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To the Graduate Council:

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

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FACTORS RELATED TO 4-H MEMBERSHIP STATUS AND
SELECTED CHARACTERISTICS OF NINTH GRADE
GIRLS IN BLOUNT COUNTY, TENNESSEE

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

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

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Ruby Nell Jeter
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ABSTRACT

This study was concerned with the problem of decreasing 4-H enrollment among senior 4-H youth in Blount County, Tennessee. Data were collected from all ninth grade girls in Blount County, Tennessee, who were present on the day the group interviews were conducted in each of five schools. A total of 246 interview schedules was judged to be accurate and all 246 were used in the analysis. For purposes of analysis, data from the 246 girls were classified into two groups according to the 4-H membership status of the interviewees: (1) girls who were 4-H Club members at the time of the interview (4-H members); and (2) girls who had been but were not 4-H members in 1970 (dropouts). Of the 246 girls interviewed, 62 were 4-H members and 184 were dropouts. The purpose was to compare the 4-H members and dropouts as to their personal characteristics, parental and family characteristics, the extent to which they participated in various youth organizations, and the tasks which they wished to perform or not to perform. Thirty-seven independent variables were identified and used as a basis for comparing 4-H members and dropouts. Contingency tables were used to show the relation between the dependent and independent variables. Chi square statistical analysis was made to show the significance level of relations identified. Chi square values which achieved the .05 level were accepted as statistically significant. Computations were done by The University of Tennessee Computing Center.

Major findings of the study were:

1. The 4-H membership status of girls was significantly related to their place of residence. There was a tendency for 4-H members to live on farms or rural non-farms, while dropouts tended to live in urban and rural non-farm areas.

2. The 4-H membership status of girls was significantly related to their age at the time they first joined 4-H. However, the data did not permit conclusions concerning the age of 4-H members and dropouts when they first joined 4-H.

3. The 4-H membership status of girls was significantly related to the number of years girls remained in 4-H. Tenure of 4-H members was greater than that of dropouts.

4. The 4-H membership status of girls was significantly related to their fathers' reactions when the daughter first joined 4-H. Four-H members tended to feel their fathers were very pleased toward their joining 4-H.

5. The 4-H membership status of girls was significantly related to their mothers' reactions when the daughter first joined 4-H. The 4-H members tended to feel their mothers were very pleased toward their joining 4-H.

6. The 4-H membership status of girls was significantly related to the number of school organizations in which girls held active membership. The 4-H members tended to belong to more school organizations than the dropouts.

7. The 4-H membership status of girls was significantly related to the number of out-of-school organizations to which girls belonged.

The 4-H members tended to belong to a larger number of out-of-school organizations than the dropouts.

8. The 4-H membership status of girls was significantly related to the total number of organizations in which girls held active membership. The 4-H members tended to belong to more total organizations than the dropouts.

9. The 4-H membership status of girls was significantly related to the number of 4-H events and activities in which girls had participated. Dropouts tended to participate in fewer 4-H events and activities than the 4-H members.

10. The 4-H membership status of girls was significantly related to the girls' feelings toward competition. The 4-H members tended to have a more favorable attitude toward competition than the dropouts.

11. The 4-H membership status of girls was significantly related to the girls' attitudes toward record books. The 4-H members tended to have more favorable attitudes toward record books than the dropouts.

12. The 4-H membership status of girls was significantly related to the amount of time the girls spent watching television. The 4-H members tended to spend more time watching television.

Four-H membership status was not significantly related to the girls' age at the time they decided to join 4-H or to drop out of 4-H; the school grades they received most frequently; their future plans for attending college; frequency of church attendance; dating patterns or to a girl's "going steady." Family characteristics which were not significantly related to 4-H membership status were: parents' marital status; family income; fathers' occupation; mothers' employment outside

the home; mothers' membership in clubs or organizations; and mothers' and fathers' levels of education. Other independent variables which were not significantly related to 4-H membership status were the girls' participation on school athletic teams; participation on out-of-school athletic teams; perceptions concerning the attitudes of their friends toward 4-H; and the amount of free time the girls had.

A slightly higher average percent of dropouts than 4-H members felt each of the 18 4-H events and activities should receive less emphasis. A slightly higher average percent of 4-H members than dropouts felt greater emphasis should be given to each of the 18 4-H activities and events.

There was a tendency for a higher percent of 4-H members than the dropouts to know how to perform more of the 21 tasks studied. Consequently, a smaller proportion of 4-H members than dropouts said they would like to learn to perform the 21 tasks. A slightly smaller average percent of 4-H members than dropouts did not like those of the 21 tasks they had tried to perform.

Implications and recommendations also were made.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

Tennessee has more than 128,000 of the country's 3.9 million 4-H'ers (2). The values emanating from the 4-H program go far beyond the important tangible benefits resulting from agricultural and home economics projects. Four-H Club members are building character and acquiring ideals which buttress the real foundation of our democracy, the American home. Four-H training is an antidote to such national sore spots as crime and juvenile delinquency, which cost the nation billions of dollars annually (21).

Four-H alumni, parents, business, and community leaders frequently testify to the contributions of the program to helping boys and girls "grow-up." The most frequently mentioned areas in which 4-H training has helped are decision-making, career selection, leadership and community service experience, experience in public speaking and provided specific knowledge related to real-life activities (29).

The organized 4-H Club program has come to be recognized as an informal essentially out of school learning-by-doing educational program. Each year the 4-H program in the United States enrolls only a small percent of its potential membership. Of these who do enroll, approximately 35 percent do not re-enroll in the program the following year. This heavy loss indicates the possible need for some changes in the present 4-H program (20).

II. THE NEED FOR THE STUDY

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

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

III. STATEMENT OF THE PROBLEM

For the past several years, senior 4-H enrollment has been on the decline. In Tennessee, highest enrollment was reached in 1960 when 134,643 boys and girls enrolled in 4-H. In 1960, 31,643 or 24 percent of the total enrollment were of senior 4-H age. From 1960 to 1969, senior enrollment dropped from 31,643 to 20,550 or a reduction of 35 percent (20).

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

In the 1964-65 school year, Blount County had 428 senior 4-H Club members. This had dropped to 127 members (70 percent drop) enrolled in the senior program in the 1970-71 school year (5). This situation was of increasing concern to the 4-H Club staff members, both in Blount County and at the state level.

IV. PURPOSE OF THE STUDY

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

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

V. LIMITATIONS OF THE STUDY

Data for the study were secured from ninth gradeth girls in Blount County, Tennessee.

Many variables had been shown in previous studies to be associated with total senior 4-H enrollment. The present study was limited to one dependent and thirty-seven independent variables. The dependent variable concerned 4-H membership status (i.e., 4-H members and dropouts). Independent variables were classified into four major groups: (1) personal characteristics of the girls (11 variables); (2) characteristics of the girls' parents and the total family (9 variables); (3) extent to which girls participated in organizations, events and activities (14 variables); and (4) subject matter areas of interest to the girls (3 variables). It was decided that the interview schedule should be limited in length so that it could be administered in one class period which varied in length from 30 to 50 minutes.

VI. METHOD OF INVESTIGATION

The Population and Sample

The population of the study included all the girls in the ninth grade in Blount County, Tennessee, high schools where senior 4-H Clubs were organized. The five high schools were Walland High, Lanier High, Friendsville High, Porter High, and Eagleton Junior High.

The sample included the 293 ninth grade girls who were present on the days the interview schedules were administered in the five high schools. Forty-seven schedules were deleted from the analysis due to incompleteness or inaccuracy. The remaining 246 completed interview schedules were used in the analysis. Of the 246 girls thus included 62 were 4-H members and 184 had been but were not 4-H members at the time of the interview (dropouts).

Developing and Pre-Testing the Interview Schedule

The interview schedule had been previously developed and pre-tested. The original interview schedule had been used in Greene County, Tennessee, to determine the factors related to membership status of ninth and tenth grade girls of five high schools.

Collection of Data

In a conference with the Blount County School Superintendent, prior to the collection of the data, the purpose of the study, the use to be made of the data, and the procedure to be followed in collecting the data were explained.

With the superintendent's permission, the principals of each county high school which had an organized senior 4-H Club were contacted. A schedule for conducting the interviews was developed.

The group interviews were completed from November 1 to December 15, 1970, in a series of group meetings conducted in the five high schools. The interviews were conducted by the Extension agent without teacher supervision or assistance in four of the schools. In the fifth school, teachers assisted some of the slower pupils complete their forms.

Analysis of Data

The statistical test used in the analysis of data was chi square. The chi square values which achieved the .05 level of significance were accepted as being statistically significant. Computations were made by The University of Tennessee Computing Center.

A contingency table analysis program was used to determine the relation between 4-H membership status and each of the 37 independent

variables. This program computed two-way frequency and percentage tables, chi square, and contingency coefficients. Output for this program included: (1) frequency tables, (2) rows, columns, and table percentages, and (3) chi square value degrees of freedom (25).

Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 37 independent variables. The assumed null hypothesis for each independent variable was: There is not a significant relation between 4-H membership and the independent variable.

The chi square test requires that the expected frequencies in each cell should not be too small. Cochran (1954) recommends that for chi square tests with degrees of freedom larger than one (that is, when either "k" or "r" is larger than two), fewer than 20 percent of the cells should have an expected frequency of less than five (41).

VII. DEFINITION OF TERMS

So that terms used in the study may be understood certain terms are defined below:

Dropouts (former 4-H members). Girls who were 4-H Club members at one time but dropped membership prior to the 1970-71 4-H Club year.

Member. Girls enrolled in senior 4-H Club work in Blount County, Tennessee, during the 1970-71 4-H Club year.

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

CHAPTER II

REVIEW OF LITERATURE

According to the Scope Report, youth development has traditionally been one of the nine program areas which should receive priority attention by the Extension service (1).

During recent years researchers have done several studies relating to 4-H member retention. A review of available literature indicated the problem to be of major interest and importance to Extension workers. Previous studies judged to be related to the independent variables in this study were reported in the review of literature. Studies will be reported under the topics of (1) personal characteristics, (2) parental and family characteristics, and (3) participation in organizations and events.

I. PERSONAL CHARACTERISTICS AND THEIR RELATION

TO 4-H MEMBERSHIP STATUS

Boys and girls from farm background tend to re-enroll in 4-H more than youth from other backgrounds. Laurel Sabrosky, in a presentation in Arizona in 1958, stated that farm youth tend to enroll in 4-H in greater proportion than non-farm youth and that farm youth tend to enroll for a longer tenure in 4-H (39). Copp and Clark in a study conducted with 557 boys and girls in 1956 found re-enrollment was higher among boys and girls with family backgrounds favorable for successful performance of membership expectation—one was farm residence (8).

Letlow in a study in 1961 with 77 dropouts concluded there was a positive relation between dropout rates and non-farm residence (24). In 1968, Norma Roberts conducted a survey with 117 high school 4-H members. Her findings indicated club members from rural areas had significantly longer 4-H tenure than did urban members (35). Greene County, Tennessee, was the site of a study conducted by Shirley Hamilton. Her findings indicated there was a significant relation between place of residence and 4-H membership status--girls who joined 4-H lived on farms (20).

Age at first 4-H enrollment has been found to be associated with re-enrollment. Boys and girls joining 4-H as soon as they become of eligible age continue as members for a longer tenure than boys and girls joining 4-H at an older age (8). C. R. Dodge, in a study with 170 4-H members and dropouts in 13 counties in 1956, found youthful age of enrollment was a significant factor in retaining 4-H members (12). Hamilton found the age girls first joined 4-H was related to membership status; 4-H members tended to join 4-H at a younger age than dropouts or nonmembers (20). Letlow also concluded there was a positive relationship between 4-H dropouts and late enrollment in junior 4-H Clubs (24). Other studies conducted by Mintmier, Sabrosky, Brack, and Copp and Clark indicate similar findings (31,39,6,9).

Four-H membership status can be influenced by club members' peers. Cunningham, in a study in Wayne County, New York, conducted with 299 4-H members, concluded 4-H members tended to re-enroll when their friends were in 4-H and re-enrolled (10). "Because friends" joined was a reason Esbeck found 4-H members gave as belonging to 4-H (14). Rouse

in 1964 found more members than nonmembers reported having close friends belonging to their 4-H Club (37). The girls' perceptions of their peers' attitudes toward 4-H members and 4-H membership status were related (20).

II. PARENTAL AND FAMILY CHARACTERISTICS AND THEIR RELATION TO 4-H MEMBERSHIP STATUS

Parental interest and participation in the 4-H program has an effect on 4-H member tenure. Young people tend to join 4-H at a younger age when their parents are active in 4-H work (6). Copp and Clark also found that boys and girls whose parents were interested in and active in 4-H work had a higher re-enrollment rate than boys and girls of uninterested and inactive parents (8). Mintmier conducted a study with 181 4-H boys and girls in four Pennsylvania counties. His findings included members whose parents had favorable attitudes toward 4-H and were actively involved in the program enrolled in 4-H at a higher rate (31). Sanders states, "While it is possible for a boy or girl to be a 4-H member without a high degree of parental support, 4-H work is most meaningful when it is related to the home and family situation" (40). Other researchers with similar findings were Hamilton and Stowe (20,40).

Socio-economic levels appear to have some bearing on 4-H membership. Copp and Clark listed as one of their important findings from a Wisconsin study, boys and girls who are 4-H dropouts generally come from the more disadvantaged homes, the poorer homes in the communities (9). Hamilton did not find a significant relationship between family income level and membership status; however, there was a

tendency for the families of 4-H members to have higher incomes (20). A study by Middleton with 4-H members in ten Wisconsin communities indicated a significant relationship between membership status and family socio-economic status (30). Sabrosky found evidence that boys and girls from the upper economic levels tended to re-enroll for more years of 4-H work (39).

III. PARTICIPATION IN ORGANIZATIONS AND EVENTS AND ITS RELATION TO 4-H MEMBERSHIP STATUS

In order to keep the older youth in 4-H, they must be involved. One guiding principle generally accepted as aiding involvement is "Don't demand too much, but make sure they know they're needed" (3). In a presentation to a national seminar on youth work, Dr. Catherine Richards stated only 34 percent of the young people today belong to any kind of youth organization (34).

Four-H members tend to belong to more organizations than non-members. Hamilton found that 4-H members tended to belong to more school organizations, out-of-school organizations and participated in more 4-H events and activities than did dropouts or nonmembers (20). However, Copp and Clark, indicated high school 4-H members and dropouts did not differ in the number of extracurricular activities carried. They stated the pressure of high school activities did not appear to be a valid reason for failure to enroll in 4-H (8). The boys and girls who were the busiest in high school also stayed in 4-H. The dropouts were not as busy with school activities as they claimed (9).

Four-H members like to participate in activities. Findings, from a study in ten Wisconsin counties with 669 boys and girls, indicated 25 percent of the members liked 4-H because they liked "working with other boys and girls." This same study also found that one-third of the dropouts gave as their reason for not re-enrolling was "the club was weak" (23). Mary Frances Lyle found boys and girls continued to belong to clubs which provided opportunities for them to participate in a variety of activities (26).

Norma Roberts in a study of 117 4-H members concluded high school 4-H members belong to other organizations. She found rural members belonging to more organizations than urban members (35).

Billy Reed found an increase in participation in district demonstration events, 4-H judging and 4-H camp was accompanied by an increase in total senior 4-H enrollment (36).

Rouse's study disclosed 4-H members had a relatively greater average participation rating and average total participation score than did the nonmember (37).

From research literature, Stowe identified 45 variables which he believed to differentiate to some degree those who remained in 4-H and those who dropped out. Some of the important variables are activities other than 4-H, high school activities and homework and recreational and social activities (42).

Fourteen to seventeen year old girls in Knox County, Ohio, gave as reasons for re-enrolling: enjoyed project work, opportunity to participate in fairs, club work available in their community, and enjoyed social activities. Reasons for not re-enrolling were work conflict,

no longer interested, and too many school activities (44).

Findings from the preceding studies indicate place-of-residence, family socio-economic status, age of first 4-H enrollment, attitudes of peers, participation in 4-H, and other activities are factors associated with 4-H Club enrollment and re-enrollment.

CHAPTER III

FINDINGS OF THE STUDY

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

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

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

Relation Between Blount County Girls' 4-H Membership Status and Their Place of Residence

Table I shows the percents of all interviewees, 4-H members and dropouts, who resided in each of three different places. The largest percentage (45 percent) of all the girls lived in rural nonfarm places. About one-half (47 percent) of the dropouts lived on rural nonfarms, while 40 percent of the 4-H members lived on rural nonfarms. Over

TABLE I
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND THEIR PLACE OF RESIDENCE

Place of Residence	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Urban	36	28	39
Rural nonfarm	45	40	47
Farm	19	32	14
Total	100	100	100

^aCalculated X^2 value = 10.3, significant at the .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

one-third of the dropouts (39 percent) lived in the urban area, while 28 percent of the 4-H members lived in the urban area. A higher percentage (32 percent) of the 4-H members lived on the farm than dropouts (14 percent). These observed differences in 4-H members and dropouts as to their place of residence achieved the .05 level of significance when tested by the chi square test. A significant relationship existed between place of residence and 4-H membership status of ninth grade girls in Blount County. There was a tendency for those who were 4-H members to live on farms or rural nonfarm, while dropouts tended to live in urban and rural nonfarm areas.

Relation Between Blount County Girls' 4-H Membership Status and Their Ages

Table II shows the percents of all interviewees, 4-H members and dropouts, who were in each of three different age groups. The ages of all ninth grade girls interviewed ranged from 13 to 15 years and over. About three-fourths (76 percent) of all the girls were 14 years old and about one-fifth (18 percent) were 15 years old or over. A higher percent of the dropouts (78 percent) than the 4-H members (71 percent) were in the 14 years old age group. Although data in Table II showed a tendency for the 4-H members to be younger than the dropouts, these differences did not achieve the .05 significance level when tested by the chi square test of significance. These data indicated that age was not significantly related to the decisions by the ninth grade girls interviewed in Blount County to join 4-H or to drop out of 4-H.

TABLE II
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND THEIR AGE

Age of Respondent	Senior 4-H Club Membership Status ^a		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
13 years	6	5	6
14 years	76	71	78
15 years and over	18	24	16
Total	100	100	100

^aCalculated X^2 value = 1.9, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

Relation Between Blount County Girls' 4-H Membership Status and Age
When They First Joined 4-H

Table III gives the percents of all interviewees, 4-H members and dropouts, by age groups when they first joined a 4-H Club. Of all the girls interviewed, 70 percent joined 4-H at age eleven or above. Nearly three out of four of the 4-H members (72 percent) joined 4-H at age eleven or above, while 69 percent of the dropouts joined 4-H at the same age. Almost one-fourth of the 4-H members (24 percent) and 13 percent of the dropouts joined 4-H at the age of ten. A larger proportion of the dropouts (18 percent) than 4-H members (4 percent) joined 4-H at nine years of age. These data were significant at the .05 level when tested by the chi square test of significance. This indicated a significant relation between the age ninth grade Blount County girls first joined a 4-H Club and whether they remained in 4-H or dropped out of 4-H. Although a higher proportion of the dropouts than the 4-H members joined 4-H when they were nine years old, the differences at this age, alone, did not appear significant.

Relation Between Blount County Girls' 4-H Membership Status and Number
of Years They Had Belonged to 4-H

Table IV gives the percents of the interviewees, 4-H members and dropouts, who remain in 4-H from one through four or more years. Of all the girls interviewed, 61 percent remained in 4-H between one to three years. Nearly three out of four of the 4-H members (74 percent) remained in 4-H for four or more years, while only 28 percent of the dropouts remained in 4-H for the same length of time. A larger

TABLE III
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND AGE WHEN THEY FIRST JOINED 4-H

Age When First Joined 4-H	Senior 4-H Club Membership Status ^a		
	All Students Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
9 years	15	4	18
10 years	15	24	13
11 years and above	70	72	69
Total	100	100	100

^aCalculated X^2 value = 10.6, significant at the .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE IV
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND NUMBER OF YEARS THEY HAD BELONGED TO 4-H

Number of Years Had Belonged to 4-H	Senior 4-H Club Membership Status ^a		
	All Students Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
1 to 3 years	61	26	72
4 years and over	39	74	28
Total	100	100	100

^aCalculated X^2 value = 41.2, significant at .05 level. Critical X^2 value for 1 df = 3.84 at the .05 level.

proportion of the dropouts (72 percent) than 4-H members (26 percent) remained in 4-H from one to three years. These data were significant at the .05 level when tested by the chi square test of significance. This indicated a significant relation between the number of years the girls remained in 4-H and their present 4-H status. The longer the girl had been in 4-H, the more likely she would be to remain in 4-H for another year.

Relation Between Blount County Girls' 4-H Membership Status and the School Grade Level When They First Joined 4-H

Table V gives the grades in which the various percentages of all girls interviewed, 4-H members and dropouts, were enrolled when they first joined 4-H. The same percentages of both 4-H members and dropouts (59 percent each) joined 4-H in the sixth and seventh grades. One-third of both dropouts (33 percent) and 4-H members (33 percent) joined 4-H in the fourth or fifth grades. These data did not achieve the .05 level of significance when tested by chi square. The grade first joined 4-H by ninth grade Blount County girls was not significantly related to their decision to remain in 4-H or to drop out of 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their Ages When First Dropped Out of 4-H

The ages when all those interviewed, 4-H members and dropouts, first dropped membership in 4-H are indicated by percents in Table VI. As indicated, 82 percent of the 4-H members had been in 4-H since they first joined. By the age of 15 years, 18 percent of the members had dropped 4-H but 82 percent were presently enrolled; while 18 percent of

TABLE V
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND SCHOOL GRADE LEVEL WHEN THEY FIRST JOINED 4-H

School Grade Level When First Joined 4-H	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
4th - 5th grade	33	33	33
6th - 7th grade	58	59	59
No Response	9	8	8
Total	100	100	100

^aCalculated X^2 value = 1.7498, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE VI
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND THEIR AGE WHEN FIRST DROPPED OUT OF 4-H

Age When First Dropped Out of 4-H	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
10 years	13	0	18
11 years	5	3	5
12 years	12	3	15
13 years	18	8	21
14 years	19	2	25
15 years	3	2	4
Does Not Apply	30	82	12
Total	100	100	100

^aChi square value was not computed because the "does not apply category" was included with other frequencies.

the dropouts dropped out of 4-H at age 10.. One-fourth of the dropouts (25 percent) dropped 4-H at age 14. This is the age at which the girls would enter senior 4-H work. Chi square was not computed for these data because of the high proportion of 4-H members who had never dropped out of 4-H work. However, the data indicated that once a girl dropped out of 4-H, there was little chance that she would join 4-H again.

Relation Between Blount County Girls' 4-H Membership Status and School Grades Received Most Frequently

Table VII shows the percents of all interviewees, 4-H members and dropouts, in three categories by school grades received most frequently. The grades ranged from "A" through "C" and below. The highest percentage (27 percent) of "A's" were made by 4-H members; however, dropouts (23 percent) followed closely on "A's" made. Dropouts (36 percent) made more "B's" than 4-H members (31 percent). A higher percent of 4-H members (42 percent) made more "C's" than dropouts (41 percent). These differences in grades received most frequently by the ninth grade girls in Blount County were not significantly related to their decisions to join 4-H or to drop out of 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their Plans to Go to College

Table VIII gives the plans for attending college of all the interviewees, 4-H members, and dropouts. A large percentage of each group planned to attend college--all interviewees, 40 percent; 4-H members, 44 percent; and dropouts, 39 percent. A larger proportion of dropouts (31 percent) than 4-H members (20 percent) indicated they did

TABLE VII
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
AND SCHOOL GRADES RECEIVED MOST FREQUENTLY

School Grades Received Most Frequently	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
A's	24	27	23
B's	35	31	36
C's and under	41	42	41
Total	100	100	100

^aCalculated X^2 value = 0.8, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE VIII
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND THEIR PLANS TO GO TO COLLEGE

Planned to Go to College	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	40	44	39
No	29	20	31
Don't know	31	36	30
Total	100	100	100

^aCalculated X^2 value = 3.11, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

not plan to attend college. About the same proportion of 4-H members (36 percent) and dropouts (30 percent) indicated they had not definitely decided regarding college attendance. A chi square test of significance indicated these data were not significant at the .05 level. Future plans for attending or not attending college did not significantly influence the Blount County ninth grade girls' decisions to drop out of 4-H or to remain a 4-H member.

Relation Between Blount County Girls' 4-H Membership Status and Their Church Attendance

Table IX gives the percents of all the interviewees, 4-H members and dropouts, by their church attendance. A large percentage of both 4-H members (68 percent) and dropouts (67 percent) attended church. Almost one-third of the dropouts (33 percent) and of the 4-H members (32 percent) did not attend church. A chi square test of significance indicated these data were not significant at the .05 level. This indicated there was not a significant relationship between attendance at church and the decision of ninth grade girls in Blount County to remain in 4-H or to drop out.

Relation Between Blount County Girls' 4-H Membership Status and Their Dating Patterns

Table X gives the percents of all the interviewees, 4-H members and dropouts, and their dating. Of all the girls interviewed, 57 percent stated they did not date. Of these, 58 percent of the 4-H members and 56 percent of the dropouts stated they did not date. Approximately the same percentage of dropouts (44 percent) and 4-H members (42 percent)

TABLE IX
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND THEIR CHURCH ATTENDANCE

Attended Church	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent)
Yes	67	68	67
No	33	32	33
Total	100	100	100

^aCalculated X^2 value = 0.02, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE X
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND THEIR DATING PATTERNS

Dated	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Yes	43	42	44
No	57	58	56
Total	100	100	100

^aCalculated X^2 value = .05, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

stated they did date. These differences did not achieve the .05 significance level when tested by the chi square test. These data indicated that dating was not a significant factor on the decisions of ninth grade Blount County girls to drop out of 4-H or to remain in 4-H.

Relation Between Blount County Girls' 4-H Membership Status and "Going Steady"

In Table XI the percents of all the interviewees, 4-H members and dropouts, regarding whether or not they were "going steady" are given. Over 60 percent of all the interviewees (68 percent) were not "going steady." This data was true for 4-H members (68 percent) and dropouts (69 percent) also. Almost one-third of the 4-H members (32 percent) and also the dropouts (31 percent) were "going steady." The .05 significance level was not achieved when these data were tested by the chi square test. There was not a significant relation between the ninth grade girls "going steady" and their remaining in 4-H or dropping out.

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

Relation Between Blount County Girls 4-H Membership Status and Marital Status of Parents

Table XII shows the marital status of the parents of the interviewees, 4-H members and dropouts. Eighty percent of the parents of all the interviewees, 4-H members and dropouts, were living together.

TABLE XI
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND "GOING STEADY"

Were "Going Steady"	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	32	32	31
No	68	68	69
Total	100	100	100

^aCalculated X^2 value = 0.01, not significant at the .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE XII
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP
STATUS AND MARITAL STATUS OF PARENTS

Marital Status of Parents	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Living together	80	72	83
Not living together	20	28	17
Total	100	100	100

^aCalculated X^2 value = 3.21, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at .05 level.

Twenty percent of the parents of all the interviewees, 4-H members and dropouts, were not living together. A slightly higher percentage of the parents of dropouts (83 percent) than the parents of 4-H members (72 percent) were living together. A larger percentage of the parents of the 4-H members (28 percent) than the parents of dropouts (17 percent) were not living together. These differences did not achieve the .05 significance level when tested by the chi square test of significance. These data indicated that the marital status of their parents was not a significant factor in the decisions of ninth grade girls in Blount County to drop out or remain in 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Annual Family Income

Table XIII gives the annual family income of all interviewees, 4-H members and dropouts, by percents in each of three income categories. About one-third of all the interviewees (38 percent) indicated their family had an annual income of \$5000 or over. Nearly one-half of the 4-H members' families (46 percent) earned at least \$5000 annually, while about one-third of the dropouts' families (35 percent) earned at least \$5000 annually. Over one-half of the dropouts' families (56 percent) and 44 percent of the 4-H members' families earned \$2000 to \$5000 annually. One-tenth of the 4-H members' families (10 percent) and almost the same percent of the dropouts' families (9 percent) earned an annual income of less than \$2000. When tested by chi square, these differences did not achieve the .05 level of significance. Therefore, the annual income of the family was not a significant factor in the

TABLE XIII
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND ANNUAL FAMILY INCOME

Annual Family Income	Senior 4-H Club Membership Status ^a		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Less than \$2000	9	10	9
\$2000 - \$5000	53	44	56
\$5000 and over	38	46	35
Total	100	100	100

^aCalculated X^2 value = 2.5, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

decision of ninth grade girls in Blount County to drop 4-H or to remain in 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their Fathers' Occupations

Table XIV gives the fathers' occupations of all the girls interviewed, 4-H members and dropouts, by percent, in each of five occupations. Over one-half of all interviewees' fathers (59 percent) were laborers while 15 percent were unemployed and 14 percent were professionals. Over one-half of 4-H members (61 percent) and the dropouts (59 percent) had fathers who were laborers. The same percent of both 4-H members' and dropouts' (14 percent) fathers were unemployed. A slightly higher percent of the dropouts (16 percent) than of 4-H members (10 percent) had fathers who were professionals. A higher proportion of the 4-H members (12 percent) than the dropouts (7 percent) had fathers who were businessmen. A very small proportion of the dropouts' and 4-H members' fathers (4 percent and 3 percent, respectively) were farmers. When tested by the chi square test of significance, these differences did not achieve the .05 level of significance. These data indicated the fathers' occupation was not significantly related to the 4-H membership status of ninth grade girls in Blount County.

Relation Between Blount County Girls' 4-H Membership Status and Employment of Mothers Outside the Home

Table XV gives the percents of all interviewees, 4-H members and dropouts, whose mothers worked outside the home. Nearly one-half of the mothers of all interviewees (46 percent) worked away from home,

TABLE XIV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND THEIR FATHERS' OCCUPATIONS

Occupation of Father	Senior 4-H Club Membership Status ^a		
	All Students Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Farmer	4	3	4
Business	8	12	7
Professional	14	10	10
Laborer	59	61	59
Not Employed	15	14	14
Total	100	100	100

^aCalculated X^2 value equals 2.72, not significant at .05 level.
Critical X^2 value for 4 df = 9.49 at the .05 level,

TABLE XV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND EMPLOYMENT OF MOTHERS OUTSIDE THE HOME

Mothers Employed Outside the Home	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	46	48	45
No	54	52	55
Total	100	100	100

^aCalculated X^2 value = 0.13, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

Over one-half of the mothers of 4-H members and dropouts (52 percent and 55 percent, respectively), did not work away from home. Forty-eight percent of the 4-H members' mothers and 45 percent of the dropouts' mothers did work away from home. When these data were tested by the chi square, they did not achieve the .05 significant level. Whether the mothers were employed outside the home was not a significant factor in the decision of ninth grade Blount County girls to remain in 4-H or to drop out.

Relation Between Blount County Girls' 4-H Membership Status and Mothers' Membership in Clubs or Organizations

Table XVI gives the percents of all the girls interviewed, 4-H members and dropouts, whose mothers belonged to one or more clubs or organizations. One-half of all the interviewees' mothers (50 percent) held membership in one or more clubs or organizations. Fifty-one percent of the 4-H members' mothers and 49 percent of the dropouts' mothers belonged to one or more clubs or organizations, while 51 percent of the dropouts' mothers and 49 percent of the 4-H members' mothers did not belong to one or more clubs or organizations. When tested by the chi square, these differences were not significant at the .05 level. There was not a significant relation between the girls' mothers belonging to clubs or organizations and the girls' 4-H membership status.

Relation Between Blount County Girls' 4-H Membership Status and Reactions of Fathers When Their Daughter First Joined 4-H

Table XVII gives the percent of all interviewees, 4-H members and dropouts, by the reactions the girls felt their fathers had when

TABLE XVI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND MOTHERS' MEMBERSHIP IN CLUBS OR ORGANIZATIONS

Mothers Belonged to one or More Clubs or Organizations	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	50	51	49
No	50	49	51
Total	100	100	100

^aCalculated X^2 value = 0.05, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE XVII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
REACTIONS OF FATHERS WHEN THEIR DAUGHTER FIRST JOINED 4-H

Reactions of Father	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246)	(N=62)	(N=184)
	Percent	Percent	Percent
Very Pleased	36	38	24
Displeased	60	60	60
No Response	4	2	16
Total	100	100	100

^aCalculated X^2 value = 10.7244, significant at .05 level.
Critical value for 2 df = 5.99 at the .05 level.

their daughters first joined 4-H. Of all those interviewed, 60 percent felt their fathers were displeased when their daughters first joined 4-H. An equal proportion of the dropouts and 4-H members (60 percent, each) felt their fathers were displeased when their daughters first joined 4-H. More of the 4-H members (38 percent) than the dropouts (24 percent) felt their fathers were pleased when their daughters first joined 4-H. These data did achieve the .05 level of significance when tested by the chi square test. The fathers' attitude toward his daughters' joining 4-H was a significant factor in the decision of ninth grade Blount County girls to remain in 4-H or to drop out of 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Reactions of Mothers When Their Daughters First Joined 4-H

Table XVIII gives, by percents, the reactions the interviewees, 4-H members and dropouts, felt their mothers had when their daughters first joined 4-H. Of all the interviewees, 46 percent felt their mothers were very pleased when their daughters first joined 4-H; however, 42 percent of the interviewees felt their mothers were displeased when their daughters first joined 4-H. A larger proportion of the 4-H members (59 percent) than the dropouts (42 percent) felt their mothers were pleased when their daughters first joined 4-H. More of the dropouts (43 percent) than the 4-H members (40 percent) felt their mothers were displeased when their daughters first joined 4-H. These data did achieve the .05 level of significance when tested by the chi square test. The attitudes of the mothers concerning their daughters' joining 4-H were significantly related to their daughters' 4-H membership status.

TABLE XVIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
REACTIONS OF MOTHERS WHEN THEIR DAUGHTERS FIRST JOINED 4-H

Reactions of Mother	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
Very Pleased	46	59	42
Displeased	42	40	43
No Response	12	1	15
Total	100	100	100

^aCalculated χ^2 value = 10.576, significant at .05 level. Critical χ^2 level for 2 df = 5.99 at the .05 level.

Relation Between Blount County Girls' 4-H Membership Status and
Mother's Level of Education

Table XIX gives the mothers' level of education in four categories, by percent, of all the girls interviewed, 4-H members and dropouts. Of all the girls interviewed, 40 percent of their mothers completed one or more years of high school and 30 percent completed one or more years of college. A larger proportion of the 4-H members' mothers (46 percent) than the dropouts' mothers (39 percent) completed one or more years of high school, while a larger proportion of the dropouts' mothers (31 percent) than the 4-H members' mothers (25 percent) completed one or more years of college. These data did not achieve the .05 significance level when tested by the chi square test. These data indicated there was not a significant relation between the mothers' level of education and the Blount County ninth grade girls' decision to drop out or remain in 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their
Fathers' Level of Education

Table XX gives the fathers' level of education in four categories, by percents, of all the girls interviewed, 4-H members and dropouts. Of all the girls interviewed, 33 percent of their fathers attended one or more years of high school and 28 percent attended one or more years of college. A larger proportion of the 4-H members' fathers (42 percent) than the dropouts' fathers (30 percent) attended high school, while a higher percentage of dropouts' fathers (29 percent) than the 4-H members' fathers (27 percent) attended college. A slightly higher proportion of the dropouts' fathers (23 percent) than the 4-H

TABLE XIX
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND THEIR MOTHERS' LEVEL OF EDUCATION

Mothers' Educational Level	Senior 4-H Club Membership Status ^a		
	All Students Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Grammar School	15	15	15
High School	40	46	39
College	30	25	31
No Response	15	15	15
Total	100	100	100

^aCalculated X^2 value = 1.36, not significant at the .05 level.
Critical X^2 value for 3 df = 7.82 at the .05 level.

TABLE XX
RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND THEIR FATHERS' LEVEL OF EDUCATION

Fathers' Educational Level	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
Grammar School	22	18	23
High School	33	42	30
College	28	27	29
No Response	17	13	18
Total	100	100	100

^aCalculated X^2 values = 4.0, not significant at .05 level.
Critical X^2 value for 3 df = 7.82 at the .05 level.

members' fathers (18 percent) had eight years or less of grammar school. Eighteen percent of the dropouts and 13 percent of the 4-H members gave no response. These data did not achieve the .05 significance level when tested by the chi square test. These data indicated there was not a significant relation between the fathers' level of education and the Blount County ninth grade girls' decision to drop out or remain in 4-H.

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

Relation Between Blount County Girls' 4-H Membership Status and Number of School Organizations in Which Active Membership was Held

Table XXI gives the percents of all interviewees, 4-H members and dropouts, by the number of school organizations in which they held active membership. Of all the ninth grade girls interviewed, 13 percent did not belong to any school organization. Nearly two-thirds of the 4-H members (61 percent) belonged to three or more organizations while only 33 percent of the dropouts belonged to three or more organizations. Over one-half of the dropouts (51 percent) belonged to one or two organizations and 32 percent of the 4-H members belonged to one or two organizations. Sixteen percent of the dropouts and 7 percent of the 4-H members did not belong to any organizations. These observed differences in 4-H members and dropouts as to the number of school organizations in which they held active membership achieved the .05 level of significance when tested by the chi square test. There was a significant relationship between the number of school organizations in which the ninth grade girls held active membership and their 4-H membership status.

TABLE XXI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND NUMBER
OF SCHOOL ORGANIZATIONS IN WHICH ACTIVE MEMBERSHIP WAS HELD

Number of Organizations in Which Active Membership was Held	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
None	13	7	16
1 to 2	47	32	51
3 and over	40	61	33
Total	100	100	100

^aCalculated X^2 value = 15.7, significant at the .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

relationship between the number of school organizations in which the ninth grade girls held active membership and their 4-H membership status. The 4-H members tended to belong to more school organizations than dropouts.

Relation Between Blount County Girls' 4-H Membership Status and Number of Out-of-School Organizations in Which Student Was an Active Member

Table XXII gives the percents of all interviewees, 4-H members and dropouts, by the number of out-of-school organizations in which they held active membership. About one-third of all the girls interviewed (37 percent) belonged to only one outside organization, while 33 percent did not belong to any out-of-school organizations. Almost one-half of the dropouts (41 percent) and one-fourth of the 4-H members (26 percent) belonged to only one organization. A higher proportion of the 4-H members (53 percent) than the dropouts (22 percent) belonged to two or more organizations. These data achieved the .05 level of significance when tested by the chi square test. This indicated a significant relationship between the number of out-of-school organizations to which the girls belonged and their 4-H membership status. The 4-H members tended to belong to a larger number of out-of-school organizations than the dropouts,

Relation Between Blount County Girls' 4-H Membership Status and Whether They Were a Regular Participant on School Athletic Teams

In Table XXIII may be seen the frequency of participation on school athletic teams, by percents, of all the girls interviewed, 4-H members and dropouts. Nearly three-fourths of all the interviewees

TABLE XXII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND NUMBER OF OUT-OF-SCHOOL ORGANIZATIONS IN WHICH
STUDENT WAS AN ACTIVE MEMBER

Number of Out-of-School Organizations in Which Students were Active Member	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
None	33	21	37
One	37	26	41
Two or more	30	53	22
Total	100	100	100

^aCalculated χ^2 value = 21.1, significant at .05 level. Critical χ^2 value for 2 df = 5.99 at the .05 level.

TABLE XXIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND WHETHER
THEY WERE REGULAR PARTICIPANTS ON SCHOOL ATHLETIC TEAMS

Participates on School Athletic Teams	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	26	26	26
No	74	74	74
Total	100	100	100

^aCalculated X^2 value = 0.002, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

(74 percent) did not participate on any school athletic team. The same percent of 4-H members (74 percent) and dropouts (74 percent) indicated they were not regular participants on school athletic teams. Twenty-six percent of both 4-H members and dropouts indicated they were regular participants on school athletic teams. These data were not significant at the .05 level when tested by the chi square test. There was not a significant relation between the ninth grade girls' 4-H membership and their participation on school athletic teams.

Relation Between Blount County Girls' 4-H Membership Status and Whether They Were a Regular Participant On Out-of-School Athletic Teams

Table XXIV gives the frequency of participation on out-of-school athletic teams by percents of all the girls, 4-H members and dropouts. Nearly 90 percent of all the interviewees (89 percent) did not participate on any out-of-school athletic teams. The same percent of 4-H members (89 percent) and dropouts (89 percent) indicated they did not participate on out-of-school athletic teams. Over one-tenth of the 4-H members (11 percent) and dropouts (11 percent) indicated they did participate regularly on out-of-school athletic teams. These data were not significant at the .05 level when tested by the chi square test. There was not a significant relation between the ninth grade girls 4-H membership and their participation on out-of-school athletic teams.

Relation Between Blount County Girls' 4-H Membership Status and Total Number of Organizations to Which They Belonged

Table XXV gives the percents of all interviewees, 4-H members and dropouts, by the number of organizations in which they held active

TABLE XXIV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND WHETHER THEY WERE A REGULAR PARTICIPANT ON OUT-OF-SCHOOL ATHLETIC TEAMS

Participated on Out-of-School Athletic Teams	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Yes	11	11	11
No	89	89	89
Total	100	100	100

^aCalculated X^2 value = 0.0001, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE XXV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
TOTAL NUMBER OF ORGANIZATIONS TO WHICH THEY BELONGED

Total Number of Organizations to Which Girls Belonged	Senior 4-H Club Membership Status ^a		
	All Students	Members	Dropouts
	Interviewed (N=246) Percent	(N=62) Percent	(N=184) Percent
None	12	5	14
1 to 2	29	13	35
3 or more	59	82	51
Total	100	100	100

^aCalculated X^2 value = 18.6, significant at the .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

membership. Of all the girls interviewed, 29 percent did not belong to any organization. About four-fifths of the 4-H members (82 percent) belonged to three or more organizations, while 51 percent of the dropouts belonged to three or more organizations. Over one-third of the dropouts (35 percent) belonged to one or two organizations and less than one-fifth of the 4-H members (13 percent) belonged to one or two organizations. The .05 significance level was achieved when these data were tested by the chi square test. There was a significant relationship between the number of organizations in which ninth grade girls held active membership and their membership status. The 4-H members tended to belong to more organizations than dropouts.

Relation Between Blount County Girls' 4-H Membership Status and Number of 4-H Events and Activities in Which They Had Participated

Table XXVI gives the percents of the interviewees, 4-H members and dropouts, by the number of 4-H events and activities which they participated. Nearly one-half of all the girls interviewed (45 percent), participated in one or two 4-H events and activities, while one-fourth of the interviewees (25 percent) participated in three or more 4-H events and activities. Almost one-half of the 4-H members (48 percent) participated in one or two 4-H events and activities, while 44 percent of the dropouts were active in the same number of 4-H events and activities. A higher proportion of 4-H members (39 percent) than dropouts (21 percent) participated in three or more 4-H events and activities. Over one-third of the dropouts (35 percent) and 13 percent of the 4-H members had not participated in any 4-H event or activity.

TABLE XXVI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND NUMBER
OF 4-H EVENTS AND ACTIVITIES IN WHICH THEY HAD PARTICIPATED

Number of 4-H Events and Activities in Which Girls Participated	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
None	30	13	35
1 to 2	45	48	44
3 and over	25	39	21
Total	100	100	100

^aCalculated χ^2 value = 31.6, significant at .05 level. Critical level for 2 df = 5.99 at the .05 level.

These data were significant at the .05 level when tested by the chi square test of significance. This indicated a significant relationship between the number of 4-H events and activities in which ninth grade Blount County girls participated and their 4-H membership status. Dropouts tended to participate in fewer 4-H events and activities than did those who remained in 4-H club work.

Relation Between Blount County Girls' 4-H Membership Status and How Well They Like to Compete With Others Their Age

Table XXVII gives, by percents, the feelings of the interviewees, 4-H members and dropouts, concerning competition with others. Over one-half of the interviewees (54 percent) did not like competition and over one-fourth of the interviewees (28 percent) indicated they did not mind competition. A larger proportion of the 4-H members (55 percent) than dropouts (53 percent) indicated they did not like competition. More than one-third of the 4-H members (38 percent) indicated they did not mind competition, while 24 percent of the dropouts indicated they did not mind competition. These data did achieve the .05 significance level when tested by the chi square test. Competition was a significant factor in the decisions of ninth grade Blount County girls to remain in or drop out of 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their Attitudes Toward Record Books

Table XXVIII gives, by percents, the attitudes of all the interviewees, 4-H members and dropouts, toward record books. Almost one-half of the interviewees (44 percent) indicated a favorable attitude

TABLE XXVII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
HOW WELL THEY LIKED TO COMPETE WITH OTHERS THEIR AGE

How Well Girls Liked Competition	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Did not mind competition	28	38	24
Did not like competition	54	55	53
No response	18	7	23
Total	100	100	100

^aCalculated X^2 value equals 9.573, significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE XXVIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
THEIR ATTITUDES TOWARD RECORD BOOKS

Attitude Toward Record Books	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Unfavorable	33	36	32
Favorable	44	56	39
No response	23	8	29
Total	100	100	100

^aCalculated X^2 value = 13.08, significant at the .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

toward record books, while 33 percent had an unfavorable attitude. A larger proportion of 4-H members (56 percent) than dropouts (39 percent) had a more favorable attitude toward record books. Over one-third of the 4-H members (36 percent) and 32 percent of the dropouts indicated an unfavorable attitude toward record books. These data did achieve the .05 level of significance when tested by chi square test. Record books were significant factors in the decisions of ninth grade Blount County girls to remain in or drop out of 4-H.

Relation Between Blount County Girls' 4-H Membership Status and Their Feelings Concerning the Attitudes of Their Friends Toward 4-H

Table XXIX shows how the interviewees, 4-H members and dropouts, felt their friends' attitudes were toward 4-H. Six out of ten of the 4-H members and dropouts collectively (60 percent) thought their friends had a favorable attitude toward 4-H. A larger percent of dropouts (63 percent) than 4-H members (53 percent) felt their friends had a favorable attitude toward 4-H. Forty-seven percent of the 4-H members felt their friends had an unfavorable attitude toward 4-H, while only 37 percent of the dropouts felt their friends had an unfavorable attitude toward 4-H. The differences did not achieve a .05 significance level when tested by the chi square test. The perceptions of 4-H members and dropouts concerning the attitudes of their friends toward 4-H did not significantly influence ninth grade Blount County girls to drop out or remain in 4-H.

TABLE XXIX

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR
FEELINGS CONCERNING THE ATTITUDES OF THEIR FRIENDS TOWARD 4-H

Attitude of Girls' Friends Toward 4-H	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Favorable	60	53	63
Unfavorable	40	47	37
Total	100	100	100

^aCalculated X^2 value = 2.01, not significant at .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level.

Relation Between Blount County Girls' 4-H Membership Status and Their Feelings Concerning Free Time Available

Table XXX shows the percents of all interviewees, 4-H members and dropouts, classified as to their feelings concerning their free time. A large percent of both the 4-H members (84 percent) and dropouts (82 percent) felt they did not have enough activities to do in their free time. Almost the same percent of dropouts (18 percent) and 4-H members (16 percent) felt they had too much to do in their free time. The differences did not achieve the .05 significance level, thus indicating the amount of free time the ninth grade girls had was not a significant factor in their decision to remain in 4-H or to drop out.

Relation Between Blount County Girls' 4-H Membership Status and Number of Hours They Spent Watching Television Each Week

Table XXXI gives, by percents, the amount of time spent watching television by all interviewees, 4-H members and dropouts. Nearly one-half of all the girls interviewed (46 percent) watched television less than 21 hours a week, while over one-half of the girls interviewed (51 percent) watched television over 22 hours a week. More of the dropouts (49 percent) than the 4-H members (37 percent) watched television 1 to 21 hours a week. Over 60 percent of the 4-H members (63 percent) watched television over 22 hours a week and almost one-half of the dropouts (48 percent) watched television over 22 hours a week. These differences did not achieve the .05 significance level when tested by the chi square test. However, there was some tendency for the 4-H members in the ninth grade in Blount County to spend more hours each week watching television than dropouts.

TABLE XXX

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
THEIR FEELINGS CONCERNING FREE TIME AVAILABLE

Girls' Feelings Concerning Free Time Available	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed	Members	Dropouts
	(N=246) Percent	(N=62) Percent	(N=184) Percent
Have too much to do	18	16	18
Not enough activities	82	84	82
Total	100	100	100

^aCalculated X^2 value = 0.17, not significant at the .05 level.
Critical X^2 value for 1 df = 3.84 at the .05 level,

TABLE XXXI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND NUMBER
OF HOURS THEY SPENT WATCHING TELEVISION EACH WEEK

Number of Hours Spent Watching Television Each Week	Senior 4-H Club Membership Status ^a		
	All Students		
	Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
1 to 21 hours	46	37	49
22 and over	51	63	48
No response	3	0	3
Total	100	100	100

^aCalculated X^2 value = 14.536, significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

Relation Between Blount County Girls' 4-H Membership Status and
Number of Hours They Listened to Radio Each Week

Table XXXII gives, by percents, the amount of time spent in listening to radio by all interviewees, 4-H members and dropouts. Nearly one-half of all the interviewees (47 percent) listened to the radio from 1 to 21 hours a week, while less than one-half of the interviewees (44 percent) listened to the radio over 22 hours a week. More of the dropouts (48 percent) than the 4-H members (49 percent) listened to the radio from 1 to 21 hours a week. A slightly higher percentage of 4-H members (45 percent) than dropouts (44 percent) listened to the radio more than 22 hours a week. When tested by the chi square these observed differences did not achieve the .05 level. There seemed to be no significant difference in the number of hours 4-H members and dropouts listened to the radio.

IV. RELATION BETWEEN 4-H MEMBERSHIP STATUS AND GIRLS' ATTITUDES
TOWARD SELECTED 4-H EVENTS AND ACTIVITIES

Relation Between Blount County Girls' 4-H Membership Status and 4-H
Activities and Events Which They Felt Should Receive Less Emphasis

Table XXXIII gives, in rank order, the percents of all the girls interviewed, 4-H members and dropouts, who felt less emphasis should be given to each of 18 activities and events. A slightly higher percentage of 4-H members (28 percent) than dropouts (26 percent) felt less emphasis should be given to judging records. Twenty-two percent of the dropouts compared to 16 percent of 4-H members felt less emphasis should be given to special interest meetings. Thirteen percent of all

TABLE XXXII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
NUMBER OF HOURS THEY LISTENED TO RADIO EACH WEEK

Number of Hours Girls Listened to Radio Each Week	Senior 4-H Club Membership Status ^a		
	All Students Interviewed (N=246)	Members (N=62)	Dropouts (N=184)
	Percent	Percent	Percent
1 to 21	47	44	48
22 and over	44	45	44
No response	9	11	8
Total	100	100	100

^aCalculated X^2 value = .728, not significant at .05 level.
Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE XXXIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H
ACTIVITIES AND EVENTS WHICH THEY FELT
SHOULD RECEIVE LESS EMPHASIS

Event or Activity	Should Receive Less Emphasis			
	Members		Dropouts	
	(N=62)		(N=184)	
	No.	Percent	No.	Percent
Judging records	17	28	40	26
Special interest meetings	10	16	34	22
Bread baking	8	13	20	13
Achievement day	8	13	32	21
Exhibits	7	12	26	17
County fund raising	7	12	15	10
Awarding ribbons	6	10	16	10
Public speaking	6	10	24	15
Demonstration contests	6	10	25	16
Judging contest	6	10	26	17
Dress revue	5	8	11	7
Share-the-fun	5	8	11	7
4-H project tours	4	7	21	14
Publicize awards and honors	3	5	13	8
Out-of-county trips	2	3	15	10
District 4-H camp	2	3	13	8
Honor Club	2	3	13	8
County Rally Day	1	2	10	6
Total average		10		13

the girls, 4-H members and dropouts, felt less emphasis should be given to bread baking. A larger proportion of dropouts (21 percent) than 4-H members (13 percent) felt less emphasis should be given achievement day. Exhibits, county fund raising, awarding ribbons, public speaking, demonstration contest, and judging contest were ranked similar by 4-H members (10 to 12 percent) and dropouts (10 to 17 percent) as events and activities to receive less emphasis. It is interesting to note that a slightly higher average percent of dropouts (13 percent) than 4-H members (10 percent) felt each of the 18 events and activities should receive less emphasis.

Relation Between Blount County Girls' 4-H Membership Status and 4-H Activities and Events Which They Felt Should Receive Greater Emphasis

Table XXXIV gives, in rank order, the percents of all the girls interviewed, 4-H members and dropouts, who felt greater emphasis should be given to each of 18 activities and events. A larger percentage of 4-H members (82 percent) than dropouts (77 percent) felt greater emphasis should be given to Share-the-fun. A larger percentage of both 4-H members (82 percent) than dropouts (75 percent) felt the dress revue should receive greater emphasis. Award ribbons, out-of-town county trips, 4-H project tours, publicizing of awards and honors and bread-baking ranked high as events and activities which 4-H members (72 to 75 percent) and dropouts (64 to 72 percent) felt should receive greater emphasis. About one-half of both 4-H members (51 percent) and dropouts (51 percent) felt greater emphasis should be given to special interest meetings. Less than one-half of the 4-H members (43 percent) and the

TABLE XXXIV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H
ACTIVITIES AND EVENTS WHICH THEY FELT
SHOULD RECEIVE GREATER EMPHASIS

Event or Activity	Should Receive Greater Emphasis			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
Share-the-fun	50	82	120	77
Dress revue	50	82	117	75
Awarding ribbons	46	75	107	69
Out-of-county trips	46	75	101	65
4-H project tours	46	75	99	64
Publicize awards and honors	46	74	103	66
Bread baking	44	72	113	72
Demonstration contest	42	69	101	65
Honor Club	41	67	95	61
District 4-H camp	41	67	95	61
Public speaking	40	66	94	60
County fund raising	39	64	104	67
Judging contest	38	62	88	56
Exhibits	35	57	95	61
Achievement day	32	53	77	49
Special interest meetings	31	51	80	51
Judging records	26	43	64	41
County Rally Day	12	20	40	26
Total average		64		60

dropouts (41 percent) felt greater emphasis should be given to judging records. A slightly higher average percent of 4-H members (64 percent) than dropouts (60 percent) felt greater emphasis should be given to each of the 18 activities and events.

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

Relation Between Blount County Girls' 4-H Membership Status and Tasks Girls Felt They Already Know How to Perform

Table XXXV gives, in rank order, the percents of all the girls interviewed, 4-H members and dropouts, who felt they knew how to perform each of 21 tasks. Both, how to set a table (90.0 percent) and how to cook (84.0 percent) ranked first and second, respectively, by 4-H members and dropouts. A slightly higher percentage of the dropouts (80.0 percent) than 4-H members (79.0 percent) felt they already knew how to select and buy clothes. The tasks that a smaller percent of all girls knew how to perform were such activities as presiding at meetings (33 percent), being a leader (30 percent), and making things of wood, leather, or metal (7 percent). It is interesting to note that, with the exception of how to select and buy clothes, dance, prepare and serve food for a party, plan parties, care for flowers, shrubs, lawns, and repair things, a higher percentage of 4-H members than dropouts knew how to perform the tasks mentioned. There was a tendency for a higher percentage of the 4-H members than the dropouts to know how to perform more of the 21 selected tasks.

TABLE XXV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND TASKS GIRLS ALREADY KNEW HOW TO PERFORM

Task	Knew How to Perform			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
How to set a table	55	90	160	87
How to cook	51	84	151	82
Select and buy clothes	43	79	147	80
How to take care of babies	48	79	135	73
Be well groomed and have good social manners	46	75	130	70
How to sew	42	69	111	60
How to be at ease with boys	40	66	112	61
Take photographs	38	62	120	65
How to dance	38	62	120	65
Prepare food for a party and serve it	37	61	116	63
Redecorate a room	35	56	76	41
How to plan parties	32	53	103	39
Drive a car	28	46	72	39
How to take care of flowers, shrubs, lawns	28	46	92	49
Repair things	28	46	92	50
Speak in public	25	41	41	22
Give demonstrations	24	39	33	18
How to raise vegetables	20	33	43	23
Preside at meetings	20	33	53	29
How to be a leader	18	30	45	27
Make things of wood, leather, or metal	4	7	11	6
Total Average		55		50

Relation Between Blount County Girls' 4-H Membership Status and
Tasks They Would Have Liked to Learn to Perform

The percents of all the girls interviewed, 4-H members and dropouts, who responded that they would like to learn to do each of the 21 tasks (in rank order) are given in Table XXXVI. The highest percent of dropouts (60 percent) wanted to learn how to drive a car compared to 54 percent of the 4-H members who would like to learn the same task. Similar percentages of dropouts (56 percent) and 4-H members (55 percent) expressed a desire to learn to be a leader. To learn how to make things out of wood, leather, and metal, redecorate a room and preside at meetings also ranked high. A higher percentage of dropouts than 4-H members expressed a desire to learn to do the following task: how to be at ease with boys, prepare and serve food at parties, speak in public, care for babies, raise vegetables, cook, and to set a table. The proportion of Blount County ninth grade 4-H girls who said they would like to perform the 21 tasks was smaller than the dropouts.

Relation Between Blount County Girls' 4-H Membership Status and Tasks
Girls Did Not Like to Perform or Would Not Have Liked to Learn to Perform

Table XXXVII gives, in rank order, the percents of all interviewees, 4-H members and dropouts, who did not like the tasks they had investigated. A larger percent of 4-H members (54 percent) than dropouts (51 percent) did not like to raise vegetables. Fifty-one percent of the 4-H members and 50 percent of the dropouts did not like to make things of wood, leather, or metal. A higher percentage of dropouts than 4-H members did not like to give demonstrations, preside at meetings,

TABLE XXXVI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND
TASKS THEY WOULD HAVE LIKED TO LEARN TO PERFORM

Task	Would Have Liked to Learn			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
How to be a leader	34	35	104	56
Drive a car	33	54	111	60
Make things out of wood, leather, metal	26	43	81	44
Redecorate a room	25	41	98	53
Preside at meetings	22	36	60	32
How to dance	20	33	53	29
How to be at ease with boys	20	33	64	35
How to plan parties	20	33	60	33
How to sew	19	31	68	37
Prepare food for a party and serve it	17	28	59	32
Give demonstrations	18	30	54	29
Speak in public	18	30	60	33
Repair things	16	26	45	24
Take photographs	16	26	59	32
Be well groomed and have good social manners	14	23	43	23
How to take care of flowers, shrubs, lawns	11	18	30	16
How to take care of babies	11	18	38	21
Select and buy clothes	11	18	34	18
How to raise vegetables	8	13	48	26
How to cook	8	13	28	15
How to set a table	4	7	18	10
Total average		29		31

TABLE XXXVII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS
AND THINGS GIRLS DID NOT LIKE TO PERFORM OR WOULD NOT
HAVE LIKED TO LEARN TO PERFORM

Task	Would Not Like to Learn			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
How to raise vegetables	33	54	93	51
Make things of wood leather or metal	31	51	93	50
How to take care of flowers, shrubs, lawns	22	36	65	35
Give demonstrations	19	31	98	53
Preside at meetings	19	31	72	39
Speak in public	18	30	83	45
Repair things	17	28	48	26
How to be a leader	9	15	32	17
How to plan parties	9	15	21	11
Take photographs	7	12	25	14
Prepare food for a party and serve it	7	11	10	5
How to dance	3	5	12	6
How to take care of babies	2	3	12	6
How to set a table	2	3	7	3
How to cook	2	3	6	3
Select and buy clothes	2	3	4	2
Redecorate a room	1	2	12	7
How to be ease with boys	1	2	9	4
Be well groomed and have good social manners	1	2	12	7
How to sew	0	0	6	3
Drive a car	0	0	2	1
Total average		16		19

and speak in public. A slightly smaller average percent of 4-H members than dropouts did not like the 21 tasks they had tried to perform.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

I. PURPOSE AND SPECIFIC OBJECTIVES

The purpose of this exploratory study was to determine the relation between the 4-H membership status of ninth grade girls in Blount County, Tennessee, and selected factors, including their personal and family characteristics, interests, and participation.

Specific Objectives

The specific objectives of the study were as follows:

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

This study was undertaken because of the large numbers of girls who drop out of 4-H by the time they reach senior 4-H age. It was believed that data from such a study would be helpful in planning senior 4-H programs which might better meet the needs and interests of senior 4-H age girls.

II. METHOD OF INVESTIGATION

The population included all of the ninth grade girls in five high schools in Blount County, Tennessee. Data were secured from a total of 293 girls who were present in the five high schools the days the group interview schedules were administered. Forty-seven of the schedules were discarded because of incompleteness or inaccuracy. This left a total sample of 246 including 62 members and 184 dropouts who provided data which were used in the analysis.

III. METHOD OF ANALYSIS

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

achieved the .05 level of confidence were accepted as significant. Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 37 independent variables.

IV. MAJOR FINDINGS

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

Relation Between 4-H Membership Status and Selected Personal Characteristics

1. Four-H membership status of the girls was significantly related to their place of residence. There was a tendency for the 4-H members to live on farms or rural nonfarms, while dropouts tended to live in urban and rural nonfarm areas.

2. Four-H membership status of the girls was not significantly related to their present age.

3. Four-H membership status of the girls was significantly related to their age at the time they first joined 4-H. However, the data were inconclusive regarding the direction of the relationship.

4. Four-H membership status of the girls was significantly related to the number of years they had remained in 4-H. The longer a girl had been in 4-H, the more likely it was that she would remain in 4-H for another year.

5. Four-H membership status was not significantly related to the girls' school grade level when they first joined 4-H.

6. One-fourth of the dropouts dropped 4-H at the age of 14. Chi square was not computed for these data because the "does not apply" category was included with the other frequencies. However, the data indicated that once a girl dropped out of 4-H, there was little chance that she would join 4-H again.

7. Four-H membership status of the girls was not significantly related to the school grades they received most frequently.

8. Four-H membership status of the girls was not significantly related to their future plans for attending college. However, a slightly higher percent of 4-H members than dropouts indicated they planned to attend college.

9. Four-H membership status of the girls was not significantly related to their church attendance.

10. Four-H membership status of the girls was not significantly related to their dating patterns.

11. Four-H membership status of the girls was not significantly related to their "going steady."

Relation Between 4-H Membership Status and Selected Family Characteristics

1. Four-H membership status of the girls was not significantly related to their parents' marital status. However, there was a slight tendency for more of the dropouts' parents to be living together than was true for the 4-H members' parents.

2. Four-H membership status of the girls was not significantly related to their reported annual family income. However, there was a tendency for the 4-H members to report higher family income than the dropouts.

3. Four-H membership status of the girls was not significantly related to their fathers' occupation.

4. Four-H membership status of the girls was not significantly related to their mothers' employment outside the home.

5. Four-H membership status of the girls was not significantly related to their mothers' membership in clubs and organizations.

6. Four-H membership status of the girls was significantly related to their fathers' reactions when their daughters first joined 4-H.

7. Four-H membership status of the girls was significantly related to their mothers' reactions when their daughters first joined 4-H.

8. Four-H membership status of the girls was not significantly related to their mothers' educational levels.

9. Four-H membership status of the girls was not significantly related to their fathers' educational levels. However, there was a tendency for the fathers of 4-H members to have completed more formal education than the fathers of the dropouts.

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

1. Four-H membership status of the girls was significantly related to the number of school organizations in which the girls held active membership. The 4-H members tended to belong to more school organizations than the dropouts.

2. Four-H membership status of the girls was significantly related to the number of out-of-school organizations to which they belonged. Four-H members tended to belong to a larger number of out-of-school organizations than the dropouts.

3. Four-H membership status of the girls was not significantly related to their participation on school athletic teams.

4. Four-H membership status of the girls was not significantly related to their participation on out-of-school athletic teams.

5. Four-H membership status of the girls was significantly related to the total number of organizations in which the girls held active membership. The 4-H members tended to belong to more organizations than dropouts.

6. Four-H membership status of the girls was significantly related to the number of 4-H events and activities in which they had participated. Four-H members tended to participate in more events and activities than dropouts.

7. Four-H membership status of the girls was significantly related to their feelings toward competition.

8. Four-H membership status of the girls was significantly related to their attitudes toward record books. Four-H members tended to have more favorable attitude toward record books than did dropouts.

9. Four-H membership status of the girls was not significantly related to their perceptions concerning their friends attitudes toward 4-H. However, there was a tendency for more dropouts than 4-H members to feel their friends' attitudes were more favorable.

10. Four-H membership status of the girls was not significantly related to the amount of free time they felt they had. However, there was a tendency for both 4-H members and dropouts to feel they did not have enough activities to fill their free time.

11. Four-H membership status of the girls was significantly related to the amount of time they spent watching television. There was a tendency for 4-H members than dropouts to spend more time watching television.

12. Four-H membership status of the girls was not significantly related to the number of hours they listened to radio.

13. A slightly higher average percent of dropouts than 4-H members felt each of the 18 events and activities listed should receive less emphasis.

14. A slightly higher average percent of 4-H members than dropouts felt each of the 18 events and activities listed should receive greater emphasis.

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

1. There was a tendency for a higher percentage of 4-H members than dropouts to feel they knew how to perform more of the 21 tasks.

2. The proportion of 4-H girls who said they would like to learn to perform the 21 tasks was correspondingly smaller than for dropouts.

3. A slightly smaller average percent of 4-H members than dropouts did not like to perform the 21 tasks studied or would not have liked to learn to perform them.

V. IMPLICATIONS

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

1. Since 4-H members tended to live on farms or rural nonfarm areas, additional consideration might be given to planning the 4-H program in Blount County to better meet the needs and interest of the girls living in urban and rural-nonfarm areas. The action could have expanded 4-H to reach and hold more girls not involved at the time of the study.

2. Since age when first enrolled in 4-H was significantly related to membership status, special attention and effort should be given to first year members (especially the eleven year old) if holding power is to be increased.

3. Since the fathers' and mothers' attitudes toward their daughters joining 4-H were significantly related to membership status, this would imply that special attention and effort should be made by the Extension agents to inform the parents of benefits and cultivate a more positive attitude in parents when their daughters first join 4-H.

4. Since senior 4-H members tended to participate in more events and activities, it would appear that 4-H tenure might be increased by providing more opportunities at all age levels for member participation.

5. Since competition was significantly related to membership status, it is implied that more activities and events not requiring competition between members should be included in the 4-H program.

VI. RECOMMENDATIONS

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

Specific recommendations for application of findings include those listed below:

1. Blount County Extension agents should make particular efforts to meet the needs and interests of first year members--especially ten, eleven, and twelve year olds.
2. Blount County Extension agents should make appropriate adjustments in the 4-H program in an added effort to further meet the needs and interests of senior age urban and rural nonfarm girls.
3. Blount County Extension agents should make appropriate adjustments in 4-H participation opportunities for all age levels of 4-H, especially senior.
4. Blount County Extension agents should make particular efforts to cultivate more positive attitude, toward 4-H in parents when their daughters first join 4-H.
5. Blount County Extension agents should make particular efforts to gain the interest of and give particular attention to those senior age enrollees who are not actively involved in other school and/or community clubs, organizations, and activities.

6. Blount County Extension agents should consider offering to 4-H'ers of all senior ages opportunities not involving competition with others.

Recommendations for Further Study

1. Additional studies should be conducted in Tennessee to determine "Why?" dropouts leave 4-H work in senior years.

2. A study should be conducted in Tennessee counties with high re-enrollment and high participation records to compare factors with counties with low re-enrollment and low participation.

3. Other studies should be conducted in Tennessee to further determine needs and interest of senior urban, rural-nonfarm, and farm girls.

4. A study should be conducted in Tennessee to further determine activities and events that do not require record books, but may be offered for senior 4-H member participation,

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APPENDIX

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

SURVEY OF YOUTH ACTIVITIES

Dear Student:

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

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

1. Check whether boy _____ or girl _____.
2. Age _____ (last birthday). 3. Circle your grade in school 8 9 10 11 12.
4. Name of school _____. 5. County _____.
6. Check where you live:

_____ in a town over 5,000 population.
_____ in a town of less than 5,000 population.
_____ in a thickly settled area but not in town.
_____ in the county but not on a farm.
_____ on a farm.

7. On your report card, do you get mostly -

_____ A's _____ C's
_____ B's _____ D's and F's

8. Listed below are some clubs or groups which are found in some schools and which meet during school hours. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) by the clubs which either are not organized in your school or you are not eligible to join.

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

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

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

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

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

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

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

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

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

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

14. Are you going steady? Yes ☐ No ☐

15. Are you a regular participant in a school athletic or organized sports team which competes on a regular schedule with other schools? (Exclude Field Days)
 Yes ☐ No ☐

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

17. Are you a regular participant on an athletic or sports team which is organized outside the school and competes on a regular schedule with other teams?
 Yes ☐ No ☐

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18. Are you "trying to make" the community or neighborhood teams in one or more sports? Yes _____ No _____
19. About how many hours each week do you watch T.V. -- including Saturday and Sunday? _____ hours.
20. About how many hours each week do you listen to the radio and/or records -- including Saturday and Sunday? _____ hours.
21. The following is a list of things some boys like to do in their out-of-school time. For each of the items please check (✓) the blank under the heading which best describes how you feel about that item. Girls skip to question 22.

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

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22. The following is a list of things some girls like to do in their out-of-school time. For each of the items please check the blank under the heading which best describes how you feel about that item. Boys skip to question 28.

	Already Know How	Would Like to Learn	Tried It - Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to drive a car?				
b. How to take care of flowers, shrubs, lawn, etc.?				
c. How to repair things in the home?				
d. How to plan parties and lead recreation?				
e. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
f. How to select and buy clothes?				
g. How to sew?				
h. How to cook?				
i. How to set a table?				
j. How to prepare food for a party and serve it?				
k. How to be well groomed and have good social manners?				
l. How to raise vegetables?				
m. How to give a demonstration?				
n. How to speak in public?				
o. How to preside at meetings?				
p. How to be at ease with boys?				
q. How to take photographs?				
r. How to redecorate a room?				
s. How to take care of babies?				
t. How to dance?				
u. How to be a leader?				

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

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

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

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

25. a. Does your Mother work for pay away from home? Yes _____ No _____

b. Does your Mother belong to any clubs or organizations? Yes _____ No _____

c. If so, about how many? One _____, Two _____, Three _____, Four or more _____

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

27. How long did your parents go to school?

	<u>Mother</u>	<u>Father</u>
Didn't finish grammar school	_____	_____
Finished grammar school, but then quit	_____	_____
Started high school, but didn't finish	_____	_____
Graduated from high school	_____	_____
Started college, but didn't finish	_____	_____
Graduated from college	_____	_____

28. Do you plan to go to college? Yes _____ No _____ Don't know _____

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

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

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

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

If your answer is "No" to question 31, this completes the questionnaire for you. Thank you for your help. Please turn in your paper after you check to see that you have answered all of the previous 31 questions.

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

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

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

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

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

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

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

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

- a. How old were you when you first dropped out of 4-H? ____ Years old.,
- b. How long was it before you joined 4-H again? ____ Years.
- c. How old were you when you joined 4-H again? ____ Years old.

39. How much do you now like to compete with others your age for recognition, honors, or awards? (Check one)

- _____ I am inspired by competition.
- _____ I don't mind competing but don't particularly like it.
- _____ I do not like to compete with others.
- _____ I dislike competition and feel that there is definitely too much of it in Senior 4-H Club work.

40. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one.)

- _____ Records require too much time to allow me to remain in 4-H Club.
- _____ Records serve as a fair basis for determining awards.
- _____ Records are too complicated.
- _____ Records should be dropped.
- _____ Present records are adequate.

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41. What was the attitude of your Mother or guardian when you first joined 4-H? (Check one)

_____ She was very pleased.
 _____ She was uninterested. (Not either pleased or displeased.)
 _____ She was displeased. (Upset because I joined.)

42. What was the attitude of your Father or guardian when you first joined 4-H? (Check one)

_____ He was very pleased.
 _____ He was uninterested. (Neither please nor displeased.)
 _____ He was displeased. (Upset because I joined)

43. What is now, or was at the time you dropped out of 4-H, the attitude of your Mother or guardian toward your 4-H work? (Check one)

_____ She thinks I should devote more time to 4-H.
 _____ She thinks I devote about the correct amount of time to 4-H.
 _____ She thinks I devote too much time to 4-H.

44. What is now, or was at the time you dropped out of 4-H, the attitude of your Father or guardian toward your 4-H work? (Check one)

_____ He thinks I should devote more time to 4-H.
 _____ He thinks I devote about the correct amount of time to 4-H.
 _____ He thinks I devote too much time to 4-H.

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

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

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

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

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

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

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

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

Item (events, activities or projects)	Amount of Emphasis (Check one for each item)					
	Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Know	Do Not Have In Our County
1. Public Speaking Contests						
2. Demonstration contests						
3. Judging Team contests						
4. Exhibit projects at county fairs, shows, sales, etc.						
5. County Rally day						
6. County achievement days						
7. County-wide meetings on sub- jects of special interest						
8. County-wide Honor Club						
9. District 4-H Camp						
10. Bread-baking Contest						
11. 4-H Project Tours						
12. Out-of-county Trips						
13. Judging project work on basis of records completed						
14. County 4-H fund raising events						
15. Giving ribbons for work done						
16. Publicize awards and honors given members						
17. Dress Revue						
18. Share-the-Fun						

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

VITA

Ruby Nell Jeter, daughter of Mr. and Mrs. D. C. Jeter, was born in Church Hill, Tennessee, on March 31, 1936. She attended the Church Hill schools and was graduated from Dobyns-Bennett High School in 1954. She graduated from The University of Tennessee College of Home Economics in 1958 with a major in the area of Home Management.

She was employed as Home Demonstration Agent with the Agricultural Extension Service in Hamblen County, Tennessee, from June, 1958, to August, 1968. In August, 1968, she accepted the position of Assistant Home Agent in Blount County, Tennessee. She became Associate Extension Agent in December, 1970.