



Attitudinal differences--a study comparing 4-H members and dropouts, ages 13 to 15, in 16 Montana counties

by Arthur Reeves Petroff

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in Agricultural Education

Montana State University

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Abstract:

The problem associated with this study was to determine what differences existed between the attitudes of active 4-H members and dropouts in this study toward the 4-H program in Montana. The researcher also wished to determine if there was a correlation between the age a person started 4-H and their length of membership. In addition, the researcher wanted to ascertain the reasons for dropping out of 4-H.

The instrument was developed by the researcher and was sent to 491 present and 410 past 4-H members who were 13 to 15 years of age when enrolled in 4-H. This study included 16 counties in Montana. The data in this study were tested using the Pearson r correlation coefficient and the Chi-squared test of independence.

Approximately 66 percent of the sample responded with about 60 percent actually being used. Approximately 52 percent of the respondents were from farms and ranches while 48 percent were from urban domiciles.

Thirty-three hypotheses were tested in this study. The results of this testing indicated that an urban or rural domicile made no difference in the respondent's attitude that 4-H was mainly for people from farms and ranches. In addition, age was found to be negatively correlated to length of 4-H membership. The data also indicated that attitudinal differences existed between active 4-H members and dropouts in the areas of: (1) responsibility-building in 4-H, (2) 4-H and 4-H projects being fun and interesting, (3) recommending 4-H to others, (4) parental attitude toward 4-H, (5) 4-H being time consuming, (6) 4-H record books, (7) peer attitude toward 4-H, (8) parental pressure to stay in 4-H, (9) membership in school organizations, (10) 4-H program repetition, (11) help received in 4-H, (12) interest in school and 4-H, (13) member voice in 4-H planning, (14) peer influence to quit 4-H. The two main reasons given for dropping out of 4-H were: (1) I had too many other things to do and, (2) the club was not very organized.

The major conclusions drawn from this study are that: (1) 4-H may not be for every youth but the 4-H program should explore ways to broaden its appeal while retaining its 4-H image, (2) 4-H and School will vie for young people's time and (3) family participation in 4-H is important to 4-H member retention.

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This paper has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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ABSTRACT

The problem associated with this study was to determine what differences existed between the attitudes of active 4-H members and dropouts in this study toward the 4-H program in Montana. The researcher also wished to determine if there was a correlation between the age a person started 4-H and their length of membership. In addition, the researcher wanted to ascertain the reasons for dropping out of 4-H.

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CHAPTER 1

INTRODUCTION

The Problem and Its Setting

The 4-H program of the Cooperative Extension Service had its beginnings in the early twentieth century. Its inception was brought about by a need to improve life in rural areas, most notably in farming and homemaking. The "learn by doing" concept that arose from that era is still an integral part of today's 4-H program. It has been suggested by a national task force on out-of-classroom education that 4-H consists of certain educational concepts that make it worthy of expansion to more youths. These include: (Brown, 1977:4)

1. 4-H provides co-educational learning experiences which contribute to personal and social development.
2. 4-H encourages individual initiative and provides opportunities for young people to succeed, which raises their aspirations and contributes to a feeling of worth to themselves and their communities.
3. 4-H incorporates the methodology of "learning by doing" directed toward personal development.
4. 4-H provides effective youth-adult relationships that help integrate young people with society and keep adults attuned to the needs and interests of young people.

Statement of the Problem

The problem associated with this study was to determine whether certain attitudes of active Montana 4-H members and 4-H dropouts, ages 13 to 15, are different and to identify reasons associated with dropping out of the 4-H program.

Need for the Study

The loss of members when they reach the ages of 13 to 15 is common to most youth organizations. The number of members in the Montana 4-H program has been declining since the early 1970s with occasional increases. The relationship of certain factors pertaining to 4-H drop out and 4-H member retention would help 4-H agents and leaders keep those members who would otherwise withdraw from 4-H.

In addition, there is considerable competition for a county agent's time. The researcher determined, from studying position announcements for Montana county agents, that from 10 to 30 percent of an agent's time is spent on 4-H related activities with the exception of 4-H agents whose main occupation is 4-H related. The understanding of the differences between the attitudes of active 4-H members and dropouts would in turn help the agent's 4-H time become more cost effective.

Since the goal of the 4-H program is to help young people become self-directing, productive and contributing members of society, realization of how those factors relate to drop out and retention would help the 4-H organization

meet that goal. Program goals and objectives can't be met if 4-H members drop out.

Objectives

The objectives of this study were to:

1. Determine if differences exist between the attitudes of active 4-H members and 4-H dropouts, ages 13 to 15, in 16 Montana counties with regard to certain aspects of the 4-H program.
2. Determine those reasons associated with dropping out of 4-H in Montana.

Limitations

This study is limited to 4-H members and dropouts, ages 13 to 15, in 16 counties in Montana.

Assumptions

The following assumptions were established for this study:

1. Some factors given for dropping out of 4-H are not related to 4-H organization and activities, e.g. Moving away, getting a job, club failure, etc.
2. It is assumed that some dissatisfaction exists and will continue to exist among 4-H dropouts regarding the 4-H program in Montana.

Definitions

Achievement-oriented need: A desire to excel, to be successful and win.

Affiliative need: A desire to have close, warm relationships with other people, to be part of a group, to belong, to help others and to be helped by others.

Century III: A national report compiled by the Extension Committee on Organization and Policy to recommend directions and thrust to keep 4-H strong and growing as it enters the first decade of our country's third century.

Extrinsic: Those factors within an individual which make him or her behave in a certain way. These factors are more concrete, more mechanical and more conscious. An example might be a ribbon award.

Intrinsic: Those factors within an individual which make him or her behave in a certain way. These factors are more abstract, less mechanical and less conscious. For example, if 4-H members decide to enroll in a photography project because they want to learn to take good pictures, their motivation is intrinsic.

Need: Intrinsic factor which is present when something is desired or something that is aspired to is lacking.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Importance of 4-H to Youth

The major goal of the 4-H youth program is to develop responsible citizens. Hill (1981:49) described responsible people as being:

"...self-confident, self-respecting, and self-directing. They participate in their social settings in individual and unique ways with caring concern for the well-being of themselves and their fellow citizens. The social setting may be the family, the organization, the job, the community, the state, the school, the nation or even world level interactions."

Rewards associated with certain responsible jobs undertaken by young people help develop feelings of regard for the needs of others (Hill, 1981). The 4-H program is just one organization that fosters certain kinds of responsibility-developing experiences. Isaacs (1978) indicated that 97 percent of his respondents were responsible enough to participate in their projects without having their parents take over.

Today's youth culture can be considered as the "synthesis" generation. They are constantly being bombarded with value-forming information and influences due to today's highly advanced mass media. They are constantly piecing together this information to decipher needs and concerns.

Today's young people are worried about their future, afraid that they have missed the easy and peaceful life of past years (Massey, 1981). The 4-H program can help youth solve their problems and to accept those problems that cannot be solved.

Needs of Today's Youth

All young people are facing the vast changes that characterize today's world situation. Extension must help our young people adjust and adapt to these changes as they come along. The challenge to The Cooperative Extension Service is to help young people develop reliable and responsible experiences from which to draw as they face a world heavily laden with decisions and alternatives.

Family settings that provide these kinds of interactions and activities aren't as prevalent now as in previous generations. An appropriate environment for the development of responsible behavior would provide young people with a chance to feel that others depend on them and that their contributions are needed (Hill, 1981).

Youths also need to have a voice in decisions that affect them (Travis, 1980). A national report entitled 4-H in Century III indicates that concentrated efforts are being devoted to the needs and interests of teenagers by involving them in significant leadership positions and in shaping the 4-H program at local, county, state and national levels (Brown, 1977). The 4-H program must help young people

develop skills to deal with today's and tomorrow's decisions.

Concerns of today's youth are changing. Gross and Weedin (1974) discovered that young people were most concerned with alcohol and drug abuse. In 1982, the Billings Gazette reported that a survey conducted by Read magazine indicated that the young people of 1982 were more concerned with nuclear war and the loss of their parents.

Cervantes (1965) suggested that the youth culture elements of independence and rejection of parental control exist, but are less dominant than are accepted family and authority guidance patterns. The Ontario 4-H Agricultural Task Force (1981:31) identified other concerns and needs of youth as being:

1. Personal needs - self confidence, pride, sense of decision, belonging, initiative.
2. Leadership skills - organizational ability and decision making.
3. Ability to express one's ideas and feelings.
4. Agricultural experiences and skills.
5. Group interaction experiences - including cooperation, respect, acceptance, sensitivity and exposure to the ideas of others.
6. Citizenship, including awareness of the community.
7. Goals and challenges - identification and accomplishment.

Characteristics of Youths Ages 13 to 15

Research has shown that two distinct groups exist among teenagers. These are the ages 13 to 15 and ages 16 to 19 (Ontario 4-H Agricultural Task Force, 1981). The task force goes on to identify some characteristics of young people ages 13 to 15 (p. 23).

1. They are concerned about physical development, being liked by friends, social graces and good grooming.
2. They desire a sense of independence, yet they want and need their parents' help.
3. They are self-conscious, with many needing help to get over inferiority complexes.
4. They like fan clubs, with many having adult idols.
5. They want to get outside of their own community to explore.
6. They are getting over the age of fantasy and are beginning to think of what they will do when they grow up, but are often unclear as to needs and values.
7. They are interested in activities involving boys and girls.
8. They are interested in sports and active games.
9. They are ready for in-depth, longer learning experiences.

The older age group has higher social needs and desires. They want adult leadership roles and a stronger voice in planning their own programs. They are also developing community awareness and are beginning to think of marriage and leaving home.

When developing a 4-H program, it must be remembered that the varied personal development of teenagers makes it difficult to use the same program for all ages. The 4-H agent and leaders should learn to recognize youths' needs, concerns, and age group characteristics in order to develop programs that will help young people address today's situations (Ontario 4-H Agricultural Task Force, 1981).

Personal Characteristics

Some studies indicated that personal characteristics are related to 4-H participation and membership status. On the other hand, some studies show no relationship at all. Some of these personal characteristics are:

Age

It is assumed that all 4-H members will ultimately discontinue the program. The age limits - between 9 and 21 years of age - create a maximum of 12 years of involvement in the 4-H program. However, the average length of time in the Montana 4-H program is slightly more than three years.

A popular reason given for leaving 4-H is that members grow out of it. Youck (1982) indicated that all 16 to 18 year-olds saw themselves as a bit too old for 4-H. Stinson (1981) indicated that the 4-H program is designed to appeal to younger adolescents, the average age being 13.2 years old. In Montana, the average age of 4-H members is 12.9 years of age. Byerly (1972) and Nichols (1973) note in

their respective studies that active 4-H members joined at a younger age than did dropouts.

As 4-H members get older, they find other activities that are more attractive. Wu (1968) noted that as a young person matures, his interest level changes from extrinsic to intrinsic concerns: for example, from team sports to art, music and reading which are normally not considered part of 4-H programs. Wu (1968) also found that early dropouts from 4-H were more interested in art and music, while late dropouts were more interested in agriculture. Also, after 4-H members reached a certain level of achievement within the program, they may consider further participation in the program pointless. In addition, members may develop negative attitudes toward particular programs selected by adults who "know what young people need" (Nelson, 1963:105).

Age When First Enrolled

When an individual joins 4-H at an early age, he or she is more likely to remain in 4-H club work longer (Copp, 1956). Copp (1956) contended that it is possible that early joiners are more highly motivated to become 4-H members in the first place.

Farm/Ranch or Non-farm/ranch Residence

Historically, 4-H clubs have been more prevalent in rural areas, but in the last few decades there has been an

increase in 4-H clubs in urban areas as program content has become more diversified. A study entitled Voluntary Participation and Interest of Youth in the Mason City Extension Area by Cloyd, Johnson, Brandini and Alex (1978), suggested that rural youths of all ages are more likely to belong to 4-H clubs than urban residents. Robinson (1970) further suggested that rural young people are more likely to join 4-H since they have the common denominator of an agrarian lifestyle as compared with city dwellers who are of different races, religions and ethnic backgrounds.

Nichols (1973) found that non-farm/ranch individuals were more active than farm/ranch members. In her study, Jones (1969) indicated that twice as many non-farm/ranch, city respondents expressed dissatisfaction resulting from the 4-H program when compared with rural respondents. She also stated that only 26 percent of those farm/ranch residents responding found dissatisfaction with the 4-H program. This dissatisfaction was mainly in the areas of policy, supervision, facilities and relationships with peers. Blackburn and Pletsch (1979) further stated that 4-H members whose fathers were not farmers and lived in urban areas were more likely to drop out of 4-H.

Number of Years in 4-H

Byerly (1972) noted in her study that as the number of years of 4-H membership increased, so did the likelihood of that member staying in 4-H for another year. Jones (1969)

stated that 36 percent of those with one to three years of membership cited experiences of dissatisfaction in the 4-H program, as contrasted with 21 percent of those with four to nine years of membership.

Membership of a Brother and Sister in 4-H

Howes (1953) indicated that if a 4-H member's brother or sister had a good 4-H experience, then the member was more likely to participate and remain a member longer. On the other hand, Nichols (1973) reported that the level of 4-H participation is not significantly related to whether a member's brother or sister had been a 4-H member.

Grades Received in School

Jeter (1971) concluded that school grades received were not significantly related to 4-H membership status. However, Nichols (1973) noted in his study that more active members made better grades in school.

Plans for College

Those members who had high participation levels had definite plans to attend college or some other form of adult education (Nichols, 1973; Byerly, 1972; Wu, 1968).

Friends in 4-H

Fain (1980) noted that members seemed to stay in 4-H because their friends were in 4-H and they participated in many 4-H activities together. Fain (1980) also suggested

that 4-H agents and leaders should foster friendly relationships in 4-H activities. This would allow for the natural development of friends within the 4-H organization.

Recognition of 4-H Work

Recognition of 4-H club work seems to be more important to younger members in 4-H and is less important as the member gets older. Shank (1971) suggested that incentives in the 4-H program be changed to accommodate the age of the 4-H members involved. Ribbon awards should still play an important part in recognition for 4-H work, while other incentives can be used as a 4-H member gets older.

Quarrick and Rankin (1965) pointed out that rewards or recognition for 4-H work may be extrinsic or intrinsic, i.e., affiliative or achievement-oriented needs, respectively. Individuals who are strong in either need have to be treated differently to bring out the best in them. Members with strong achievement needs do better when they are in competition and when they are being challenged and evaluated. Those members with affiliative needs perform best in friendly, informal, helping situations. Quarrick and Rankin (1965) suggested that agents and leaders might emphasize intrinsic rewards to offset some of the limitations and drawbacks of extrinsic ones.

Competition

According to Stinson (1981), another reason related to members dropping out of 4-H is that it is too competitive. Older members seem to favor competition more than younger members (Shank, 1971), and girls are more competitive in 4-H than boys (Lifer, 1968). Shank (1971) concluded that competition in 4-H relies more heavily on external (extrinsic) motivating forces than internal (intrinsic) forces. Competition, according to Youck (1982), is considered the least important reason for leaving 4-H.

4-H Participation

The lack of sufficient participation in 4-H club work is an important factor concerning 4-H drop out. Generally, dropouts lose interest in club activities because they feel that they are left out of the workings of the club. Many dropouts think that discipline is too strict and therefore lose interest in participating (Fain, 1980).

Participation is an avenue to developing responsibility (Nelson, 1963). Hamer (1981) indicated that leadership and learning traits improve with 4-H participation. Active youth participation means involvement in responsible and challenging activities (Dollar, 1975). Havighurst (1974) noted that there is a powerful erosion of the processes by which young people are starving for lack of maturity-producing experiences. Active 4-H participation is one step toward developing mature and responsible adults.

When asked about the demands of the 4-H program, most 4-H members felt that others dropped out due to the time involved and responsibility placed on them as 4-H members (Stinson, 1981; Byerly, 1972). Heavy emphasis is still placed on having 4-H members do the best job possible. It may be assumed that most members want to develop leadership qualities.

Lack of an Opportunity to Re-enroll

Copp (1956) concluded that much of the dropping out observed in his study was unavoidable because it involved factors beyond the control of 4-H club workers. Approximately 35 percent of the dropouts occurred because of moving, club failure, work conflicts, departure for the armed services, marriage, or reaching the upper age limit for club membership.

Outside Activities

Both Byerly (1972) and Nichols (1973) found that participation in activities outside 4-H is related to higher participation levels of 4-H members. A high percentage of 4-H members felt that attending 4-H events and receiving help on 4-H projects and meetings were incentives for remaining in 4-H through their senior year, whereas activities outside 4-H showed no effect on member retention (Fain, 1980).

Overlap between 4-H and school programs is more prominent in elementary and junior high levels than in senior high (Stinson, 1981). Most young people at the senior high level are looking beyond 4-H for more stimulating and challenging programs.

While Stinson (1981) indicated in his study that a major reason for 4-H drop out was that there were too many other things to do, Byerly (1972) and Nichols (1973) found that 4-H members felt they had more free time and belonged to a larger number of school organizations than did 4-H dropouts. The 4-H members in Byerly's study (1972) were also more active in sports and attended church regularly. Rader (1965) interpreted that a large block of youth time was used for watching TV and other passive enterprises. He contended that time for 4-H was available, but personal preferences as well as situational and social obstacles contributed to the reason why more young people weren't in 4-H.

Club Organization

Agents' Visits

Warren (1972) suggested that participation in 4-H was related to agents' visits to the homes of 4-H members. However, the study did not indicate whether the agents' visits caused the participation or whether the participation caused the agents' visits.

Keeping 4-H Record Books

Readability of record books has been cited as yet another reason why young people drop out of 4-H. Fain (1980) found that dropouts felt that records were overemphasized. The 4-H project manual is to 4-H what a textbook is to school. Reyburn (1979) wrote that the production of 4-H material needs to be shifted from seventh- and eighth-grade reading levels to fifth and sixth. This is in light of the fact that 75 percent of basic unit I publications are above the reading level of 68 percent of the audience they are intended to serve. Reading levels should be changed, even if it means producing reading materials below the eighth-grade level (Reyburn, 1979). Obviously, the project manuals should not be in the style of a first-grade reading text, but even highly educated adults will generally enjoy reading material that is below their reading level if that material is well written. Reyburn (1979) suggested that teenaged 4-H members can use fifth- and sixth-grade-level project books together with adult publications. Most 4-H members place a high level of importance on 4-H record books with a slight downward trend in importance from 10 to 14 years of age (Shank, 1971).

Leader Membership, Tenure and Training

Farm residents and older members are more likely to leave 4-H because their leaders quit than because of leader effectiveness (Stinson, 1981). Sunderland (1980) found that

37 percent of the leaders in his study volunteered because their children were in 4-H, 39 percent because the 4-H members needed a leader, and 24 percent because they wanted to help. Sunderland (1980) found that 65 percent of those leaders responding did not receive additional training after becoming 4-H leaders. He also discovered that the leaders in his study indicated a need for broad information on the total 4-H program including the goals and objectives of 4-H demonstrations as well as the total 4-H program.

Project or Program Repetition

Blackburn and Pletsch (1979) suggested that a common complaint among 4-H members was program or project repetition. They suggested further development of annual 4-H projects into a series of three years' duration. After a series is completed, the members should be encouraged to move into another project series. They further suggested that this may encourage 4-H members to remain in the program longer.

Voice in Decision Making

Members should have a voice in planning and implementing 4-H programs (Travis, 1980). Hill (1981) reported on this factor, implying that 4-H programs should attach more importance to the way in which programs, projects and activities are planned and conducted. Gross

and Weedin (1974) found that one major concern of young people is a greater voice in decision making.

Recreation as a Tool and Reward in 4-H

The 4-H program has accepted the responsibility to educate the total individual. This concept is exemplified by the 4-H pledge of "Head, heart, hands and health." Recreation and leisure should play an important part in fulfilling this pledge. Cranford (1974) suggested that the inclusion of recreation in the 4-H program would strengthen the total program by acting as a medium for self-motivation, create interest, and act as a reward. Recreation has a potential of being used as a means for teaching other subject matter.

Parental Data

Parents' Attitude Toward 4-H

Parental support has a major influence upon 4-H member retention (Reed, 1980). Active members' parents participate more and have a more positive attitude toward 4-H staff (Fain, 1980). Jenson (1982) contended that when a 4-H program wins a member of the family, the 4-H program has fairly good holding power within that family. Blackburn and Pletsch (1979) also noted that the interest and participation of the parents, brothers and sisters must be cultivated if a member is to continue in 4-H.

Jenson (1982) suggested a need to sell the concept of 4-H to both parents, especially the father. Byerly (1972) indicated that fathers with daughters in 4-H had positive attitudes toward their daughters' participation in 4-H. Parents of members want their children to participate in 4-H for the experience of working together, learning a skill, self-confidence and responsibility (Lifer, 1968). Isaacs (1978) contended that, in general, parents felt that 4-H was valuable to their children and this value increased as the young people matured.

Lack of parental support was mentioned more often by females and older members as being a factor related to 4-H drop out (Stinson, 1981). Fain (1980) suggested that 4-H agents and leaders should make special efforts to keep parents informed about and involved in the workings of the 4-H club.

Mothers' Activities Outside the Home

Rouse (1964) reported that a mother working within the home was an important factor relating to 4-H membership status. On the other hand, Nichols (1973) suggested that 4-H participation was higher among 4-H members whose mothers worked outside the home. Byerly (1972) noted in her study that the mothers of the 4-H members responding were in one or more clubs outside of 4-H.

Peer Group Attitude

Group identity is important to teenagers. It is a characteristic of adolescent growth and attitude. Finding support within a group (such as 4-H) whose activities are based on shared interest and creativity helps youths to avoid banding together for exclusionary purposes. It also helps youths to be more responsible and responsive to others (Norman, 1981).

Byerly (1972) found that peer pressure had no significant effect on 4-H membership. Rouse (1964) also saw no significance of peer pressure related to 4-H membership. On the other hand, Fain (1980) concluded that most 4-H dropouts felt that their friends had a negative attitude toward 4-H. Friends dropping out of 4-H has little effect on 4-H membership (Stowe, 1963). Conversely, Stinson (1981) concluded that a member may drop out of 4-H simply because his or her friends did.

Summary of Review

The 4-H program of the Cooperative Extension Service is just one organization through which young people can develop responsible experiences upon which to draw as they mature. Young people can more easily master their growing-up activities when: (1) they find they have real responsibility; (2) their failures are seen as signs of what to improve next time and not as reasons for lessening one's self-worth and self respect; (3) their successes are

recognized as the natural, expected result of healthy work, not as reasons for being singled out; (4) they develop a need for new perspectives (Nelson, 1963:103). Gross and Weedin (1974) indicated that the 4-H program is highly regarded by the youths in their study as an effective program. The 4-H program compares favorably with church groups and Boy Scouts as a way of developing responsibility and self-confidence, and meeting the needs and concerns of young people.

It has been suggested that the 4-H program can guide rural youths toward participation in education beyond the high school level. Wu (1968) contended that rural people are not only among the disadvantaged group in youth education, they also participate less in adult education. Lindstrom (1965) asserted that rural young people come from areas of small school districts, low population and relatively low income, which may produce a quality of education that is considered less adequate by many when compared with urban systems. The activities of the 4-H program can encourage young people to continue their education at the adult level (Wu, 1968; Byerly, 1972; Nichols, 1973).

The success of one's experiences in 4-H will depend on the development of a positive self-concept. This would also hold true in other social situations. Helping young people develop and accept a wider range of human qualities, such as

responsibility and leadership involvement, is an important goal for 4-H agents and leaders. With this idea in mind, the future needs of 4-H youths in Montana can be more easily determined.

CHAPTER 3

PROCEDURES

Population Description and Sampling ProceduresPopulation

Due to a concurrent 4-H study being conducted in 25 Montana counties, the researcher chose to sample 16 counties that were not part of that study. Therefore, the population of this study included those 4-H members and dropouts in 16 counties in Montana who were ages 13 to 15 while enrolled in the 4-H program.

The researcher felt that the results of this study could be generalizable to the state of Montana since the actual sample selection was done in a scientific manner and the characteristics of the sample could be considered consistent throughout Montana.

Sample Selection and Size

The sample for this study consisted of current and former 4-H members for the years 1979 through 1982. Selection was based on the premise that the members were ages 13 to 15 while enrolled in the Montana 4-H program. Names and addresses of potential respondents were obtained from individual county Extension offices as well as the

state 4-H office at Montana State University. Sixteen counties were asked to participate in this study. Active members were those members, ages 13 to 15, who were on the 1981-82 membership list.

Dropouts were identified by comparing the 1980-81 membership list with the 1981-82 membership list and comparing the 1979-80 membership list with 1980-81 membership list. All the dropouts in this study included those individuals who did not continue in 4-H during the next year.

In order to obtain a confidence interval of five percent, a sample size of 390 individuals had to be obtained. In order to ensure that this sample size was reached, the researcher chose 901 individuals (491 active members, 410 dropouts). This was based on the assumption that the return rate of the instrument would be 40 to 45 percent, or 360 to 405 individuals. All individual sample selections were made at random and were selected from a population of 3467 active 4-H members and 2167 4-H dropouts.

Follow-up Design

Each individual in the sample was assigned a number, enabling the researcher to conduct follow-up procedures with the non-respondents. The number was affixed to the return envelopes. A master list was maintained which included the sample member's number and address.

The Instrument

In order to collect the data necessary to accomplish the objectives of this study, a three part instrument was developed. The instrument was developed by reviewing relevant literature and conferring with James F. Sargent, State Program Coordinator for 4-H and Other Youth, as well as Dr. Douglas Bishop, Montana State University professor.

Part A of the instrument consisted of single answer and yes or no questions. Information from part A helped to arrange the sample as well as provide demographical, sociological, and biographical data about the potential respondents.

Part B embodied the use of a Likert-type scale, an attitudinal scale that is used to determine the degree of an individual's response. The Likert-type response allows for the use of undecided or no opinion responses which helps to eliminate a forced choice (Isaac, 1979, p.100).

Part C of the instrument consisted of one item, item 31, and was to be filled out only by the dropouts. Part C sought to rank the various reasons given for leaving 4-H. Part C also gave the option for an open-ended response.

All items on the instrument were grouped into one of the following categories: (a) place of residence, (b) age started 4-H and number of years spent in 4-H, (c) school sports, (d) friends in 4-H, (e) attitude toward 4-H, (f) parental attitude, (g) recognition and reward for 4-H work,

(h) time spent at 4-H activities, (i) attitude toward 4-H record books, (j) peer attitude and affiliation, (k) parental membership in 4-H, (l) sibling membership in 4-H, (m) outside activities, (n) future educational plans, (o) 4-H program repetition, (p) county agent or leader home visits, (q) help received while in 4-H, (r) interest in school versus interest in 4-H, (s) influence of television, (t) opportunity for member decision making, (u) peer influence in 4-H; (v) time for 4-H meetings and projects. (See the statistical hypotheses and Appendix B for a complete assignment of statements to these categories.)

Validation of the Instrument

The instrument was validated by sending a tentative instrument and a cover letter explaining the study to 4-H members and dropouts in Gallatin County, Montana. A self-addressed stamped envelope was provided to each potential respondent. This activity occurred during the spring of 1983.

In addition to this pre-testing procedure, Montana State University professors Amberson, Bishop and Shelhamer, as well as Jim Sargent of the state 4-H office, were asked to evaluate the instrument for clarity, completeness and relevance to the study's purpose and objectives.

After reviewing the results and comments of the respondents and conferring with Montana State University and

Montana Cooperative Extension personnel, the instrument was revised and completed.

Data Collection Procedure

On July 22, 1983, the final instrument, cover letter and a self-addressed, stamped envelope were mailed to 491 active 4-H members and 410 former 4-H members in Montana.

By August 12, 1983, approximately 276 or 30.6 percent of the instruments had been received from the respondents. On this same date, a follow-up postcard was mailed to all those individuals who had not yet returned the instrument.

By August 31, 1983, approximately 437 or 48.5 percent of the total instruments had been received. A second instrument, cover letter and self-addressed stamped envelope was sent to all those individuals who had not responded.

By September 20, a total of 591 or 66 percent of the instruments had been received. These instruments were then screened to determine their completeness and relevance to the study. A total of 462 instruments (293 active, 169 dropout) were deemed useful for the study. The remaining 129 instruments were not used in the study due to the fact that the respondents were not within the age considerations for this study or that the instruments were incomplete.

Analysis of Data

A Chi-squared test of independence was used to determine if there were any differences between the

responses of active 4-H members and 4-H dropouts in regards to the statements contained in the instrument. The Chi-squared test of independence compares two or more variables on the basis of probability in relation to observed and expected frequencies. The Chi-squared test of independence is expressed as:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

X^2 = Chi-squared value
 O = Observed frequency
 E = Expected frequency

The question arises as to whether two or more variables are independent of each other. In other words, the researcher wished to determine if a difference existed between the variables according to a given set of classifications. The observed frequencies were those taken directly from the instrument. The expected frequencies were calculated using a probability equation and in turn gave the frequencies that were expected if one variable were independent of the other. A Chi-squared value (X^2) is calculated then compared, using degrees of freedom (df), to a table of critical Chi-squared values ($(.05)X^2$). If X^2 is greater than $(.05)X^2$, then an association is said to exist between the variables or that the variables are not independent of each other. The Chi-squared value increases as the difference between the observed and expected frequencies increases. The larger the X^2 , the more likely

it is that the variables differ with respect to a given set of classifications.

The test of significance for the Chi-squared analysis was a two-tailed test at the .05 level of significance.

In all statistical situations, the researcher wished to guard against the possibility of a Type II error. A Type II error occurs when the null hypothesis of no difference is accepted when in fact a difference does exist in the data. Assuming there is a difference when there is not is a Type I error. If a Type I error is committed, the only real consequence will be that further research will uncover any erroneous findings. On the other hand, committing a Type II error may result in the premature abandonment of a technique or procedure that could make a difference with a little refinement. Clearly, in this study a Type II error is of greater consequence than a Type I error. To guard against the possibility of a Type II error the researcher chose a fairly liberal level of significance (.05) as well as selecting a fairly large sample.

The Pearson product-moment correlation coefficient was used to determine whether there was a relationship between the age a person started 4-H and the number of years spent in 4-H. The test of significance for the correlation analysis was a two-tailed test at the .01 level of significance. The researcher felt that the chance for a zero correlation was very remote and thus chose a

significance level of .01 to further guard against a Type II error.

The critical Chi-squared value $((.05)X^2)$ for a two-tailed test with a 2 x 5 table, two rows and five columns, with four degrees of freedom ($df=4$) at the .05 level is 9.49; for a 2 x 2 table ($df=1$), $(.05)X^2 = 3.84$; for a 4 x 5 table ($df=12$), $(.05)X^2 = 21.03$.

The critical correlational value for a two-tailed test with greater than 100 degrees of freedom ($n-2$ or $169-2=167$) at the .01 level is .254. Anything that is less than -.254 or greater than .254 would indicate a significant negative or positive relationship respectively. It must be remembered that the correlation and Chi-squared statistics only show relationships and not cause-and-effect.

Statistical Hypotheses

This study intended to compare two groups, active 4-H members and 4-H dropouts. The researcher also wished to determine whether there was an association between membership status, active compared to dropout, and each group's response to a specific set of statements.

All the hypotheses in this study adhered to the null hypothesis or that there is no association or difference between membership status and group response, in which case it could then be inferred that any differences in the results are not statistically significant and are probably due to sampling error or chance. As stated

previously, if χ^2 is greater than $(.05)\chi^2$, then an association exists between the variables and the null hypothesis of no difference is rejected. It could then be concluded that the associations are statistically significant and, therefore, are probably due to some determining factor or condition other than chance.

The following null hypotheses were formulated then assigned categorically to each section of the instrument.

Place of Residence

1. Place of residence will have no effect on the respondent's attitude that 4-H is only for farm and ranch residents.

Age Started and the Number of Years Spent in 4-H

2. There is no relationship between the age started 4-H and the number of years spent in 4-H.

School Sports

3. There is no association between school sports and 4-H membership status.

Friends in 4-H

4. There is no association between the fact that most of an individual's friends are in 4-H and 4-H membership status.

Attitude Toward 4-H

5. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H helps to develop responsibility.
6. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H is fun and interesting.

7. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that doing a 4-H project is fun and interesting.
8. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H projects are too confusing.
9. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that there is too much competition in 4-H.
10. 4-H membership status will have no effect upon the willingness of the respondents to recommend 4-H to others their own age.

Parental Attitude

11. A positive parental attitude toward 4-H has no effect upon 4-H membership status.
12. A positive attitude toward 4-H by the respondent's mother will have no effect on 4-H membership status.
13. A positive attitude toward 4-H by the respondent's father will have no effect on 4-H membership status.

Recognition and Reward for 4-H Work

14. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that getting compliments on a 4-H project is important.
15. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that getting a medal or ribbon in 4-H is important.

Time Spent at 4-H Activities

16. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H takes up too much time.

Attitude Toward 4-H Record Books

17. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H record books are important.
18. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that 4-H record books are easy to read.

Peer Attitude and Affiliation

19. There is no association between 4-H membership status and the respondent's attitude that their friends think that 4-H is silly.
20. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that they like being with others their own age.

Parental Membership in 4-H

21. Parental membership in 4-H has no effect on 4-H membership status.
22. Parental pressure to stay in 4-H has no effect on 4-H membership status.

Sibling Membership in 4-H

23. Having a brother or sister in 4-H will have no effect on 4-H membership status.

Outside Activities

24. Membership in two or more school organizations will have no effect on 4-H membership status.

Future Educational Plans

25. The future educational plans of the active 4-H members will be no different than those of the 4-H dropouts.

4-H Program Repetition

26. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that too many 4-H programs are repeated.

County Agent or Leader Home Visits

27. County agent or leader home visits will have no effect on 4-H membership status.

Help Received While in 4-H

28. Whether the respondent is an active 4-H member or dropout will have no effect on the attitude that others helped them to learn while in 4-H.

Interest in School Compared to Interest in 4-H

29. The attitude that school is more interesting than 4-H will have no effect on 4-H membership status.

Influence of Television

30. The time spent watching television will have no effect on 4-H membership status.

Opportunity for Member Decision-making in 4-H

31. There is no association between 4-H membership status and the opportunity given for member input into planning 4-H programs and projects.

Peer Influence in 4-H

32. 4-H membership status will not be affected by a respondent's friends dropping out of 4-H.

Time for 4-H Meetings and Projects

33. The time allocated to 4-H meetings and projects will have no effect upon the respondent's 4-H membership status.

Precautions Taken For Accuracy

The Montana State University Statistical Package (MSUSTAT) for the Apple II computer was used to compute the Chi-squared (CSQ2) and correlational (NPCORR) values used to test the hypotheses in this study.

Summary

A random sample of current and former 4-H members in 16 Montana counties was administered an instrument during the late summer of 1983. The instrument was designed to elicit response to a series of statements by indicating levels of agreement or disagreement to certain aspects of their 4-H experience.

Results from the instruments were tallied then statistically analyzed on 33 different counts. The instrument was administered first, as an initial mailing, then as a second follow-up. The first follow-up was a postcard. Face and content validity for the instrument were determined by a panel of four persons who have been involved in education and the 4-H program. A computer was used to compute the statistical information relevant to this study.

CHAPTER 4

PRESENTATION OF DATA

Introduction

Data on factors related to 4-H member retention and drop out are presented in this chapter. An instrument designed specifically to analyze 22 different variables was used to gather the data. Respondents were asked to rate a series of statements according to their level of agreement or disagreement. These statements were drawn from relevant literature as well as feedback from people involved in the Montana 4-H program. Dropouts from the 4-H program were also asked to rank a series of statements describing why they chose to leave 4-H. Both active 4-H members and dropouts were asked certain demographical, sociological, and biographical questions.

Statistical Analysis

Data from this study were analyzed using the Chi-squared test of independence. This statistic was used to test 33 null hypotheses (See Chapter 3). Calculations were made to determine whether or not significant differences or associations existed between active 4-H members and dropouts according to the 22 variables listed in Chapter 3.

The .05 level of significance was used for the Chi-squared statistic while the .01 level was used for the correlational analysis between the age started in 4-H and the length of membership in years.

Both the observed and expected frequencies are given in Tables 4 through 36. The expected frequencies are in parentheses.

The Data

Summary of Returns

A list of the counties that participated in this study is shown in Table 1. Also shown are the number of instruments sent and returned from each county as well as the percentages of total return. The number 293 represents 8.5 percent of the active 4-H population ages 13 to 15 in the 16 participating counties. Similarly, 169 represents 7.8 percent of the 4-H dropout population who were ages 13 to 15 when they left the 4-H program.

Age of Respondents

The data in Table 2 shows the age of those individuals responding. The age for the dropouts represents their age when they left 4-H.

Place of Residence

The data in Table 3 represents the distribution of respondents according to their place of residence.

TABLE 1. Cooperating Counties and Number of Questionnaires Sent and Returned

County	Membership Status					
	Active			Dropout		
	No. Sent	No. Returned	% Total Return	No. Sent	No. Returned	% Total Return
Bighorn	24	20	4.1	14	7	1.7
Custer	40	33	6.7	17	5	1.2
Fergus	36	17	3.5	50	10	2.4
Flathead	84	38	7.7	23	15	3.6
Garfield	9	7	1.4	12	5	1.2
Glacier	15	7	1.4	4	4	1.0
Granite	11	9	1.8	11	7	1.7
Judith Basin	13	13	2.6	23	14	3.4
Lake	46	20	4.1	61	24	5.9
Lewis & Clark	53	36	7.3	48	15	3.6
Lincoln	19	15	3.1	35	20	4.9
Park	30	10	2.0	30	13	3.3
Powell	14	14	2.9	28	10	2.4
Toole	17	10	2.1	16	4	1.0
Wibaux	12	9	1.8	19	6	1.5
Yellowstone	68	35	7.1	19	10	2.4
Totals	491	293	59.6	410	169	41.2

Table 2. Age of Active 4-H Members and Dropouts

Group	Age In Years			No Answer
	13	14	15	
Active Members	89	112	91	1
Dropouts	49	64	52	4
Totals	138	176	143	5

Table 3. Residence of Active 4-H Members and Dropouts

Residence	Membership Status					
	Active		Dropout		Totals	
	No.	%	No.	%	No.	%
Farm or Ranch	169	58	53	31	222	48
In town but have a farm or ranch out of town	11	4	7	4	18	4
In town	40	13	40	24	80	17
In the country but not on a farm or ranch	58	20	58	34	116	25
In a sub-division	8	3	8	5	16	4
No answer	7	2	3	2	10	2
Total	293	100	169	100	462	100

4-H is generally considered a rural organization. Recently, there has been an effort to bring 4-H into urban areas and change the attitude among young people that 4-H is mainly for people from farms and ranches. The data in Table 4 indicate that there are no grounds to reject null hypothesis 1. Apparently the place of residence has no affect upon the respondent's attitude that 4-H is only for people from farms and ranches. The only disparity might be

among the dropouts with non-farm/ranch residence. Their observed frequency of the agree response is about twice that of the expected frequency. This could indicate that an urban 4-H member might be inclined to drop out of 4-H if that person's attitude that 4-H is mainly for rural youths is reinforced by a lack of meaningful 4-H experiences designed to reach that urban 4-H member.

Table 4. Summary of Responses: "4-H is Mainly for People From Farms and Ranches."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active Farm	12 (15.7)	22 (24.7)	11 (9.4)	31 (31.8)	102 (96.4)	178
Non-Farm	6 (9.3)	13 (14.7)	4 (5.6)	19 (18.9)	64 (57.4)	106
Dropout Farm	4 (5.6)	12 (8.9)	1 (3.4)	13 (11.4)	34 (34.7)	64
Non-Farm	18 (9.3)	16 (14.7)	8 (5.6)	18 (18.9)	46 (57.4)	106
Totals	40	63	24	81	246	454
$(.05) \chi^2 = 21.03$ $\chi^2 = 19.35$						
df = 4						

Please note. Expected frequencies are in parentheses.

Age Started 4-H and the Number of Years Spent in 4-H

The Pearson product-moment correlation coefficient was used to determine whether a relationship existed between the

length of 4-H membership and the age when a person started 4-H. The dropout sample was used for this test.

The data in Table 5 indicate that there is a strong negative correlation between the age when started in 4-H and the length of membership in years. In other words, the younger a person starts 4-H, within enrollment limitations, the longer that person is likely to stay in 4-H. In this case null hypothesis 2 was rejected as false.

Table 5. Correlation Among the Dropouts Between the Age When a Person Starts 4-H and the Number or Years of Active Membership.

Start- ing Age	Years of Active Membership								
	<1	1	2	3	4	5	6	7	8
9	-	-	-	3	13	12	7	-	-
10	-	-	-	7	13	13	-	-	-
11	-	1	5	8	5	-	-	-	-
12	1	6	10	11	1	-	-	-	-
13	3	8	8	-	-	-	-	-	-
14	4	11	1	-	-	-	-	-	-
15	-	1	-	-	-	-	-	-	-
Pearson r = $-.8424$					Significant at the .01 level				

School Sports

According to Byerly (1972), the active members in her study felt that they had more free time and were active in school sports. The data in Table 6 indicate that null hypothesis 3 was rejected on the grounds that the expected and observed response frequencies varied significantly. It appears that there is an association between involvement in school sports and 4-H membership status.

Table 6. Summary of Responses: "Are You Involved in School Sports?"

Group	Responses		Total
	Yes	No	
Active	234 (219.9)	54 (68.1)	284
Dropout	115 (129.1)	54 (39.9)	169
Totals	349	108	453

$$(.05)x^2 = 3.84$$

$$x^2 = 9.6$$

$$df=1$$

Please Note. Expected frequencies are in parentheses.

Friends in 4-H

Norman (1981) suggested that group identity is a characteristic of adolescent growth and attitude. It would seem logical that young people would not stay in 4-H if their friends were not in the club. The data in Table 7 indicate that the active 4-H members in this study were more likely to have most of their friends in 4-H. In this case, null hypothesis 4 was rejected since the expected and observed response frequencies varied significantly. This would indeed indicate that 4-H membership status and the factor of friends in 4-H are related.

Attitude Toward 4-H

Developing responsibility is a major goal of the 4-H organization. This appears to be an important issue among young people who are attempting to establish some independence from adult direction and control.

Table 7. Summary of Responses: "Are Most of Your Friends in 4-H?"

Group	Responses		Total
	Yes	No	
Active	131 (100.7)	156 (186.3)	287
Dropout	29 (59.3)	140 (109.7)	169
Totals	160	296	456

$$(.05)x^2 = 3.84$$

$$x^2 = 36.7$$

$$df=1$$

Please Note. Expected frequencies are in parentheses.

According to the data in Table 8, null hypothesis 5 was rejected. The researcher then assumed that an attitudinal difference existed between the active 4-H members and dropouts in this study concerning the ability of 4-H to develop responsibility in its members.

Table 8. Summary of Responses: "Being in 4-H Helps to Develop Responsibility."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	235 (207.3)	47 (67.4)	3 (8.8)	2 (1.9)	1 (2.5)	288
Dropout	94 (121.7)	60 (39.6)	11 (5.2)	1 (1.1)	3 (1.5)	169
Totals	329	107	14	3	4	457

$$(.05)x^2 = 9.49$$

$$x^2 = 39.6$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

As was the case with null hypothesis 5, the data in Table 9 indicate that null hypothesis 6 was rejected due to the significant variation of the expected and observed response frequencies; the calculated Chi-squared value (χ^2) of 56.6 was greater than the critical Chi-squared value ($(.05)\chi^2$) of 9.49. The researcher then assumed that a significant attitudinal difference existed between the active 4-H members and dropouts of this study concerning the ability of 4-H to be fun and interesting. This difference could be attributed to a variety of factors such as individual personalities, individual perceptions about what is fun and interesting, or unfavorable first-year experiences.

Table 9. Summary of Responses: "4-H is Fun and Interesting."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	184 (152)	86 (93)	12 (29.1)	7 (12.7)	3 (5.1)	292
Dropout	56 (88)	61 (53.9)	34 (16.9)	13 (7.3)	5 (2.9)	169
Totals	240	147	46	20	8	461

$$\begin{aligned}
 (.05)\chi^2 &= 9.49 \\
 \chi^2 &= 56.6
 \end{aligned}$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Projects are an integral part of the 4-H program. Attitudes differ widely among 4-H members as to the purpose

and benefit of 4-H projects. According to the data in Table 10, null hypothesis 7 was rejected. The researcher then assumed that there existed in this study a significant attitudinal difference between the active 4-H members and dropouts concerning 4-H projects being fun and interesting. Perhaps this finding could be associated with the previous finding that there was a fairly wide difference between the attitudes of active 4-H members and dropouts concerning the responsibility-building potential of 4-H.

Table 10. Summary of Responses: "Doing a 4-H Project is Fun and Interesting."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	172 (153.5)	91 (94.9)	19 (26.8)	7 (11.5)	4 (6.4)	293
Dropout	69 (87.5)	58 (54.1)	23 (15.2)	11 (6.5)	6 (3.6)	167
Totals	241	149	42	18	10	460

$$\begin{aligned}
 (.05) \chi^2 &= 9.49 & df &= 4 \\
 \chi^2 &= 19.9
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

The data in Table 11 indicate that there is no attitudinal difference between the active 4-H members and dropouts of this study concerning the level of confusion about 4-H projects. Null hypothesis 8 was retained.

In his study of Alberta 4-H, Youck (1982) considered competition as the least important reason why young people

drop out of 4-H. This study also found that, according to the respondents, competition did not seem to be a key reason for leaving 4-H. The data in Table 12 indicate that null hypothesis 9 was retained or more simply that competition is independent of 4-H membership status. Also, the data in Table 37 point to the insignificance of competition to 4-H drop out.

Table 11. Summary of Responses: "4-H Projects are too Confusing."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	8 (8.2)	37 (42.4)	37 (40.5)	69 (68.4)	139 (130.4)	290
Dropout	5 (4.8)	30 (24.6)	27 (23.5)	39 (39.6)	67 (75.6)	168
Totals	13	67	64	108	206	458

$$(.05)x^2 = 9.49$$

$$x^2 = 4.3$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

The active 4-H members in this study seemed to find qualities in the 4-H program that are worth passing on to their peers. According to the data in Table 13, there was a significant difference between the expected and observed response frequencies. In turn, null hypothesis 10 was rejected. The researcher then assumed that the active 4-H members in this study felt that the 4-H program was worth recommending to their peers. This may indicate that the

active 4-H members were fairly confident about the 4-H program. This may also suggest the fact that 4-H is not comfortable to or compatible with all young people.

Table 12. Summary of Responses: "There is Too Much Competition in 4-H."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	19 (21.5)	32 (29.7)	42 (41.1)	62 (59.4)	132 (135.3)	287
Dropout	15 (12.5)	15 (17.3)	23 (23.9)	32 (34.6)	82 (78.7)	167
Totals	34	47	65	94	214	454

$(.05)x^2 = 9.49$ $df = 4$
 $x^2 = 1.8$

Please note. Expected frequencies are in parentheses.

Table 13. Summary of Responses: "I Would Recommend 4-H to Others My Own Age."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	205 (162.5)	46 (52.1)	26 (48.2)	6 (14)	9 (15.2)	292
Dropout	51 (93.5)	36 (29.9)	50 (27.8)	16 (8)	15 (8.8)	168
Totals	256	82	76	22	24	460

$(.05)x^2 = 9.49$ $df = 4$
 $x^2 = 79.9$

Please note. Expected frequencies are in parentheses.

Parental Attitude

Reed (1980), Jenson (1982), and Fain (1980) all contended that a positive parental attitude toward 4-H has a major influence upon 4-H member retention. Since the observed and expected response frequencies in Table 14 varied insignificantly, null hypothesis 11 was rejected. The researcher then assumed that positive parental attitude toward 4-H is not independent of 4-H membership status. In other words, it may be assumed that there is some significant association between positive parental attitude about 4-H and 4-H membership status.

Table 14. Summary of Responses: "My Parents Feel 4-H is a Good Experience."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	249 (225)	22 (34.3)	12 (21.6)	4 (5.7)	6 (6.4)	293
Dropout	105 (129)	32 (19.7)	22 (12.4)	5 (3.4)	4 (3.6)	168
Totals	354	54	34	9	10	461

$$\begin{aligned}
 (.05)x^2 &= 9.49 \\
 x^2 &= 32.4
 \end{aligned}
 \quad df = 4$$

Please note. Expected frequencies are in parentheses.

Likewise, the data in Table 15 indicate that there is some significant association between mothers' attitude toward 4-H and 4-H membership status. Null hypothesis 12 was rejected. After observing the data, the researcher felt that perhaps the 4-H dropouts were not as convinced of their

mothers' support as were the active 4-H members. This assumption was based upon the variation among the dropout responses in Table 15.

Jenson (1982) suggested in his article on 4-H winners that there is a need to sell 4-H to both parents, especially the father. According to the data in Table 16, null hypothesis 13 was rejected indicating that there is an association between fatherly support of 4-H and 4-H membership status. The data in both Table 15 and 16 indicate that both the active 4-H members and dropouts were less sure of their fathers' support. Nonetheless, the data in Tables 14, 15 and 16 indicate that the 4-H dropouts in this study weren't as convinced of their parents' support as were the active 4-H members.

Table 15. Summary of Responses: "My Mother Thinks That 4-H is a Good Idea."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	230 (211.5)	33 (42)	16 (23.6)	2 (4.5)	12 (11.5)	293
Dropout	102 (120.5)	33 (24)	21 (13.4)	5 (2.5)	6 (6.5)	167
Totals	332	66	37	7	18	460

$$\begin{aligned}
 (.05)x^2 &= 9.49 \\
 x^2 &= 20.3
 \end{aligned}$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Recognition and Reward for 4-H Work

From the Review of Literature, it can be concluded that recognition of 4-H work is fairly important to 4-H members. Likewise, the data in Table 17 indicate that both the active 4-H members and dropouts were in some sort of agreement concerning the importance to them about getting compliments on 4-H projects. In this case null hypothesis 14 was retained; whether the respondent was an active 4-H member or dropout had no effect on the attitude that getting compliments on 4-H projects was important to him. This might be worth remembering by 4-H leaders.

Table 16. Summary of Responses: "My Father Thinks That 4-H is a Good Idea."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	197 (170.8)	45 (47.4)	30 (46.2)	8 (13.9)	11 (12.7)	291
Dropout	73 (99.2)	30 (27.6)	43 (26.8)	14 (8.1)	9 (7.3)	169
Totals	270	75	73	22	20	460
$(.05) \chi^2 = 9.49$ $df = 4$ $\chi^2 = 34.1$						

Please note. Expected frequencies are in parentheses.

Since null hypothesis 15 was retained and the frequency of the responses was fairly proportional, the researcher felt that medal or ribbon awards were not as important to the respondents of this study as were compliments. This

assumption was based on the data in Tables 17 and 18. It appears that the respondents of this study prefer intrinsic rewards to the more visible extrinsic rewards such as medals or ribbons.

Table 17. Summary of Responses: "Getting Compliments on a 4-H Project Would be Important to Me."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	208 (201.2)	41 (50.5)	19 (17.7)	10 (7.6)	9 (10.1)	287
Dropout	111 (117.8)	39 (29.5)	9 (10.3)	2 (4.4)	7 (5.9)	168
Totals	319	80	28	12	16	455
$(.05)x^2 = 9.49$ $df = 4$ $x^2 = 8.1$						

Please note. Expected frequencies are in parentheses.

Table 18. Summary of Responses: "Getting a Medal or Ribbon in 4-H is Important."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	161 (158.5)	71 (69.1)	20 (22.2)	19 (19.7)	20 (21.6)	291
Dropout	89 (91.5)	38 (39.9)	15 (12.8)	12 (11.3)	14 (12.4)	168
Totals	250	109	35	31	34	459
$(.05)x^2 = 9.49$ $df = 4$ $x^2 = 1.2$						

Please note. Expected frequencies are in parentheses.

Time Spent at 4-H Activities

According to the data in Table 19, null hypothesis 16 was rejected. The researcher then assumed that 4-H dropouts felt that 4-H took up too much of their time, however, the researcher also felt that perhaps the statement that 4-H takes up too much time may have been misinterpreted by the respondents.

Attitude Toward 4-H Record Books

While researching the importance of this study, the researcher interviewed many 4-H members who stated that they didn't like to keep 4-H record books but they felt they were important and necessary nonetheless. The data in Table 20 indicate that the observed and expected response frequencies varied significantly enough to warrant a rejection of null hypothesis 17. There is an association between 4-H membership status and the attitude that 4-H record books are important.

The readability of 4-H record books seems to bear no effect on 4-H membership status. According to the data in Table 21, the attitude that 4-H record books are easy to read is independent of whether the respondent was an active 4-H member or dropout. Null hypothesis 18 was retained. This finding appears to dispute the findings of Reyburn (1979) and may indicate that the readability of 4-H record books was acceptable to the respondents of this study.

Table 19. Summary of Responses: "4-H Takes Up Too Much Time."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	13 (19.4)	68 (80.1)	35 (35.7)	76 (71.4)	91 (76.4)	283
Dropout	18 (11.6)	60 (47.9)	22 (21.3)	38 (42.6)	31 (45.6)	169
Totals	31	128	57	114	122	452

$(.05)x^2 = 9.49$ $df = 4$
 $x^2 = 18.9$

Please note. Expected frequencies are in parentheses.

Table 20. Summary of Responses: "4-H Record Books are Important."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	143 (134.7)	88 (81.4)	20 (29.9)	27 (27.3)	15 (19.7)	293
Dropout	69 (77.3)	40 (46.6)	27 (17.1)	16 (15.7)	16 (11.3)	168
Totals	212	128	47	43	31	461

$(.05)x^2 = 9.49$ $df = 4$
 $x^2 = 14.9$

Please note. Expected frequencies are in parentheses.

Peer Attitude and Affiliation

The Ontario 4-H Agricultural Task Force indicated that youths ages 13 to 15 are concerned about being liked by their friends. Peer attitude can greatly influence a teenager's decision to stay in or leave the 4-H program.

The data in Table 22 indicate that perhaps this assumption is true. Null hypothesis 19 was rejected and the researcher then assumed from the data that there existed in this study a significant association between what a young person's friends say and what they think about 4-H and whether or not that young person chooses to leave the 4-H program.

Table 21. Summary of Responses: "4-H Record Books are Easy to Read."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	103 (100)	87 (84.1)	41 (38.9)	31 (36.9)	31 (33.1)	293
Dropout	54 (57)	45 (47.9)	20 (22.1)	27 (21.1)	21 (18.9)	167
Totals	157	132	61	58	52	460

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 3.89
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

It would appear from the data in Table 23 that young people ages 13 to 15 are most comfortable in their own age groups. In this case, null hypothesis 20 was retained indicating that the active members in this study were not significantly different in attitude from the 4-H dropouts concerning affiliation with others in their own age groups. A majority of both groups liked being with others of a similar age. It should also be noted that the feeling of being too old for a certain 4-H group ranked ninth according

to the data in Table 37 which ranks certain reasons associated with 4-H drop out.

Table 22. Summary of Responses: "My Friends Think 4-H is Silly."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	23 (23.4)	43 (49.3)	45 (48.7)	47 (54.4)	133 (115.1)	291
Dropout	14 (13.6)	35 (28.7)	32 (28.3)	39 (31.6)	49 (66.9)	169
Totals	37	78	77	86	182	460

$$(.05)x^2 = 9.49$$

$$x^2 = 13.3$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Table 23. Summary of Responses: "I Like Being With Others My Own Age."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	218 (218)	48 (45.1)	19 (18.4)	3 (7)	5 (4.4)	293
Dropout	125 (125)	23 (25.9)	10 (10.6)	8 (4)	2 (2.6)	168
Totals	343	71	29	11	7	461

$$(.05)x^2 = 9.49$$

$$x^2 = 6.9$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Parental Membership in 4-H

It would seem logical that young people would join 4-H simply because their parents were 4-H members. According to

the data in Table 24, null hypothesis 21 was retained indicating that parental membership in 4-H had no effect upon the 4-H membership status of the respondents in this study.

Table 24. Summary of Responses: "I Joined 4-H Because My Parents Were in 4-H."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	10 (13.9)	24 (20.2)	10 (10.1)	23 (20.2)	223 (225.6)	290
Dropout	12 (8.1)	8 (11.8)	6 (5.9)	9 (11.8)	134 (131.4)	169
Totals	22	32	16	32	357	459

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 6.0
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

It would be expected that parental pressure would affect a 4-H member's decision to stay in or leave 4-H. The data in Table 25 indicate that null hypothesis 22 was rejected. The researcher then assumed that there was an association between parental pressure to stay in 4-H and 4-H membership status. By observing the data in Table 25, it would appear that the active 4-H members in this study were more susceptible to parental pressure to stay in 4-H. This could be the result of strict parental control or the fact

that active 4-H members are more likely to consider the opinions and wishes of their parents, more so than the dropouts.

Table 25. Summary of Responses: "I Would Stay in 4-H as Long as My Parents Wanted Me To."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	44 (34.9)	29 (23.3)	46 (32.3)	46 (52.3)	125 (147.3)	290
Dropout	10 (19.1)	7 (12.7)	14 (17.7)	35 (28.7)	103 (80.7)	169
Totals	54	36	60	81	228	459

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 25.4
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Sibling Membership in 4-H

The data in Table 26 indicate that having a brother or sister in 4-H was not a key factor to 4-H member retention in this study. Null hypothesis 23 which states that having a brother or sister in 4-H will have no effect upon a member's 4-H membership status was retained.

Outside Activities

The data in Table 27 indicate that null hypothesis 24 was rejected. The researcher then assumed from the data that membership in school organizations had an effect upon the respondent's 4-H membership status.

Table 26. Summary of Responses: "I Joined 4-H Because My Brother or Sister Did."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	39 (39.2)	23 (27.8)	10 (8.2)	17 (17.1)	199 (195.8)	288
Dropout	23 (22.8)	21 (16.2)	3 (4.8)	10 (9.9)	111 (114.2)	168
Totals	62	44	13	27	310	456
$(.05) \chi^2 = 9.49$ $df = 4$ $\chi^2 = 3.4$						

Please note. Expected frequencies are in parentheses.

Future Educational Plans

In contrast to the finding of Wu (1968), Byerly (1972), and Nichols (1973), the data in Table 28 indicate that future educational plans were not different between the active 4-H members and dropouts. Null hypothesis 25 was retained.

4-H Program Repetition

According to the data in Table 29, null hypothesis 26 was rejected indicating that there is an association between 4-H program repetition and 4-H membership status among the respondents of this study. Perhaps boredom is the association in this case. Having completed a 4-H project, a member may not be interested in any other areas. The key here would be to sponsor certain projects of longer duration

or help 4-H members become interested in different project areas.

Table 27. Summary of Responses: "I Belong to 2 or More School Organizations."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	157 (161.6)	10 (12)	6 (8.2)	6 (10.1)	108 (95)	287
Dropout	98 (93.4)	9 (7)	7 (4.8)	10 (5.9)	42 (55)	166
Totals	255	19	13	16	150	453

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 12.4
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Table 28. Summary of Responses: "I Plan to go to College or Vo-Tech School."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	203 (201.4)	13 (15)	47 (46.1)	5 (5)	12 (12.5)	280
Dropout	120 (121.6)	11 (9)	27 (27.9)	3 (3)	8 (7.5)	169
Totals	323	24	74	8	20	449

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= .81
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Table 29. Summary of Responses: "Too Many 4-H Programs are Repeated."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	24 (36.3)	40 (42.1)	104 (99.5)	35 (35.1)	89 (79.1)	292
Dropout	33 (20.7)	26 (23.9)	52 (56.5)	20 (19.9)	35 (44.9)	166
Totals	57	66	156	55	124	458

$(.05)\chi^2 = 9.49$ $df = 4$
 $\chi^2 = 15.9$

Please note. Expected frequencies are in parentheses.

County Agent or Leader Home Visits

The data in Table 30 indicate that null hypothesis 27 of no difference was retained. It appears that the active 4-H members and dropouts in this study didn't expect personal visits by county agents or leaders, nor did they feel they would be influenced by such visits.

Help Received While in 4-H

The information contained in Table 31 indicates that null hypothesis 28 was rejected. There appears to be a significant difference between the attitudes of active 4-H members and dropouts in this study concerning the help they receive(d) in 4-H. The difference is that the active 4-H members were more in agreement that other 4-H members helped them to learn, whereas the 'agree' responses of the dropouts were below the expected level of response. This might

indicate that 4-H dropouts have a strong affiliative need to be helped and nurtured by other 4-H members.

Table 30. Summary of Responses: "Having a County Agent or Leader Visit My Home Would Make Me Stay in 4-H Longer."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	24 (25.2)	22 (18.7)	71 (65)	40 (41)	132 (139.5)	289
Dropout	16 (14.8)	7 (10.7)	32 (38)	25 (24)	89 (81.5)	169
Totals	40	29	103	65	221	458

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 4.8
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Interest in School Versus Interest in 4-H

According to the data in Table 32, null hypothesis 29 was rejected. The researcher then assumed that 4-H membership status and the attitude that school is more interesting than 4-H were related.

Influence of Television

Television doesn't seem to make any difference upon 4-H membership status. This assumption was based upon the findings in Table 33 which indicated that null hypothesis 30 of no difference was retained.

Table 31. Summary of Responses: "Other 4-H Members Help(ed) Me to Learn."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	165 (139.7)	68 (71.8)	27 (23.3)	12 (22)	21 (36.2)	293
Dropout	51 (76.3)	43 (39.2)	9 (12.7)	22 (12)	35 (19.8)	160
Totals	216	111	36	34	56	453

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 46.2
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Table 32. Summary of Responses: "School is More Interesting Than 4-H."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	37 (59)	40 (48.2)	77 (70.4)	40 (34.9)	99 (80.5)	293
Dropout	56 (34)	36 (27.8)	34 (40.6)	15 (20.1)	28 (46.5)	169
Totals	93	76	111	55	127	462

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 41.5
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Opportunity for Member Decision Making

According to the data in Table 34, null hypothesis 31 was rejected indicating that there is a difference and therefore an association between 4-H membership status and the opportunity for member input within the 4-H.

organization. It appears that the 4-H dropouts in this study felt left out of the decision-making process of their individual clubs. Perhaps 4-H agents and leaders should continue to stress the importance of becoming involved in decisions that affect 4-H club organization and policy.

Table 33. Summary of Responses: "I Watch Television a Lot."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	79 (80.2)	82 (73.2)	14 (15.9)	60 (56.6)	57 (66.2)	292
Dropout	47 (45.8)	33 (41.8)	11 (9.1)	29 (32.4)	47 (37.8)	167
Totals	126	115	28	89	104	459

$$(.05)x^2 = 9.49$$

$$x^2 = 7.7$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Table 34. Summary of Responses: "4-H Members Have a Lot to Say About Planning 4-H Programs and Projects."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	102 (93.4)	83 (74.8)	43 (48.6)	26 (32.6)	39 (43.5)	293
Dropout	44 (52.6)	34 (42.2)	33 (27.4)	25 (18.4)	29 (24.5)	165
Totals	146	117	76	51	68	458

$$(.05)x^2 = 9.49$$

$$x^2 = 11.5$$

$$df = 4$$

Please note. Expected frequencies are in parentheses.

Peer Influence in 4-H

Peer influence can be seen as a major reason why teens drop out of various youth organizations (Cloyd et al., 1978). The data in Table 35 seem to corroborate this statement. In this case, null hypothesis 32 was rejected. The researcher then assumed that there existed in this study a significant association between 4-H membership status and the 4-H membership status of a member's friends.

Table 35. Summary of Responses: "I Would Quit 4-H if My Friends Did."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	14 (18.4)	12 (14.6)	29 (33.7)	25 (35.6)	211 (188.7)	291
Dropout	15 (10.6)	11 (8.4)	24 (19.3)	31 (20.4)	86 (108.3)	167
Totals	29	23	53	56	297	458

$$(.05)x^2 = 9.49 \quad df = 4$$

$$x^2 = 21.8$$

Please note. Expected frequencies are in parentheses.

Time for 4-H Meetings and Projects

The data in Table 36 indicate that null hypothesis 33 was retained, meaning that the time allocated to 4-H meetings and projects made no difference on the 4-H membership status of the respondents to this study. Perhaps this could mean that the respondents in this study didn't feel pressured, pushed or hurried along in 4-H.

Table 36. Summary of Responses: "There Should Be More Time for 4-H Meetings and Projects."

Group	Level of Response					Total
	Agree	Kind of Agree	Can't Decide	Mainly Disagree	Disagree	
Active	72 (77.4)	65 (60.9)	79 (79.9)	32 (31.1)	45 (43.8)	293
Dropout	50 (44.6)	31 (35.1)	47 (46.1)	17 (17.9)	24 (25.2)	169
Totals	122	96	126	49	69	462

$$\begin{aligned}
 (.05)x^2 &= 9.49 & df &= 4 \\
 x^2 &= 1.9
 \end{aligned}$$

Please note. Expected frequencies are in parentheses.

Reasons for Dropping Out of 4-H

Determining the reasons why young people drop out of 4-H can give 4-H agents and leaders insights regarding what influences participation in 4-H. The 4-H dropout respondents were asked to examine a list of statements which described many reasons why young people drop out of 4-H. They were then asked to check five different statements which best described their own reason(s) for dropping out of 4-H. In addition, there was an opportunity for the dropout respondents to make comments or list other reasons they thought were influential in their leaving the 4-H program. These data are contained in Table 37.

The data in Table 37 indicate that the two main reasons for leaving 4-H given by the dropouts of this study were: (1) I had too many other things to do and (2) the club was not very organized.

Table 37. Rank, Frequency and Percentage of Respondents Who Marked Each Reason for Dropping Out of 4-H.

Statement	Overall Ranking Based On Response Percentages (N = 169)		
	Rank	No.	%
I had too many other things to do.	1	95	56.2
The club was not very organized.	2	90	53.3
*			
It was boring.	3	59	34.9
I didn't like to write record books.	4	55	32.5
4-H interfered with my school work.	5	53	31.4
People stopped coming to the meetings.	6	47	27.8
*			
Some club members had an unfair advantage when it came to projects.	7	38	22.5
No one called me about when meetings or club activities were to be held.	8	34	20.1
I felt that I was too old for that group.	9	34	19.5
I didn't like the leaders.	10	29	17.2
I felt that I didn't belong in that club.	10	29	17.2
I got a job.	10	29	17.2
The club folded.	11	27	16.0
The leaders quit.	12	23	13.6
It was hard to get transportation to the meetings.	13	19	11.2
*			
I learned all that I could in the club.	14	12	7.1
My parents wanted me to quit.	15	11	6.5
There was too much competition.	16	6	3.6

Please note. * indicates that there are notable divisions or splits in the ranking and frequency.

Other Reasons Given By the Dropouts For Leaving 4-H

The following are individual statements taken from the open responses to item 31 of the test instrument. They were categorized according to age and place of residence.

13-year-oldsFarm or Ranch Residence

- I am a cheerleader and president of FFA. 4-H sometimes got in my way. When I was in 4-H, I lived nine miles out of town and in the winter I couldn't make it to any of the meetings.
- Our club was very lax. I was the only member in high school and all the meetings were held at the grade school immediately after school and I was always late. All the others had parents in 4-H, so my complaints didn't matter.
- They wanted us to do too many things in our 4-H book and half the time I didn't understand anything that was going on in 4-H. Kids 9 to 13 years of age don't get any benefit from trips, etc. You are supposed to make two or more things for a project without any help from your parents and we always can't be running to a leader's home for help.
- Leaders would have the same people make motions and do all the volunteer work.
- Leaders didn't take part in activities. They never came to the meetings.
- The only way you won or placed in the fair was who you were and if you didn't have registered animals you for sure didn't place.
- I felt that school was more important and I was involved in many things.
- The judges and a sale at the end of a project were not very fair most of the time.

- It just didn't hold my interest anymore and I was too busy with other things so that I either had to cancel meetings and stuff or cancel whatever else was planned.
- I had to choose between 4-H and my church club as I couldn't keep up both as well as my school work. We had a lot more fun in my church group and learned a lot more without so many record books.

Non-farm or Non-ranch Residence

- We went to Alaska this summer so I couldn't take a lamb project, which was the only reason I wanted to be in 4-H.
- I got tired of it and I just wasn't interested in it any longer.
- It interfered with church and family life.
- The 4-H program needs more animal programs.
- People were snooty. I didn't learn anything.
- One of our leaders was 13 years old.
- I had no leaders to teach me my projects and so I dropped them. When I did, my leader said I wasn't any longer in 4-H so I really quit. I really enjoyed filling out the book and doing projects. I plan to go back in 1984.
- My mother quit as a leader because she was going to school.
- The time of the meetings was too inconvenient.
- Our club really didn't do much. When I joined 4-H, I thought we would go skiing, help people more and do more activities as a group. Mostly all we did was bake sales, fair and caroling. I ride in the mountains a lot and some of the stuff in the horse projects wasn't what I needed. I felt that I learned a lot from 4-H but the record books were kind of a waste of time. The older ones in our club mostly ran things and didn't really like suggestions from the younger kids. Our community efforts were OK but I would have rather been involved in actively helping people than just taking up money. I think that after working to

raise money, we should have gotten something out of it. A trip some place or roller skating, etc. Our club always had plenty of money but I was never sure how we spent it. A language, ethnic, or exotic animal project could be interesting.

- I wasn't ever involved.
- The meetings were kind of boring. During the summer, the meetings were kind of a bother.
- There was no woodworking, leather, etc. in my club and very little for me to do.
- I wanted to get into animals but I live in town and couldn't take a horse or farm animal.
- If I lived on a farm and had animals I would want to be in the animal projects. I felt that we didn't do anything in other areas.
- I would have stayed in 4-H longer but I was never told about meetings, etc. Only some kids were told of meetings. It made me feel bad.
- We would have meetings when I wanted to go some other place and then I'd be called up and the meeting would be cancelled and I'd miss out on what I wanted to do.
- I stopped 4-H because of too many other things to do in the summer. I hope to go back this fall.
- We stopped having meetings. I hope it starts back again.
- I wanted to spend more time in school work but I am going back this year.
- I didn't gain any useful information. The kids were immature.

14-year-olds

Farm or Ranch Residence

- I am in a lot of other groups inside school and outside of school. I didn't feel that 4-H was one of the most important things I had to do.

- Some of the members were badly behaved.
- I just lost interest.
- Four-H took too much time from the farm. It also interfered with some sports.
- I left because I had been through the entire range management program which was what I liked most.
- A lot of the kids my age quit so whenever we voted, I was out-voted and our group was very unorganized. The group and activities got pretty boring.
- I am usually not home during the summer and I could never get any project to the fair.
- The leader's kids always thought they were the greatest.
- The leader's children knew exactly what had to be done way ahead of time.
- All the leaders fought. There was no leader organization.

Non-farm or Non-ranch Residence

- I sold my 4-H project because I am moving.
- Just a few favorites got attention and help. Most of the rest quit also.
- One of the leaders would give all the important jobs to either her daughter or her son. They would decide this before the meeting would start and we wouldn't even get to vote. At the end of the year we had a lot of money in the treasury but we couldn't even have a little party because the leader thought it would be a waste of money.
- It seemed like the only people who were helped were the ones with steers or other farm products.
- I am active in school sports that takes up a lot of my time. Four-H was only boring sometimes.
- I had too many other things going on, such as work, school activities, and a job that went on during the time we had our meetings. It was also

boring because I was the oldest one there. The rest of the members were at least two or three years younger.

- The programs I took became monotonous.
- I didn't have enough time due to school sports and school.
- I was very involved in school. I thoroughly enjoyed 4-H and learned many different things.
- I ended up spending most of my time helping the younger kids with their projects.
- I moved.
- The leaders made their daughters president.
- I had no help from any one of the leaders or members. My 4-H group was very unorganized and the leaders did not have very good control over the kids that were very rude and immature. My dad was very disappointed in my 4-H group and so was I. I was not making progress on my projects and I decided it wasn't worth the trouble.
- It just didn't work out where I lived and the kids were dishonest about the money when it came to the fundraisers, etc.

15-year-olds

Farm or Ranch Residence

- It wasn't boring but I needed a change.
- There were snobby people who were too good for anyone. The meetings started too late and ended too late. It also interfered with my school work.
- I had to take on other responsibilities.
- I didn't want to spend the time working with animals. I developed other outside interests.
- I show my own horses in 4-H and it is supposed to be the kids training their own horses, not pro

trainers, and that is why I quit. Mainly because the competition was not fair to anyone who trains their own horses.

- Four-H was fun but it interfered with my work at home and at school. I felt I could not put all the time and work in my projects that I needed.
- I didn't get along with the people in our community and 4-H.
- I dropped 4-H and joined the F.F.A. chapter.
- I just decided that I didn't have the time.
- The meetings weren't really helpful. If you had an animal, some kids had no idea how and what to do for showing, etc.
- I felt that there wasn't enough interest in 4-H. No one wanted to help me and I felt it was a waste of time.
- The leaders didn't come often enough and put other people in the position of leader.
- The leaders daughter always got out of the meetings during the summer to visit her dad and I came to every meeting. I wanted to miss a meeting in order to help my parents but the leader wouldn't let me which caused my parents to make me quit 4-H.
- My 4-H club leader always cancelled a meeting when she had other plans or when the rest of the kids didn't come to the meetings causing the kids that did come to make a wasted trip.
- Some of the members had parents as leaders or parents who were really involved in 4-H and the parents gave an advantage to their kids.
- I felt that in competing in the county fairs I was competing more against parents than 4-H members. This was very discouraging to me and is a major reason why I quit.
- Four-H interfered with my rodeo.

Non-farm or Non-ranch Residence

- I had a horse in 4-H that I had to work for and buy with my own money so I didn't have the money to buy a saddle or any of the fancy stuff. I also had some problems with the 4-H leader roughing up my horse. I think 4-H is a good idea but I just think that maybe I got in the wrong club at the wrong time and had kind of a bad experience with it.
- Most of the members didn't have as much experience around horses as I did so I ended up teaching them instead of learning.
- I didn't like some of the members and couldn't get along with them.
- I was getting tired of the same activities over and over. As president, I got to introduce a lot of new ideas and activities but I was tired of the projects. Our club was made up of mostly new members and the older members did most of the work.
- I had no other projects to take that I was interested in doing.
- I was sick a lot and they just kicked me out.
- All the kids were a lot younger than me.
- The leader's daughter and son had a very unfair advantage and the leader's attitude was disgusting.
- We never had any meetings. The leaders would not take the responsibility to conduct club meetings but refused to give their position when someone offered.
- There was very little organization in the club. The leader put in very little effort, as for helping members was concerned. Most of the meeting time was wasted.
- I never learned anything in my club because the area I was interested in was never taught or discussed.

- The club I joined was not very competitive. We didn't do much and we weren't helped much with our projects although there was less than 20 of us and two leaders.
- I had too many family things to do.

Summary

The problem associated with this study was two-fold in nature. First, the researcher wanted to know if there existed differences between the attitudes of active 4-H members and dropouts in relation to a series of statements concerning the 4-H program. Second, the researcher wished to compile a ranked list of factors related to the problem of 4-H dropout in Montana.

This study could be considered a pilot study, one that can be used for the groundwork of future studies in Montana concerning 4-H dropout and 4-H attitudinal assessment. This study involved 491 active and 410 past 4-H members. the instrument used for testing was developed by the researcher with help from Montana State University teaching staff and the Montana 4-H program coordinator.

The instrument was mailed to prospective respondents who were considered either active or dropout during the years 1979 through 1982. Approximately two weeks after the instrument was administered, a follow-up postcard was sent to the non-respondents. A second follow-up was mailed about two weeks after the first follow-up had been administered.

The researcher received a total response of 65.6 percent of which 51.3 percent was actually used in this study. A further breakdown indicated that 59.7 percent of the active members responded while 41.2 percent of the dropouts had done so.

Reliability for the instrument was gained with the use of a pretest. The pretest along with a cover letter explaining the study was sent to about 35 randomly selected active 4-H members and dropouts in Gallatin County, Montana.

The content validity of the testing instrument was determined by conferring with Montana State University and Montana Cooperative Extension Service personnel.

The researcher collected, analyzed and presented the data after being assisted by Montana 4-H program staff and Montana State University personnel.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

Thirty-three hypotheses were tested in this study. The results of this testing indicated that an urban or rural domicile made no difference in the respondent's attitude that 4-H was mainly for people from farms and ranches. In addition, age was found to be negatively correlated to length of 4-H membership. In other words, the younger a person starts 4-H, within enrollment limitations, the longer that person is likely to stay in 4-H.

The data also indicated that active 4-H members were more active in school sports and were more likely to have their friends in 4-H than were the 4-H dropouts.

Attitudinal differences existed between active 4-H members and dropouts in the areas of: (1) responsibility-building in 4-H, (2) 4-H and 4-H projects being fun and interesting, (3) recommending 4-H to others, (4) parental attitude toward 4-H, (5) 4-H being time consuming, (6) 4-H record books, (7) Peer attitude toward 4-H, (8) parental pressure to stay in 4-H, (9) membership in school organizations, (10) 4-H program repetition, (11) help

received in 4-H, (12) interest in school and interest in 4-H, (13) member voice in 4-H planning, (14) peer influence to quit 4-H.

The two major reasons given for dropping out of 4-H were: (1) I had too many other things to do and, (2) the club was not very organized.

It can be concluded from the data in this study that: (1) 4-H is not for every youth but the 4-H program should explore ways to broaden its appeal while retaining its 4-H image, (2) 4-H and school will vie for young people's time and (3) family participation in 4-H plays an important part in 4-H member retention..

Implications

This study sought to explore whether any attitudinal differences existed between active 4-H members and dropouts. The results indicated that differences did in fact exist suggesting that there were associations between certain opinion-gathering statements presented in this study and 4-H membership status.

An association between two measurements or variables does not necessarily establish a cause-and-effect relationship between the variables (Haack, 1979:213). Nonetheless, the conclusions drawn from this study imply that certain attitudes about 4-H vary significantly between the active 4-H members and dropouts in this study.

There are four variables which influence a person's personality. They are: (1) beliefs, (2) attitudes, (3) intentions and, (4) behavior (Fishbein and Ajzen, 1979:520). Attitude toward an object cannot be related to specific behaviors with respect toward that object. In other words, it cannot be established that the attitudinal differences expressed in this study are totally related to the problem of 4-H drop out. Realizing that certain attitudinal differences exist between active 4-H members and dropouts is but one step toward identifying those personalities that are prone to drop out of 4-H.

Recommendations

The following recommendations are based on the researcher's observation of 4-H activities, the data obtained from this study, and the experience realized from this study.

Recommendations for Program Improvement

1. The training of 4-H leaders should be continued if not increased so as to help those leaders more fully realize the goals of the 4-H organization.
2. There should be an increased attempt to broaden the appeal of 4-H while retaining the 4-H image.
3. Recreation should be increasingly used as a reward for project completion, fund raising and other activities that would benefit from positive reinforcement. Recreation can also be used as an educational tool.
4. The focus of 4-H agents and leaders should be on helping younger 4-H members to choose projects that will ensure a favorable first year experience.

5. Friendship among 4-H members should be fostered and encouraged in the 4-H program.
6. Family participation in 4-H activities should be continued and encouraged by all those individuals associated with the 4-H program in Montana.
7. County agents and 4-H leaders should continually be aware of the benefits of intrinsic rewards, especially when combined with favorable 4-H experiences.
8. Four-H projects should be adjusted to fit the individual in order to meet that person's goals as well as the goals of the 4-H program.
9. Some 4-H activities should be segregated according to age in order to ensure a young person's identity within his own age group.
10. The county/4-H agents and leaders should stress to the older 4-H members the importance of helping the younger members with 4-H activities.
11. It should be realized by county/4-H agents and leaders that 4-H is not for every young person.
12. All 4-H members should be encouraged and allowed to have a say in decisions that affect their club.

Recommendations for Further Study

1. A similar study should be done with 4-H members and dropouts who are older than 15 years of age and younger than 13 years of age. This would add validity to this study.
2. A more detailed study should be made, dealing with the aspect of rural and urban considerations when dealing with 4-H members.
3. Other studies should be conducted concerning the three other personality variables of beliefs, intentions, and behavior and how they relate to active 4-H members and 4-H dropouts.

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APPENDICES

APPENDIX A
THE INSTRUMENT

1983 4-H Enrollment Questionnaire

PLEASE FILL OUT THE FOLLOWING QUESTIONS AS COMPLETELY AS POSSIBLE.

1. What county is your club in? _____ 2. Your birthdate? _____ / _____ / _____
 Month Day Year
3. Where do you live? _____ Farm _____ In-town _____ In-town but have a farm out of town
 _____ In the country, but not on a farm _____ In a sub-division
4. How old were you when you started 4-H? _____ 5. How long have you been in 4-H? _____ (Yrs.)
6. Are you still in 4-H? _____ Yes _____ No If you answered no, what year did you leave? _____
7. Are you involved in school sports? _____ Yes _____ No
8. Are most of your friends in 4-H? _____ Yes _____ No

Read each of these statements. If you agree with the statement, put an X under AGREE. If you don't agree, put an X under DISAGREE. If you can't decide put an X under CAN'T DECIDE. If you kind of agree, put an X under KIND OF AGREE. If you agree just a little, but mostly disagree, put an X under MAINLY DISAGREE.

EXAMPLE:	AGREE	KIND OF AGREE	CAN'T DECIDE	MAINLY DISAGREE	DISAGREE
I like ice cream.	X				
I like to go to the dentist.					X
I like to walk.		X			
1. Being in 4-H helps to develop responsibility.					
2. 4-H takes up too much time.					
3. 4-H record books are important.					
4. My parents feel 4-H is a good experience.					
5. My friends think 4-H is silly.					
6. 4-H is fun and interesting.					
7. 4-H record books are easy to read.					
8. My mother thinks 4-H is a good idea.					
9. I would quit 4-H if my friends did.					
10. Doing a 4-H project is fun and interesting.					
11. Too many 4-H programs are repeated.					
12. I joined 4-H because my brother or sister did.					
13. Getting good compliments on a 4-H project would be important to me.					
14. School is more interesting than 4-H.					
15. 4-H members have a lot to say about planning 4-H programs and projects.					
16. I joined 4-H because my parents were in 4-H.					
17. 4-H is mainly for people from farms & ranches.					
18. I watch television a lot.					
19. 4-H projects are too confusing.					
20. I would stay in 4-H as long as my parents wanted me to.					
21. Other 4-H members help(ed) me to learn.					
22. Getting a medal or ribbon in 4-H is important.					
23. I belong to 2 or more school organizations.					
24. There is too much competition in 4-H.					
25. I like being with others my own age.					
26. I plan to go to college or vo-tech school.					
27. Having a county agent or leader visit my home would make me stay in 4-H longer.					
28. My father thinks 4-H is a good idea.					
29. I would recommend 4-H to others my own age.					
30. There should be more time for 4-H meetings and projects.					

IF YOU ARE STILL IN 4-H, DO NOT ANSWER QUESTION #31.IF YOU ARE NO LONGER IN 4-H, PLEASE ANSWER QUESTION #31.

31. People leave 4-H for different reasons. Please read the following statements and check five (5) reasons that best describe why you left the 4-H program.

☐ There was too much competition.	☐ It was boring.
☐ The club folded.	☐ I learned all that I could in that club.
☐ I got a job.	☐ I felt that I didn't belong in that club.
☐ I didn't like the leaders.	☐ I felt that I was too old for that group.
☐ The club was not very organized.	☐ 4-H interfered with my school work.
☐ My parents wanted me to quit.	☐ People stopped coming to the meetings.
☐ I had too many other things to do.	☐ The leaders quit.
☐ I didn't like to write record books.	☐ It was hard to get transportation to the meetings.
☐ No one called me about when meetings or club activities were to be held.	
☐ Some club members had an unfair advantage when it came to projects.	
☐ Other reasons. Please specify. _____	

(Use Back If Necessary)

APPENDIX B
ASSIGNMENT OF TEST STATEMENTS

Categorical Assignment of Test Statements

Place of Residence

3. Where do you live? Farm, In-town, but have a farm out of town, In the country but not on a farm, In a sub-division.

17. 4-H is mainly for people from farms and ranches.

Age Started 4-H and the Number of Years Spent in 4-H

2. Your birth date?
4. How old were you when you started 4-H?
5. How long have you been in 4-H?
6. Are you still in 4-H? If you answer no, what year did you leave?

School Sports

7. Are you involved in school sports?

Friends in 4-H

8. Are most of your friends in 4-H?

Attitude Toward 4-H

1. Being in 4-H helps to develop responsibility.
6. 4-H is fun and interesting.
10. Doing a 4-H project is fun and interesting.
19. 4-H projects are too confusing.
24. There is too much competition in 4-H.
29. I would recommend 4-H to others my own age.

Parental Attitude

4. My parents feel 4-H is a good experience.
8. My mother thinks 4-H is a good idea.
28. My father thinks 4-H is a good idea.

Recognition and Reward for 4-H Work

13. Getting compliments on a 4-H project would be important to me.
22. Getting a medal or ribbon in 4-H is important.

Time Spent at 4-H Activities

2. 4-H takes up too much time.

Attitude toward 4-H Record Books

3. 4-H record books are important.
7. 4-H record books are easy to read.

Peer Attitude and Affiliation

5. My friends think 4-H is silly.
25. I like being with others my own age.

Parental Membership in 4-H

16. I joined 4-H because my parents were in 4-H.
20. I would stay in 4-H as long as my parents wanted me to.

Sibling Membership in 4-H

12. I joined 4-H because my brother or sister did.

Outside Activities

23. I belong to 2 or more school organizations.

Future Educational Plans

26. I plan to go to college or vo-tech school.

4-H Program Repetition

11. Too many 4-H programs are repeated.

County Agent/Leader Home Visits

27. Having a county agent or leader visit my home would make me stay in 4-H longer.

Help Received While in 4-H

21. Other 4-H members help(ed) me to learn.

Interest in School Versus Interest in 4-H

14. School is more interesting than 4-H.

Influence of Television

18. I watch television a lot.

Opportunity For Member Decision Making in 4-H

15. 4-H members have a lot to say about planning 4-H programs and projects.

Peer Influence in 4-H

9. I would quit 4-H if my friends did.

Time for 4-H Meetings and Projects

30. There should be more time for 4-H meetings and projects.

APPENDIX C

LETTERS SENT TO COUNTY EXTENSION OFFICES
REQUESTING INFORMATION FOR THIS STUDY



Cooperative Extension Service

MONTANA STATE UNIVERSITY U.S. DEPARTMENT OF AGRICULTURE AND MONTANA COUNTIES COOPERATING

MONTANA STATE UNIVERSITY
BOZEMAN MONTANA 59717

February 9, 1983

TO: Custer County
Big Horn County
Lewis & Clark County
Flathead County
McCone County
Judith Basin County
Toole County
Granite County

Dear Agents:

Reeves Petroff, a graduate student at Montana State University, is conducting a study of the Montana 4-H program. He would like to identify some factors which influence teenagers, ages 13-15, to continue or discontinue their membership in 4-H.

Your help is needed for this study. Do you have a list of your county's current 4-H members including names, addresses and birthdates? Do you also have a similar list for the past two years? Reeves will call you in the next few days to discuss this with you.

Any information that you can provide for Reeves would be appreciated. You can mail the information to me and I will get it to Reeves.

We feel that the results from this study will help the Extension Service and you, as an agent, plan better programs for our youth. The results of this study should be available by the fall of 1983.

Thank you very much for your help.

Sincerely Yours,

James F. Sargent
State Program Coordinator for
4-H and Other Youth

JFS/csb

CC: Area Supervisors; Reeves Petroff



Cooperative Extension Service

MONTANA STATE UNIVERSITY, U.S. DEPARTMENT OF AGRICULTURE, AND MONTANA COUNTIES COOPERATING

MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59717

July 1, 1983

TO: Lincoln	Glacier	Wibaux	Garfield
Lake	Fergus	Phillips	Powell
Sanders	Rosebud	Yellowstone	

Dear Agents:

We would like to ask your cooperation with a graduate thesis study being conducted by Reeves Petroff. This study involves identifying some factors which influence teenagers, ages 13-15, to continue or discontinue their membership in 4-H.

Your help is needed to make this a successful study. Would you please send the following:

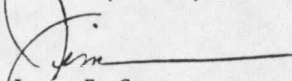
1. A list of your county's current 4-H members (82-83).
2. Include current addresses and birth dates of those members.
3. We also need 2 similar lists, one for 80-81 and one for 81-82. Please include current addresses and birth dates.
4. Please return this information to the State 4-H Office by July 25, 1983.

A questionnaire will be mailed to some of these members for completion. We will mail a copy of the questionnaire to you at the time it is mailed to the members. Any information that you can provide would be appreciated.

We feel that the results from this study will help the Extension Service and you, as an agent, plan better programs for our youth. Results of this study will be shared with you upon completion.

Thank you very much for your help.

Sincerely Yours,


James F. Sargent
State Program Coordinator
for 4-H & Other Youth

JFS/csb



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

July 7, 1983

To: Lewis and Clark County
Flathead County
Custer County

Dear Agents:

Thank you for sending me a 1982-83 list of 4-H members in your respective counties. This information has helped me in selecting a good representative sample to use in my graduate thesis. However, I do need some more information from your office.

Enclosed is a list of names which I obtained from the state 4-H Office. These names are from 1981-82 enrollment reports (Enrollment Form 1). I need addresses for these individuals. I have included the birthdates to help in clarification.

I realize that this is a busy time of the year for you, but any help that you could give me would be appreciated. If you have any questions, please feel free to call me at 586-0831.

Thank you.

Sincerely,

Reeves Petroff, Graduate Student
Agricultural & Industrial Education

Telephone (406) 994-3201
Anderson, Rollette, Blaine, Hedge, Adler, Wheatley
(406) 994-3691
Bishop, Schrammer

APPENDIX D

COVER LETTER SENT TO ACTIVE 4-H
MEMBERS AND DROPOUTS



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

July 1, 1983

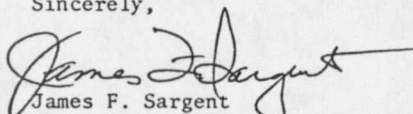
Dear 4-H Participant:

I am working with the Department of Agricultural Education at Montana State University on a study of 4-H enrollment patterns in Montana. You have been chosen, along with many others throughout Montana, to help us with this project. Even if you are no longer in 4-H, please help us by participating in this study since the results will help county agents and 4-H leaders in Montana to make a better 4-H program.

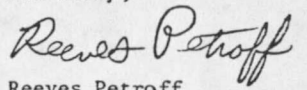
Please fill out the enclosed questionnaire and return it as soon as possible. A self-addressed, stamped envelope has been included for your convenience. ALL REPLIES WILL BE KEPT CONFIDENTIAL. PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE.

We are looking forward to hearing from everyone who is participating in this study. Thanks for your help.

Sincerely,


James F. Sargent
State Program Coordinator
for 4-H & Other Youth

Sincerely,


Reeves Petroff
Graduate Student
Montana State University

Enclosures: Questionnaire
Return Envelope

APPENDIX E
FIRST FOLLOW-UP POSTCARD

August 5, 1983.

Could you take a few minutes to complete the 4-H questionnaire that was mailed to you two weeks ago. Even if you are no longer in 4-H, your response is important to us since the information that you provide will be used to make a better 4-H program in Montana. ALL RESPONSES WILL BE KEPT CONFIDENTIAL. Thank you.

Sincerely,

James F. Sargent
State Program Coordinator
for 4-H & Other Youth

Sincerely,

Reeves Petroff
Graduate Student
Montana State University

APPENDIX F
SECOND FOLLOW-UP LETTER



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

August 12, 1983

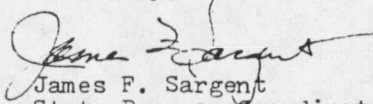
Three weeks have passed since we mailed you a questionnaire concerning your involvement in, as well as your attitudes about, 4-H in Montana. I know that you are busy, but could you take a few minutes to fill out the enclosed questionnaire and return it to us in the envelope provided.

Even if you are no longer in 4-H, please help us since the results of this questionnaire will help county agents and leaders in Montana to make a better 4-H program.

If you have already filled out a questionnaire and mailed it back to us, there is no need to fill out another.

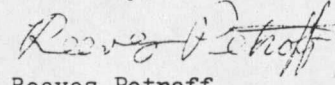
Your Help is appreciated. Thank You.

Sincerely,


James F. Sargent
State Program Coordinator
for 4-H & Other Youth

Enclosures: Questionnaire
Return Envelope

Sincerely,


Reeves Petroff
Graduate Student
Montana State University

APPENDIX G

LETTER SENT TO PARTICIPATING COUNTY AGENTS
EXPLAINING THE PURPOSE OF THE STUDY



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

22 July, 1983

To: Lewis & Clark County
Flathead County
Custer County
Wibaux County
Glacier County
Lincoln County
Lake County
Fergus County

Bighorn County
Judith Basin County
Toole County
Granite County
Garfield County
Yellowstone County
Powell County

Dear Agents:

Enclosed is a copy of a questionnaire that I will be sending to many of the 4-H members in your county. The purpose of this study is to identify some factors which influences teenagers, ages 13-15, to continue or discontinue their membership in 4-H. I also wish to thank you for providing me with a list of your 4-H members. Thanks.

Sincerely,

Reeves Petroff, Graduate Student
Agricultural & Industrial Education

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