

MONTANA STATE 4-H VOLUNTEER LEADER COLLEGE:

DOES IT MAKE A DIFFERENCE?

by

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ABSTRACT

The purpose of this study was to measure the degree to which leaders who received training through the Montana 4-H Volunteer Leader College (VLC) had an affect on the life skills development of members in their 4-H clubs.

Data was collected using a written survey. Leaders and members from 4-H clubs in Montana comprised the sample. Descriptive statistics, two-tailed t-tests, and chi-square were generated for analysis.

After analysis, the following conclusions, recommendations and implications were made:

Conclusions: (1) 4-H members surveyed were demographically similar. Leaders in the treatment group had been involved more years as 4-H leaders. Leaders from the treatment group reported receiving higher levels of training from 4-H extension. (2) Members' perceptions of their life skills or leaders' perceptions of their ability to provide members with life skills were not influenced by training through the VLC. (3) A greater occurrence of officer training and a difference in officer selection was reported by members of the treatment group. (4) Community involvement, as summarized by leaders, seemed to be more varied and occurred more often in the treatment group. Higher levels in this area were also perceived by members in the treatment group.

Recommendations: (1) Further study was recommended to determine if mandatory training of volunteer leaders for life skills development provided different impacts than volunteer training. Additionally, further research was needed to determine the effect officer election and training strategies employed by leaders had on level of community involvement of clubs. (2) Assessment of the VLC was recommended, with consideration given to the National 4-H Strategic Plan. (3) A quasi-experimental design using larger treatment and control groups from throughout Montana should be conducted. (4) Changes to the survey instrument should be included in further research.

Implications: (1) Overall, the perceived life skills possessed by Montana State 4-H members were high, regardless of leader training. (2) Alternative explanations were available concerning specific leader practices of officer training and selection and community involvement.

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CHAPTER 1

INTRODUCTION

In 2002, Montana Youth Court charged 14,121 criminal and status offenses to youth. Also in 2002, Montana youth ranked 24th in the nation for larceny and theft (Montana Statistics, 2004). Drinking and the use of illegal drugs also seemed to be a problem for the youth of Montana suggested by the fact that Montana's youth had the fourth highest rate of alcohol use of all 50 states (Muhs, 2005). The legal age for smokers in the state of Montana was 18; yet 13% of seventh and eighth grade students reported that they smoked tobacco and 19% reported that they had smoked marijuana at least once (Office of Public Instruction [OPI], 2003). Along with rankings in the use of alcohol and drugs, Montana's youth were above the national average for drinking and driving as well. In 1999, 23% of Montana's high school students drove a vehicle after drinking alcohol compared to 13% nationwide and an alarming 25% of the respondents rode in a car driven by someone who had been drinking (Muhs, & OPI). One further statistic concerning Montana youth was that 17% of seventh and eighth grade respondents reported that they had seriously considered attempting suicide (OPI).

The youth who composed the percentages in these studies appeared to be lacking in certain life skills. Although there was not complete agreement by researchers on the definition of "life skills" or on a set of desired behaviors that ensure success in life, it was easy to recognize that problem behaviors occurred when youth did not reach expected

societal goals (Iowa State University, n.d). Some of these problem behaviors were revealed by the previous statistics.

One of many options available for young adults to developing life skills was 4-H. Extracurricular involvement in 4-H had been studied and was proven to improve the life skills of young adults. “The 4-H mission is to involve youth in self-selected, hands-on, research-based learning activities that teach life skills” (Taylor, Goodman, Freutel, & Flaherty, 2002, p.18). “The purpose and philosophy of 4-H is to strengthen the mental, physical, moral, and social development of boys and girls, thereby helping youth to develop into competent, committed, and self-assured adults” (National 4-H Council, 2005). Studies had indicated participation in 4-H was positively related to life skill development.

4-H is a proven, research-based program that is making a difference in the lives of today’s youth and families. Montana 4-H gives all parents opportunities to provide their children with a safe, structured, nurturing environment. This environment fosters the initiative to learn and discover while instilling strong values and morals. 4-H gives young people the competence, confidence, compassion and connections with caring adults to be able to contribute to the vitality of their communities now and in the future (Astroth & Haynes, 2001, p. 15).

Typical volunteers spent approximately 220 hours per year volunteering with 4-H, drove an average of 300 to 400 miles in a personally owned car, and spent an average of \$50. Therefore, volunteers contributed approximately \$1.9 billion dollars to activities related to 4-H youth development. Private sector partners invested almost \$100 million annually through local, state, and national 4-H development programs (Kesner, 2004).

The *National 4-H Strategic Plan* (2001) called for investing in its people by providing exceptional learning opportunities. The plan specifically recommended that all professional staff had access to quality training and the resources they needed to be effective. Addressing the recommendations of this plan, county extension agents and extension specialists conceived and planned the Western 4-H Institute, which Western Region State 4-H leaders endorsed. The goal of the Institute was to provide a quality staff development opportunity that targeted strengthening the 4-H Club model. The Montana 4-H Volunteer Leader College was developed from the curriculum of the Institute to increase the knowledge level of all Montana 4-H volunteer leaders in order to ensure a strong youth development program. It was designed to provide relevant, active and enjoyable training that fit into the leaders' schedules (Leader College, 2005).

After analyzing the achievements of the 4-H organization in life skills development, the amount of time and money 4-H volunteers contributed to the organization, and the worthy goals of 4-H, it was clear that Montana 4-H was a valuable asset to the Treasure State in promoting a healthy and productive youth culture. The affect participation in the Montana 4-H Volunteer Leader training had on youth life skill development of 4-H members was considered.

Research Question

Was there a difference between the life skills development of Montana 4-H members with leaders who had not received training through the Montana 4-H Volunteer

Leader College and members with leaders who did participate in the Leader College training?

Purpose for Study

The purpose of this study was to measure the degree to which leaders who received training through the Montana 4-H Volunteer Leader College affected the life skills development of members in their 4-H clubs.

Specific Objectives

The following comprised the specific objectives of this study:

1. Describe demographic characteristics of selected 4-H leaders and members.
2. Determine if volunteer leader training through the Montana 4-H Volunteer Leader College influenced members' life skill development.
3. Determine the most effective leader practices, as recommended by Montana 4-H, for development of life skills in 4-H members.

Assumptions

For the purposes of this study, it was assumed that all members and leaders responded honestly about their perceptions of life skills development and volunteer training. A further assumption was that although the groups surveyed had numerous leaders, the "primary leaders" of each group had the greatest influence on members.

Limitations

4-H groups were selected for this study based on their leaders' involvement in training through the Montana 4-H Volunteer Leader College. The study was limited to members who had been involved in 4-H for a minimum of one year, and their primary leaders. The study was conducted in March of 2005.

Definitions of Terms

4-H: The name of Extension's youth development efforts: It was the learning laboratory where young people, under the guidance and mentoring of at least one adult, explored the world and developed the life skills necessary for the successful transition from childhood through adolescence and into adulthood (National 4-H Headquarters, 2005).

4-H life skills development: The process of developing the life skills necessary to meet the challenges of growing up, through a series of experiential, research-based educational experiences that helped youth to become socially, morally, emotionally, physically, and intellectually competent (Astroth, Andrews, Linstrom, & Hauser-Lindstrom, 2002).

Primary leader: The organizational leader or leaders of the 4-H group; he/she also may have served as a project leader. Additionally, the project leader who had the most interaction with 4-H members may have been considered a primary leader.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature examined: (1) 4-H expectations and training of volunteer leaders, (2) youth life skills development in 4-H, and (3) youth self-reported assessments. A thorough literature search was conducted. A computerized search using the Educational Resource Information Center (ERIC), WorldCat, and Journal of Extension On-line (JOE) was used to locate periodicals, journals, papers, and other related documents. The researcher also used the library resources at Montana State University-Bozeman in reviewing other electronic and non-electronic literature related to the research study.

4-H Expectations and Training of Volunteer Leaders

Acting as a 4-H volunteer leader in the state of Montana involved much responsibility. Overall, leaders' responsibilities were first to the member, but volunteers were also responsible to the members' families and communities. Volunteers had duties including helping members, parents and others; planning, hosting, and organizing meetings and events; record-keeping; assessing; fundraising and involving the community. (Astroth & McCoy, 1996).

According to both Astroth and Kesner (personal communication, January 20, 2005), to be a volunteer 4-H leader in Montana, a person had to express interest, communicate with the local extension agent, and fill out a volunteer application form.

Once the form had been evaluated and a reference check completed, the person was qualified to become a 4-H leader. There were a number of roles for volunteers from short to long term. Example long term commitments included organizational club leader, project leader, and camp director. Shorter term commitments included speech or demonstration day judge, record book coordinator and a host of other duties. There was no required formal training, although literature was available that had recommended guidelines as well as a leader workbook to accompany the club members' workbooks relative to their projects. Volunteer leader training in Gallatin County was usually presented three times each year and covered the basics of club and project leadership as well as information and details pertaining to the major events of the 4-H year.

The *National 4-H Strategic Plan* (2001) highlighted many of the expectations of the 4-H organization. One goal and accompanying recommendation was "4-H will create a culture in which youth are equal partners in decision-making and governance" (p. 7). Recommendations were included; ". . . involve youth in all 4-H advisory groups, design teams, and management committees in meaningful roles, and employ 4-H youth to coordinate and direct programs" (p. 7). Another goal, along with recommendations was, "4-H youth will develop an ethic of philanthropy and civic engagement" (p.7). Recommendations included; ". . . ensure that all youth have opportunities for service learning and community service;" and, "...engage youth in hands-on philanthropic learning experiences." (p. 7) In addition, the plan included a statement of 4-H organization beliefs. One belief relating to confidence was, ". . . learning is a lifelong commitment for citizens of a democracy, enhancing self-determination, independent

thinking, and self-esteem, and that learning-by-doing promotes practical skills, confidence, and experience for both youth and adults” (p. 5).

Part of the 4-H education process in Montana was a training curriculum concerning the fundamentals of youth development. Initially developed in 2002 for training new county extension employees, the curriculum was adapted for the Montana 4-H Volunteer Leader College (VLC) certification program. A main goal of the VLC was helping leaders play a more active role in guiding and meeting the needs of youth (Astroth, Andrews, Linstrom, & Hauser-Linstrom, 2002).

According to Astroth, (personal correspondence, February 19, 2005) approximately 90 volunteer leaders participated in the VLC. These leaders were introduced to the term youth development as it is found in the *Western 4-H Institute New Agent Training Curriculum* (Astroth et al., 2002):

Youth development is the natural process of growing up and developing one’s abilities and it is too important to be left to chance. Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing support, relationships and opportunities. Youth development takes place in families, peer groups, schools and in neighborhoods and communities. 4-H youth development helps youth acquire the life skills necessary to meet the challenges of growing up through a series of experiential, research-based educational experiences that help them to become socially, morally, emotionally, physically, and intellectually competent (unit 1, p. 10).

There were two levels of the VLC, which were taught by state or county 4-H

staff, or trained volunteer leaders. The levels included but were not limited to the following topics (Leader College, 2005):

Level 1

Introduction to Leader Training
 Positive Youth Development
 Basic Youth Needs
 Program Elements
 Stages of Development
 Participation in District or State 4-H Council Meetings

Level 2

Introduction to Youth/Adult Partnerships
 Youth Participation
 Leadership Styles
 Case Study of Youth Development
 Vibrant Youth Groups
 4-H Trivia Game Participation
 Keeping Records Simple

In addition, there were six characteristics the VLC program was trying to foster in all young people: The six “C’s” are: Compassion, Competency, Confidence, Connections to Others, Character and Contributions (Astroth et al., 2002).

Youth Life Skills Development in 4-H

Previous research indicated there was a direct relationship between 4-H and positive youth life skills development. Much of the research was based on interviews and surveys given to parents (Boleman, Cummings, & Briars, 2004; Ferrari, Houge, & Scheer, 2004; Singletary, Smith, & Evans, 2001), alumni (Fox, Schroeder, & Lodl, 2003; and Ward, 1996), and teen members (Boyd, Herring, & Briars, 1992; Cantrell, Heinsohn, & Doebler, 1989; Seever & Dormody, 1995; and Waguespack, 1988). Limited

information was found relating to the perception of life skills development from surveying young 4-H members (Astroth, 1996; Astroth & Haynes, 2001; Boyd et al.; & Mueller, 1989).

However, information was found concerning life skills development of members relating to 4-H leaders' teaching styles. Astroth (1996) compared leadership styles with research showing members involved in an autonomy-oriented club developed certain life skills to a greater extent than members in control-oriented clubs. Deen (2000) researched differences in solution-oriented conflict styles; results showed participation by leaders in conflict resolution training showed a significant relationship with a solution-oriented conflict style.

Research concerning life skills development was found related to differences in competitive and cooperative based learning styles. Fetsch and Yang (2002) conducted a survey of over 1,300 4-H and non-4-H youth in the third through fifth grades. The results showed the more children preferred a cooperative learning style, as opposed to a competitive learning style, the higher they scored in areas such as behavior conduct, physical appearance, scholastic competence, and social acceptance.

McDaniel (1998) conducted a controlled evaluation of character education programs. The review concluded that the success of character education was partially dependent upon learners having direct input, so that both adults and youth could have ownership of what was being taught.

A survey showing satisfaction with 4-H of 223 randomly selected 4-H members in Virginia was conducted by Risdon and Swain (1990). Results indicated, "The 4-H

program does help youth develop positive self-esteem by allowing them to ‘test their wings’ in a supportive atmosphere” (para. 4).

Matulis, Hedges, Barrik, and Smith (1988) conducted a study of former members regarding the impact of 4-H on three general areas of their career development: self-awareness; career awareness, exploration, and selection; and work competency development. The impacts attributed to 4-H career awareness were several: knowledge of career exploration resources, career considerations, and a sense of need to make a career. This research also showed that 4-H had a direct impact on the development of general work competencies such as responsibility, getting along with people, following directions, and cooperation.

Many youth members participating in a survey given by Astroth (1996) cited life skill development as an outcome of their participation in 4-H. Members mentioned the opportunities to be involved in community service activities by helping others less fortunate or in need as an attractive feature of 4-H. They also spoke of how 4-H helped them to learn leadership and decision making skills.

In a study investigating the belief that 4-H youth leadership involvement improved self-esteem, Mueller (1989) surveyed over 400 youth in four states. Significant relationships were found between members’ self-esteem and each of the following: members’ leadership skill gain; members’ relationship with 4-H leaders; and members’ frequency of involvement in planning, implementing, and evaluating the 4-H activity. This last component was reported as most helpful in developing youth leadership skills.

Boyd et al. (1992) conducted research comparing 4-H and non-4-H youth. Results indicated involvement in the 4-H program was positively related to perceived leadership life skill development. 4-H youth rated development of leadership life skills significantly higher than non-4-H youth.

Using data from 2500 fifth, seventh and ninth graders in 21 Montana counties, Astroth and Haynes discovered that youth involved in 4-H were more likely than non-4-H youth to: be involved as leaders in their schools and communities; to help others in the community, to make their own decisions and to take responsibility for their actions. These same 4-H youth were less likely to ride in a car with someone who was drinking; and to use illegal drugs of any kind to get high. This study included many more results similar to the ones listed.

Singletary et al. (2001) surveyed parents of 4-H youth in two rural Nevada counties. The results indicated parents perceived life skills learned by their children in 4-H to include self-esteem, knowledge about the 4-H project in which the child participates, self-confidence, self-responsibility, communication skills, relationship-building skills, how to set and reach goals, decision-making ability, skills to lead peers, and organizational skills. The researchers also concluded that children who were actively involved in a club learned significantly more about these life skills.

After parents whose youth were involved in 4-H beef projects were surveyed, Boleman et al. (2004) concluded that, according to these parents, there were seven life skills most greatly enhanced by involvement in 4-H: accepting responsibility, setting

goals, self-discipline, self-motivation, knowledge of the livestock industry, positive self-esteem, and decision making.

Ferrari et al. (2004) researched skills relating to a group of youth who were too young to officially become 4-H members. Twelve parents of these Ohio 'Cloverbuds' were surveyed. The parents believed that the skills learned in this club for 4-H youth younger than nine, "went beyond 4-H, they are skills that are carried over into future situations and are what the child is going to need to succeed in life" (p. 3).

Fox et al. (2003) conducted a study with 4-H alumni including 32 life skills divided into four theme areas: technical, communication, personal/social, and leadership. Results revealed 4-H was the primary influence on the development of the following specific skills: responsibility, product production, the ability to handle competition, and the ability to meet new people.

Using a life skill development questionnaire, Waguespack (1988) surveyed over 500 junior and senior high school 4-H members about life skills perceptions within three categories: competency, coping, and contributory. In this instance, the conclusion was drawn that the 4-H members surveyed had acquired the life skills contained in the 4-H objectives.

Self-Report Assessments – Youth

Flannery, (1990) and Borgers, de Leeuw, and Hox (2000) indicated the methodological knowledge concerning self-report assessments for youth was inadequate. Doubts about children's capacity to present accurate information, combined with easy

access to adult sources of information about children, resulted in a lack of verifiable knowledge related to self-report assessment data of children. According to Stone and Lemanek (1990):

A child's ability to comprehend and respond appropriately to self-report inventories is much more limited than that of an adult. Children's language, reading, and writing skills are less well-developed, their attention span is more restricted, and their life experiences are considerably more limited in scope (p. 38).

Achenbach, McConaughy, and Howell (1987) revealed low correlations between data provided by adult informants and children's own reports, suggesting that child and adult reports were not interchangeable and that each provided information not available from the other. Borgers et al., (2000) illustrated how the research ideology had shifted:

Survey researchers are realizing that information on children's opinions, attitudes, and behavior should be collected directly from the children; proxy-reporting is no longer considered good enough. Official governmental agencies now acknowledge children as respondents and have developed and implemented special surveys for them. Also, academic research institutes and health organizations realized the need for accurate data directly collected from children on their perspectives, actions, and attitudes (p. 61).

According to Stone et al. (1990), child self-reports were an integral component of any adequate child assessment. A child's thoughts and beliefs about himself/herself and those around him/her were crucial to scientific and clinical understanding; those thoughts and feelings were best obtained from the child. The same researchers also suggested children were able to provide truthful reports of their own emotions by as early as age eight, "when their affective self-understanding comes to be based from internal, mental cues" (p.33).

Youth over seven were able to use information about their own performances in forming self-evaluations; the accuracy children had in judging their own abilities increased as their cognitive abilities improved (Borgers et al., 2000, & Ruble, 1983 as found in Stone & Lemanek, 1990). Harter and Pike (1984, as found in Stone & Lemanek, 1990) noted that at around and after the age of eight years, child self-reports became considerably more meaningful because they were better able to report on their thoughts and feelings. Additionally, they were capable of providing more accurate information regarding diverse experiences and situations. Stone and Lemanek concluded that “children eight and older are better able to understand the perspective of others and describe ‘why’ they do things” (p. 30).

According to Borgers et al. (2000), children over eight could be surveyed using questionnaires that were specially developed for this age group. Additionally, Stone and Lemanek commented that researchers had more latitude but also somewhat higher standards when it came to measuring children. For example, if an adequate instrument were unavailable, researchers were able to develop their own, as long as they demonstrated its reliability, validity, and accuracy.

Summary

With the expectations of the 4-H organization came the encouragement and availability of leadership training and materials, specifically the Montana 4-H Volunteer Leader College. Goals the organization had for the life skills development of youth participating in the 4-H program were also discovered. 4-H had succeeded in achieving

positive life skills development of youth, as evidenced by much of the literature. These reports of success came from research primarily based on the perceptions of teen 4-H members, parents, alumni, volunteer leaders, and other adults affiliated with the 4-H organization. Although the research revealed a variety of classifications and names of life skills, patterns emerged.

Research relative to the self-report assessment of youth was limited. However, youth self-assessments were said to be reliable if carried out using the knowledge of the developmental stages of youth and recommendations given.

The literature review framed and clarified the need for this study to determine if leader training through the Montana 4-H Volunteer Leader College was enabling leaders to meet the expectations and accomplish the goals of the 4-H organization. The review also provided a framework for the life skills determined to be important to this study.

CHAPTER 3

METHODS OF INVESTIGATION

The purpose of this study was to measure the degree to which leader training through the Montana 4-H Volunteer Leader College affected the life skills development of members in their 4-H clubs. To accomplish this purpose, the perceptions concerning life skills development held by 4-H members and leaders were assessed.

Institutional Review Board

Federal regulations and Montana State University-Bozeman policy required review and approval of all research studies involving human subjects before investigators began their research. The Institutional Review Board (n.d.) at Montana State University-Bozeman conducted such review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received proper review and was granted permission to proceed. The Institutional Review Board assigned the number RB030105 to this research (Appendix A).

Population

The population for this research consisted of Montana 4-H members and their primary leaders. Purposive sampling was used to select members from the population based on the a priori objectives of this study. The control group included members from

Yellowstone and Sweet Grass Counties with leaders who had not received training through the Montana 4-H Volunteer Leader College. The treatment group included members from Ravalli and Sanders Counties with leaders who had participated and completed training in the VLC. County extension offices provided names for the control groups; the Montana State 4-H office provided names for the treatment group. The clubs chosen to participate in the study had memberships of ten to 35 members.

Instrument Development

Among researchers in the field, specific life skills were varied but often overlapped. With the amount of variety and overlap considered, it seemed useful to focus on the following for research related to the training programs of Montana 4-H: communicating; working with groups, self confidence, leadership, taking responsibility for one's actions, ability to self direct, meeting new people, decision making, civic responsibility, and handling competition appropriately (Boyd, Herring, & Briers, 1992; Bruce, Boyd, & Dooley, 2004; Deen, Bailey, & Parker, 2001; Ferrari, Houge, & Scheer, 2004; Fox, Schroeder, & Lodl, 2003; Iowa State University, n.d.; Singletary, Smith, & Evans, 2001; Ward, 1996; & Waguespack, 1988).

Stone and Lemanek (1990) noted that when conducting youth-related research, there were several things researchers should consider. First, interviewers should be aware that a child's understanding of their emotions was likely to exceed their understanding of the feelings of others. Second, creators of survey instruments needed to use language suitable to childrens' vocabulary and reading abilities. Examples included

by Stone and Lemanek were: the use of simple vocabulary and short sentences that contain only one idea; emphasizing specific questions that required concrete answers rather than open ended questions; the possibility of reading the instruments aloud to elementary school-aged respondents; and the importance of keeping the relationship between interviewer and child professional.

Borgers, de Leeuw, and Hox (2000) suggested when developing surveys for children aged eight and older, one should be careful with wording, taking care to avoid negatively phrased items. Lack of concentration, motivation or the need to satisfy others were additional considerations when interviewing children of this age group. According to Borger et al., pre-testing was especially important when developing a survey instrument for young children: this practice allowed the survey developers to know how the questions were understood and why particular answers were given.

After considering the research, the researcher developed the survey instrument in collaboration with the researcher's graduate committee. The instrument was evaluated for consistency, readability, and clarity prior to being administered to the sample groups. The Flesch-Kincaid grade level for the member survey was 3.1. The survey instrument consisted of a questionnaire which concentrated on perceptions of members' and leaders' life skills development levels; perceptions of community and parent activities; and information about leadership within the respective 4-H clubs. In addition, surveys included questions that allowed the researcher to collect demographic information about respondents. The leaders' survey contained questions relating to the levels of leadership training received from 4-H extension as well as other organizations. Responses were

collected using several methods: yes/no questions, multiple-choice, fill in the blank, short answer, and a Likert five point scale. For content and face validity purposes, the instrument was reviewed by faculty at Montana State University (Appendix B).

Pilot Test

The population for the pilot test consisted of 4-H leaders and members in a 4-H club in Bozeman, Montana. The pilot test group would have no direct contact with other members of the population already assigned to the control and treatment groups. The pilot groups included a number of young members. This helped the researcher better assess the readability of the questions. The pilot test was used to identify areas of the survey that needed further clarification. Statistical analysis of responses to questions concerning specific life skills development revealed a Cronbach's alpha reliability coefficient of 0.898 for the member survey and 0.919 for the leader survey. Upon review, the instrument was slightly modified and the decision made to exclude from the control and treatment groups any members who had less than one year experience in 4-H. Further, the pilot test data led the researcher to the decision to exclude surveys returned by leaders who were not primary leaders.

Data Collection

The researcher traveled to each club to collect data. Prior to the meeting, parents and leaders were informed about the survey and given a letter and consent form (Appendix C). Letters to parents and leaders included the Montana State University logo

and signature of the researcher. Also included was the name and phone number of the chair of the graduate committee. The researcher was introduced to the club and gave a brief explanation about the research. Consent forms were collected at that time. Members and leaders were encouraged to give honest responses. The instrument was color-coded to ensure accurate recording of data. An identical set of instructions (Appendix D) was read to each club.

A packet including a color-coded survey, instructions, consent form, and a stamped envelope addressed to the researcher was sent home to absent members to be completed and returned by mail.

Data Analysis

Data was entered into a database and analysis was completed using procedures available through SPSS version 13.0 (SPSS, 2004). Expert consultation was utilized during statistical analysis of the data. Descriptive statistics, two-tailed t-tests, and chi-square were generated for the analysis.

CHAPTER 4

RESULTS

Data were analyzed and presented in this order:

1. Demographics
2. Leadership Structure, Trainings and Opportunities
3. Perception of Life Skill Development Abilities
4. Leader Training by 4-H Extension and Other Organizations
5. Self-confidence, and Community and Parental Involvement

The survey was administered to 67 4-H youth and seven were not used. Six surveys were unusable because members were involved in 4-H less than one year and one survey was not accompanied by a parental consent form when returned by mail. Total member surveys used for final analysis was 60; 20 from the control group, and 40 from the treatment group.

Of the 19 4-H leader surveys administered and collected; 11 were not used. These surveys were returned by leaders who did not qualify as primary leaders. Four leader surveys from each group were used for final analyses.

Demographics

Ninety-five percent of the members in the control group were white and 82.5% of the members in the treatment group were the same (Table 1). Five of the members from the treatment group selected more than one ethnicity and were noted as biracial. Of those,

four selected both American Indian/Alaska Native and White and one selected both Asian and White. The differences in race between control and treatment groups were analyzed using an independent samples t-test and were not statistically significant at the 0.05 alpha level ($p = .683$). Nationally, 70% of all 4-H youth were white and statewide, 87% of 4-H youth were white (USDA Extension Service, 2003).

Table 1. Race of 4-H members.

Race	Control		Treatment	
	N	%	N	%
White	19	95.0	33	82.5
American Indian/Alaska Native	0	0.0	1	2.5
Other	1	5.0	1	2.5
Biracial	0	0.0	5	12.5

One hundred percent of all leaders who took part in the survey were white.

According to USDA Extension Service documents (2003), 97.8% of leaders in the state of Montana and 88% of leaders nationwide classified their race as white.

The age of respondents who participated in the survey is illustrated in Table 2.

The mean age for members of the control group was 12.2 and for the treatment group was 13.0. The age differential between groups was analyzed using an independent samples t-test and was not statistically significant at the 0.05 alpha level ($p = .247$). The control group had 55% of its members over 11 years old, compared to the treatment group which had 70% over 11. Forty-five percent of the control group was between the ages of nine and 11 compared to 25% of the treatment group. Approximately 44% of 4-H youth in

Montana and 38% of youth nationwide, are between the ages of nine and eleven (USDA Extension Service, 2003).

Table 2. Age of 4-H members.

Age	Control ^a		Treatment ^b	
	N	%	N	%
5-8	0	0.0	2	5.0
9-11	9	45.0	10	25.0
12-14	8	40.0	16	40.0
15-18	3	15.0	12	30.0

Control^a – mean age = 12.2

Treatment^b - mean age = 13.0

The number of years the respondents had participated in 4-H is illustrated in Table 3. Youth who had participated for five years or less represented 95% of the youth in the control group and 87.5% in the treatment group. The differences were analyzed using an independent sample t-test and were not statistically significant at the 0.05 alpha level ($p = .456$).

Table 3. Years in 4-H of members.

Years in 4-H	Control		Treatment	
	N	%	N	%
5 years or less	19	95.0	35	87.5
More than 5 years	1	5.0	4	10.0
Missing	0	0.0	1	2.5

The residence of the surveyed 4-H members is summarized in Table 4.

According to USDA Extension Service (2003) 24.1% of Montana youth live on a farm,

36.7% live in a rural area, and 10.9% live in towns of less than 10,000. Among the members participating in this survey 38.9% of the youth in the control group lived in town and equal numbers of youth in the treatment group lived on farms or in rural areas (36.8%).

Table 4. Residence of 4-H members.

Residence	<u>Control</u>		<u>Treatment</u>	
	N	%	N	%
Farm or ranch	6	33.3	14	36.8
Outside town but not on farm or ranch	5	27.8	14	36.8
In town	7	38.9	10	26.3

The number of years leaders had been involved as volunteers with the 4-H organization is shown in Table 5. The majority (75%) of the treatment group leaders were involved as leaders for 5 years or more compared to only 25% of leaders in the control group. This difference was analyzed using an independent sample t-test and was statistically significant at the 0.05 alpha level ($p = .024$).

Table 5. Years as a 4-H leader.

Years as 4-H leader	<u>Control</u>		<u>Treatment</u>		<u>P</u>
	N	%	N	%	
5 years or less	4	100.0	1	25.0	.024*
More than 5 years	0	0.0	3	75.0	

*significant at the 0.05 level

Leadership Structure, Trainings and Opportunities

Members' responses to questions concerning the election of officers are shown in Table 6. Both leader and member populations agreed (100%) their clubs had officers. One hundred percent of the members in the treatment group reported that officers were elected by vote, 25% of the control group reported that elections were achieved using a different method, such as drawing officers out of a hat. This difference was analyzed using an independent samples t-test and was statistically significant at the 0.05 alpha level ($p = .021$).

Table 6. How officers were selected (members).

<u>How officers were selected</u>	<u>Control</u>		<u>Treatment</u>		<u>P</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Vote	14	70.0	40	100.0	.021*
Other method	5	25.0	0	0.0	
<u>Missing</u>	1	5.0	0	0.0	

*significant at the 0.05 level

Table 7 summarizes answers to questions related to members who had served or were currently serving as officers. Fifty-five percent from the control group responded Yes and 60% in the treatment group responded No. The results were analyzed using an independent samples t-test and were not statistically significant at the 0.05 alpha level ($p = .279$).

Table 7. Comparison of member officer experiences.

<u>Have been or currently an officer?</u>	<u>Control</u>		<u>Treatment</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	11	55.0	16	40.0
No	9	45.0	24	60.0

Members' interest in becoming an officer in the future is summarized in Table 8. The majority from both groups indicated they were interested. The results were analyzed using an independent samples t-test and were not statistically significant at the 0.05 alpha level ($p = .368$).

Table 8. Comparison of member interest in future officer activity.

<u>Would you like to be an officer?</u>	<u>Control</u>		<u>Treatment</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	13	65.0	21	52.5
No	7	35.0	16	40.0
Don't know	0	0.0	1	2.5
Missing	0	0.0	2	5.0

A comparison among members concerning the training of officers in their clubs is shown in Table 9. Officers did received training in the treatment group (65%) compared to only 10% of the control group. The results were analyzed using an independent samples t-test and were statistically significant at the 0.05 alpha level ($p = .001$).

Table 9. Comparison among members concerning if officers receive training.

<u>Do officers receive training?</u>	<u>Control</u>		<u>Treatment</u>		<u>P</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Yes	2	10.0	26	65.0	.001*
No	16	80.0	13	32.5	
Missing	2	10.0	1	2.5	

*statistically significant at 0.05 alpha level

The comparison among leaders concerning if officers in their clubs received training is summarized in Table 10. In the control group, 75% of leaders responded that officers receive no training compared to 75% of treatment leaders who reported officers in their club do receive training. These differences were analyzed using an independent samples t-test and were not statistically different at the 0.05 alpha level ($p = .052$).

Table 10. Comparison among leaders concerning if officers receive training.

Do officers receive training?	Control		Treatment		P
	N	%	N	%	
Yes	1	25.0	3	75.0	.052
No	3	75.0	0	0.0	
Missing	0	0.0	1	25.0	

How training was achieved in both groups is illustrated in Table 11. In the treatment group, training was done primarily through a means other than the leader or past officers. An option was presented for members to write in an answer if they chose 'other'; one common answer was that the officers attended a county-wide leader retreat. Members who responded that their clubs did not have officer training were reported as no response. The results were analyzed using an independent samples t-test and were not statistically significant at the 0.05 alpha level ($p = .740$).

Table 11. Comparison by members of how officer training was performed.

If officers were trained, how?	Control		Treatment	
	N	%	N	%
Leader	1	5.0	1	2.5
Past officer	1	5.0	11	27.5
Combination of leader/past officers	0	0.0	13	32.5
^a No response	18	90.0	15	37.5

^aNo response = question instructed that if you answered No to question before, to disregard question

Leader comparisons of how officer training was performed in their clubs are shown in Table 12. Seventy-five percent of the leaders in the control group did not respond. Leaders in the treatment group responded that training in their clubs was performed by leaders and past officers

Table 12. Comparison by leaders of how officer training was performed.

<u>If officers are trained, how?</u>	<u>Control</u>		<u>Treatment</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Leader	1	25.0	2	50.0
Past officer	0	0.0	2	50.0
^a No response	3	75.0	0	0.0

^aNo response = question instructed that if you answered No to question before, to disregard question

Perception of Life Skill Development Abilities

The relationships between members' perceptions of their abilities in selected life skills are shown in Table 13. A chi-square test showed no statistical significance at an alpha level of 0.005 ($p > 0.005$, this alpha level was determined using the Bonferroni correction $0.05/11$). Although no statistical significance was shown, the p values for ability to communicate with just one person ($p = .034$), ability to be a good loser ($p = .020$) and the ability to make decisions ($p = .047$) were all quite low, scoring below the original alpha level (0.05).

Table 13. Relationship between members' perceptions of abilities in selected life skills.

<u>Life skills</u>	<u>Group</u>	<u>Value</u>	<u>N</u>	<u>df</u>	<u>P</u>
Ability to work in a group	Treatment	1.73	40	4	.785
	Control		20		
Ability to talk and listen in a group	Treatment	8.48	39	4	.075
	Control		20		
Ability to talk and listen to just one person	Treatment	10.39	39	4	.034
	Control		20		
Ability to meet new people	Treatment	2.42	39	4	.659
	Control		20		
Ability to be a good winner	Treatment	8.35	40	4	.080
	Control		20		
Ability to be a good loser	Treatment	11.65	40	4	.020
	Control		19		
Ability to improve the way you feel about yourself	Treatment	9.16	40	4	.057
	Control		19		
Ability to work without directions	Treatment	6.41	40	4	.171
	Control		20		
Ability to make decisions	Treatment	9.65	39	4	.047
	Control		19		
Leadership abilities	Treatment	4.45	39	4	.349
	Control		20		
Understanding the role you play in your community	Treatment	7.40	38	4	.116
	Control		20		
Ability to take responsibility for your own actions	Treatment	1.49	40	4	.828
	Control		20		

The relationship between the two groups of leaders' perceptions of abilities for selected life skills is illustrated in Table 14. A chi-square test showed no statistical

significance between treatment and control groups at an alpha level of 0.005 ($p > 0.005$, this alpha level was determined using the Bonferroni correction $0.05/11$). The survey instrument had a Likert-type 5 point scale for each question. Only one degree of freedom is shown for ‘ability to talk and listen to just one person’ because responses only included two different points on the scale: ‘high’ and ‘very high’.

Table 14. Relationship between leaders’ perceptions of abilities to provide members with the selected life skills.

Life skills	Group	Value	N	df	P
Ability to work in a group	Treatment	1.33	4	2	.513
	Control		4		
Ability to talk and listen in a group	Treatment	4.80	4	2	.091
	Control		4		
Ability to talk and listen to just one person	Treatment	0.00	4	1	1.000
	Control		4		
Ability to meet new people	Treatment	0.67	4	2	.717
	Control		4		
Ability to be a good winner	Treatment	2.67	4	2	.264
	Control		4		
Ability to be a good loser	Treatment	5.33	4	2	.069
	Control		4		
Improving their own self confidence	Treatment	1.33	4	2	.513
	Control		4		
Ability to work without directions	Treatment	0.67	4	2	.717
	Control		4		
Ability to make decisions	Treatment	2.67	4	2	.264
	Control		4		
Leadership abilities	Treatment	2.67	4	2	.264
	Control		4		
Understanding the role they play in their community	Treatment	0.67	4	2	.717
	Control		4		
Ability to take responsibility for their own actions	Treatment	1.20	4	2	.549
	Control		4		

Leader Training by 4-H Extension and Other Organizations

Differences in level of leadership training from 4-H extension are shown in Table 15. These differences were analyzed using an independent samples t-test and were statistically significant at the 0.05 alpha level ($p = .017$). Leaders in the treatment group had higher responses (4.50) on how the level of training they had received from 4-H extension had affected their skills to work with their clubs than the control group (2.50). The leaders in the control group indicated receiving a higher level of training (3.75) from other organizations than members in the treatment group (3.50). The mean numbers shown are derived from the Likert scale scoring of 1 = very low, 2 = low, 3 = neutral, 4 = high, and 5 = very high.

Table 15. Training levels and affects of training of 4-H leaders.

Training questions	<u>Control</u>		<u>Treatment</u>		<u>P</u>
	N	Mean	N	Mean	
Level of Extension Training	4	2.25	4	4.50	.017*
Level training has affected skills	4	2.50	4	4.50	.092
<u>Level of other training</u>	4	3.75	4	3.50	.730

*significant at the 0.05 level

Confidence, and Community and Parental Involvement

Four short answer questions were asked on leader and member surveys (Appendix B). Analysis of responses was done by grouping like answers and if possible statistical analysis was performed.

When asked what they do to affect members' self-confidence levels, some of the things 4-H leaders included were providing members with encouragement, support and guidance. When asked what she does to increase the self confidence of her members, one leader answered, "I know that how I respond, encourage, correct, and care for my 4-H members will positively or negatively affect their lives, so I try to give lots of positive feedback, encourage them to do their best and follow their head, heart, hands, health to serve others, This is where a person truly gains self-confidence." One hundred percent of leaders from both the treatment and control groups responded with a positive statement.

The majority of members from both groups responded positively when asked how being involved in their 4-H club had affected their confidence (Table 16). Members commented that being involved in their 4-H club had improved their abilities in many different life skills. Members specifically credit 4-H with boosting their self-confidence; helping them learn how to meet new people and make new friends; teaching them how to feel comfortable speaking in public, and enabling them to become better leaders. One member commented, "4-H has been my support group as well as my source of growth. I have gone from being a shy, worried little girl to being an active leader, volunteer and mentor, and I have confidence in all of those abilities because of 4-H."

Seventy percent of the control group believed 4-H had a positive affect on their confidence compared to 52.5% of the treatment group. Neutral responses were fairly even and 15% of the treatment group did not respond to the question. Differences were

analyzed using an independent samples t-test; there was no statistical difference in the responses of the two groups at the 0.05 alpha level ($p = .325$).

Table 16. Comparison of members' perceptions of how involvement in their 4-H club affected their confidence.

Affect on confidence	Control		Treatment	
	N	%	N	%
Positive responses	14	70.0	21	52.5
Neutral responses	5	25.0	12	30.0
Negative responses	0	0.0	1	2.5
Missing	1	5.0	6	15.0

The treatment group consistently had equal or higher percentages of members who recorded an involvement in the areas listed, with the exclusion of fairground activities (Table 17). Some of the activities mentioned by the treatment groups were: food and clothing drives, farm fairs, cleaning barns, beautification projects, highway clean-ups, and working with the elderly.

Table 17. Summary of member perceptions of what their clubs do in the community.*

Community involvement	Control		Treatment	
	N	%	N	%
Perform community service	1	5.0	18	45.0
Participate in fundraising	2	10.0	11	27.5
Help people	7	35.0	15	37.5
Clean up	1	5.0	12	30.0
Fairgrounds activities	7	35.0	5	12.5
Other	4	25.0	10	25.0
Nothing/don't know	2	10.0	4	10.0

*Table included multiple responses per member, leading to totals greater than 100%

Leaders seemed to respond equally with reference to community involvement (Table 18). However, upon closer examination, it was determined that although all leaders reported some sort of community involvement, the treatment group listed more than twice as many activities as the control group. Control group leaders mentioned up to five different community activities participated in by their club. A few included donating money or gifts, helping an elderly woman, and building a picnic table for the fairgrounds.

Table 18. Summary of leader perceptions of what their clubs do in the community.

<u>Community involvement</u>	<u>Control</u>		<u>Treatment</u>	
	N	V ^a	N	V ^a
Perform community service	4	3	4	8
Participate in fundraising	0	0	2	3
Donate money or goods	2	2	0	0
<u>Total V^a</u>		5		11

V^a = variety of activities

Looking at the results of Table 19 as well as a summary of responses (Appendix E) it seemed that member perceptions of parental involvement were relatively equal. Members answered that their parents served as project leaders, attended meetings, volunteered to help, and assisted in a variety of other ways.

Table 19. Summary of member perceptions of what their clubs do to involve parents.*

<u>Parental involvement</u>	<u>Control</u>		<u>Treatment</u>	
	N	%	N	%
Parents serve as leaders	4	20.0	10	25.0
Parents help	6	30.0	4	10.0
Attend meetings	2	10.0	0	0.0
Parents volunteer	0	0.0	6	15.0
Other	11	27.5	5	25.0
Nothing	2	10.0	1	2.5
<u>Missing</u>	5	25.0	6	15.0

*Table included multiple responses per member, leading to totals greater than 100%

According to leaders, parental involvement seemed to be the same across both groups, as shown in Table 20. All of the leaders agreed that parents serve as volunteers; 100% of the control group and 50% of the treatment group said that parents attend meetings.

Table 20. Summary of leader perceptions of what their clubs do to involve parents.

Parental involvement	Control		Treatment	
	N	%	N	%
Parents serve as volunteers	4	100.0	4	100.0
Parents come to meetings	4	100.0	2	50.0
Participate in special events	0	0.0	1	25.0
Provide transportation	0	0.0	2	50.0

Members from the treatment group seemed to be involved in roughly the same amount and variety of activities beyond 4-H (Table 21). Over 60% of treatment members were involved in at least one sport and 42.5% were involved with their church. Members from the control group were also highly involved in activities such as sports (50%) and church (35%). Members in both clubs were also involved in a variety of other activities.

Table 21. Comparison of member involvement in organizations other than their local 4-H club.

Other organizations	Control			Treatment		
	N	%	V ^a	N	%	V ^a
Church	7	35.0	2	17	42.5	3
School	3	15.0	2	9	22.5	8
Scouts	5	25.0	1	2	5.0	1
Sports	10	50.0	7	25	62.5	8
Other	6	30.0	5	13	32.5	5
None	3	15.0	0	2	5.0	0
Total V ^a			17			25

V^a = variety of activities

Leaders from both the treatment and control groups participated in roughly the same type and number of activities in addition to their local 4-H club (Table 22). When the variety of activities was estimated and totaled, the control group participated in 12 different activities compared to the treatment group, who participated in 15.

Table 22. Comparison of leader involvement in organizations other than their local 4-H club.

Other organizations	Control		Treatment	
	N	V ^a	N	V ^a
Church	1	1	2	2
Other 4-H activities	0	0	1	4
Past activities/none now	0	0	1	4
School	2	2	0	0
Scouts	2	2	0	0
Sports	1	3	1	1
Other	3	4	2	4
Total V^a		12		15

V^a = variety of activities

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

Conclusions

The purpose of this study was to measure the degree to which leader training through the Montana 4-H Volunteer Leader College affected the life skills development of members in their 4-H clubs. Upon analysis of the results, the following conclusions were drawn relative to the specific objectives:

Objective 1: Describe demographic characteristics of selected 4-H leaders and members.

The 4-H members surveyed were demographically similar. The majority were white and between the ages of 9 and 14. With both control and treatment groups, most lived on farms/ranches or outside city limits. Additionally, in both groups, most members had been involved in 4-H for five years or less.

The 4-H leaders in the treatment group had been involved more years as 4-H leaders than those in the control group. Likewise, treatment group leaders reported receiving higher levels of training from 4-H extension. All leaders in both groups reported their race as white.

Objective 2: Determine if volunteer leader training through Montana 4-H Volunteer Leader College influenced members' life skill development.

Volunteer leader training through the VLC did not influence members' perceptions of their life skills. Additionally, training did not significantly affect leaders' perceptions of their ability to provide members with life skills.

Objective 3. Determine the most effective leader practices, as recommended by Montana 4-H, for development of life skills in 4-H members.

There was a statistically significant difference between the two groups concerning officer training and selection. Members of the treatment group perceived a greater occurrence of officer training; additionally, officers were elected by vote, compared to the control group who used another method.

According to leaders, community involvement seemed to be more varied and occur more often in the treatment groups. Also relating to community involvement, members in the treatment group seemed to perceive higher levels of participation in this area.

Recommendations

Based on the conclusions of this study, the following recommendations were made:

As discovered during the review of literature, participation in 4-H leader training was voluntary. Although not conclusive, this research revealed members with leaders who received training through the VLC participated more often and in more varied forms of community involvement. Members in these clubs also experienced a higher occurrence of officer training, and were able to vote on club officers. This data is not

conclusive because of many factors. The treatment and control group leaders differ in years in 4-H as well as involvement with the VLC; perhaps there are other distinguishers between the treatment and control groups. Further study was needed to determine if mandatory training of volunteer leaders for youth life skills development provided different impacts than volunteer training. Additionally, further research was needed to determine the effect officer election and training strategies employed by leaders had on level of community involvement of 4-H clubs.

Training in the Montana 4-H Volunteer Leader College did not affect members' perceptions of life skill development. Training through the VLC also did not affect leaders' perceptions of their ability to provide life skills to members. With consideration given to the National 4-H Strategic Plan (2001) goals and recommendations, an assessment of the VLC goals and objectives should be undertaken.

Purposive sampling and limited sample size were aspects of this study. In order to make generalizations about all clubs led by leaders who received training through the Montana 4-H Volunteer Leader College, a quasi-experimental design using larger treatment and control groups from throughout Montana should be conducted. The design should include a more in depth interview with, or survey of, volunteer leaders. In order to eliminate some previously unknown variables, much more thorough research should be done to determine why leaders chose to attend the leader college, as well as what specific situations leaders faced in their clubs and counties.

Occurrence of officer training in 4-H clubs was much higher in the treatment group. Although this showed that leader training was occurring, it highlighted the need

to make officer training opportunities and expectations clear to all leaders of 4-H groups in the State of Montana.

Future research on this subject should include more demographic information, a re-evaluation of ethnicity choices, and an elimination of questions which were repetitive or resulted in overwhelmingly similar responses. The research should be expanded to include a larger sample and perhaps other specific volunteer leader training programs similar to the VLC.

Implications

The results from this study did not show a relationship between volunteer leader training through the VLC and members' perceptions of their life skills. Training in the VLC and affects of leaders' perceptions of their ability to provide members with life skills had no significant relationship. Several possible explanations exist to explain this result. First, leaders may have attended the leader college for a variety of reasons. Leaders in the treatment group had been involved in 4-H as volunteer leaders for a longer period of time than leaders from the control group. Perhaps these more experienced leaders were more aware and/or open to the idea of new training opportunities. Not being informed of the VLC training or not feeling ready to add to their 4-H knowledge base could be reasons leaders, especially younger, more inexperienced leaders, did not attend the VLC.

It appeared the life skills of the members in the 4-H clubs surveyed were relatively unaffected by leader training. Although there was no significant difference in

responses on the life skill portion of the survey, the majority of members from both groups perceived their life skills abilities as either high or very high. These conclusions emphasized the positive life skills possessed by Montana State 4-H members, regardless of leader training.

There may have been several explanations why the Likert scale part of the survey instrument failed to detect any differences in life skills development of members under leaders with different levels of training. First, the instrument was only administered one time; administering the same survey to the same group of leaders and members using a pre and post test may have provided better evidence of the relationships being considered. Second, the Montana 4-H Volunteer Leader College was a very new program; skills learned by leaders through the VLC may not have had time to manifest themselves in their members.

There was a statistically significant difference between the two groups concerning officer training and selection. Members of the treatment group reported higher instances of officer training. Additionally, officers in the treatment group were more often elected by vote. There were several possible explanations for these results. The presence of existing officer training programs in the counties was not determined. A variety of group dynamics such as small group numbers, or a large number of young members, may have presented themselves to particular clubs, causing a change in the selection process of officers, resulting in more varied forms of officer selection. Discovering all the inner-workings of the clubs surveyed was not an objective of the researcher but perhaps a more

in-depth interview process would have succeeded in providing more insight concerning the relationships.

There were many survey instruments available for evaluating life skills of youth. Concerning this subject, other instruments could easily be applied and compared.

According to leaders, community involvement was more varied and occurred more often in the treatment groups. Members in the treatment group also perceived higher levels of participation in the community compared to the control group. There were many possible explanations for these results. First, training through the VLC may have provided leaders with abilities to expand and grow in their community involvement projects, resulting in increased member participation in community involvement. Secondly, the relationship between years as a volunteer leader and the same increases concerning community involvement could have been attributed to more experienced leaders being more familiar with the community. These leaders may have had rooted, tradition-oriented service activities as well as members and parents who have been with their particular club for a long period of time. Familiarity with service projects may allow them to run more smoothly, perhaps allowing for more involvement. Finally, although developing a strong sense of civic responsibility in 4-H youth was one goal of the National Strategic Plan (2001), all county extension agents may not have been equal in encouraging or providing volunteer leaders with resources to develop strong community involvement within their clubs.

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APPENDICES

APPENDIX A

IRB APPROVAL



INSTITUTIONAL REVIEW BOARD

For the Protection of Human Subjects

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 c/o Veterinary Molecular Biology
 Montana State University
 Bozeman, MT 59717-3080
 Telephone: 406-994-6783
 FAX: 406-994-4303
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Chair: Mark Quinn
 406-994-5721
 mquinn@montana.edu
Administrator:
 Stephen Guggenheim
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 awmsg@montana.edu

MEMORANDUM

.....

TO: Ricarda Bradbury

FROM: Mark Quinn, Ph.D. *Mark Quinn*
 Chair, Institutional Review Board for the Protection of Human Subjects

DATE: March 1, 2005

SUBJECT: *Life Skills Development of 4-H Youth* [RB030105]

Thank you for submitting the revisions and clarifications requested by the Institutional Review Board. This proposal is now approved for a period of one-year.

Please keep track of the number of subjects who participate in the study and of any unexpected or adverse consequences of the research. If there are any adverse consequences, please report them to the committee as soon as possible. If there are serious adverse consequences, please suspend the research until the situation has been reviewed by the Institutional Review Board.

Any changes in the human subjects aspects of the research should be approved by the committee before they are implemented.

It is the investigator's responsibility to inform subjects about the risks and benefits of the research. Although the subject's signing of the consent form, documents this process, you, as the investigator should be sure that the subject understands it. Please remember that subjects should receive a copy of the consent form and that you should keep a signed copy for your records.

In one year, you will be sent a questionnaire asking for information about the progress of the research. The information that you provide will be used to determine whether the committee will give continuing approval for another year. If the research is still in progress in 5 years, a complete new application will be required.

APPENDIX B

MEMBER AND LEADER SURVEY INSTRUMENTS

4-H Member Survey

Please circle or fill in the blanks for the following questions:

Age _____

How many years have you been in 4-H? _____

Do you live on a farm or ranch? Yes No

Do you live outside town but not on a farm or ranch? Yes No

Do you live in town? Yes No

Please circle your ethnicity or race:

American Indian/Alaska Native Asian Black Hispanic

Native Hawaiian/Pacific Islander White Other

1. How has being in your 4-H club affected your confidence?

2. What does your 4-H club do in your community?

3. What does your 4-H club do to involve parents?

4. Besides 4-H, what other community, school, or church organizations are you involved in? (Examples: Boy or Girl Scouts, church youth group, sports, science club, etc.)

4-H Leader Survey

Please circle or fill in the blanks for the following questions:

How many years have you been a 4-H leader? _____

Did you participate in the Montana 4-H Volunteer Leader College training? Yes No

If yes, please indicate what level you completed (1-3) _____

Please circle your ethnicity or race:

American Indian/Alaska Native	Asian	Black	Hispanic
Native Hawaiian/Pacific Islander	White	Other	

1. How do you, as a leader in your 4-H club, affect your members' self-confidence level?
2. What does your 4-H club do in your community?
3. What does your 4-H club do to involve parents?
4. Besides 4-H, what other community, school, or church organizations are you involved in as a volunteer? (Examples: Boy or Girl scouts, church youth group, sports, science club, etc.)

5. Does your 4-H club have officers? Yes No
6. If your club has officers, how are they selected?
 (a) leader chooses (b) members vote (c) other: _____
7. Do officers in your 4-H club receive training? Yes No
8. If they do, the training is done by:
 (a) leader (b.) past officers (c.) other: _____

Please rate your ability to provide your club with the following life skills:
 (1 = *Very Low* 2 = *Low* 3 = *Neutral* 4 = *High* 5 = *Very High*)

	<i>Very Low</i>	<i>Low</i>	<i>Neutral</i>	<i>High</i>	<i>Very High</i>
9. Working in a group	1	2	3	4	5
10. Talking and listening in a group	1	2	3	4	5
11. Talking and listening to just one person	1	2	3	4	5
12. Meeting new people	1	2	3	4	5
13. Being a good winner	1	2	3	4	5
14. Being a good loser	1	2	3	4	5
15. Improving their own self confidence	1	2	3	4	5
16. Working without directions	1	2	3	4	5
17. Making decisions	1	2	3	4	5
18. Being a leader	1	2	3	4	5
19. Understanding the role they play in their community	1	2	3	4	5
20. Taking responsibility for their actions	1	2	3	4	5

Using the above scale, please answer the following:

21. To what extent have you received training from 4-H Extension?	1	2	3	4	5
22. To what extent do you feel this training has affected your skills to work with your club?	1	2	3	4	5
23. To what extent have you received leader training from another organization, work, school, etc?	1	2	3	4	5

APPENDIX C

LETTERS AND CONSENT FORMS FOR PARENTS AND LEADERS

Dear 4-H Parent,

Your child has been selected to participate in a study examining life skills development among 4-H members. Since this study involves minors, it is important to inform you, the parent, of what is taking place and to ask your permission for the involvement of your child. Participation in this survey is strictly voluntary.

This survey will be conducted in a confidential manner. Only the researcher will have access to the data. There will be no way to identify any individual from the survey they complete. Therefore, the responses your child provides will in no way reflect back onto him or her.

The survey consists of 22 questions. It will take about 15 minutes for your child to complete. Most of the questions can be answered by circling the answer that best describes the student's perceptions of their abilities. There are also four short answer questions on the survey. These questions ask about activities in which your child's club participates.

If you grant permission for your child to participate in this survey, please complete the attached consent form and return it to Ricarda Bradbury, or to their 4-H leader. Once permission is given, your child will receive the survey at a 4-H meeting, to be administered by the researcher or their leader. Once members complete the surveys, they can simply turn them in during the meeting.

An expected benefit of this survey will be an increase in knowledge about life skills development in 4-H members, perhaps leading to improved volunteer leader training and evaluation. Your cooperation is greatly appreciated with this effort.

If you have any questions, please feel free to contact any of the individuals listed at the bottom of this page.

Sincerely,

Ricarda Bradbury
Agricultural Education Graduate Student
Montana State University

Ricarda Bradbury
(406) 582-5498

Dr. Carl Igo
(406) 994-3693

Additional questions about the rights of human subjects can be answered by the Chairman of the Institutional Review Board, Mark Quinn, (406) 994-5721.

Subject Consent Form for
Participation in Human Research at
Montana State University

Life Skills Development Study

AUTHORIZATION: I have read the above and understand the possible discomforts, inconveniences and risks of this study. I, _____ (*name of parent or guardian*), related to the participant as _____ (*relationship*), agree to the participation of _____ (*name of participant*) in this research. I understand that the participant or I may later refuse participation in this research and that the participant, through his/her own action or mine, may withdraw from the research at any time. I have received a copy of this consent form for my own records.

Signed: _____

Witness: _____

Investigator: _____

Date: _____

Dear 4-H Leader,

You and your 4-H group have been selected to participate in a study examining life skills development among 4-H members. It is important to inform you of what is taking place and to ask your permission. Participation in this survey is strictly voluntary.

This survey will be conducted in a confidential manner. Only the researcher will have access to the data. There will be no way to identify any individual from the survey they complete. Therefore, the responses you provide will in no way reflect back on you.

The survey consists of 23 questions. It will take about ten minutes for you to complete. Most of the questions can be answered by circling the answer that best describes your perceptions of your abilities and your feelings about your training. There are also four short answer questions on the survey. These questions ask about activities in which your club participates.

If you agree to participate in this survey, please complete the attached consent form and return it to Ricarda Bradbury. Once permission is given, you and your club members will receive the survey at a 4-H meeting, to be administered by the researcher. Once you complete the survey, you can simply turn it in during the meeting.

An expected benefit of this survey will be an increase in knowledge about life skills development in 4-H members, perhaps leading to improved volunteer leader training and evaluation. Your cooperation is greatly appreciated with this effort.

If you have any questions, please feel free to contact any of the individuals listed at the bottom of this page.

Sincerely,

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Subject Consent Form for
Participation in Human Research at
Montana State University

Life Skills Development Study

AUTHORIZATION: I have read the above and understand the possible discomforts, inconvenience and risk of this study. I, _____ (name of leader), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed:

Witness:

Investigator:

Date:

APPENDIX D

INSTRUCTIONS GIVEN TO MEMBERS AND LEADERS

INSTRUCTIONS

My name is Ricarda Bradbury and I am currently a graduate student in the college of Agricultural Education at Montana State University in Bozeman. I am working on completing my master's thesis and I am here tonight conducting part of my research in the area of life skills development. I appreciate your helping me by taking the time to complete this survey.

The surveys do not ask for your name and there will be no way to connect your survey with you or your group. All responses will be kept completely confidential so don't be afraid to answer honestly. Members and leaders, please complete the survey on your own. Members, your parents did not get a survey for a reason; I need to know what the kids think! You can ask someone (your parents, your leader, or me) if you have a question about what a word or a question means or you can just leave that particular question blank if you don't understand. Parents, I brought some extra surveys if you want to look at one, but please try your best not to influence your child's answers. Go ahead and get started, please ask me any questions you may have and remember that there is no right or wrong answer. This is just a survey, not a test!

APPENDIX E

SUMMARY OF SHORT ANSWER RESPONSES

Control group member answers to short answer questions

1. How has being in your 4-H club affected your confidence?

Neutral Responses 25.0%

1. My speaking skills
2. it hasn't
3. hasn't affected me at all
4. speaking to a group
5. being in my 4-H club was fun until people started not coming, but now I'm switching clubs and I'm excited

Positive Responses 70.0%

1. Helped me learn how to make new friends
2. It gives me an idea on how life will be like. It prepares me for life. It gives me confidence.
3. It has given me better confidence, and prepares me for the future
4. helps build confidence and learn about animals
5. made it better
6. gives me confidence
7. it made me understand things
8. it has boosted it a little bit
9. it has improved my speaking skills
10. it has made it easier to talk in public
11. better at public speaking
12. It taught me to be calm and self assured and not scared
13. I have done better at public speaking, I do better with talking to people
14. 4-H helped me with my speaking, I like to do public speaking

No response or left blank 5.0%

2. What does your 4-H Club do in your community?

Clean up 5.0%

1. Cleans up trash

Community Service 5.0%

1. My 4-H club does a lot of community service

Fairgrounds Activities 35.0%

1. We made a picnic table for the fairgrounds
2. donates picnic tables for fairgrounds
3. the club does community service projects, like picnic tables for fairgrounds

4. show at fair
5. make benches
6. builds and paints benches
7. they build or paint picnic tables

Fundraising 10.0%

1. have a fair to raise money
2. it does fund raisers

Helps People 35.0%

1. help people
2. we help out people when we can
3. Help (Specific Name)
4. We help (Specific Name) in yard
5. Give money to a girl with cancer
6. Help an elderly person
7. We help a person who has a (Specific Business), (Specific Name)

Other 20.0%

1. help make our community better
2. donations
3. other fun activities
4. it helps and other things

Nothing 10.0%

1. Hardly anything
2. nothing

No response or left blank 0.0%

3. What does your 4-H club do to involve parents?

Attend Meetings 10.0%

1. encourages parents to come to meetings
2. lets them come to meetings

Help 30.0%

1. they guide us
2. I think they help
3. help raise sheep and help with other things
4. has the parents participate in community service
5. parent helpers

6. Helping with (Specific Name)

Leaders 20.0%

1. choose parents for project leaders
2. it chooses parents as project leaders
3. has them be project leaders
4. leadership

Other 25.0%

1. Have parents do activities
2. the parents learn as much as we do
3. they handle the paperwork
4. they are able to help vote and schedule activities
5. driving us to the meeting

Nothing 10.0%

1. nothing
2. nothing

No response or left blank 25.0%

4. Besides 4-H, what other community, school or church organizations are you involved in?

Church 35.0%

1. religious ed
2. church youth group
3. youth group
4. LDS Church
5. Church youth group
6. Vacation bible school (VBS)
7. Church group

School 15.0%

1. school
2. grade school
3. science fair

Scouts 25.0%

1. Cub Scouts
2. Boy Scouts
3. Boy Scouts
4. Boy Scouts

5. Boy Scouts

Sports 50.0%

1. football
2. basketball
3. basketball
4. track
5. football
6. baseball, soccer
7. basketball, soccer, track
8. sports
9. Home school sports
10. Swim

Other 30.0%

1. babysitting, TIP (teens in partnership)
2. All
3. Volunteer at Vet Clinic, work at dad's bakery (paid), Irish step dance
4. Sghs, Btgs
5. Ballet
6. Horse sense group

None 15.0%

1. nothing
1. none right now
2. nothings [sic]

Treatment group member short answer questions

1. How has being in your 4-H club affected your confidence?

Neutral Responses 30.0%

1. It taught me to work with animals
2. Has it confidence at all
3. Has not affected my confidence
4. Not really
5. It hasn't
6. Yes
7. I haven't been in 4-H long enough
8. Affected my public speaking skills
9. Indifference
10. It has affected it by making me or pushing me by giving speeches
11. It hasn't effected it at all
12. Not very much

Positive Responses 53.0%

1. 4-H has positively affected my confidence
2. Being in 4-H has increased my confidence
3. It has me more socialable [sic]
4. It has made me way more confident
5. It has helped by making it easier to speak in front of other people
6. Being in 4-H has affected my confidence by not being so scared to speak in front of big groups of people.
7. I speak better in public
8. I feel more confident in public speaking, I stand up for myself more. I am proud of my accomplishments
9. I am a much better leader, public speaker, etc., I now give/host workshops and am a teen leader
10. I am a normally shy person, It has made me feel a lot more confident to speak up
11. 4-H has been my support group as well as my source of growth. I have gone from being a shy, worried little girl to being an active leader, volunteer and mentor, and I have confidence in all of those abilities because of 4-H.
12. It has taught me public speaking and not to be shy
13. It has boosted it
14. I'm with being a better citizen
15. It has boosted my confidence because now I'm not as scared to be in front of people
16. It has helped me speak in front of large groups
17. Has given me more confidence

18. It has helped me with public speaking and developing my leadership skills
19. 4-H helps me with public speaking and involvement with younger students
20. I am more confident when talking to those I do not know
21. It placed me in uncomfortable positions in which I had to be a leader and act quickly and thus enhanced my confidence for similar situations

Don't know 2.5%

1. I don't know

Negative Responses 2.5%

1. other people are sort of better than me

No response or left blank 12.5%

2. What does your 4-H Club do in your community?

Clean up 30.0%

1. Beautification projects
2. Beautification projects
3. We do a two mile highway cleanup every spring and fall
4. We do (Specific Town clean up day) by helping out elderly people, planting bushes and shrubs, etc.
5. We clean the highway
6. Highway clean up
7. Our 4-H club cleans up the highways, plants trees, flowers, etc...
8. Pick up trash
9. Helps clean the town
10. Clean up the highways
11. Clean up
12. Clean up

Community Service 45.0%

1. Do community service projects
2. Several community service projects
3. We do community service
4. Community service
5. Community service
6. We do community service
7. Helps organizations that help people
8. We help the community
9. Volunteer
10. Donate money and time to others
11. It makes you a better citizen

12. Helps and gives
13. Raise money for homeless shelters
14. We do annual food drive
15. Donate to pantry partners
16. Gather food for Pantry Partners
17. Buy food for families over Christmas or Thanksgiving, we do food drives
18. Donates food

Fairgrounds Activities 12.5%

1. Does the fair
2. Help paint the sheep barn and grandstands
3. Barn cleaning
4. Cleaning barns
5. Cleans barns

Fundraising 27.5%

1. We are going to run a team penning event
2. Do fundraisers
3. We sell fruit like oranges and grapefruit
4. Sell things like oranges
5. Orange sales
6. Fundraisers
7. Sell stuff for money
8. Sell things
9. It puts on a carnival, sells reves [sic] (wreaths), and sells cokeydow [sic] (cookie dough)
10. Carnival volunteers
11. Raises money for all 4-H clubs

Helps People 37.5%

1. We help elders do stuff like clean up their yards
2. Help people out
3. We help people that need our help
4. It helps people
5. Help people in different ways
6. Helps elderly people around the yard and their home
7. It helps people
8. It helps people
9. It helps people
10. Helps the elderly people
11. They would like them to help out, like with projects
12. To help you with your projects
13. Parents help kids and become involved

14. She helps with club activities such as barn cleaning, etc.
15. The parents are asked to help with activities

Don't know 10.0%

1. I don't know, (I just recently moved here)
2. I have no clue
3. Haven't been with the club long enough
4. We've just been in this club for 5 months

Other 25.0%

1. Other things
2. Promote 4-H
3. Set up activities
4. Our 4-H club does really good
5. That commuted [sic]
6. We once helped package first aid packages for the hospital
7. Gives kids an extra-curricular program to be involved in
8. We helped with hideout mountain
9. Making pillow cases to go into backpacks for foster children (and more, but I don't know what because we are very new to this group).
10. Help to build park play area.

No response or left blank 2.5%

3. What does your 4-H club do to involve parents?

Leaders 25.0%

1. They are also leaders
2. They can be leaders
3. Parents are leaders of projects
4. My mom is the senior swine leader
5. Each parent is a leader for something they excel in
6. They become leaders
7. Have them be leaders
8. Make them leaders
9. My mom is a leader, she is the crochet leader
10. My mom is a leader in fishing and cooking

Help 10.0%

1. Sometimes they provide helpful input for ideas and help our organization
2. Asked to help
3. Lots of the kids are young and use help from their parents,
4. We allow their input and ask for their guidance and Leadership

Volunteers 15.0%

1. Pick up things
2. Pick up garbage
3. Volunteers and mentors
4. Help volunteer
5. They do carnival and other things
6. Chaperones

Other 27.5%

1. It might teach the parents
2. They also have some activities that involve the parents
3. They allow some parents to be in some projects
4. Valentines cards-make them together and other crafts
5. They ask what they think and let them ask questions
6. It invites them to join in
7. Lets them have fun doing things they may like to do
8. Parents are encouraged to attend meetings
9. One parent is required to attend meetings
10. The parents can give you a ride wherever you need to go
11. Our 4-H club gives parents places to drive kids

Not much 2.5%

1. Not much

No response or left blank 15.0%

4. Besides 4-H, what other community, school or church organizations are you involved in?

Church 42.5%

1. Youth group
2. Church youth group
3. Church youth group
4. Church
5. Church
6. Youth group, worship team
7. Youth group
8. Youth group
9. Church
10. Church
11. Help the kids at Church, church band

12. Youth group
13. Church
14. I am at youth group at church
15. Youth group
16. Church
17. Youth group

School 22.5%

1. School
2. Math Olympiad
3. I compete in the math Olympiad
4. Student council
5. Science Olympiad
6. Spanish club, prom committee, key club
7. Yearbook
8. National Honor Society, yearbook
9. National Honor Society, yearbook

Sports 62.5%

1. Soccer
2. Archery
3. Softball, volleyball
4. Soccer
5. Archery
6. I am in school archery and hunting projects
7. Softball, basketball volleyball
8. Basketball
9. Baseball, wrestling
10. Archery
11. I play soccer
12. I go to fighting falcon basketball camp, soccer
13. Hockey
14. Soccer
15. Sports
16. Archery, sports
17. Archery, sports
18. Wrestling
19. Hockey
20. Soccer
21. Soccer, softball
22. Wrestling manager
23. Soccer

- 24. Wrestling
- 25. Little guy wrestling coach, football, wrestling

Other 32.5%

- 1. Choraleers
- 2. Yes, I do these things
- 3. Girls Scouts
- 4. Leadership group (4-H)
- 5. Clogging
- 6. Dance
- 7. Drill team
- 8. Drill team
- 9. Boy Scout
- 10. Pep band, concert band, jazz band
- 11. Band
- 12. Choir
- 13. Vocal ensemble

None 5.0%

- 1. None
- 2. Nothing

No response or left blank 7.5%

Control group leader survey answers

1. How do you, as a leader in your 4-H club, affect your members' confidence levels?

Positive 100.0%

1. I hope that I encourage them to try new things and have fun
2. Spending time with each member
3. I know that how I respond, encourage, correct, and care for my 4-H members will positively or negatively affect their lives, so I try to give lots of positive feedback, encourage them to do their best and follow their head, heart, hands, health to serve others, this is where a person truly gains self-confidence.
4. By supporting kids in what interests them and doing everything possible to provide the resources necessary

2. What does your 4-H club do in your community?

Community Service 100.0%

1. We have built a picnic table for our fairgrounds
2. Help clean yard
3. We serve an n elderly woman who runs a bed and breakfast every fall and spring. We also participate in County Extension service like- support the troops and "redress" kits
4. Participate in 4-H sponsored event and community service projects

Donate Money 50.0%

1. Donate money to cancer patient
2. We participate in the program that gets a boy or girl Christmas gifts

3. What does your 4-H club do to involve parents?

Come to meetings 100.0%

1. Most of our parents come to all meetings.
2. We encourage them to attend all meetings, and attending project meetings
3. Require attendance at meetings
4. Involve in meeting

Help with projects and events 100.0%

1. They are all involved in the field trips we've taken to go swimming, etc.
2. Ask for help, Has them enjoy the projects their kids are in.
3. They all share in fundraiser projects, and encouraging service
4. Require participation in events

4. Besides 4-H, what other community, school or church organizations are you involved in?

Church 25.0%

1. Church youth group leader

School 50.0%

1. science expo coordinator and judge
2. (specific town) home school science club

Scouts 50.0%

1. Boy Scouts
2. Keepers (like girl scouts)

Sports 25.0%

1. YMCA, youth swim team and softball teams

Other 75.0%

1. Rivers Across, Lewis and Clark group, (Specific Person) Wall & Hall of Fame committee
2. Home school support group for the west (specific area)
 3. Home school coop

Treatment group leader survey answers

1. How do you, as a leader in your 4-H club, affected your member's self-confidence levels?

Positive 100.0%

1. I try and instill confidence and a can do attitude. I do a great deal of chaperoning of the older kids and a group of them are going to WRLF in Utah with the hopes of being workshop presenters
2. I hope that I have given them positive feedback to enable them to have a strong self confidence. I work hard to have them set fairly high goals and acknowledge them when they achieve those goals. I watch them and try to recognize when they have challenged themselves and succeeded – especially when they have helped someone else
3. I try very hard to set the members up to think for themselves and to build them up when they do good
4. I hope to have boosted and be boosting every time I answer a question, and offer positive enthusiastic compassionate guidance

2. What does your 4-H club do in your community?

Community Service 100.0%

1. We try and do several community service projects every year. Food drive at Christmas, farm fair in May and working at the sheep/swine barn for fair are regulars
2. Clean barns at fair, food and clothing drives, we try to find three service projects each year and ask everyone to participate. The one that made me the proudest of “my” kids was during the fires of 2000. Most members volunteered 3-6 days per week taking care of misplaced and injured animals that were housed at the county fairgrounds. They were very proud of themselves. Still talk about it.
3. Clean up projects, beautifying projects, develop great kids.
4. Highway cleanup, collects and recycle cans, working with elderly- Valentines, Tobacco Grant (Posters, PBS ads), cleanup at fairgrounds, Beautification

Fundraisers 50.0%

1. Our club plays an active role in the county. We participate in all county fundraising events
2. Fair, bake sales

3. What does your 4-H club do to involve parents?

Come to Meetings 50.0%

1. Our club tells new members: When you join – your parents join. . We are a family club and with few exceptions the parents are as involved as their kids.
2. Invite them to the meetings

Special Events 25.0%

1. We have a potluck at Christmas and usually 2 potlucks in the summer.

Transportation 50.0%

1. Transport kids
2. Get the kids to meetings, etc

Volunteers 100.0%

1. Everyone works at hamburger stand and carnival for county fundraisers.
 2. Encourage questions, let them deliver fruit and work in the 4-H kitchen at fair, ask for their help
 3. Parents help their kids with their projects, all you have to do is ask most parents will help,
 4. They are expected to help with county and club events, help with projects
4. Besides 4-H, what other community, school, or church organizations are you involved in as a volunteer?

Church 50.0%

1. Church-financial secretary
2. Church

Other 4-H Activities 25.0%

1. I am so involved in 4-H I do not have time or energy for much else. I am (Specific County) Foundation Rep, (Specific County) 4-H Council President, Co-Chair for Congress Banquet and regularly represent 4-H on our County Fair Board.

Past Activities/None now 25.0%

1. Now 4-H pretty much is it. When my kids were in school I was very involved at school with the parent groups and athletic associations. I did limited church work. I also have taken care of an elderly great aunt and uncle, which takes a lot of time. They have both been recently put in a nursing home, so...more time for 4-H!

Sports 25.0%

1. My children both did/do sports so we are sport parents.

Other 50.0%

1. School-elementary
2. American Cancer Society-Relay for Life, Food Bank