This population was divided into two groups: drop outs and members. Drop outs were those 4-H'ers who had attended District Project Achievement (DPA) in 1976 but in later years neglected to attend DPA. Members were those 4-H'ers who went to DPA in 1976 and who also continued to attend each year thereafter or until they graduated from high school and were no longer eligible. Exceptions were made for those who did not attend DPA due to illness or other unusual circumstances.

This method produced a stratified sample of 4-H'ers who were, for a time, very active in 4-H work. Data were obtained from 56 4-H'ers; 21 of whom were members and 35 of whom were drop outs. Of the 21 members, 11 were girls and 10 were boys. Of the 35 drop outs, 17 were girls and 18 were boys.

Preparing the Survey Instrument

The interview schedule developed for this study consisted of 35 questions. Suggestions and ideas for development of the instrument were obtained from previous studies, from advisors and from the researcher's knowledge of the situation in Peach County, Georgia. A copy of the instrument is included in the Appendix.

Collection of Data

Data were collected at group meetings on three separate nights, at three different locations in Peach County, Georgia. The 4-H'ers who met the sampling criteria were contacted by letter and again by telephone a few days before the meeting. Permission for these meetings was granted by the Peach County Extension Office, the Georgia 4-H Office, Central District and the Peach County Board of Education.

Analysis of Data

Data were analyzed using the IBM 370/3031 computer and the SPSS (Statistical Package for the Social Sciences) at the University of Tennessee Computer Center.

Members and drop outs were compared as to selected characteristics using frequencies and percents and crosstabulations. Chi Square (χ^2) and the analysis of variance (F) were used to test the significance of observed differences in the characteristics of the members and drop outs. Values which achieved the .05 level were considered statistically significant.

V. DEFINITION OF TERMS

Certain terms used in this study have different meanings stemming from numerous reasons. Some of the terms have more than one meaning, some have geographical connotations, or may be different due to the usage and some have been qualified to suit the author's need. In order that the reader may be familiar with these terms as they are used in this theses, the following definitions are provided.

Drop out. A senior 4-H member who attended DPA during the 1976 year but who has since missed at least one DPA. Those 4-H'ers who missed DPA because of illness or unusual circumstances were not considered drop outs.

Member. A senior 4-H member who attended DPA in 1976 and has continued to attend DPA each year or until they were no longer eligible.

DPA. District Project Achievement, district competition for 4-H demonstrations.

Senior 4-H'er. A 4-H member who is in the 9th - 12th grade.

Junior 4-H'er. A 4-H member who is in the 7th or 8th grade.

Cloverleaf. A 4-H member who is in the 5th or 6th grade.

Adult Leader. An adult who volunteers his or her time in some capacity to help in 4-H work.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

Available literature on the retention and drop out of Senior 4-H'ers was somewhat limited even though the problem is probably one of the most formidable faced by the Extension Agent or volunteer leader. However, a large number of studies concerning 4-H participation and related areas were available and were included in this review.

This review was organized under six major headings: (1) personal characteristics, (2) level of 4-H participation (3) participation in outside activities, (4) organization of the 4-H Club, (5) parental attitudes, and (6) peer group attitudes toward 4-H work.

II. PERSONAL CHARACTERISTICS

Some studies show that personal characteristics are significantly related to 4-H participation and to 4-H membership status while others fail to indicate a significant relationship.

Enrollment Age

Studies in Tennessee indicate that the age at which a 4-H'er enrolls in 4-H is significantly related to their level of participation in 4-H and their 4-H tenure. Hamilton, Nichols, McClure and Byerly found in separate Tennessee studies that the 4-H'ers who join 4-H at an early age remained in longer and participated more than those who joined at a later time (10, 19, 17, 2).

However, a similar study made in 1971 by Jeter found that age was not significantly related to the 4-H membership status of 9th grade girls in Blount County (14:15).

Grade in School

Since a student's grade in school is tied closely to his age, it seems to follow that grade in school would be related to participation and membership status in the same way as age. McClure and Hamilton reported these hypotheses to be true; stating that the grade in which a 4-H'er first joined had a significant effect on his participation and membership status. Those who joined in the 5th or 6th grade stayed longer than those who joined in later years (10:19,17:24).

Number of Years in 4-H

Some studies have reported that long tenure as a junior 4-H member through the senior years increased the length of time they served as Senior members (14:20).

Membership of Brother and Sister

Howes, in a study of first year boys in Maryland found that if a 4-H member's brother or sister had a good 4-H experience, then the 4-H'er was more likely to participate and remain a member longer (13). However, Nichols reported that the level of 4-H participation by 8th and 9th grade boys and girls in Tennessee was not significantly related to whether or not their brothers or sisters had been 4-H members.

Grades Received in School

The range of grades made in school by drop outs and 4-H members was tested in three separate Tennessee studies. Jeter concluded

that school grades received were not significantly related to the membership status of 9th grade girls in Blount County (14:23). In a Greene County, Tennessee, study Hamilton found that a higher percent of the drop outs than the 9th grade girl members in Greene County made A's. However, the observed differences were not significant at the .05 level (10:22). Nichols noticed, in a different study, that more active members made better grades (19:32).

III. 4-H PARTICIPATION

Participation has been used numerous times as a variable in studies of 4-H member retention. Most studies have found that drop outs and members differ in their level of 4-H participation.

Copp and Clark, in a study published in a Wisconsin research bulletin, found that participation was a key factor in the decision of most 4-H'ers to remain in 4-H work or to drop out. If a 4-H'er participates more, he is more likely to stay in 4-H (4:19). Participation is also greater among 4-H'ers who reported that they liked to compete (4).

IV. OUTSIDE ACTIVITIES

Many studies have found that participation in activities outside the 4-H Club does not significantly reduce participation in 4-H work.

It would seem that more time spent outside of 4-H work would produce less participation in 4-H activities, but research does not verify this assumption; in fact, many times the opposite is true. In her Blount County, Tennessee, study of 9th grade girls, Jeter reported that outside activities did not significantly affect

a 4-H'ers' decision to drop out (14:23-32). At the same time Byerly's study of the same population in another Tennessee county found that members participate more in outside activities than non-members (2:57). Copp and Clark also presented evidence that 4-H'ers do not drop out to join another organization (4).

V. CLUB ORGANIZATION

Agents' Visits

William Warren, in a 1972 study in Cannon County, Tennessee, found that participation was significantly related to agents' visits to 4-H'ers' homes (30:67). This finding seems logical, but the study did not determine if the agent's visits caused the participation or if the participation caused the agent's visits.

Keeping 4-H Record Books

Many adult leaders and agents alike report that they get more complaints about record books than any other area of 4-H work. Some believe that if record books were discontinued, 4-H participation would increase and drop outs would decrease. The literature does not substantiate this belief. In fact, the Byerly study in Tennessee and a number of unpublished studies in Georgia indicate there is no significant relationship between keeping 4-H record books and membership status (2:74, 5).

VI. PARENTAL DATA

Education of Parents

McClure reported in 1971 that of 9th and 10th grade boys studied in Greene County, Tennessee, those who remained in 4-H had parents whose educational levels were higher than parents of those who dropped out (17:38-47).

Parents' Attitude Toward 4-H

Several studies have shown that the attitude of the parents toward 4-H at the time their child joins 4-H and the parents' attitude toward the 4-H'ers' project work was significantly related to the 4-H'ers' decision to stay in or drop out of 4-H (10, 19, 14, 17).

Mothers' Employment Outside the Home

Studies by Hamilton and by McClure found that, although 4-H members did not differ significantly from drop outs, a higher percentage of the drop outs' mothers were employed outside the home (10, 17).

Parents' 4-H Membership

In a Tennessee study of Senior 4-H members in Wayne County, Tennessee, Taylor found no significant difference between members and non-members as to parents' membership in 4-H (26:70).

VII. PEER GROUP ATTITUDE

Group identity is important to teenagers. It is a characteristic of adolescent growth and attitude (25). It seems to follow that peer group pressures would greatly influence 4-H involvement. However, three studies done in Tennessee between 1970 and 1972 found that 4-H members did not differ significantly from drop outs as to their perception of the attitude their peers had about 4-H. However, Hamilton found, in a study of 9th and 10th grade girls in Tennessee, that a higher percentage of the members than drop outs felt that their peers had an unfavorable attitude about 4-H (10:54).

CHAPTER III

FINDINGS OF THE STUDY

The purpose of this chapter was to report findings drawn from analysis of the data. Findings were organized into five sections based upon purposes of the study. Section one deals with reasons Peach County senior members gave for staying in 4-H and reasons the drop outs gave for leaving 4-H. Section two compares members and drop outs as to their levels of participation in 4-H. Section three compares members and drop outs as to their perception of the attitude of parents toward 4-H work. Section four compares members and drop outs as to their perception of the attitudes of peers toward 4-H work. Section five compares members and drop outs as to their feelings about selected aspects of the ways 4-H work is organized and conducted. Results of data analysis were organized in ten tables and presented in this chapter.

I. REASONS GIVEN BY MEMBERS AND DROP OUTS AS TO WHY THEY STAYED IN OR DROPPED OUT OF 4-H

The reasons given by members and drop outs for staying in 4-H work or dropping out of it are described in this section. Eight selected reasons were suggested to the members as reasons for staying in 4-H. Each was asked to decide whether or not the example was a reason for their remaining in 4-H. Nine reasons for dropping out were presented to the drop outs for their response as to whether or not these reasons were actually reasons they dropped out. Also, seven activities were suggested as incentives to stay in 4-H longer,

both members and drop outs were asked to decide if these activities would have encouraged them to stay in 4-H longer.

Response of Members to Selected Reasons for Staying in 4-H.

In Table I, eight variables are considered as reasons for remaining in 4-H. Frequencies and percents are reported for each of the variables. Comparisons were not made since only the members answered this questions.

My friends were in 4-H. Sixteen out of 21 of the members (76.2 percent) reported that their friends being in 4-H was a reason they remained in 4-H. Of the eight reasons listed, this reason ranked third in terms of the frequency with which it was selected by the 21 members who responded.

Wanted to go to camp. Special camps were reserved for Senior 4-H'ers in Georgia; and it was considered a privilege to be selected to go. Even so, it was not expected that this activity would have a large enfluence on 4-H'ers' decision to stay. However, 15 of the 21 members said going to camp was a reason they remained in 4-H. This reason ranked fourth out of eight reasons given.

Would rather be in a 4-H meeting than in study hall. Seven of the 21 members (33.3 percent) said they would rather be in a 4-H meeting than in a study hall. This reason for staying in 4-H ranked seventh out of the eight reasons listed.

Meetings were fun and interesting. Hopefully, this would be a reason for many 4-H'ers to stay in the organization. A good program should have interesting meetings and the meeting should make the 4-H'er want to come back. Most members in Peach County did not

TABLE I

REASONS GIVEN BY MEMBERS FOR STAYING IN 4-H

Reasons for Staying in 4-H	Members	
	No.	%
My friends were in 4-H		
Yes*	16	76.2
No	5	23.8
Wanted to go to camp		
Yes	15	71.4
No	6	28.6
Rather be in 4-H meeting than in study hall		
Yes	7	33.3
No	14	66.7
Meetings were fun and interesting		
Yes	9	42.9
No	12	57.1
I like to compete		
Yes	19	90.5
No	2	9.5
My parents wanted me to stay in 4-H		
Yes	11	52.4
No	10	47.6
I like to make the items in the manuals		
Yes	6	28.6
No	15	71.4

TABLE I (continued)

Reasons for Staying in 4-H	Members	
	No.	%
Learning experiences will make me a better person		
Yes	19	90.5
No	2	9.5

* A yes answer indicated that the variable was considered a reason for staying in 4-H by the 4-H'er.

stay in 4-H because of interesting meetings since only nine of them (42.9 percent) said the meetings were a reason they remained in 4-H work. This reason ranked fifth in terms of the frequency it was selected by the members.

Like to compete. The desire to compete was a strong factor for staying in 4-H among the members. Nineteen out of 21 (90.5 percent) said that their desire to compete was a reason for staying in 4-H. No other reason exceeded this one in terms of the frequency it was selected by the members.

My parents wanted me to stay in 4-H. Parental attitude was expected to have an effect on 4-H'er membership. There was a slight tendency for members to remain in 4-H because their parents wanted them to as seen by the fact that 52.4 percent selected this as a reason. Only three other reasons were selected less frequently than this one.

Like to make items in the 4-H manuals. Just over 71 percent of the members did not select "making project items" as a reason they remained in 4-H. Of the eight reasons given, this reason was selected the least often by the members. Only six of the 21 members selected this as a reason for staying in 4-H.

Learning experiences will make me a better person. Over 90 percent of the members said learning experiences was a reason they remained in 4-H. Only two members did not give this as a reason.

Response of Drop Outs to Selected Reasons for Leaving 4-H Work

The 35 drop outs were asked to respond either yes or no as to whether or not each of nine statements was a reason they decided

to drop out of 4-H. Table II displays responses of the drop outs in terms of frequencies and percents.

Could not attending meetings. Meeting attendance is essential if a 4-H'er is to function effectively in the club. Fifteen of the 35 drop outs (42.9 percent) said they could not attend 4-H club meetings. Only two other reasons were given more frequently than this one.

Did not know when the meetings were held. Meetings were announced during school hours and usually held during the club period at school. Therefore, knowledge of when the meetings were held was not expected to contribute greatly to drop outs. As expected, only (11.4 percent) of the drop outs reported that "not knowing when the meetings were conducted" was a reason for their dropping out of 4-H.

Other activities interfered. This would seem to be a logical reason for 4-H'ers to drop out. Table II shows that 88.6 percent of the drop outs considered other activities a reason they dropped out. This reason was given more frequently than any other one.

None of the projects interested me. This was expected to be one of the prominent reasons for loss of 4-H'ers. Poor interest is usually thought to be a major deterrent to participation. However, only 22.9 percent said lack of project interest was a reason they dropped out. Therefore, over 75 percent did not consider this to be a reason for their having dropped out of 4-H.

Did not understand project. Project confusion could be a large part of the frustration felt by Senior 4-H'ers. Not understanding what one can do or what one is expected to do in a 4-H project, for

TABLE II

REASONS GIVEN BY DROP OUTS FOR LEAVING 4-H WORK

Reasons for Leaving 4-H Work	Drop Outs	
	No.	%
Could not attending the meetings		
Yes*	15	42.9
No	20	57.1
Other activities interfered		
Yes	31	88.6
No	4	11.4
None of the projects interested me		
Yes	8	22.9
No	27	77.1
Did not understand my project		
Yes	3	8.6
No	32	91.4
Did not know when the meetings were		
Yes	4	11.4
No	31	88.6
Parents wanted me to drop out		
Yes	10	28.6
No	25	71.4
Did not like to compete		
Yes	4	11.4
No	31	88.6
Found a job		
Yes	15	42.9
No	20	57.1

TABLE II (continued)

Reason for Leaving 4-H Work	Drop Outs	
	No.	%
Friends not in 4-H		
Yes	20	57.1
No	15	42.9

* A yes answer indicates that the 4-H'er considered the variable a reason for dropping out of 4-H work.

example, may be a factor in the decision to drop 4-H. However, project confusion was not given very frequently as a reason by drop outs in Peach County. Only 8.6 percent reported that they dropped out due to project uncertainty.

Parents wanted me to drop out. Parent opinions and attitudes about 4-H may influence their children's decisions about 4-H. Table II shows that 28.6 percent of the drop outs considered parental attitude a reason for leaving 4-H work. Only three other reasons ranked lower than this one in terms of frequency with which they were selected.

Did not like to compete. A large percent of the members reported that they remained in 4-H because they liked to compete. This would lead us to believe that a large number of drop outs would leave 4-H because they did not like to compete. Contrarily, only 11.4 percent of the drop outs said competition was a reason they dropped out. This reason tied for lowest rank in terms of frequency given by the drop outs.

Found a job. The teenage years are the time when a 4-H'er begins to feed the need for money of his own and a sense of security about himself. A job often offers this security as well as providing extra money. It might be expected that quite a few drop outs left 4-H to get a job. Over 40 percent of the drop outs said they left 4-H work to get a job. Only two other reasons were given more frequently than this one.

My friends are not in 4-H. Just as a large percent of the members remained in 4-H because of friendship, a large percent of

the drop outs left 4-H because their friends were not in 4-H. As seen in Table II, 57.1 percent of the drop outs said they left 4-H because their friends were not members. This reason ranked second in terms of frequency selected by the drop outs.

Comparison of 4-H Members and Drop Outs Concerning Selected Activities Which Would Encourage Them to Stay Longer

In this section seven activities were presented to the members and drop outs for their reaction as to whether or not they would stay in 4-H longer if they were allowed to participate in the activity. These 4-H activities were not part of the Peach County program at the time but were taken from a group of activities suggested by 4-H'ers in the county. Table III compares the frequency of responses by the members and the drop outs.

Compete for trips. There is little competition for trips at the county level in Peach County, Georgia. In most cases a trip taken by a county group is open to all with each person paying their own expenses. Most district and state level trips are based on competition of some type. Although a higher percentage of the members than drop outs (76.2 versus 54.6 percent) said they would stay in 4-H longer if they could compete for trips, these differences were not significant at the .05 level.

Attend district trips. Both the members and the drop outs reported that attending district 4-H meetings encourages longer tenure in 4-H. This activity was selected by 81 percent of the members and about 61 percent of the drop outs. However, their observed differences were not significant at the .05 level.

TABLE III

CHI-SQUARE COMPARISON OF 4-H MEMBERS AND DROP OUTS
CONCERNING SELECTED ACTIVITIES WHICH WOULD
ENCOURAGE THEM TO STAY IN 4-H LONGER

Selected Activity	Members		Drop Outs	
	No.	%	No.	%
Compete for trips				
		$\chi^2 = 3.85, df = 1, P > .05$		
Yes**	16	76.2	18	54.6
No	5	23.8	15	45.4
Attend district trip				
		$\chi^2 = 3.74, df = 1, P > .05$		
Yes	17	81.0	20	60.6
No	4	19.0	13	39.4
Be on radio				
		$\chi^2 = 5.54, df = 1, P < .05$		
Yes	13	61.9	11	33.3
No	8	38.1	22	66.7
Attend state event				
		$\chi^2 = 9.03, df = 1, P < .05$		
Yes	19	90.5	18	54.6
No	2	9.5	15	45.4
Serve on planning committee				
		$\chi^2 = 1.65, df = 1, P > .05$		
Yes	18	85.7	26	78.8
No	3	14.3	7	21.2
Receiving help with 4-H projects				
		$\chi^2 = 11.44, df = 1, P < .05$		
Yes	18	85.7	14	42.4
No	3	14.3	19	57.6
Receiving help with 4-H meetings				
		$\chi^2 = 11.30, df = 1, P < .05$		
Yes	19	90.5	16	48.5
No	2	9.5	17	51.5

TABLE III (continued)

* Two drop outs did not respond to this question.

** A yes answer indicates that participation in the stated activity would encourage the 4-H'er to remain in 4-H longer.

Be on the radio. About 52 percent of the members compared to 33.3 percent of the drop outs reported that appearing on radio programs encourages longer tenure in 4-H. These observed differences between members and drop outs were significant at the .05 level. A significantly higher percentage of the members than of the drop outs felt that this activity encouraged longer tenure in 4-H.

Attend state events. Attending state events is considered a privilege in Georgia 4-H. It was expected that there would be little difference between members and drop outs concerning state events because of the prestige which accompanies a state trip. Suprisingly, there were statistically significant differences between members and drop outs in regard to state trips. Over 90 percent of the members compared to 54.6 percent of the drop outs said attending state 4-H events encouraged continued 4-H membership. This activity appeared to be more important to the members than to those who dropped out of 4-H.

Serving on a planning committee. This seemed to be a good activity to hold 4-H'ers. About 86 percent of the members compared to 78.8 percent of the drop outs said serving on planning committees encouraged longer tenure in 4-H. When tested by Chi Square, these observed differences were not significant. Members and drop outs agree that serving on planning committees encourages 4-H membership.

Help with 4-H projects. There are very few project groups in Peach County and little help outside of a 4-H'er's parents is available. It would be expected that 4-H'er's would want additional help with their project. However, 85.7 percent of the members

compared to (42.4 percent) of the drop outs said help with their project encourages longer 4-H membership. Here differences between members and drop outs were significant at the .05 level. Drop outs placed less emphasis upon receiving help with 4-H projects than did the members.

Help with 4-H meetings. Most of the scheduled meetings in Peach County are conducted by 4-H staff and tend to be a report on what is coming up next month rather than providing project instruction. It was expected that both members and drop outs would respond favorably to receiving outside help for 4-H meetings. Over 90 percent of the members compared to 48.5 percent of the drop outs said that receiving help at 4-H meetings would encourage them to stay longer in 4-H. These differences were significant at the .05 level. Receiving help at 4-H meetings was viewed more important to the members than to drop outs as an encouragement to remain in 4-H.

Summary

In summary, on the average the 4-H members reported that 5.7 of the seven activities provided encouragement to remain in 4-H compared to 3.5 activities reported by drop outs. (Table IV) One-way analysis of variance indicated the observed differences in mean scores of members and drop outs were significantly different at the .05 level. Members were encouraged to remain in 4-H by a large number of the activities than were the drop outs.

A study of Table III reveals that a higher proportion of the members than of the drop outs reported that each of the selected activities provided incentive for them to remain in 4-H. Data in Tables III and IV support the conclusions that these activities

TABLE IV

ANALYSIS OF VARIANCE COMPARISON OF MEMBERS AND DROP
OUTS BY SELECTED VARIABLE SETS

Variable Set	Number Responding	Mean	F Value	Probability Level
Total number of 4-H activities partici- pated in, broken down by groups				
Members	21	11.86	15.88	< .05
Drop Outs	35	9.14		
Total number of 4-H activities partici- pated in, broken down by sex				
Boys	28	9.54	2.93	< .05
Girls	28	10.79		
Total number of 4-H activities partici- pated in, broken down by number of years in 4-H				
2	1	10.00	8.54	< .05
3	1	9.00		
4	11	7.82		
5	14	8.36		
6	8	11.50		
7	8	11.13		
8	13	12.77		
Total number of 4-H activities partici- pated in, broken down by grade 4-H'er joined				
5	41	10.90	3.49	< .05
6	11	8.09		
7	1	9.00		
8	2	7.00		
10	1	10.00		

TABLE IV (continued)

Variable Set	Number Responding	Mean	F Value	Probability Level
Total number of favorable responses concerning record books; broken down by groups				
Members	21	2.19	12.6	<.05
Drop Outs	35	1.14		
Total number of favorable responses concerning record books; broken down by sex				
Boys	28	1.18	5.60	<.05
Girls	28	1.89		
Total number of favorable responses concerning record books; broken down by number of years in 4-H				
2	1	2.00	3.04	<.05
3	1	0.00		
4	11	1.64		
5	14	0.64		
6	8	1.63		
7	8	2.00		
8	13	2.15		
Total number of years in 4-H; broken down by groups				
Members	21	7.29	53.27	< .05
Drop Outs	35	4.97		

TABLE IV (continued)

Variable Set	Number Responding	Mean	F Value	Probability Level
Total number of years in 4-H; broken down by grade 4-H'er joined 4-H				
5	41	6.41	9.13	<.05
6	11	4.67		
7	1	3.00		
8	2	4.00		
10	1	2.00		
Total number of yes answers to selected reasons for staying in 4-H longer; broken down by groups				
Members	21	5.71	12.75	<.05
Drop Outs	35	3.51		
Total number of yes answers to selected reasons for staying in 4-H longer; broken down by number of years in 4-H				
2	1	7.00	2.63	<.05
3	1	0.00		
4	11	3.64		
5	14	3.21		
6	8	4.50		
7	8	4.87		
8	13	5.85		
Total number of yes answers concerning selected variables about club organization; broken down by groups				
Members	21	2.14	7.76	<.05
Drop Outs	35	1.34		

TABLE IV (continued)

Variable Set	Number Responding	Mean	F Value	Probability Level
Total number of yes answers concerning selected variables of peer group opinion of 4-H, broken down by groups				
Members	21	1.95	8.11	<.05
Drop Outs	35	1.14		
Total number of yes answers concerning selected parent opinions of 4-H staff; broken down by groups				
Members	21	5.00	5.39	<.05
Drop Outs	35	4.29		

were more appealing to those who remained in 4-H than to those who had already dropped out of 4-H. This conclusion is further supported in Table IV which indicates that those who had been in 4-H for a longer period of time reported that a larger number of the activities encouraged their continuing as a 4-H member. The trend was the longer a 4-H'er had been in 4-H, the more likely he was to be encouraged to stay by the selected activity.

II. COMPARISON OF 4-H MEMBERS AND DROP OUTS REGARDING PARTICIPATION

Section two compares members and drop outs as to their participation; in 4-H activities, in activities outside of 4-H, and their participation in all 4-H activities. The two groups are compared on fifteen 4-H activities and eight outside activities.

Comparison of 4-H Members and Drop Outs Concerning Participation in Selected 4-H Activities

Table V displays fifteen selected 4-H activities common to most 4-H programs concerning participation. Differences in levels of participation among the two groups was expected to be small due to the nature of the population. However, the analysis proved otherwise in some cases.

Ever been a 4-H officer. In the Georgia 4-H Program, officers serve at four levels: local, county, district and state. No distinction was made as to which level officer a 4-H'er had been; only the fact that he/she was or was not an officer. Although there was no significant difference, a higher percent of the members than drop outs had been officers (90.5 percent and 68.6 percent respectively).

TABLE V

CHI-SQUARE COMPARISON OF 4-H MEMBERS AND DROP OUTS
CONCERNING PARTICIPATION ACTIVITIES IN 4-H

4-H Activity	Members		Drop Outs	
	No.	%	No.	%
Been a 4-H officer	$\chi^2 = 2.41, df = 1, P > .05$			
Yes	19	90.5	24	68.6
No	2	9.5	11	31.4
Ever won a 4-H ribbon	$\chi^2 = 0.13, df = 1, P > .05$			
Yes	21	100	33	94.3
No	0	0	2	5.7
Entered a 4-H clothing contest	$\chi^2 = 2.05, df = 1, P > .05$			
Yes	8	38.1	6	17.1
No	13	61.9	29	82.9
Entered a 4-H Public speaking contest	$\chi^2 = 4.57, df = 1, P < .05$			
Yes	10	47.6	6	17.1
No	11	52.4	29	82.9
Given a 4-H demonstration	$\chi^2 = 0.28, df = 1, P > .05$			
Yes	20	95.2	32	91.4
No	1	4.8	3	8.6
Made 4-H exhibit at a fair	$\chi^2 = 3.26, df = 1, P < .05$			
Yes	15	71.4	15	42.9
No	6	28.6	20	57.1
Entered a county-wide 4-H activity	$\chi^2 = 0.58, df = 1, P > .05$			
Yes	21	100	32	91.4
No	0	0	3	8.6

TABLE V (continued)

4-H Activity	Member		Drop Out	
	No.	%	No.	%
Been in a 4-H project group	$\chi^2 = 7.77$, $df = 1$, $P < .05$			
Yes	14	66.7	10	28.6
No	7	33.3	25	71.4
Won a medal in 4-H	$\chi^2 = 0.58$, $df = 1$, $P > .05$			
Yes	21	100	32	91.4
No	0	0	3	8.6
Attended summer 4-H camp	$\chi^2 = 0.27$, $df = 1$, $P > .05$			
Yes	19	90.5	30	85.7
No	2	9.5	5	14.3
Attended district 4-H rally	$\chi^2 = 2.41$, $df = 1$, $P > .05$			
Yes	19	90.5	24	68.6
No	2	9.5	11	31.4
Attended special camp	$\chi^2 = 8.44$, $df = 1$, $P < .05$			
Yes	15	71.4	11	31.4
No	6	28.6	24	68.6
Attended county 4-H awards banquet	$\chi^2 = 0.58$, $df = 1$, $P > .05$			
Yes	21	100	32	91.4
No	0	0	3	8.6
Worked at a fund raising	$\chi^2 = 0.05$, $df = 1$, $P > .05$			
Yes	19	90.5	31	88.6
No	2	9.5	4	11.4
Entered a 4-H poster contest	$\chi^2 = 0.0$, $df = 1$, $P > .05$			
Yes	7	33.3	12	34.3
No	14	66.7	23	65.7

Won a 4-H ribbon. All the members and 94.3 percent of the drop outs had won a 4-H ribbon. As expected, there was no significant difference between the two groups concerning ever having received a 4-H ribbon.

Entered a 4-H clothing contest. The clothing project is one of the largest in Peach County with more than 100 members enrolled. Over 38 percent of the members and only 17.1 percent of the drop outs had entered a clothing contest. There was no significant difference between members and drop outs concerning participation in 4-H clothing contests. However, a higher proportion of the members had participated in this activity.

Entered a 4-H public speaking contest. Public speaking is one of the smaller projects among Peach County 4-H'ers, usually confined to second year Juniors and Senior 4-H'ers. Table V reveals that 47.6 percent of the members and 17.1 percent of the drop outs had entered a 4-H public speaking contest. These observed differences were significant at the .05 level. A significantly higher proportion of the members than of the drop outs had participated in this activity.

Given a 4-H demonstration. Having given a demonstration at District Project Achievement was one of the requirements for the population selection and 95.2 percent of the members reported they had given a demonstration as did 91.4 percent of the drop outs. One member and three drop outs reported they had not given a demonstration. This would seem to be a contradiction of one population criteria, but a closer look reveals that the four 4-H'ers were only involved in the public speaking project in which a

demonstration is not required. No significant difference was noted between members and drop outs.

Made 4-H exhibit at a fair. There are two fairs in the Peach County area and 4-H'ers are encouraged to enter as often as they like. It would seem logical that those who were more active would be more likely to participate in an activity not initiated from within the club. As expected, a significantly larger percent of the members than of the drop outs participated in the fairs (Table V).

Entered a county-wide activity. As before, it was expected that all members and drop outs would answer yes to this question. There was 100 percent yes answers from the members but 8.6 percent of the drop outs said they had not participated in a county-wide activity. These differences were not significant.

Participated in a Project Group. Project groups are informal in Peach County and not supported officially by 4-H staff. There was no significant difference expected but the fact that there was significant difference between the members and drop outs points out that the members were willing to initiate activities on their own. A significantly higher percent of the members reported being a participant in a project group (66.7 percent of the members as opposed to 28.6 percent of the drop outs).

Won a 4-H medal. As expected, there was no significant difference between members and drop outs concerning medals received. A slightly higher percent of the members than drop outs did receive medals (100 percent to 91.4 percent respectively).

Attended summer camp. Summer camp in Georgia is geared to the needs of the Cloverleaf and Junior 4-H'er. Senior 4-H'ers usually go to camp as Junior leaders although most seniors had been at camp during their earlier 4-H years. Members attended summer camp at a higher percent (90.5 percent) than drop outs (85.7 percent). However, the difference between the groups was not statistically significant.

Attended a district 4-H rally. It was expected that attendance at district events would be the same for both groups but there is a fee charged to attend these rallies; this fact could cause a discrepancy. A small percent of the drop outs reported having gone to a district rally, 68.6 percent of the drop outs as opposed to 90.5 percent of the members said they had attended a district rally.

Attended a special camp. There was no expectation of difference between the members and drop outs concerning special camp but the fact that attendance at special camp is by invitation only, and that most 4-H'ers attend special camp in their last two years may have interfered and caused a difference. There were significant differences between members and drop outs concerning special camp attendance. Over 71 percent of the members compared to 31.4 percent of the drop outs had gone to special camp.

Attended the county awards banquet. No difference was expected here and little was detected. Of the drop outs, 8.6 percent did not attend the banquet where all of the members attended. The drop outs who did not receive a medal are the same ones who did not attend the banquet. The fact they did not attend is probably the reason they did not receive a medal.

Worked at a fund raising. Fund raisings are volunteer events in Georgia but active 4-H'ers usually attend. No significant differences were expected here and Table V indicates (90.5 percent) of the members and (88.6 percent) of the drop outs had worked at a fund raising event. These differences were not significant.

Entered a 4-H poster contest. Participation in this activity was slightly greater among those in the drop out group (34.3 percent of the drop outs and 33.3 percent of the members). Differences were not significant but it is good to note that this is the only activity in which participation was greater among the drop outs than among the members.

Summary

Reference back to Table IV helps to explain difference between members and drop outs as to levels of participation in 4-H activities. In summary, members participated more frequently than drop outs; girls participated more frequently than boys; those who remained in 4-H longer naturally tended to participate more frequently just as those who joined earlier tended to participate more frequently.

Table IV reveals that members participated in an average of 11.86 activities whereas drop outs participated in 9.14 activities. These differences in total number of activities participated in were significant at the .05 level.

Girls participated in 10.79 activities on the average and boys in 9.54 activities (Table IV). The difference here is not as strong as between groups (i.e., members and drop outs) but still below the .05 significance level.

There was a strong tendency for 4-H'ers who remained longer to participate in more activities, especially those who were in six years or more. Also, as shown in Table IV, page 25, there was a tendency for those who joined earlier to participate in more activities. The last two cases are inter-dependent because if a 4-H'er is to stay as long as six to eight years, he must join in his first three years of eligibility. Logically, those who join early, stay in more years due to more years of eligibility.

Comparison of 4-H Members and Drop Outs Concerning Participation in Activities Other Than 4-H

Other studies have reported that members and drop outs differed as to levels of participation in activities other than 4-H. (14) Table VI contains eight selected activities outside of 4-H which are prevalent in most if not all areas of the country. Differences between members and drop outs were expected here although no prediction as to how the groups will differ was made.

Members of Scouts. In Georgia, young people are eligible to participate in Scouts at an earlier age than in 4-H. This makes it possible for 4-H'ers to have been a member of Scouts before they were eligible to join 4-H. Although not statistically significant, a higher proportion of the members than of the drop outs participated in Scouts (66.7 percent of the members compared to 54.3 percent of the drop outs).

Member of school band. A small percentage of both members (19 percent) and drop outs (22.9 percent) had been a member of the school band. Although, no significantly different, a higher percentage of the drop outs than of the members had been in Scouts.

TABLE VI

CHI-SQUARE COMPARISON OF 4-H MEMBERS AND DROP OUTS
CONCERNING PARTICIPATION IN ACTIVITIES
OTHER THAN 4-H

Name of Activity	Members		Drop Outs	
	No.	%	No.	%
Member of Scouts	$\chi^2 = 0.83, df = 1, P > .05$			
Yes	14	66.7	19	54.3
No	7	33.3	16	45.7
Member of school band	$\chi^2 = 0.11, df = 1, P > .05$			
Yes	4	19.0	8	22.9
No	17	81.0	27	77.1
Attended school arts and craft class	$\chi^2 = 0.07, df = 1, P > .05$			
Yes	11	52.4	17	48.6
No	10	47.6	18	51.4
Taken private music lessons	$\chi^2 = 0.19, df = 1, P > .05$			
Yes	13	61.9	25	71.4
No	8	38.1	10	28.6
Taken private dance lessons	$\chi^2 = 0.80, dg = 1, P > .05$			
Yes	3	14.3	10	28.6
No	18	85.7	25	71.4
Worked on school paper	$\chi^2 = 4.72, gf = 1, P > .05$			
Yes	13	61.9	10	28.6
No	8	38.1	25	71.4
Played on a sports team	$\chi^2 = 0.02, dg = 1, P > .05$			
Yes	15	71.4	23	65.7
No	6	28.6	12	34.3

TABLE VI (continued)

Name of Activity	Members		Drop Outs	
	No.	%	No.	%
Members of FFA or FHA	$\chi^2 = 5.53, df = 1, P < .05$			
Yes	16	76.2	14	40.0
No	5	23.8	21	60.0

Attended school arts and craft classes. Slightly more than 50 percent of the members and slightly less than 50 percent of the drop outs reported attending arts and craft classes. Differences between members and drop outs were not significant at the .05 level.

Taken private music lessons. Although very few members or drop outs were members of a school band, a large percent of both groups had taken private music lessons. Drop outs again had a slightly larger percent of participation (71.4 percent) than did the members (61.9 percent). No significant difference was found between members and drop outs concerning having taken private music lessons.

Taken private dance lessons. No significance at the .05 level was found between members and drop outs concerning having taken dance lessons. Participation was slim with only 28.6 percent of the drop outs and 14.3 percent of the members reporting having taken private dance lessons.

Worked on the school paper. Although there was no significant difference found between members and drop outs concerning having worked on the school paper, there was a tendency for a higher proportion of the members to have participated. As seen in Table VI, 61.9 percent of the members and 28.6 percent of the drop outs had worked on the school paper.

Played on a sports team. Again, participation was high among both members and drop outs concerning sports teams. Members tended to participate more frequently (71.4 percent) than drop outs (65.7 percent). No significance was found between members and drop outs concerning participation in team sports.

Been a member of FFA or FHA. In Georgia, FFA and FHA are two clubs which compete strongly with 4-H for members. Programming and subject matter is closely related in all three organizations. A large participation in FFA or FHA by drop outs might give an indication as to why they dropped out. However, when tested by Chi Square, members and drop outs did not differ significantly as to their ever having been a member of FFA or FHA. However, 76.2 percent of the members compared to 40.0 percent of the drop outs had been in FFA or FHA.

III. COMPARISON OF 4-H MEMBERS AND DROP OUTS AS TO PARENTAL PARTICIPATION AND ATTITUDE

Section three presents results of data analysis regarding parental participation in 4-H activities and their attitude toward the 4-H staff and program. Eleven variables concerning parents' involvement and seven variables concerning parents' opinion of 4-H staff were asked of each respondent. A truly accurate answer about the parents' participation or attitude may not be obtained by asking the 4-H'er but the opinion of the 4-H'er is what is wanted here, not what actually occurred or existed. Some differences were expected between the members and drop outs concerning these variables on the assumption that the respondent's interpretation of parental attitude and involvement affects membership status.

Comparison of Members and Drop Outs Concerning Parental Participation in 4-H

Parents helped with a 4-H project group. Project groups are a new concept in Peach County, initiated in the last four or five

years. Originally parents who were active in the adult leaders group were asked to take a project group. Data presented in Table VII show that (85.7 percent) of the members and (71.4 percent) of the drop outs reported their parents had helped with a project group. These observed differences between members and drop outs, as to whether or not their parents helped with a 4-H project group, were not significant at the .05 level.

Parents provided you with transportation to a 4-H event. Suprisingly, a higher proportion of the drop outs (91.4 percent) than of the members (81.0 percent) reported that their parents provided them with transportation to a 4-H event. However, these differences were not significant at the .05 level.

Parents provided other 4-H'ers with transportation to 4-H events. In opposition to the preceding variable and in line with what was expected, a significantly larger percent of the members (85.7 percent) than of the drop outs (60.0 percent) said their parents had given others transportation to a 4-H event.

Parents ever assisted with a 4-H event. No significant difference was found between members and drop outs concerning parental assistance at 4-H events. But, a higher percent of members reported that their parents (76.2 percent) assisted with 4-H events than did parents of drop outs (62.9 percent).

Parents ever belong to a 4-H club. There was very little difference between the members and drop outs concerning parental 4-H Club membership. No significance was found between members and drop outs with a little over 50.0 percent of each group stating that their parents were members of a 4-H club.

TABLE VII

CHI-SQUARE COMPARISON OF 4-H MEMBERS AND DROP OUTS
CONCERNING INVOLVEMENT OF THEIR PARENTS IN 4-H

Variable	Member		Drop Out	
	No.	%	No.	%
Helped with a 4-H project group				
		$\chi^2 = 1.50, df = 1, P .05$		
Yes	18	85.7	25	71.4
No	3	14.3	10	28.6
Provided you with transportation to 4-H events				
		$\chi^2 = 1.31, df = 1, P .05$		
Yes	17	81.0	32	91.4
No	4	19.0	3	8.6
Provided other 4-H'ers with transportation to 4-H events				
		$\chi^2 = 4.10, df = 1, P .05$		
Yes	18	85.7	21	60.0
No	3	14.3	14	40.0
Assisted with a 4-H event				
		$\chi^2 = 1.06, df = 1, P .05$		
Yes	16	76.2	22	62.9
No	5	23.8	13	37.1
Belonged to a 4-H Club				
		$\chi^2 = 0.17, df = 1, P .05$		
Yes	12	57.1	18	51.4
No	9	42.9	17	48.6
Been an adult 4-H leader				
		$\chi^2 = 1.90, df = 1, P .05$		
Yes	13	61.9	15	42.9
No	8	38.1	20	57.1
Helped at 4-H camp				
		$\chi^2 = 2.05, df = 1, P .05$		
Yes	8	38.1	6	17.1
No	13	61.9	29	82.9

TABLE VII (continued)

Variable	Member		Drop Out	
	No.	%	No.	%
Helped you with your project	$\chi^2 = 0.11, df = 1, P .05$			
Yes	17	81.0	27	77.1
No	4	19.0	8	22.9
Encourage you to give a demonstration	$\chi^2 = 4.13, df = 1, P .05$			
Yes	16	76.2	17	48.6
No	5	23.8	18	51.4
Excited when you won	$\chi^2 = 0.28, df = 1, P .05$			
Yes	19	90.5	33	94.3
No	2	9.5	2	5.7
Attend the awards banquet	$\chi^2 = 1.22, df = 1, P .05$			
Yes	18	85.7	24	68.6
No	3	14.3	11	31.4

Parents been an adult 4-H leader. Almost (62 percent) of the parents of members had been an adult 4-H leader as had (42.9 percent) of the parents of drop outs. Members did not differ significantly from drop outs as far as having parents who were 4-H leaders.

Parents helped at 4-H camp. Participation of parents at 4-H camp was expected to be small because of the limited number of adults needed at camp and the fact that 4-H camp is one week long which would require working parents to take leave from work. As expected, participation was small with no significant difference between parents of members and parents of drop outs, although 38.1 percent of the parents of members helped with 4-H camp compared to 17.1 percent of the parents of drop outs.

Did your parents help you with your projects? As taken from Table VII, 81.0 percent of the members and 77.1 percent of the drop outs said their parents helped with their 4-H project. These differences were not significant at the .05 level.

Parents encouraged their children to give 4-H demonstrations. Demonstrations are a large part of Senior 4-H work in Georgia and are a major challenge to 4-H members. It was felt that without encouragement from family and/or leaders, the 4-H'er is likely to become frustrated with the work load. Over 76 percent of the members compared to 48.6 percent of the drop outs felt that their parents encouraged them to give 4-H demonstrations.

Parents excited when you won. Over 94 percent of the drop outs and 90.5 percent of the members reported that their parents were excited when the 4-H'er won. Members and drop outs did not differ significantly in this regard.

significantly in this regard.

Parents attend awards banquet. Awards banquet attendance was expected to be large among parents of members and drop outs. As expected, (85.7 percent) of members and (68.6 percent) of the drop outs reported their parents attended the awards banquet. These differences were not significant at the .05 level.

Comparison of 4-H Members and Drop Outs Concerning Parents' Attitude Toward 4-H Staff

Many times parental attitude may filter down to become their child's attitude. Also, it was felt that parental attitude toward the 4-H staff may affect the parents' participation in 4-H activities which in turn could affect the 4-H'ers' participation. In this section members and drop outs were compared concerning their perception of their parents' opinion of the 4-H staff. Seven variables were analyzed and results are presented in Table VIII.

The staff was capable. All of the members and (97.1 percent) of the drop outs felt their parents thought the staff was capable. As would be hoped, there was no significant difference here.

Staff did not have control. Staff control of the group was felt to be important because it helps to instill trust among parents that they can leave their child without worry. Also, if a parent feels that the staff does not have control, the 4-H'er may be more likely to become a discipline problem. It was disturbing to learn that (47.6 percent) of the members and (60.0 percent) of the drop outs felt their parents thought that the staff did not have control of the 4-H group. Members did not differ significantly from drop outs.

TABLE VIII

CHI-SQUARE COMPARISON OF 4-H MEMBERS AND DROP OUTS
CONCERNING PARENTS' ATTITUDES TOWARD 4-H STAFF

Variable	Members		Drop Outs	
	No.	%	No.	%
Staff was capable	$\chi^2 = 0.61, df = 1, P > .05$			
Yes	21	100.0	34	97.1
No	0	0	1	2.9
Staff did not have control	$\chi^2 = 0.81, df = 1, P > .05$			
Yes	10	47.6	21	60.0
No	11	52.4	14	40.0
Staff was always asking for donations	$\chi^2 = 0.08, df = 1, P > .05$			
Yes	7	33.3	22	62.9
No	14	66.7	13	37.1
Staff was incompetent	No Test Needed			
Yes	0	0.0	0	0.0
No	21	100.0	35	100.0
Staff was hard to get along with	$\chi^2 = 4.71, df = 1, P > .05$			
Yes	1	4.8	10	28.6
No	20	95.2	25	71.4
Staff was not flexible enough	$\chi^2 = 0.05, df = 1, P > .05$			
Yes	2	9.5	4	11.4
No	19	90.5	31	88.6
Staff was too flexible	$\chi^2 = 6.41, df = 1, P < .05$			
Yes	1	4.8	12	34.3
No	20	95.2	23	65.7

Staff was always asking for donations. Although there was not a significant difference between members and drop outs concerning donations, there was a trend favoring the drop outs. Almost 63 percent of the drop outs and 33.3 percent of the members said their parents thought that the 4-H staff was always asking for donations.

Staff was incompetent. It was encouraging that no one reported that their parents felt the staff was incompetent.

Staff was hard to get along with. Affirmative answers were few among members and drop outs concerning staff ability to work with people. Almost 29 percent of the drop outs compared to 4.8 percent of the members felt that their parents considered the 4-H staff hard to get along with. These differences were not significant at the .05 level.

Staff was not flexible enough in their beliefs. Table VIII shows that 9.5 percent of the members and 11.4 percent of the drop outs thought their parents felt the staff was not flexible enough in their beliefs. The difference between members and drop outs concerning parents' feelings on staff flexibility was not significant at the .05 level.

Staff was too flexible in their beliefs. Significance was found at the .05 level between the members and drop outs concerning their parents' opinion that the staff was too flexible. Only 4.8 percent of the members said their parents felt the staff was too flexible while 34.3 percent of the drop outs felt their parents considered the staff to flexible.

Summary

The analysis of variance F-test was used to compare members and drop outs as to the number of positive responses given to the

seven questions regarding perceived parental attitude toward the 4-H staff (Table IV, page 28). Members gave an average of (5.0) positive responses compared to (4.29) for the drop outs. These differences were significant at the .05 level. As expected, overall responses indicated that the members felt their parents had a more positive attitude toward the 4-H staff than did the drop outs.

IV. COMPARISON OF 4-H MEMBERS AND DROP OUTS CONCERNING PEER GROUP OPINIONS

Section four presents findings regarding the differences between members and drop outs as to peer group opinion of 4-H. It was believed that acceptance and recognition is a strong force in a teenager's life and could have an effect on their 4-H membership status. (25)

Five variables were used to obtain data about perceptions of members and drop outs as to peer groups. Results of statistical analysis of data were reported in Table IX.

4-H is silly. There was a significant difference between members and drop outs concerning peer opinion of 4-H. Almost 63 percent of the drop outs compared to 9.5 percent of the members felt their friends though 4-H was silly.

4-H is to much work. With so many social clubs which entertain its members, a club whose whole foundation is work has a hard time competing. A larger percent of the drop outs (71.4 percent) felt their friends thought 4-H to be too much work compared to 47.6 percent of the members. These observed differences between drop

outs and members concerning 4-H being too much work was not significant at the .05 level.

4-H is just another club. As expected, a slightly larger percent of drop outs (51.4 percent) than of the members (47.6 percent) said their friends felt 4-H was just another club. No significant difference was found between drop outs and members concerning 4-H being just another club.

My friends like 4-H. Almost (67 percent) of the members compared to (22.9 percent) of the drop outs felt that their friends liked 4-H. These differences were significant at the .05 level.

4-H is ok for some. Surprisingly, 80.0 percent of the drop outs said their friends felt 4-H was ok compared to 71.4 percent of the members. The larger percent for the drop outs is not significantly different at the .05 level but is an interesting finding.

Summary

Data presented in Table IV, p. 25, helps to summarize the findings regarding peer group opinions of 4-H. Members gave an average of (1.95) positive responses to the five questions regarding attitudes of their peers toward 4-H work; this compares with (1.14) positive responses by the drop outs. These findings, plus those reported in Table IX support the conclusion that members tend to perceive their peers having a more positive attitude toward 4-H than do those who have dropped out of 4-H.

TABLE IX

CHI-SQUARE COMPARISONS OF 4-H MEMBERS AND DROP OUTS
CONCERNING PEER GROUP OPINIONS

Peer Opinion	Members		Drop Outs	
	No.	%	No.	%
4-H is silly	$\chi^2 = 15.24, df = 1, P < .05$			
Yes	2	9.5	22	62.9
No	19	90.5	13	37.1
Too much work	$\chi^2 = 3.17, df = 1, P > .05$			
Yes	10	47.6	25	71.4
No	11	52.4	10	28.6
Just another club	$\chi^2 = 0.08, df = 1, P > .05$			
Yes	10	47.6	18	51.4
No	11	52.4	17	48.6
Friends liked 4-H	$\chi^2 = 10.56, df = 1, P < .05$			
Yes	14	66.7	8	22.9
No	7	33.3	27	77.1
4-H is ok for some	$\chi^2 = 0.54, df = 1, P > .05$			
Yes	15	71.4	28	80.0
No	6	28.6	7	20.0

V. COMPARISON OF MEMBERS AND DROP OUTS CONCERNING CLUB ORGANIZATION

In section five, members and drop outs are compared on eleven different variables concerning club organization. Seven variables deal with the 4-H'ers' interaction within the club, and four deal with 4-H record books. Differences are expected to be large between members and drop outs concerning club organization since the organization of the club determines the role of each 4-H'er. Statistical analysis of data concerning club organization are summarized in Table X.

Comparison of Members and Drop Outs Concerning Interaction Within the Club

Interaction within the club must be satisfying to the 4-H'er or morale within the club will fall. There must be a feeling of acceptance or the 4-H'er will soon separate himself from the club. Seven variables concerning 4-H'er interaction in the club will be considered in this subsection.

Member input into club activities. If a 4-H'er has input in or control of the factors of 4-H life which affect him, he can feel more secure in his role as a 4-H'er. A significant difference between members and drop outs concerning input was found. Over (71 percent) of the members and (28.6 percent) of the drop outs said they had enough input in the club. A significantly larger proportion of the members than drop outs felt they had enough input.

Discipline too strict. Discipline has always been a concern of the 4-H agent and leader. The proper amount of discipline to promote safety and health is needed but enough freedom must be

TABLE X

CHI-SQUARE COMPARISONS OF MEMBERS AND DROP OUTS
CONCERNING CLUB ORGANIZATION

Variable	Members		Drop Outs	
	No.	%	No.	%
Did you have enough input in the club?	$\chi^2 = 9.75, df = 1, P < .05$			
Yes	15	71.4	10	28.6
No	6	28.6	25	71.4
Was discipline too strict?	$\chi^2 = 7.88, df = 1, P < .05$			
Yes	2	9.5	16	45.7
No	19	90.5	19	54.3
Were some 4-H'ers given special treatment (discipline)?	$\chi^2 = 5.49, df = 1, P < .05$			
Yes	14	66.7	32	91.4
No	7	33.3	3	8.6
Were some 4-H'ers given special treatment (other areas)?	$\chi^2 = 1.18, df = 1, P > .05$			
Yes	18	85.7	33	94.3
No	3	14.3	2	5.7
Did you have any trouble with the staff?	$\chi^2 = 0.68, df = 1, P > .05$			
Yes	5	23.8	12	34.4
No	16	76.2	23	65.7
Was it a personality conflict?	$\chi^2 = 0.29, df = 1, P > .05$			
Yes	2	40.0	5	50.0
No	3	60.0	5	50.0
Record books should be dropped.	$\chi^2 = 6.72, df = 1, P < .05$			
Yes	3	14.3	17	48.6
No	18	85.7	18	51.4

TABLE X (continued)

Variable	Members		Drop Outs	
	No.	%	No.	%
Record books are necessary	$\chi^2 = 3.37, df = 1, P > .05$			
Yes	16	76.2	18	51.4
No	5	23.8	17	48.6
Participate more without record books	$\chi^2 = 3.51, df = 1, P > .05$			
Yes	6	28.6	19	54.3
No	15	71.4	16	45.7
Record books are over-emphasized	$\chi^2 = 11.73, df = 1, P < .05$			
Yes	8	38.1	29	82.9
No	13	61.9	6	17.1
Has an extension agent ever been at your home?	$\chi^2 = 0.32, df = 1, P > .05$			
Yes	17	81.0	26	74.3
No	4	19.0	9	25.7

left for growth and trust. If a 4-H'er feels he is being disciplined too much, he may rebel or leave altogether. Almost (46 percent) of the drop outs and (9.5 percent) of the member thought discipline was too strict. A significantly larger proportion of the drop outs than of the members reported that discipline at 4-H meetings was too strict.

Some 4-H'ers given special treatment concerning discipline. Equal treatment is essential if an agent is to retain the respect of the 4-H'ers. Between members and drop outs there was a significant difference concerning special treatment in discipline. A significantly larger proportion of the drop outs (91.4 percent) than members (66.7 percent) felt some 4-H'ers were given special treatment concerning discipline.

Some 4-H'ers given special treatment in areas other than discipline. As before, special treatment was the concern of a large percent of members and drop outs. Although (94.3 percent) of the drop outs and (85.7 percent) of the members felt that some members received special treatment other than discipline, these differences were not significant at the .05 level.

Have trouble with the staff. A larger percent of the drop outs (34.4 percent) than of the members (23.8 percent) reported having trouble with the staff. No statistical significant difference was found between members and drop outs concerning trouble with staff.

Personality conflict with staff. Of the seventeen who said they had had trouble with the 4-H staff, seven considered the trouble a personality conflict, eight said it was not a personality conflict and two did not respond. Drop outs did not differ significantly from members.

Has an extension agent ever been to your home? There was little difference expected concerning agent visits. It is the policy of Peach County Extension Staff to visit as many 4-H'ers in their homes as possible. As expected, there was no significant difference between members and drop outs concerning agent's visits.

Eighty-one percent of the members and 74.3 percent of the drop outs reported they had been visited by the agent in their home.

Summary

Overall, members were significantly more satisfied with club organization than drop outs. Members gave an average of (2.14) positive answers concerning the seven variables regarding club organization where drop outs gave an average of (1.34) favorable answers. (Table IV)

Comparison of Members and Drop Outs Concerning Record Books

Record books seem to be a thorn in the side of most 4-H'ers who complete them. Study findings regarding feelings of members and drop outs have not been consistent. Four variables concerning record books were analyzed and are discussed in this sub-section.

Record books should be dropped. As seen in Table X, there is a significant difference between members and drop outs concerning their responses regarding dropping record books. Almost (49 percent) of the drop outs reported record books should be dropped while only (14.3 percent) of the members said drop record books.

Record books are necessary. Just over (76 percent) of the members and (51.4 percent) of the drop outs said record books are

necessary in 4-H. There was no significant difference between members' and drop outs' responses regarding whether or not record books were necessary.

Would you participate more without record books? A larger percentage of the drop outs (54.3 percent) than members (28.6 percent) said they would participate more if there were no record books. These observed differences were not significant at the .05 level.

Record books are overemphasized. Emphasis on record books in Georgia is strong, some projects' only requirement is a record book. This could lead 4-H'ers to believe that record books are overemphasized. Between members and drop outs there was a significant difference concerning their responses regarding overemphasis of record books. By more than two to one over members, drop outs felt that record books were overemphasized. Almost 83 percent of the drop outs compared to 38.1 percent of the members said record books were overemphasized.

Table IV, page 25, gives the overall statistics concerning record books. Overall, the data analysis indicated that members were significantly more favorable toward record books than drop outs. Members, on the average, gave (2.19) positive answers to the four questions compared to (1.14) by the drop outs. The data in Table IV also indicates that girls were more favorable toward record books than boys. Also, there was a significant difference among 4-H'ers with different years of participation. The trend being the longer a 4-H'er was a member, the more favorable he was toward record books.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

This study was implemented to help isolate some reasons for the large drop in 4-H enrollment as the 4-H'ers reach their senior years. It was hoped that this study would give the 4-H staff in Peach County, Georgia, an insight into their program which would allow them to better serve the youth of Peach County. It was also the aim of the researcher to help improve understanding of the general needs of teenagers as pertains to 4-H involvement.

I. METHOD OF INVESTIGATION

Population and sample. The population consisted of those 4-H'ers enrolled in the Peach County Senior 4-H Club during the school year 1975-1976. The sample drawn from this population included those 4-H'ers who had been to District Project Achievement (DPA) during 1975-1976 year. The population was divided into two small groups - members and drop outs. Members were those 4-H'ers who continued to attend DPA each year until they were ineligible. Drop outs were those 4-H'ers who for some reason did not attend DPA at least one year before they became ineligible.

Collection of data. Data were collected by means of group interview schedule which was completed by fifty-six subjects at three group meetings. The instrument was developed by the author with guidance from past questionnaires and the Extension Education Department at the University of Tennessee.

Analysis of data. Data were analyzed by the University of Tennessee Computing Center. The Chi Square (χ^2) Test was the primary statistic used to determine significance of the differences between members and drop outs. The one-way analysis of variance F-Test, also was used to compare the mean scores of members and drop outs where appropriate. The .05 level was accepted as being significantly different.

II. MAJOR FINDINGS

Major findings were organized under headings related to the specific objectives of the study.

Reasons for Remaining In or Leaving 4-H

1. The reasons for remaining in 4-H which received a large number of affirmative answers (55.0 percent or more) by the members were: My friends were in 4-H; I wanted to go to camp; I like to compete; and learning experiences will make me a better person. Those reasons for remaining in 4-H which received a small number of affirmative answers (less than 55.0 percent) by the members were: I would rather be in 4-H than in study hall; Meetings are fun and interesting; My parents wanted me to stay; and I like to make items in the 4-H manuals.

2. Those reasons for leaving 4-H work which received a large number of affirmative answers (55.0 percent or more) by the drop outs were: Other activities interfered and my friends are not in 4-H. Those reasons for leaving 4-H work which received a smaller number of affirmative answers (less than 55.0 percent) by the drop outs were: Could not attend the meetings; None of the projects

interested me; I did not understand my project; I did not know where the meetings were held; My parents wanted me to drop out; I did not like to compete; and I found a job.

3. Among activities which would encourage 4-H'ers to remain active longer, members answered yes in significantly larger numbers than did drop outs in four cases: Attending state events; Having help with their projects; Having help at 4-H meeting; and Be on the radio. Concerning the other variables which encourage 4-H'ers to remain longer (e.g. Compete for trips; Attend district trip; and Be on a planning committee) affirmative answers were generally high but there were no significant differences between members and drop outs.

Participation

1. Member participation in 4-H activities was significantly greater overall than that of drop outs. 4-H activities included: Been an officer; Won a ribbon; Entered a 4-H clothing contest; Entered a 4-H public speaking contest; Given a 4-H demonstration; Exhibited a 4-H product at the fair; Entered a countywide activity; Been in a 4-H project group; Won a 4-H medal; Been to summer camp; Been to district rally; Been to special camp; Attended the County awards banquet; Worked on a fund raising; and Entered a 4-H poster contest. Specific 4-H activities in which members participated significantly more than drop outs were: 4-H public speaking contest; fairs; project groups; and special camps.

2. There was no significant difference between members and drop outs concerning overall participation in activities outside of 4-H. Activities considered outside of 4-H were: Scouts; school

band; school arts and crafts class; private music lessons; private dance lessons; school paper; sports team; and FFA and FHA. Members did participate significantly more in FFA and FHA than did drop outs.

Parental Involvement and Attitude

1. members differed significantly from drop outs concerning two of the variables on parental involvement. Significantly more parents of members had given other children transportation to 4-H events than had parents of drop outs. Significantly more parents of members had encouraged their child to give a demonstration than had parents of drop outs. Overall, parents of members did not differ significantly from parents of drop outs concerning their participation in 4-H.

2. Members did not differ significantly from drop outs concerning their perception of their parents' attitude toward 4-H staff. Variables concerning parental attitude toward staff were: The staff was capable; The staff did not have control; The staff was always asking for donations; The staff was incompetent; The staff was hard to get along with; The staff was not flexible enough; and The staff was too flexible.

Peer Group Opinion

1. A significantly larger proportion of drop outs than members said their friends thought 4-H was silly.

2. A significantly larger proportion of members than of drop outs reported that their friends like 4-H.

3. There were no significant differences between members and drop outs concerning responses regarding their friends' opinion

on three of the variables: 4-H is too much work; 4-H is just another club; and 4-H is ok for some.

Club Organization

1. A significantly larger percent of the members than of the drop outs said they had enough input in the 4-H Club.

2. A significantly larger percent of the drop outs than of the members said discipline at 4-H meetings was too strict.

3. A significantly larger percent of the drop outs than of the members said some 4-H'ers were given special treatment concerning discipline at 4-H meetings.

4. A significantly larger percent of the drop outs than of the members felt record books should be dropped.

5. A significantly larger percent of the drop outs than of the members felt record books were overemphasized.

6. There were no significant differences found between members and drop outs on six of the variables concerning 4-H organization. These variables were: 4-H'ers receiving special treatment in areas other than discipline; Trouble with the staff; Record books are necessary; Would you participate more without record books; and Has an Extension Agent ever visited your home.

III. IMPLICATIONS AND RECOMMENDATIONS

Based on the results of this study, related literature and experience of the author, the following implications and recommendations are made:

1. Members seemed to stay in 4-H because their friends are in 4-H and they participate in many of the 4-H activities, where as

drop outs reported their friends were not in 4-H and they participated in activities outside of 4-H. This would indicate that 4-H agents should try to cultivate a friendly relationship in 4-H activities so as to allow for the natural development of friendships within the organization. The agent should also be on the lookout for ways to plan activities which interest a wide variety of teenagers.

2. Members were generally more active in and out of 4-H, even in FFA and FHA. This indicates that the drop outs are less likely to be active in a large number of activities. To hold these potential drop outs, an agent must recognize them early and guide them into a 4-H activity which will interest them.

3. Parental participation and attitude affected the membership status of 4-H'ers. Members' parents participated more and had a more positive attitude toward the 4-H staff. Agents should make a special effort to keep parents informed and include them in the working of the 4-H Club and try to be on good terms with all of them.

4. Invariably, members felt their friends liked 4-H while drop outs felt their friends thought 4-H was silly. Apparently no matter how inviting an agent makes the 4-H program, potential members will be influenced by their groups' reaction. The public image of 4-H must be given in a good light so as to be acceptable to a diverse segment of the community.

5. Generally, drop outs felt left out of the workings of the club, they felt discipline was too strict, and they did not understand the need for or the emphasis placed on record books. There is an on-going program in 4-H to build member input. This program

should be accelerated at the senior level. This could also reduce discipline problems as 4-H'ers learn the reason for the rules they must go by. To ease the tension over record books, those 4-H'ers who seem to have an aversion to record books should be encouraged to enroll in projects not requiring a record book.

IV. RECOMMENDATION FOR FURTHER STUDY

A study should be conducted under similar conditions to delve into the specifics of why some groups of teenagers are turned off by 4-H. Also, a study should be done to determine what 4-H'ers would consider proper input into the club. Care should be taken in these studies to insure a proper mixture of members and drop outs in the sample and that the sample will be large enough. Also, studies should be made to determine the attitude of high school age youth toward 4-H club work.

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APPENDIX

SURVEY OF SR. 4-H'ERS IN PEACH CO. GEORGIA

This survey will provide information needed to diagnose problems 4-H'ers face during their senior years.

Please answer each question as truthfully as possible. All information will be kept confidential. We do not need your name.

If you have any further comments please feel free to write them on the back of the page. Thank you for your help.

1. Sex: _____ boy, _____ girl
2. Age: _____
3. Grade in School _____
4. In what grade did you join 4-H? _____
5. Are you still a member? _____ Yes _____ No
6. If not in 4-H this year, in what grade did you leave 4-H work? _____
7. How many years were you or have you been in 4-H? _____
8. If you are not presently in 4-H, why?

Yes

No

- | | | |
|-------|-------|--|
| _____ | _____ | a. Could not attend the meetings? |
| _____ | _____ | b. Other activities interfered? |
| _____ | _____ | c. None of the projects interested me? |
| _____ | _____ | d. Did not know what to do on my project? |
| _____ | _____ | e. Most of my friends are not in 4-H? |
| _____ | _____ | f. Did not know when the 4-H meetings were held? |
| _____ | _____ | g. Parents did not want me to join? |
| _____ | _____ | h. Did not like to compete with others? |
| _____ | _____ | i. Found a job? |
| _____ | _____ | j. 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 clothing 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 summer camp? |
| _____ | _____ | l. Attended a 4-H district rally? |
| _____ | _____ | m. Attended a 4-H special camp? |
| _____ | _____ | n. Attended the county awards banquet? |
| _____ | _____ | o. Worked at a fund raising event? |

10. If you are still in 4-H, why?

Yes

No

- | | | |
|-------|-------|--|
| _____ | _____ | a. Learning experiences will help make me a better person? |
| _____ | _____ | b. My friends are 4-H members? |
| _____ | _____ | c. To go to camp? |
| _____ | _____ | d. Rather be at 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? |

10. (continued)

Yes No

_____ h. I like to complete the items in the 4-H manuals?

_____ i. Other reasons (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 4-H member, would you be encouraged to stay in 4-H longer if you could:

Yes No

_____ a. Compete for weekend trip in county?

_____ b. Be nominated to attend a district 4-H trip?

_____ c. Be on the radio supporting 4-H during 4-H week?

_____ d. Represent your county at a state 4-H event?

_____ e. Be a member of a committee to plan 4-H events?

_____ f. Have someone work with you on your project on a monthly basis?

_____ g. Have someone in addition to your 4-H agent to help your club each month and give you more help?

_____ h. Other reasons you would stay in 4-H longer? (please specify) _____

15. Have you ever:

Yes

No

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | a. Been a member of Scouts? |
| ☐ | ☐ | b. Played in the school band? |
| ☐ | ☐ | c. Attended school art and crafts classes? |
| ☐ | ☐ | d. Had private music lessons? |
| ☐ | ☐ | e. Had private dance lessons? |
| ☐ | ☐ | f. Worked on school paper? |
| ☐ | ☐ | g. Been a member of an organized sports team? |
| ☐ | ☐ | h. Been a member of FFA or FHA? |

16. Was either your mother or father 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.

Father 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16 More

Mother 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16 More

19. Is your motherly 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 reaction?

☐ a. They were glad ☐ b. They did not care ☐ c. They were displeased

21. Have (has) your parent(s) 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? |

21. (continued)

Yes	No
-----	----

- | | | |
|-------|-------|----------------------------------|
| _____ | _____ | d. Assisted with 4-H event? |
| _____ | _____ | e. Belonged to a club? |
| _____ | _____ | f. Been an adult leader for 4-H? |
| _____ | _____ | g. Gone to 4-H camp? |

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? _____
- c. If not a 4-H member now, do you think you will join next year? _____ Yes _____ No

25. Concerning 4-H club organization:

Yes	No
-----	----

- | | | |
|-------|-------|--|
| _____ | _____ | a. Did you have enough input in how the club worked? |
| _____ | _____ | b. Was discipline too strict? |
| _____ | _____ | c. Were some 4-H'ers given special treatment as far as discipline was concerned? |
| _____ | _____ | d. Were some 4-H'ers given special treatment in other respects? |
| _____ | _____ | e. Did you have any trouble with the 4-H staff? |
| _____ | _____ | f. If so, was this a personality conflict? |

26. Concerning Record Books, do you think:

Yes	No
-----	----

- | | | |
|-------|-------|--------------------------------------|
| _____ | _____ | a. They should be dropped? |
| _____ | _____ | b. They are a necessary part of 4-H? |

26. (continued)

Yes

No

_____ c. You would have participated more if there were
no records to keep?

_____ d. Records are overemphasized?

27. What was your parents opinion of the 4-H staff? (check all that apply)

Yes

No

_____ a. They were capable people?

_____ b. They did not have control of the group?

_____ c. They were always asking for donations?

_____ d. They were incompetent?

_____ e. They were hard to get along with?

_____ f. They were not flexible enough in their beliefs?

_____ g. They were too flexible in their beliefs?

_____ h. Others? _____

28. Did your parents help with your project? _____Yes _____No

29. Did your parents encourage you to give a demonstration? _____Yes
_____No

30. Were they excited if you won? _____Yes _____No

31. Did your parents attend the county awards banquet? _____Yes _____No

32. How did your friends feel about 4-H?

Yes

No

_____ a. It was silly?

_____ b. There was too much work?

_____ c. Just another club to take up your time?

_____ d. Liked it very much?

_____ e. It was ok for some people but not for them?

33. What do you think was the most significant fact in your decision to leave or stay in 4-H?

34. Please discuss what you liked most about 4-H.

35. Please discuss what you liked least about 4-H.

VITA

Billy Steven Fain was born in Atlanta, Georgia, on October 27, 1951; the first of three sons born to Sara and Billy Fain.

Now a permanent resident of Peach County, Georgia, Steven attended Secondary School in Fort Valley, where he graduated from Fort Valley High School in 1969. During his high school career, Steve was a member of the Science and FFA Clubs and the Track and Baseball Teams.

Steve attended Middle Georgia College in Cochran, Georgia, and in 1973, graduated with an Associate Degree in Science. In 1974, Steve began work at Fort Valley State College on a B.D. Degree in Secondary Education and was an honor graduate in 1976, earning his B.S. Degree.

After graduation, Steven accepted a job with the Georgia Extension Service as 4-H Program Assistant in Peach County. After two years with the Extension Service, in 1978, Steve came to The University of Tennessee, Knoxville, to pursue a Master's Degree in Extension Education.

In May of 1980, Steve accepted a position with the Florida Extension Service as a 4-H agent in Manatee County.

In August of 1980, Steve received his Master's Degree in Agriculture Extension Education.