MEASURE OF COMMUNITY INVOLVEMENT AMONG HAYS COUNTY, TEXAS,

4-H MEMBERS COMPARED TO NON-4-H MEMBERS

THESIS

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By

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DEDICATION

This project is dedicated to all of the Extension personnel, 4-H volunteers, and 4-H members who continue to strive or will strive to pledge their "Hands" to larger service, for their club, their community, their country, and their world.

ACKNOWLEDGMENTS

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CHAPTER ONE: THE PROBLEM

Introduction

Every day, thousands of students across Texas have the opportunity to participate in a

variety of extra-curricular activities that strive to develop the young person both

personally and socially. Current research has shown that students who were involved in

some sort of out-of-school activity tended to do better in school, were less likely to

become involved in risky behavior, and developed improved work habits (Astroth &

Haynes, 2002; Howard, Couch, Townsend, & Boleman, 2001; Stafford, Boyd, &

Lindner, 2002; National Institute on Out-of-School Time, 2003; Witt, 2002; U.S.

Department of Education, 2000).

The time young people spend outside of school is important. A 2003 report from the

National Institute on Out-of-School Time shows several benefits to youth from

participation in extra-curricular programming.

- The length of time youth participate in after-school programs was found to

  have a significant impact on asset development. Length of time in this

  case refers to time spent over the course of several weeks or months rather

  than hours per day or week. Longer participation led to higher scores on

  the developmental asset areas.

- At the elementary and high school educational levels, high achievers spent

  more time in "high yield" out-of school learning activities than did low

achievers. "High yield" out-of-school learning activities include such diverse activities as reading, writing, studying, being tutored, watching educational TV, going to after-school programs and clubs, volunteering, and participating in organized sports (National Institute on Out-of-School Time, 2003).

Since the beginning of the 4-H program in 1902, those working with the 4-H program have claimed that participation in 4-H as an out-of-school activity provides a variety of benefits to young people (Burnett, Johnson, & Herbert, 2000). However, these claims had been made based upon observation rather than concrete evidence.

Problem Statement

The problem to be addressed was: Are Hays County, Texas, 4-H members more active in community activities than other students of similar age?

Purpose

To examine whether differences exist in community involvement between 4-H members and non-4-H members in Hays County, Texas.

Objectives

1. To determine the demographic characteristics of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools.

2. To determine the extra-curricular activities in which young people in grades 5, 7, and 9 in Hays County, Texas schools participate.

3. To assess the level of community involvement of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools.

4.   To determine if a correlation exists between levels of community involvement

and the self perceived esteem characteristics of 4-H and non-4-H members in

grades 5, 7, and 9 in Hays County, Texas schools.

Scope

This study investigated the involvement of Hays County, Texas, 4-H members in

their community. The study compared their involvement to those who were not enrolled

in the Hays County, Texas, 4-H program. A survey was conducted among Hays County,

Texas, 4-H members and students in randomly selected schools within Hays County. A

sample of students in the 5th, 7th, and 9th grades were surveyed using a 64-question survey

instrument comprised of high quality questions utilized in a similar study conducted by

Astroth and Haynes. Those included in the sample consisted of young people enrolled in

4-H as well as those not enrolled in the 4-H program.

Although this study relied heavily on quantitative methodology, qualitative

methodology was incorporated to provide additional support for the study's findings. A

questionnaire was used for data collection. Selected teachers were asked to send home

consent forms with the students. Upon return of this form, the teacher provided the

student with the questionnaire to complete in class. The instrument was returned to the

teacher who in then returned it to the researcher.

The researcher wanted to examine the level of community involvement among Hays

County, Texas, 4-H members compared to those youth not involved with the Hays

County, Texas, 4-H program. Though Extension agents infer that 4-H members are

actively involved in community affairs, there is little hard evidence to support this

statement.

Assumptions

1. Participants were actually the ones completing the questionnaire administered.

2. Participants would provide honest and true responses.

3. The instrument measured what it was intended to measure.

Definitions

Hays County – A Texas County located along the Interstate 35 corridor just south of Travis County and Austin, in the Texas Hill Country. Census figures estimate a population of over 105,000 in 2001 (U.S. Census Bureau, 2003). In addition to being a bedroom community for Austin, it is also the home of Texas State University.

4-H – youth educational component of all state Cooperative Extension programs. It uses a "learning by doing" approach to instill leadership and life skills in its members. It uses a variety of subject matter projects to achieve this goal.

Community Involvement – taking an active role in one's community. It can be through involvement in community service activities, school or community leadership, and community activism. Participation in the community through activities at a place of worship would also be included.

Developmental Assets – factors promoting positive youth development. These assets have been identified by The Search Institute. Factors influencing these assets are both internal and external. These asset types include Commitment, Value, Competencies, Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time.

CHAPTER TWO: REVIEW OF LITERATURE

Literature reveals three main themes related to the value of youth organizations. These themes include (a) preparing youth to be contributing members of society, (b) providing family support, and (c) satisfying developmental needs of youth (Sarver, Johnson and Verma, 2000). While each of these components is important in its own right, the focus of this review will focus on the component of preparing youth to be contributing members of society.

Preparing Youth to be Contributing Members of Society

The Value of Youth Organizations

Since around the year 2000, community service and community involvement has been a key issue for politicians to discuss and debate. To help address this issue, many youth organizations have built in a community involvement component into their youth programming efforts. Youth in these programs say that they feel pride and a sense of accomplishment when they help others, regardless of the activity (U.S. Department of Education and U.S. Department of Justice, 1998).

Youth-serving organizations have been challenged to focus on programming that enables youth to develop life skills and contribute to their communities (Mincemoyer and Perkins, 2001). Meeting this challenge, it has been reported that participation in after-school programs has been associated with helping young people increase their aspirations

for the future, including their intention to go to and complete high school. Many of these have plans to attend a college or university following high school (Witt, 2001).

Creating an Empowered People

It is a common premise in discussions on youth development that the task at hand is to create empowered people who can react to change and create the needed results. Stated another way, the task of youth development is to create productive citizens (Teague, 2001). Astroth and Haynes reported that youth participating in extra-curricular activities were more likely to contribute to their community by taking on leadership roles in their school and community. These young people were more likely to volunteer in class to lead activities than other youth (2002).

By creating opportunities for young people to connect to others, develop skills, and use those skills to contribute to their communities, it increases young people's ability to succeed. Positive youth development should focus on community development (Mincemoyer and Perkins, 2001). Providing young people with opportunities for community involvement is hypothesized to be associated with high levels of youth development experiences (Witt, 2001).

Contributing to society is a moral imperative of all youth-serving organizations. Organizations that focus on these contributions are preparing young people for the world of work and fulfilling societal roles (Sarver, Johnson, and Verma, 2000).

Family Support

Breakdown of the Family

Some researchers have argued that the breakdown of the family is directly related to the collapse of communities. Their argument is that without the support that

community gives the family, families have troubles functioning properly. They also argue that without the support of families, communities also have troubles functioning properly (Burgess, 2002).

Need for Family Support

Pittman (2002) makes the argument that positive youth development requires inputs that are best supplied by family. When families work together, they begin to trust others and rely on others for their own personal development. This nourishes the human spirit so that youth and families can work together towards solutions that offer better lives for everyone (Sanford, 2002).

Satisfying Developmental Needs of Youth

Developmental Assets

Recent studies have shown that young people who spent time in school programs and clubs, as well as volunteering, did better in their academic studies than those who did not participate in these programs (National Institute on Out-of-School Time, 2003). Work by Perkins and Butterfield (1999) support the claim by youth that developmental assets are a part of a successful youth program. Perkins and Butterfield show that community involvement helped to develop these assets in young people.

To adequately develop these assets in youth, a three-fold focus is needed: (a) to afford youth interactions with positive adult role models, (b) to provide youth opportunities to build the skills and competencies necessary for them to be productive, contributing members of society, and (c) to prevent youth from engaging in problem behaviors (Perkins and Butterfield, 1999). Young people with nothing to do during out-of-school hours miss valuable chances for growth and development. The odds are high

that youth with nothing positive to do and nowhere to go will find things to do and places to go that negatively influence their development and futures (National Institute on Out-of-School Time, 2003). Programs that focus their attention on increasing youth assets are most likely to succeed in building strong and resourceful youth (Perkins and Butterfield, 1999).

Role of the 4-H Program

The 4-H program has been built upon the three themes identified by Sarver, Johnson and Verma. The 4-H program is preparing youth to be contributing members of society, providing family support, and satisfying the developmental needs of youth.

4-H clubs have been shown to be effective at helping youth develop an ethic of service to others (Astroth, 1996; Howard, Couch, Townsend and Boleman, 2001). Stafford, Boyd, and Lindner reinforce this statement by reporting that 4-H members view themselves as active in the community and feel that they make a difference in their respective communities (2001).

The work of Astroth and Haynes also report that 4-H participants are more likely than other young people to help others in the community. They go further to report that 4-H youth are more likely to contribute to their community by taking leadership roles in their school and community. They are also more likely to be in involved in projects that will help others, give money or time to charities, and helping the sick and others in their community. Their work also shows that 4-H members active in their community tend to be looked up to as role models by other youth people (2002).

The work of Stafford, Boyd, and Lindner indicate that 4-H members feel that they can make a difference in their communities. The same respondents said that they felt a

responsibility to serve in their community. They indicate that they will continue to be involved in their communities after their high school career. They also felt that serving others helped them to better understand their community (2001).

The 4-H program has also been shown to provide family support. Norland and Bennett report that positive parental involvement was highly related to satisfaction of the overall 4-H experience by the member (1993). Norland and Bennett go further to say that even if the parent does not become involved in the 4-H program, just their support of the member leads to a positive overall experience (1993).

The 4-H program is recognized as an organization that develops leadership life skills in youth (Fountain Richey, 2001; Boyd, Herring, and Briers, 1992). In addition to developing leadership skills, the 4-H program can be effective in helping youth develop critical life skills such as decision making, responsibility, interpersonal skills, and how to get along with others (Astroth, 1996).

The development of these skills through experiential learning is the cornerstone of 4-H youth programming (Boyd, Herring, and Briers, 1992). 4-H programs are designed to help young people develop the kinds of skills needed to make positive, healthy decisions, both now and in the future (Mincemoyer and Perkins, 2001). Research has shown that 4-H youth are less likely to become involved in dangerous activities than other youth (Astroth and Haynes, 2002). Research goes further to show that 4-H members have developed effective team skills, are self-directed learners, and are involved in personal leadership development (Stafford, Boyd, and Lindner, 2001).

As an extra-curricular activity, the 4-H program has been shown to have potential in being a positive force in providing the type of environment that young people need.

While it is important for young people to be actively involved in their communities, it will take young people and adults working together to create the necessary conditions for the successful development of themselves, their peers, families, and communities (Pittman, 2002).

CHAPTER THREE: METHODOLOGY

Sample

This study used a combination of convenience and purposive sampling methods. The sample population consisted of fifth, seventh, and ninth grade students from Hays County schools as well as membership from the Hays County 4-H program. The Hays County 4-H members, the treatment group, were surveyed using purposive sampling methods. Fifth grade members were used because they are just beginning to have a basic understanding of the opportunities available through the 4-H program. Ninth grade members were surveyed because statewide trends show a decline in membership beginning at this stage. Seventh grade members were included to link the two age groups and help identify participation trends. The control group, public school students, was surveyed using convenience sampling methods. The researcher contacted appropriate school administrators to secure permission in administering the survey instrument.

Design

This study employed the use of both quantitative and qualitative research design methodologies. The study was designed to replicate a similar study conducted by Astroth and Haynes. Leedy and Ormrod (2001) point out that to obtain representative data from a large sample, quantitative data should be obtained (p. 102). They go further to explain that with a sample size such as this one, fifty percent of the population should be sampled (p. 221). A similar number in the control group was also sampled.

While the study was predominantly quantitative in nature, qualitative methodology was also incorporated to provide additional support for the study's findings. These responses could be used to compare attitudes on community involvement between 4-H and non-4-H members. These responses could also be compared with other responses to help identify trends in the 4-H program that might help contribute to this study's findings.

The quantitative aspects of the research provided information on the participants self image, leadership skills, community involvement, as well as demographic information. From the quantitative results, the researcher was able to perform statistical analyses, which are reported in numeric, scientific format. The qualitative aspects of the research provided information on some of the reasons why young people become involved in their communities. This combined effort provided both explanation and validation of the measurement of community involvement among Hays County 4-H members.

Instrumentation

The researcher modified and used a questionnaire originally developed by Astroth and Haynes that would satisfy both the quantitative and qualitative aspects of the study. The survey instrument was comprised primarily of high quality (valid and reliable) questions taken from other national or state surveys. Though the instrument was deemed valid and reliable through its use in the Astroth and Haynes study, it was further pilot tested with youth from Guadalupe County. This additional testing was conducted because of modifications made by the researcher.

Upon review of the results of this additional testing, the questionnaire was determined to have both internal and external validity based upon criteria set forth by Leedy and

Ormrod (2001). Internal validity was determined by administering the survey in a double-blind experiment. Neither the participants in the study nor those administering the survey were aware of the hypothesis of the researcher (pg. 105). External validity was determined by obtaining responses from a representative sample of the 4-H members (pg. 106). Reliability was determined based upon the way the questionnaires were administered (pg. 100). Those being administered to the treatment population were conducted by mail; those being administered to the control population were administered in the classroom.

The researcher completed the Human Subjects Training module and the necessary application materials for review and approval by the Institutional Review Board (IRB) of Texas State University (formerly Southwest Texas State University). A copy of the IRB certification can be found in APPENDIX A.

Data Collection

A questionnaire was used to collect the data. For the treatment population, the researcher sent a letter explaining the project to the parents of the potential participant. A consent form and a self-addressed stamped envelope was also enclosed, with instructions to return the signed consent form if permission was given for the member to participate in this study. Once permission was granted, a copy of the survey instrument was sent to the participant with another self-addressed stamped envelope. In addition to the initial consent letter, two follow-up letters were sent to those who had not responded. This follow-up letter served as a reminder of the project and encouraged participation in the study. A copy of this letter and consent form can be found in APPENDIX B.

The researcher used a randomization process to select the schools that would be asked to participate in this survey. Using a random number generator, a number was assigned to the schools that fit the grade criteria for each grade level. From there, another random number generator was used to select the schools that would be asked to participate.

The researcher visited with appropriate school administrators of the schools selected to receive permission to conduct the survey on their campus. To reduce possible bias, the school administrators were not told what outcomes were desired. Once permission was granted, teachers were selected by the school administrator from among the appropriate grade levels in one of the core classes. Teachers were asked to send home a consent letter with their students to be signed by their parents. This letter explained the project and the participant safeguards. A sample of this letter and consent form can be found in APPENDIX C. Once this consent letter was returned, the teacher would provide the student with a copy of the survey instrument. The student completed the survey in class and returned the instrument to their teacher. The teacher, in turn, returned the surveys to the researcher. The questionnaire was distributed to schools in the spring of 2004 by the researcher. The participating schools were also informed that the researcher would provide them with a written summary of the study's results once the analysis was complete. A copy of the data collection instrument used can be found in APPENDIX D. (The questionnaire was reformatted to fit the margin requirements of this document.)

Data Analysis

The Microsoft Excel program was used for data analysis and to determine results from the quantitative portion of the study. This program sufficiently manipulated the data, and performed the statistical functions required. Narrative data was compiled to satisfy the qualitative aspects of the study. Because the treatment population was less than half of the overall population, results from this study not can be generalized. As Leedy and Ormrod (2001) summed it up, this effort "must result in an interpretation of the data and a setting forth of conclusions, drawn from the data" (p. 226). SPSS version 12.0 was also used to perform statistical analysis relating to analysis of variance and correlation.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

The purpose of this study was to examine whether differences exist in community

involvement between 4-H members and non-4-H members in Hays County, Texas. The

first portion of this chapter provided a profile of Hays County 4-H membership for the

year 2003. Information was also provided on the demographics of students in Hays

County public schools. Following this, profiles of those participating in this study was

examined. Finally, a summary of the results concluded this chapter. Quantitative data

was organized and analyzed with the help of the Microsoft Excel program and SPSS

version 12.0. Qualitative data was compiled and excerpts from the questionnaire were

presented in this chapter.

Profile of the Hays County 4-H Program

A young person can become a 4-H member once they have reached nine years of

age or are eight years old and have entered the third grade. Youth are eligible to

participate until they have reached their nineteenth birthday (2003-2004 Texas 4-H Rules

and Guidelines, 2003). Each year, county 4-H programs are required to complete a

federal document documenting the membership makeup of each county program. This

document is known as an ES-237 report. According to the 2002-2003 Hays County ES-

237 report, there were 443 youth enrolled in organized 4-H clubs the Hays County 4-H

program. The racial/ethnic makeup of the program consists of 94% White, 5% Hispanic,

and <1% each of Black and Asian or Pacific Islander. (These ethnicity labels were those

used within the 4-H enrollment program.) Of this membership, 43% was male and 57% was female (Texas Cooperative Extension, Hays County).

Profile of Hays County Public Schools

There were four school districts that serve Hays County. These districts included Dripping Springs Independent School District, Hays Consolidated Independent School District, San Marcos Consolidated Independent School District, and Wimberley Independent School District. According to Academic Excellence Indicator System figures released by the Texas Education Agency, these four districts served the educational needs of 20,742 students. Of this, 48.9% of the student population was White, 46.6% Hispanic, 3.5% Black and 1% of other ethnic background (2003).

Profile of Treatment Population

For the purposes of this study, Hays County 4-H members in grade five, seven, and nine were sampled. The total potential sample was 136. Of those asked to participate, 43 responded with usable surveys. The makeup of the treatment population included 18 fifth grade students, 13 seventh grade students, and 12 ninth grade students. Of this, 91% were White, 7% were Hispanic, and 2% were of other ethnic background. In this population were 22 males and 22 females. The average age of those responding was 12 years and 4 months old. The average length of membership of those participating in this study was 3.6 years.

Thirty-six percent of those participating in this group indicated that they lived on a farm. Forty-eight percent responded that they lived in the country but not on a farm, and 16 percent said they lived in a town or city. When asked what situation best described their family, 96% reported they lived with their mom and dad. Two percent

indicated they lived with one parent and a step parent, and 2% marked that they live with one parent and a grandparent. It was further noted that in addition to themselves, there were an average of 1.09 other people 18 years old or younger living in their home. Responses ranged from 0 through 3 others individuals under the age of 18 living at home.

Forty percent of those responding indicated that they earned mostly "A's" in school. Forty-seven percent marked "A's and B's", while 9 percent replied that they made mostly "B's". Five percent indicated they make "B's and C's". This group spent an average of 5.97 hours on homework each week.

Profile of Control Population

Because of the size of the treatment group, the control group, students in grades five, seven, and nine, was limited to a figure that was similar to that of the treatment group. While many more students were sampled than what is reported, those reported were randomly selected from those surveys completed to represent the group. Forty-three surveys were used.

The makeup of the control population included 18 fifth grade students, 13 seventh grade students, and 12 ninth grade students. Of this, 49% were White, 33% were Hispanic, 12% were black and 6% were of other ethnic background. The average age of those responding was 11 years 10.5 months old.

None of those participating in this group indicated that they lived on a farm. Forty-eight percent responded that they lived in the country but not on a farm, and fifty-two percent said they lived in a town or city. Forty-seven percent described their family situation as living with their mom and dad. Twenty-six indicated they lived with one parent and a step parent, and 5% marked that they live with one parent for half of the

time and the other parent for the other half of the time. Fourteen percent indicated that

they lived with only their mother and seven percent marked that they live with the father.

It was further noted that in addition to themselves, there was an average of 1.625 others

18 years old or younger living in their home. Responses ranged from 0 through 6.

Thirty-three percent of those responding indicated that they earned mostly "A's"

in school. Twenty-six percent marked "A's and B's", while 16% replied that they made

mostly "B's". Twenty-three percent indicated they make "B's and C's" and 2% indicated

that they made mostly C's. This group spent an average of 3.16 hours on homework each

week.

Extra-Curricular Involvement

Young people in Hays County had been involved in a wide variety of extra-

curricular activities. Table 1 reflected the school sponsored activities listed by both

groups.

Table 1: School Sponsored Extra-Curricular Involvement Among 5th, 7th, and 9th Graders

Activity	5th Grade	7th Grade	9th Grade
After School Club	8	0	0
Band	0	3	3
Baseball	0	0	3
Basketball	2	7	2
Choir	0	0	2
Drama	0	1	2
FFA	0	0	6
Football	0	4	2
Journalism	0	2	0
ROTC	0	0	2
Spanish Club	0	2	0
Student Committee	0	2	1
Student Council	0	6	2
Swim Team	0	0	1
Tennis	0	2	0
Track	0	1	1
UIL	2	3	0
Volleyball	0	4	2

Table 2 reflected the non-school sponsored extra-curricular activities that youth participated in. It is important to note here that no member of the control group listed 4-H as an extra-curricular activity they were involved in. To reduce the risk of including a person twice in this study, those in the control group that did list "4-H" as an extra-curricular activity were removed from the potential usable surveys.

Table 2: Non-School Sponsored Extra-Curricular Involvement Among 5th, 7th, and 9th Graders

Activity	5th Grade	7th Grade	9th Grade
4-H	18	13	12
African American Involvement Assoc.	0	0	1
Aquatic Club	0	0	1
Birding	0	1	0
Boy Scouts	1	2	1
Church	5	8	3
Computers	0	1	0
Dance	2	1	2
Drawing	0	1	0
Girl Scouts	2	0	0
Gymnastics	1	0	0
Horse Riding	0	2	0
Karate	0	1	0
Little League Baseball	1	3	0
Motor Cross	0	1	0
Paintball	0	1	0
Piano	2	4	0
Ping Pong	1	0	0
Scrap Booking	1	0	0
Shooting Club	0	0	1
Skate Boarding	0	1	0
Soccer	1	1	1
Youth Services Bureau	0	0	1

This was not a complete list of extra-curricular activities that all of the young people of Hays County participated in.

To get a better idea of how young people spent their time outside of school, they were asked a series of yes/no questions of how they might spend their time during the school week. These responses helped to paint a better picture of how young people spent their time. Table 3 reflected the results of these questions.

Table 3: Comparison of Activities By Treatment and Control

Question	Treat-ment 5th	Control 5th	Treat-ment 7th	Control 7th	Treat-ment 9th	Control 9th
The Arts	17%	22%	54%	83%	63%	25%
Athletics	39%	22%	54%	42%	38%	50%
Other Extra-Curricular School Clubs	22%	56%	31%	58%	50%	17%
4-H	100%	0%	100%	0%	100%	0%
Community Clubs and Organizations	39%	28%	46%	25%	38%	33%
Faith Community	83%	78%	77%	67%	88%	58%
With your friends without anything special to do?	100%	89%	77%	100%	88%	67%

For the purposes of this study, the arts referred to activities such as drama, art, dance, band, choir, orchestra, music lessons, practicing voice or an instrument. Athletics included not only playing a sport but also helping with a sports team.

Level of Community Involvement Among Young People

To gain an idea of the level of community involvement between the 4-H members and the non-4-H members, eleven quantitative questions were asked. These questions were designed so the participant could simply answer yes or no. In addition to these questions, four qualitative questions were also asked. These questions were designed to allow the participant an opportunity to better explain why they are involved in their community.

Total Combined Responses

Table 4 showed the total level of community involvement between the treatment

Table 4: Total Levels of Community Involvement

	Treatment Response	Control Response	F*
During the last 12 months, have you been involved in a project to help make life better for other people?	79% Yes	70% Yes	0.505
During the last 12 months, have you given money or time to a charity or organization that helps people?	83% Yes	49% Yes	0.063*
During the last 12 months, have you spent time helping people who are poor, hungry, sick or unable to care for themselves?	60% Yes	44% Yes	0.943
During the last 12 months, have you skipped or cut any class without permission from your parents?	2% Yes	21% Yes	0.00*
Have you been elected to a leadership position in your school during the last 12 months?	12% Yes	5% Yes	0.006*
Have you held any leadership positions in your school during the last 12 months?	19% Yes	5% Yes	0.0001*
Have you served as a committee chairperson in your school during the last 12 months?	19% Yes	5% Yes	0.198
Have you served as a committee member in your school during the last 12 months?	7% Yes	26% Yes	0.956
Have you ever been involved in a community service project?	83% Yes	58% Yes	0.128
Is there an adult that works with you in your community service activities?	97% Yes	88% Yes	0.044*
Did you help others in your school during the last 12 months?	98% Yes	81% Yes	0.00*

* f≤0.10

and control populations. Responses indicating a positive response were marked with a

"2" while those with a negative response were marked with a "1".

Figure 1 illustrated the aggregated level of frequency of those who indicated that

they had helped others in their school during the last 12 months.

Figure 1: Frequency of Helping Others in School During the Last 12 Months

Number of Times Helped
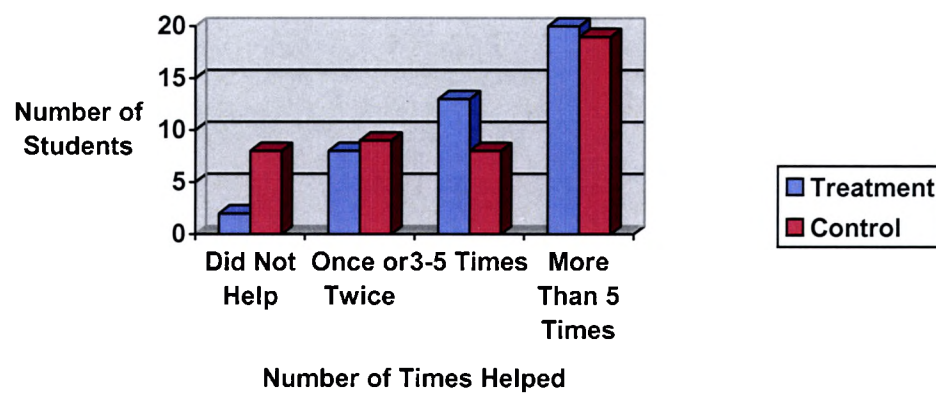
As previously mentioned, four qualitative questions were asked to get a better

understanding of why these young people are involved in their community. Those

participants who answered "yes" to the question concerning having ever been involved in

a community service project were asked to answer these questions. The first qualitative

question asked was "What skills have you developed through community involvement?"

Of those answering this question, responses ranged from learning communication skills

to learning how to look for other people's needs. Another response indicated that the

individual had learned how to play with people different from themselves as a result of

their community involvement.

In response to the first question concerning skills developed as a result of

community involvement, many of the seventh grade responses centered on the ideas of

people skills and good character. Responses indicating acquiring people skills included learning patience, working with others and controlling one's temper, social skills, and overcoming shyness. Responses indicating that character traits were developed are denoted by words like "compassion", "courteous", "respect", and "caring".

The ninth grade participants that indicated they had been involved in a community service project also had the opportunity to respond to the same four qualitative questions. When asked about skills developed as a result of community involvement, this group indicated skills geared more towards career skills. Responses included terms and phrases such as "responsibility", "work better in groups", "courage", and "leadership". In addition to these, another skill gained was that of caring, not only for others, but for oneself as well. Another indicated that they had learned about the value of service by their response "Giving of my time can be as important as giving money."

The second qualitative question asked, "What is the best part of being involved in the community?" Several fifth grade responses made reference to making friends and participating with friends. Others responded that the best part of being involved in the community was helping others.

In response to the second question concerning the best part of being involved in the community, many seventh graders responded with thoughts of making friends, being with friends, and having fun. Some responded that they learned new skills that would help them in some part of their lives. In addition to this, other responses included the idea of feeling good about oneself as a result of their involvement. To better capture this thought, one response said, "It makes you feel good, a reward to you." Another wrote, "Once you're done, you just feel good." One last statement that is representative of the

others that capture this idea of feeling good about self is "I live the feeling that I get when I know I've helped someone."

When asked about the best part of being involved in the community, the idea of making new friends, being with friends and having fun resurfaced again with the ninth grade responders. An additional item included a feeling of positive self-worth. Responses supporting this include "you feel good about yourself and it makes you feel important," and "people respect you and don't forget what kind of character you have." Additional responses around this theme include that "it makes you feel good about yourself," and "self-gratification – it feels good to help others."

The third question wanted to know the opposite of question 2, "What is the worst part of being involved in the community?" The only negative response identified by the fifth grade responders was getting hot and sweaty as the worst part of community involvement.

While there were several seventh graders that answered that there was no worst part of community involvement, others disagreed. Similar to the fifth graders, some responded that they did not like the part about getting dirty. Several responses indicated that time management issues came into play when they were participating in the community. The responses around time management focused on the idea of that community involvement takes up time, therefore having less time for family and friends. One final theme that was captured in this section was that of the participant having to face reality. One respondent admitted that they were "Forced to face reality." Another commented that they "don't like seeing some of the conditions some of the people are

in." Still another reached the realization that "sometimes there's not enough to go around."

In response to the question about the worst part of community involvement, ninth graders identified similar themes as the fifth and seventh grade participants did concerning time and getting dirty were echoed. An additional theme identified as a worst part of community involvement was "not getting credit for what you did."

The final qualitative question asked, "What is the greatest contribution being involved in the community has made to your life?" The responses of the participants included being able to have a lot of fun as well as getting to help other people.

Seventh grader respondents also had much more to add when asked about the contributions that community involvement had made in their lives. Most of the responses dealt with the idea of service. Some of the responses included, "I feel like I make a difference," or "I use to think that it wasn't good until I got something, but now I see how enjoyable it is to give others something." Another theme that was indicated is in the area of self-worth and self-esteem. Responses that show this are "I know that I'm a better and more caring person than I was," and it has brought about light in my world." There is also an indication that community involvement boosts the ego by the response "people know who I am."

In response to the last question about the greatest contribution being involved in the community has made to their own life, the ninth grade respondents used words such as "leadership skills" and "confidence". Another common idea was concerning friends. "I've met some new friends and friends are important to me."

All of the qualitative responses to the four questions posed for each grade level can be found in APPENDIX F.

Self-Perceived Esteem Characteristics

Several of the qualitative responses indicated a certain level of self-esteem in relation to involvement in community. To get a better understanding of the impact of these "self-perceived" esteem issues, thirty-five questions were asked using a five point Likert scale. The responses to these questions ranged from strongly agree (noted as a "5") to strongly disagree (noted as a "1").

Total Combined Responses

While it was important to view this data based upon each individual grade level, it was also important to aggregate all of the data into a whole to see additional differences or similarities between the two populations involved. Table 5 showed the combined responses for each grade level by treatment and control population.

Table 5: Combined Self-Perceived Esteem Characteristics

Question	Treatment	Control	f	p*
When things do not go well for me, I am good at finding a way to make things better.	3.721	3.512	0.793	0.218
I have control over the things that will happen in my life.	3.698	3.186	0.705	0.043*
On a whole, I like myself.	4.419	3.977	0.00	0.009*
I think I am a good person.	3.628	3.511	0.926	0.605
All in all, I am glad I am me.	4.442	4.023	0.014	0.003*
I feel I do have much to be proud of.	4.442	3.744	0.015	0.000*
I feel like my life has purpose.	4.186	3.697	0.001	0.019*
When I am an adult, I am sure I will have a good life.	4.209	3.907	0.0009	0.053
I am good at planning ahead.	3.604	3.233	0.340	0.081

I think through all of the good and bad results of different decisions before making a decision.	3.419	3.186	0.997	0.251
I care about other people's feelings.	4.209	4.000	0.522	0.103
I feel really sad when one of my friends is unhappy.	4.000	3.767	0.743	0.147
I am good at making and keeping friends.	4.302	4.000	0.059	0.024*
I know how to say "no" when someone wants me to do things I know are wrong and dangerous.	4.093	3.907	0.527	0.315
I stay away from people who might get me in trouble.	3.930	3.512	0.204	0.038*
I volunteer in class to lead activities.	3.558	3.047	0.801	0.020*
I can meet and greet new people easily.	3.791	3.744	0.884	0.775
I am comfortable in new situations.	3.558	3.372	0.274	0.321
I feel other kids look up to me and follow my example.	3.488	3.201	0.567	0.165
I have good written record keeping skills (such as keeping a journal or diary).	2.860	2.674	0.896	0.458
I am comfortable giving a speech or demonstration in front of people.	2.837	2.721	0.613	0.597
I am a good organizer.	3.535	3.326	0.919	0.323
I can make my own decisions.	4.279	4.093	0.051	0.154
I can do things on my own.	4.186	4.069	0.224	0.444
I set goals.	3.907	3.581	0.192	0.040*
I like to try new things.	4.070	3.884	0.146	0.232
Ten years from now, I think I will be very happy.	4.372	4.000	0.003	0.010*
I am responsible for my actions.	4.302	3.930	0.039	0.019*
Adults in my town or city make me feel important.	3.767	3.256	0.388	0.008*
Adults in my town or city listen to what I have to say.	3.465	3.140	0.759	0.058
Adults in my town or city do care about people my age.	4.349	3.558	0.235	0.000*

In my town or city, I feel like I matter to people.	3.930	3.349	0.715	0.001*
In my family, I feel useful and important.	4.395	3.837	0.052	0.001*
I am given lots of chances to help make my town or city a better place to live.	3.744	2.837	0.079	0.000*
I believe that I have a voice in deciding what goes on at my school.	2.953	2.930	0.847	0.923

* p ≤ 0.05

Specific results for each grade sampled can be found in APPENDIX G.

To determine if a correlation existed between the self-perceived esteem characteristics and the level of community involvement among the two populations, a Pearson's analysis was conducted for each population. For the control population, the Pearson product came to 0.552. For the treatment population, the Pearson product value was 0.354.

CHAPTER 5: CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purpose of this study was to examine whether differences existed in community involvement between 4-H members and non-4-H members in Hays County, Texas. This project's objectives included determining the demographic characteristics of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools, identifying the extra-curricular activities in which young people in grades 5, 7, and 9 in Hays County, Texas schools participate, assessing the level of community involvement of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools, and determining if a correlation exists between levels of community involvement and the self perceived esteem characteristics of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools. This chapter presented conclusions based on the results, along with a discussion of recommendations and implications for future research.

Conclusions

Objective 1:   To determine the demographic characteristics of 4-H and non-4-H
               members in grades 5, 7, and 9 in Hays County, Texas schools.

The first objective of this study was to develop a profile of the demographic characteristics of each population. This provided the researcher a demographic profile, which allowed for a better understanding of the population. While these factors might not have had a direct outcome on the results of the study, they did provide an overall picture of those participating in the study.

It was interesting to note that a large majority of the 4-H members responding indicated that they lived with both of their parents. On the other hand, the control population reported that their home situation was quite varied. It could be argued that this factor might make a 4-H member different than other young people. It might also help to explain the level of involvement of 4-H members in their community. This factor supported existing research concerning family support and positive youth development.

Objective 2:   To determine the extra-curricular activities in which young people in grades 5, 7, and 9 in Hays County, Texas schools participate.

When looking at the second objective, several items were noticed. First, the number of groups and activities that a young person was involved in seemed to increase as the young person entered higher-grade levels. The data did not tell what level of involvement these young people had in these clubs and organizations, though. What was also found was that young people in Hays County were involved in wide variety of activities, both in and out of school. However, it was evident through the data that some of these young people were not involved in any activities. While it was visible that the control population was somewhat involved in their community, their level of involvement was not the same as those who participated in the Hays County 4-H program. Therefore, the conclusion was drawn that involvement in the Hays County 4-H program could have had a positive influence on the level of community involvement among its members. What was not clear was how much of an influence participation in other organizations had on the level of community involvement of Hays County 4-H members.

Objective 3:   To assess the level of community involvement of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools.

When the data for the three grades was examined, it allowed for some significant differences between the populations to be noted. 4-H members reported that they were serving in more leadership roles at school than the non-4-H members were. It was noticed that the non-4-H members tended to serve as members of school committees more than 4-H members did. Other significant differences that were noted were in the area of community service and community involvement. 4-H members indicated that they were more active in their community than non-4-H members. 4-H members replied that they were more likely to have given money or time to a charity or organization that helped people and were more likely to have spent time helping people who were poor, hungry, sick or unable to care for themselves. They also responded that they were more involved in community service projects. Of those 4-H members who had participated in community service activities, almost all had an adult that worked with them.

Based upon the data obtained through this survey, it indicated that Hays County 4-H members are more active in their school as well as their community when compared to non-4-H members. While there were varying degrees of involvement based upon grade level, when looked at as a whole, these differences between populations were evident. This was not to say that those not involved in 4-H were not benefiting the community. Based on the results gathered in this study, Hays County 4-H members seemed to have made a stronger impact in their communities.

Objective 4:   To determine if a correlation exists between levels of community involvement and the self-perceived esteem characteristics of 4-H and non-4-H members in grades 5, 7, and 9 in Hays County, Texas schools.

The fourth objective was to determine if a correlation existed between levels of community involvement and the self-perceived esteem characteristics of 4-H and non-4-H members in grades 5, 7, and 9. To determine if such a correlation existed, the self-perceived esteem characteristics would need to be examined before being correlated with the level of community involvement.

When the self-perceived esteem characteristics were examined, it identified significant differences between the two populations. The data indicated that Hays County 4-H members fostered more positive feelings about who they were as compared to the non-4-H group. Their responses indicated that they tended to like themselves more than the non-4-H group. The 4-H members felt they had much to be proud of. They indicated that their life had purpose. This group also reported that they felt they were good at making and keeping friends, had control over their lives, and that they were responsible for their own actions. They also indicated that they felt they would be very happy ten years from now.

Hays County 4-H members also reported positive attitudes concerning their community. They felt as though they were given many chances to help make their town or city a better place to live. They indicated that adults in their town or city make them feel important and that these adults care about young people. The respondents indicated that they feel like they matter to other people. These young people also felt that they were a valuable member of their family.

Once the self-perceived esteem characteristics were examined, they were compared with their reported level of community involvement using the Pearson product moment correlation coefficient. . For the control population, the Pearson product can to

0.552. For the treatment population, the Pearson product value was 0.354. Based upon the results of this analysis, no correlation was identified between the self-perceived esteem characteristics and the level of community involvement among young people.

Recommendations

1.   The first recommendation is to strongly encourage young people to get involved in their communities. More and more research shows the positive benefits that can be gained as a result of participating in one's community. This encouragement should come not only from youth organizations, but also from families, schools, and faith communities. By fostering this sense of community, young people should begin to take pride in who they are as a person. Imagine the potential benefits that could be seen, not only to the young person, but also to the community as a whole.

2.   The second recommendation is to provide young people with more of a voice in community issues. Both populations felt that adults listened to what they had to say. Opportunities for this voice to be heard might come through the organization of youth summits or youth councils made up of youth representatives of youth serving organizations. The time has come to allow these young people to put their thoughts and ideas into action.

3.   The final recommendation could serve as the catalyst for the other two recommendations. The more studies that are conducted involving young people, the larger the knowledge base on the issues affecting young people will become. As future studies are conducted, it will allow for an opportunity for young people to have input on issues affecting their communities. Also, as further research is conducted in the area of

community involvement, it should encourage parents and other adults to promote a sense of community in the raising of our children.

The results of this study have provided further knowledge on benefits to members of the 4-H program. This study included a limited sample that was not totally representative of the Texas 4-H program. Following studies should involve a larger, more representative group, which more accurately depicts the diversity of the Texas 4-H program. Results from such a study can then be used to generalize the impact the 4-H program has on young people on a statewide basis.

Implications

Although limitations existed, this study contributed to the body of knowledge related to the benefits of young people participating in the 4-H program. The respondents provided insights into their levels of community involvement as well as some of the motivational factors that influenced this involvement. These insights were provided as a result of the qualitative responses.

There were, however, some issues that surfaced within this study. This first issue that arose was the limited sample population. Not only was the treatment population limited in the number that responded, those that did respond were primarily white and came from mainly two parent homes. From this study, it appeared as though the traditional 4-H club in Hays County was not made up of the diverse youth population that makes up the Hays County public school systems. Other studies with more diversity may find different results than what were found in this study because of this. Further research is needed to see if this data is representative of those in other grade levels in the Hays County 4-H program as well as the Texas 4-H program as a whole.

A second concern that arose from the data was whether these young people were participating in their community on their own, or was a parent or other adult pushing them to service. This question could not easily be answered based upon the design of this study. Some speculation could be gained by reviewing the qualitative responses, but even so, it did not provide a definite answer. Modification of the design of this study could provide a more clear answer to this concern.

Another implication was the cost benefit of young people getting involved in their community. While there was much research that outlined the cost to taxpayers of incarcerating young people, what was not prevalent was a record of the value of service provided by those young people who had chosen to benefit their community through voluntary service.

The final implication related to the value of the 4-H program in relation to other youth programs. Based upon this study, members of the Hays County 4-H program were depicted as being more involved in their community as compared to other youth. Realizing that 4-H members were involved in other community and school organizations as well, the question can arise as to whether this increased involvement in the community was truly a result of 4-H membership or dependent upon participation in other clubs and organizations as well. Future studies comparing different youth service organizations could help to provide answers for this concern. What this study does make clear though, is that participation in organized youth activities does provide an increase in self-esteem and provide the members a sense of self-worth and community.

APPENDIX A

The project titled Measurement of Community Involvement Among Hays County, Texas, 4-H Members, IRB Reference Number #04-0092, by Richard Parrish under the supervision of Carl Igo, is CONDITIONALLY APPROVED, effective 11/17/2003.

Conditions of approval, taken from statement of reviewer(s):
****
"...reviewed this application and will approve it. I'd like to recommend to the researcher, however, that the consent letter be modified to include information about the school's role in this project, and that there will NOT be negative consequences for students and parents who choose not to participate. Since the control group will complete surveys during class time, I think this needs to be made clear."

****

If you requested a hard copy of the approval, it will be sent to you shortly. If you have any questions, please contact me.

Becky Northcut, Compliance Specialist
Office of Sponsored Programs
bnorthcut@swt.edu
(ph) 512/245-2314 / (fax) 512/245-3847
JCK 489
601 University Drive
San Marcos, TX 78666

1253 Civic Center Loop
San Marcos, Texas 78666
(512) 393-2120

Dear 4-H Parent,

Your child has been selected to participate in a study examining the level of community involvement among young people. 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 64 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. There are also four short answer questions on the survey. These questions ask about the student's level of community involvement. Again, let me stress that all answers will be confidential and that participation is voluntary.

If you grant permission for your child to participate in this survey, please complete the attached consent form and have your child return it in the enclosed self-addressed stamped envelope to the Hays County Extension Office by February 20, 2004. Once permission is given, your child will receive the survey and another self-addressed stamped envelope. Once they complete the survey, they can put it in the envelope and mail it back to the Hays County Extension Office.

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,

Richard Parrish
County Extension Agent, 4-H & Youth Development
Hays County

Richard Parrish   Dr. Carl Igo
(512) 393-2120   (512) 245-3321

Consent to Participate in Community Involvement Study

I give permission for my child, _____ a

Hays County 4-H member, to participate in the Community Involvement Study being

conducted by the Hays County Office of Texas Cooperative Extension. I understand that

all responses given by my child will be confidential and used only by the researcher for

this study. Data will be looked at for the group as a whole. No answers provided will be

identified to any individual respondent.

Student Signature:_____

Parent Signature:_____

Date:_____

Please return the signed permission note to the Hays County Extension Office by
February 20, 2004

APPENDIX C

1253 Civic Center Loop
San Marcos, Texas 78666
(512) 393-2120

Dear Parent,

Your child's class has been selected to participate in a study examining the level of community involvement among young people. 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 64 questions. It will take about 15 to 20 minutes for your child to complete. Most of the questions can be answered by circling the answer that best describes the student. There are also four short answer questions on the survey. These questions ask about the student's level of community involvement. Again, let me stress that all answers will be confidential and that participation is voluntary.

If you grant permission for your child to participate in this survey, please complete the attached consent form and have your child return it to your child's science teacher by January 16, 2004. Once permission is given, your child will receive the survey during a class period. They will complete the survey in class and return it to their teacher. She will then return the completed surveys to the researcher. No where on the survey does it ask for the participant to give their name. Let me stress that there will be no negative consequences for students and parents who choose not to participate.

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,

Richard Parrish
County Extension Agent, 4-H & Youth Development
Hays County

Richard Parrish   Dr. Carl Igo
(512) 393-2120   (512) 245-3321

Consent to Participate in Community Involvement Study

I give permission for my child, _____, a

student at _____ School, to participate in the

Community Involvement Study being conducted by the Hays County Office of Texas

Cooperative Extension. I understand that all responses given by my child will be

confidential and used only by the researcher for this study. Data will be looked at for the

group as a whole. No answers provided will be identified to any individual respondent.

Student Signature:_____

Parent Signature:_____

Date:_____

Please return the signed permission note to your child's science teacher by
January 16, 2004.

APPENDIX D

**Texas Cooperative Extension Survey of
Students' Community Involvement**

This is not a test. There are no right or wrong answers. Your participation in this survey is strictly voluntary. Your answers will be kept private. Your name will not show anywhere on the survey and your answers will not be identified with you. Your survey will only be combined with all of the other student surveys completed in Texas. Thank you for taking the time to complete this survey!

1. What school groups, clubs, teams, extra-curricular activities, or youth groups, including 4-H, did you participate in **this year**? Please list them.

    1._____   4._____

    2._____   5._____

    3._____   6._____

2. **In an average week**, about how many hours do you spend doing homework?_____

3. During the school week, **do you spend time**…(circle your answer)
    ♦ in drama, art, dance, band, choir, orchestra, music lessons, practicing voice or an instrument?   **YES   NO**
    ♦ playing on or helping with sports teams at school or in the community?   **YES   NO**
    ♦ in other school clubs or organizations (for example, school newspaper, student government, school plays, language clubs, hobby clubs, debate, etc.)?   **YES   NO**
    ♦ in 4-H club activities or projects?   **YES   NO**
    ♦ in clubs or organizations (other than sports and 4-H) outside of school (such as Scouts, Boys and Girls Clubs, YWCA, YMCA, etc.)?   **YES   NO**
    ♦ attend services, groups, or programs at a Church, Synagogue or Mosque?   **YES   NO**
    ♦ with your friends without anything special to do?   **YES   NO**

How much do you agree or disagree with the following statements?
(circle **one** answer per statement)

4. When things do not go well for me, I am good at finding a way to make things better.
   strongly agree   agree   neutral   disagree   strongly disagree

5. I have little control over the things that will happen in my life.
   strongly agree   agree   neutral   disagree   strongly disagree

6. On the whole, I like myself.
   strongly agree   agree   neutral   disagree   strongly disagree

7. At times, I think I am no good at all.
   strongly agree   agree   neutral   disagree   strongly disagree

8. All in all, I am glad I am me.
   strongly agree   agree   neutral   disagree   strongly disagree

9. I feel I do not have much to be proud of.
   strongly agree   agree   neutral   disagree   strongly disagree

10. Sometimes I feel like my life has no purpose.
    strongly agree   agree   neutral   disagree   strongly disagree

11. When I am an adult, I am sure I will have a good life.
    strongly agree   agree   neutral   disagree   strongly disagree

12. I am good at planning ahead.
    strongly agree   agree   neutral   disagree   strongly disagree

13. I think through all of the good and bad results of different decisions before making a decision.
    strongly agree   agree   neutral   disagree   strongly disagree

14. I care about other people's feelings.
    strongly agree   agree   neutral   disagree   strongly disagree

15. I feel really sad when one of my friends is unhappy.
    strongly agree   agree   neutral   disagree   strongly disagree

16. I am good at making and keeping friends.
    strongly agree   agree   neutral   disagree   strongly disagree

17. I know how to say "no" when someone wants me to do things I know are wrong or dangerous.
    strongly agree   agree   neutral   disagree   strongly disagree

18. I stay away from people who might get me in trouble.
strongly agree   agree   neutral   disagree   strongly disagree

19. I volunteer in class to lead activities.
strongly agree   agree   neutral   disagree   strongly disagree

20. I can meet and greet new people easily.
strongly agree   agree   neutral   disagree   strongly disagree

21. I am comfortable in new situations.
strongly agree   agree   neutral   disagree   strongly disagree

22. I feel other kids look up to me and follow my example.
strongly agree   agree   neutral   disagree   strongly disagree

23. I have good written record keeping skills (such as keeping a journal or diary).
strongly agree   agree   neutral   disagree   strongly disagree

24. I am comfortable giving a speech or demonstration in front of people.
strongly agree   agree   neutral   disagree   strongly disagree

25. I am a good organizer.
strongly agree   agree   neutral   disagree   strongly disagree

26. I can make my own decisions.
strongly agree   agree   neutral   disagree   strongly disagree

27. I can do things on my own.
strongly agree   agree   neutral   disagree   strongly disagree

28. I set goals.
strongly agree   agree   neutral   disagree   strongly disagree

29. I like to try new things.
strongly agree   agree   neutral   disagree   strongly disagree

30. Ten years from now, I think I will be very happy.
strongly agree   agree   neutral   disagree   strongly disagree

31. I am responsible for my actions.
strongly agree   agree   neutral   disagree   strongly disagree

32. Adults in my town or city make me feel important.
strongly agree   agree   neutral   disagree   strongly disagree

33. Adults in my town or city listen to what I have to say.
strongly agree   agree   neutral   disagree   strongly disagree

34. Adults in my town or city **do not** care about people my age.
strongly agree   agree   neutral   disagree   strongly disagree

35. In my town or city, I feel like I matter to people.
strongly agree   agree   neutral   disagree   strongly disagree

36. In my family, I feel useful and important.
strongly agree   agree   neutral   disagree   strongly disagree

37. I am given lots of chances to help make my town or city a better place to live.
strongly agree   agree   neutral   disagree   strongly disagree

38. I believe that I have a voice in deciding what goes on at my school.
strongly agree   agree   neutral   disagree   strongly disagree

---

During the last 12 months, have you...

---

39. been involved in a project to help make life better for other people?
YES   NO

40. given money or time to a charity or organization that helps people?
YES   NO

41. spent time helping people who are poor, hungry, sick or unable to care for themselves?   **YES   NO**

42. skipped or cut any class without permission from your parents ?
YES   NO

43. Have you been elected to a leadership position in your school during the last 12 months?   **YES   NO   Not applicable in my school**

44. Have you held any leadership position in your school during the last 12 months?   **YES   NO   Not applicable in my school**

45. Have you served as a committee chairperson in your school during the last 12 months?   **YES   NO   Not applicable in my school**

46. Have you served as a committee member in your school during the last 12 months?   **YES   NO   Not applicable in my school**

47. Did you help others in your school during the last 12 months?

YES   NO

If yes, how often? **Once or twice 3-5 times   More than 5 times**

48. How old are you? _____

49. What grade are you in this year? _____

50. Are you a boy or a girl? _____

51. Where does your family now live (check only one)?
    On a farm   In the country, not on a farm   In town

52. What is your ethnic background?
    American Indian   Asian
    Black   Hispanic
    Pacific Islander   White
    Other_____

53. What kind of grades do you earn in school (check only one)?
    Mostly A's   Mostly C's
    A' and B's   C's and F's
    Mostly B's   Mostly F's
    B's and C's

54. How many others (18 years old or younger) besides yourself usually
    live in your home? _____

55. Which statement best describes your family? (check only one)
    I live with my mom and dad.
    I live with only my mother.
    I live with only my father.
    I live with one parent and one stepparent.
    Sometimes I live with my mother and sometimes I live with
    my father.
    I live with my grandparents.
    I live with a guardian, relative or other person(s).
    Other_____

56. Have you **ever** belonged to a 4-H Club? (circle one answer)
                YES (*If Yes, please continue with the next question*)
                NO (*If No, go to question 59*)

57. Do you currently belong to a 4-H Club? **YES   NO**

58. How many years have you been or were you in 4-H? _____years

59. Have you ever been involved in a community service project?
(Examples: food drive, community clean-up, church mission trip)
        YES   *(If Yes, please continue with the next question)*
        NO   *(If No, go to END)*

60. Is there an adult that works with you in your community service
activities?   **YES   NO**

---

61. What skills have you developed through community
involvement?(please write in space below)

    A._____

       _____

       _____

    B._____

       _____

       _____

62. What is the **best** part of being involved in the community?
(please write in space below)

    A._____

       _____

       _____

    B._____

       _____

       _____

63. What is the **worst** part of being involved in the community?
(please write in space below)

A._____

_____

_____

B._____

_____

_____

64. What is the greatest contribution being involved in the community has made to your life? (please write in space below)

A._____

_____

_____

B._____

_____

_____

END

Thank you for participating in this study.

Levels of Community Involvement for 5th, 7th and 9th Grade Students

Table 6: Fifth Grade Levels of Community Involvement

	Treatment Response	Control Response	F
During the last 12 months, have you been involved in a project to help make life better for other people?	78% Yes	78% Yes	0.762
During the last 12 months, have you given money or time to a charity or organization that helps people?	72% Yes	28% Yes	1.000
During the last 12 months, have you spent time helping people who are poor, hungry, sick or unable to care for themselves?	50% Yes	44% Yes	0.979
During the last 12 months, have you skipped or cut any class without permission from your parents?	0% Yes	6% Yes	0.000
Have you been elected to a leadership position in your school during the last 12 months?	6% Yes	0% Yes	0.000
Have you held any leadership position in your school during the last 12 months?	6% Yes	0% Yes	0.000
Have you served as a committee chairperson in your school during the last 12 months?	0% Yes	0% Yes	0.000
Have you served as a committee member in your school during the last 12 months?	6% Yes	22% Yes	0.053
Have you ever been involved in a community service project?	94% Yes	61% Yes	0.999
If you have been involved in a community service project, is there an adult that works with you in your community service activities?	100% Yes	82% Yes	0.284
Did you help others in your school during the last 12 months?	94% Yes	78% Yes	0.018

Table 7: Seventh Grade Levels of Community Involvement

	Treatment Response	Control Response	F
During the last 12 months, have you been involved in a project to help make life better for other people?	69% Yes	77% Yes	1.000
During the last 12 months, have you given money or time to a charity or organization that helps people?	85% Yes	77% Yes	0.177
During the last 12 months, have you spent time helping people who are poor, hungry, sick or unable to care for themselves?	67% Yes	46% Yes	0.869
During the last 12 months, have you skipped or cut any class without permission from your parents?	8% Yes	0% Yes	0.000
Have you been elected to a leadership position in your school during the last 12 months?	25% Yes	8% Yes	0.126
Have you held any leadership position in your school during the last 12 months?	17% Yes	15% Yes	1.000
Have you served as a committee chairperson in your school during the last 12 months?	17% Yes	8% Yes	0.307
Have you served as a committee member in your school during the last 12 months?	25% Yes	38% Yes	0.626
Have you ever been involved in a community service project?	92% Yes	62% Yes	0.047
If you have been involved in a community service project, is there an adult that works with you in your community service activities?	92% Yes	100% Yes	0.000
Did you help others in your school during the last 12 months?	92% Yes	85% Yes	0.307

Table 8: Ninth Grade Levels of Community Involvement

	Treatment Response	Control Response	F
During the last 12 months, have you been involved in a project to help make life better for other people?	92% yes	50% yes	0.061
During the last 12 months, have you given money or time to a charity or organization that helps people?	92% yes	50% yes	0.061
During the last 12 months, have you spent time helping people who are poor, hungry, sick or unable to care for themselves?	67% yes	42% yes	0.884
During the last 12 months, have you skipped or cut any class without permission from your parents?	0% yes	58% yes	0.000
Have you been elected to a leadership position in your school during the last 12 months?	8% yes	8% yes	1.000
Have you held any leadership position in your school during the last 12 months?	42% yes	92% no	0.000
Have you served as a committee chairperson in your school during the last 12 months?	8% yes	8% yes	1.000
Have you served as a committee member in your school during the last 12 months?	50% yes	17% yes	0.344
Have you ever been involved in a community service project?	100% yes	50% yes	0.000
Is there an adult that works with you in your community service activities?	100% yes	83% yes	0.000
Did you help others in your school during the last 12 months?	100% yes	83% yes	0.000

Figure 2: Frequency of Helping Others in School During the Last 12 Months, 5th Grade
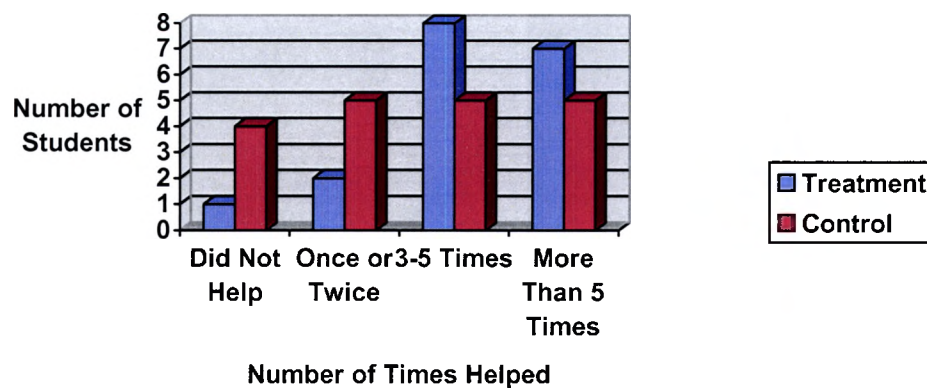

Figure 3: Frequency of Helping Others in School During the Last 12 Months, 7th Grade
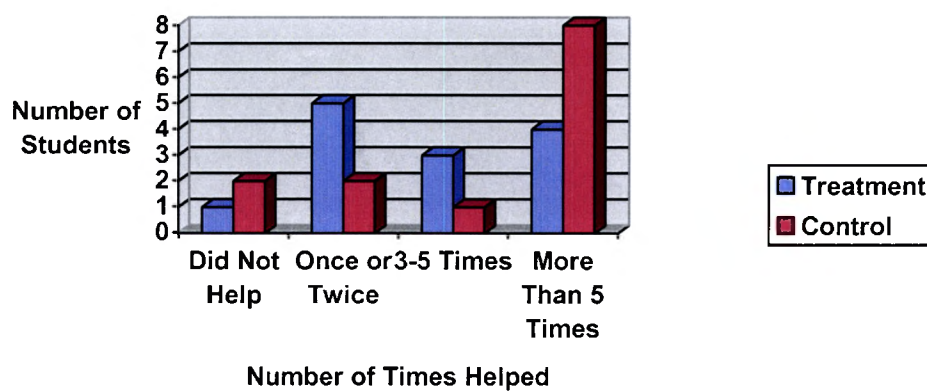
Figure 4: Frequency of Helping Others in School During the Last 12 Months, 9th Grade
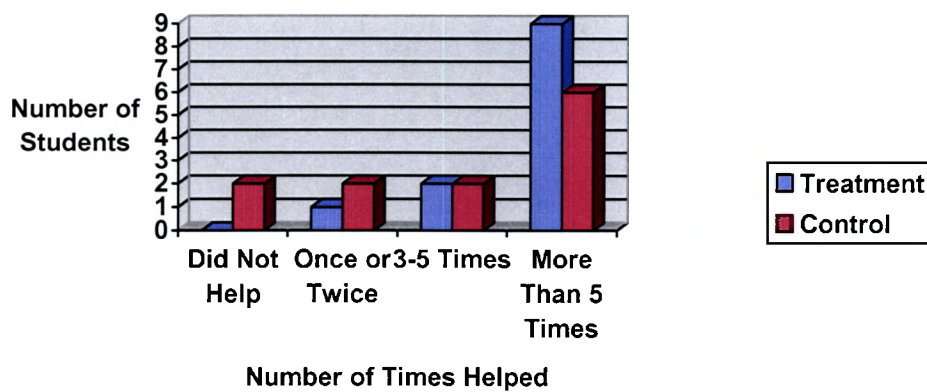
APPENDIX F

Qualitative Responses

The symbol "★" denotes a response given by a 4-H member. The symbol "•" denotes a response given by a non-4-H member.

What skills have you developed through community involvement?

5ᵗʰ grade

★   Communication skills

★   I learned how to sew pillows for the youth shelter

★   I learned how to play with people different than me

★   I learned how to look for other peoples needs

•   I learned that some people need help that only I can give

•   I have learned to be more responsible

7ᵗʰ grade

★   Helping others

★   I've learned to be patient with people

★   I have learned to work with people, and not get so frustrated when someone doesn't understand

★   To get other people to (participate)

★   Being able to go up to help someone who is shy

★ Helpful

★ I have learned about what a good feeling you get inside when you see people's face light up over small things

★ Being courteous

★ I'd rather help other people than help myself

★ I have also learned to have more compassion towards people

★ That being friendly to someone who isn't nice makes the other person feel good

★ Friendly

★ I also learned that I should be thankful for what I have.

• Help others

• Painting house

• Respect for others

• Social skills

• Helpfulness

• Caring for others

• Think of others besides yourself

• Social skills

• Be grateful for what I have

• Kindness

• That I'm more fortunate than others

• Patience, lots of it

• Listening to things unsaid

9th grade

- ★ Responsibility

- ★ Learned how to play with kids

- ★ Being able to talk to people

- ★ How to work better in groups

- ★ Caring about people and their different situations

- ★ Caring for others and caring for myself

- ★ Leadership

- ★ Giving of my time can be as important as giving money

- • Responsibility, courage, social skills

- • Learn to appreciate were I live

- • Careness for others

- • Leadership

- • Teamwork

What is the best part of being involved in the community?

5th grade

- ★ Helping others and helping nature

- ★ I get to do a lot of fun things with all my friends

- ★ You make friends

- ★ It can be fun

★   I get to help my community

•   I get to do things with my friends

•   It can be fun and sometimes doesn't seem like work

•   Seeing someone smile when you help them

7th grade

★   Just helping

★   It makes you feel good, a reward to you

★   Once you're done, you just feel good

★   I love the feeling that I get when I know I've helped someone

★   You feel good about what you did.

★   I get to work with my friends while helping people

★   Being helpful

★   I have learned to be more generous and share.

★   Being with friends

★   You get to meet new people of all backgrounds

★   It's fun

★   Not only do I feel good, but I know that the more I help, the better my chances of getting into vet. School are

★   It makes me feel good

★   Meeting people

★   I have also learned to take your time and talk to someone you usually don't talk to. Give them a smile.

- Knowing you are making a difference

- It feels good afterwards

- You get to help people

- Feeling good about helping others

- Fun

- Being able to help people

- Helping others

- I get to learn new things

- Make new friends

- Get to know people

- You have a good sense of self worth just knowing that you made a difference

- You feel privileged for what you have and all the opportunities you'll have later.

9ᵗʰ grade

★ You feel good about yourself and makes you feel important

★ Getting to help people

★ Meeting people

★ That feeling you get when seeing how the people you have helped react

★ People respect you and don't forget what kind of character you have

★ Making friends

★ Self-gratification - it feels good to help others

- You make a difference in your community

- To make a difference

- It makes you feel good about yourself

- Getting to see the smiles on the people's faces I've helped

- Knowing I made a difference

What is the worst part of being involved in the community?

5th grade

★ You get hot and sweaty

★ There's nothing bad about being with my community

- Sometimes the work is hard

7th grade

★ Takes up some time

★ Juggling my schedule and time management

★ There isn't really a bad part

★ No bad things.

★ Probably when you get dirty

★ Working

★ I don't like seeing some of the conditions some of the people are in.

★ Forced to face reality

★ At this time, I have nothing negative to say

★ All being very tired

★ Doing something I don't want to do

- Own needs

- No bad part

- Sometimes there's not enough to go around

- Take up time

- Working in a group

- Less time to play with sibling, pets, and friends

9th grade

★ It takes up a lot of your time

★ I don't think there is a worst part in helping others.

★ I can't think of any except if you mess up, they remember too

★ Sometimes you feel exhausted after helping out all day

- Not getting credit for what you did

- Time consuming

- It takes time out of other activities

- When I'm working with someone who desires not to be there

What is the greatest contribution being involved in the community has made to your life?

5th grade

★ Helping

★ I get to have a lot of fun

★ Also I help a lot of people

- Thinking about other people

7th grade

★ Helping others

★ That you know that you helped a person or group of people

★ I know that I'm a better and more caring person than I was

★ To put others first.

★ Making sure people have a good Christmas, by putting presents under the tree for them

★ Made me more helpful

★ I use to think that it wasn't good until I got something, but now I see how enjoyable it is to give others something. I will never turn down a chance to go on a retreat or missions, because it has brought about light in my world.

★ Helping me

★ You know that when they smile, you helped put it there.

★ Giving someone their life back. In 4-H, we done walks for cancer and raised money so they can afford to pay for treatment

★ Made me more friendly

- How to help others

- I feel like I make a difference

- Being able to help

- I can talk to people much easier

- Meet people

- Knowing I helped people in need

- How to make a difference in the world

- People know who I am

- Get paid money

- None, you can't expect anything back, not material anyway.

9th grade

★ I've met some new friends and friends are important to me.

★ Leadership skills

★ Helped me be more confident that I have qualities to share.

- Knowing that you made a difference in someone's life

- Knowing you are able to do things like this on your own

- It helped me realize I can make an impact on someone else's life.

- Realizing I'm not just serving the community but also God.

Self-Perceived Esteem Characteristics by Grade Level

Table 9: Self-Perceived Esteem Characteristics, 5th Grade*

Question	Treatment	Control	F
When things do not go well for me, I am good at finding a way to make things better.	2.389	2.500	0.299
I have control over the things that will happen in my life.	3.500	3.313	0.153
On a whole, I like myself.	1.500	2.063	0.848
I think I am a good person.	3.889	3.750	0.588
All in all, I am glad I am me.	1.556	2.188	0.777
I feel I do have much to be proud of.	4.500	3.500	0.188
I feel like my life has purpose.	4.167	3.312	0.012
When I am an adult, I am sure I will have a good life.	1.833	2.438	0.024
I am good at planning ahead.	2.444	3.063	0.574
I think through all of the good and bad results of different decisions before making a decision.	2.722	2.875	0.599
I care about other people's feelings.	2.056	2.063	0.585
I feel really sad when one of my friends is unhappy.	2.222	2.250	0.027
I am good at making and keeping friends.	1.722	2.188	0.236
I know how to say "no" when someone wants me to do things I know are wrong and dangerous.	1.833	2.438	0.658
I stay away from people who might get me in trouble.	2.000	2.625	0.386
I volunteer in class to lead activities.	2.667	2.813	0.171
I can meet and greet new people easily.	2.167	2.375	0.624
I am comfortable in new situations.	2.444	2.625	0.304
I feel other kids look up to me	2.778	3.000	0.857

and follow my example.			
I have good written record keeping skills (such as keeping a journal or diary).	3.333	3.500	0.276
I am comfortable giving a speech or demonstration in front of people.	3.444	3.375	0.236
I am a good organizer.	2.444	2.875	0.191
I can make my own decisions.	1.833	2.188	0.796
I can do things on my own.	1.833	2.125	0.200
I set goals.	2.333	2.750	0.450
I like to try new things.	2.000	2.500	0.741
Ten years from now, I think I will be very happy.	1.667	2.375	0.067
I am responsible for my actions.	1.889	2.438	0.867
Adults in my town or city make me feel important.	2.167	2.875	0.055
Adults in my town or city listen to what I have to say.	2.611	3.313	0.800
Adults in my town or city do care about people my age.	4.389	3.563	0.074
In my town or city, I feel like I matter to people.	2.000	2.500	0.902
In my family, I feel useful and important.	1.667	2.250	0.810
I am given lots of chances to help make my town or city a better place to live.	2.278	3.000	0.580
I believe that I have a voice in deciding what goes on at my school.	3.000	3.063	0.241

* Likert-type questions were ranked on a scale of 1 to 5 with "5" meaning "strongly agree" and "1" meaning "strongly disagree".

Table 10: Self-Perceived Esteem Characteristics, 7th Grade*

Question	Treatment	Control	F
When things do not go well for me, I am good at finding a way to make things better.	2.461	2.461	0.781
I have control over the things that will happen in my life.	3.461	3.154	0.898
On a whole, I like myself.	1.462	2.000	0.004
I think I am a good person.	3.154	3.077	0.595
All in all, I am glad I am me.	1.384	1.769	0.098
I feel I do have much to be proud of.	4.615	3.846	0.062
I feel like my life has purpose.	4.231	3.923	0.349
When I am an adult, I am sure I will have a good life.	1.615	1.615	1.000
I am good at planning ahead.	2.308	2.385	0.827
I think through all of the good and bad results of different decisions before making a decision.	2.692	2.462	0.963
I care about other people's feelings.	1.462	1.769	0.261
I feel really sad when one of my friends is unhappy.	1.769	2.077	0.423
I am good at making and keeping friends.	1.462	1.923	0.091
I know how to say "no" when someone wants me to do things I know are wrong and dangerous.	2.000	1.385	0.037
I stay away from people who might get me in trouble.	2.231	1.923	0.894
I volunteer in class to lead activities.	2.462	2.692	0.870
I can meet and greet new people easily.	2.385	1.846	0.712
I am comfortable in new situations.	2.769	2.231	0.053
I feel other kids look up to me and follow my example.	2.308	2.538	0.943
I have good written record keeping skills (such as keeping a journal or diary).	3.154	3.000	0.793
I am comfortable giving a	3.462	3.000	0.947

speech or demonstration in front of people.			
I am a good organizer.	2.462	2.077	0.551
I can make my own decisions.	1.538	1.462	1.000
I can do things on my own.	1.769	1.539	0.015
I set goals.	1.923	2.154	0.740
I like to try new things.	1.769	1.615	0.569
Ten years from now, I think I will be very happy.	1.384	1.846	0.126
I am responsible for my actions.	1.461	1.538	0.416
Adults in my town or city make me feel important.	2.462	2.308	0.489
Adults in my town or city listen to what I have to say.	2.769	2.385	0.829
Adults in my town or city do care about people my age.	4.308	3.846	0.357
In my town or city, I feel like I matter to people.	2.154	2.308	0.452
In my family, I feel useful and important.	1.538	2.077	0.217
I am given lots of chances to help make my town or city a better place to live.	2.538	3.000	0.258
I believe that I have a voice in deciding what goes on at my school.	3.538	2.692	0.718

* Likert-type questions were ranked on a scale of 1 to 5 with "5" meaning "strongly agree" and "1" meaning "strongly disagree".

Table 11: Self-Perceived Esteem Characteristics, 9th Grade*

Question	Treatment	Control	F
When things do not go well for me, I am good at finding a way to make things better.	1.917	2.500	0.385
I have control over the things that will happen in my life.	4.250	3.000	0.024
On a whole, I like myself.	1.833	2.000	0.001
I think I am a good person.	3.75	3.667	0.173
All in all, I am glad I am me.	1.750	1.833	0.053
I feel I do have much to be proud of.	4.167	4.000	0.332
I feel like my life has purpose.	4.167	4.000	0.006
When I am an adult, I am sure I will have a good life.	1.917	2.083	0.0003
I am good at planning ahead.	2.417	2.750	0.025
I think through all of the good and bad results of different decisions before making a decision.	2.250	3.167	0.642
I care about other people's feelings.	1.750	2.083	0.211
I feel really sad when one of my friends is unhappy.	1.917	2.333	0.0008
I am good at making and keeping friends.	1.197	1.833	0.711
I know how to say "no" when someone wants me to do things I know are wrong and dangerous.	1.917	2.333	0.933
I stay away from people who might get me in trouble.	2.000	2.917	0.051
I volunteer in class to lead activities.	2.083	3.500	0.122
I can meet and greet new people easily.	2.083	2.500	0.695
I am comfortable in new situations.	2.083	3.083	0.077
I feel other kids look up to me and follow my example.	2.333	2.750	0.223
I have good written record keeping skills (such as keeping a journal or diary).	2.833	3.417	0.168

I am comfortable giving a speech or demonstration in front of people.	2.417	3.500	0.151
I am a good organizer.	2.500	3.083	0.473
I can make my own decisions.	1.750	1.917	0.076
I can do things on my own.	1.833	2.000	0.044
I set goals.	1.917	2.250	0.004
I like to try new things.	2.000	2.083	0.020
Ten years from now, I think I will be very happy.	1.833	1.667	0.102
I am responsible for my actions.	1.667	2.083	0.057
Adults in my town or city make me feel important.	2.083	3.000	0.109
Adults in my town or city listen to what I have to say.	2.167	2.833	1.000
Adults in my town or city do care about people my age.	4.333	3.250	0.253
In my town or city, I feel like I matter to people.	2.083	3.250	0.543
In my family, I feel useful and important.	1.583	2.167	0.059
I am given lots of chances to help make my town or city a better place to live.	1.917	3.583	0.168
I believe that I have a voice in deciding what goes on at my school.	2.583	3.500	0.225

* Likert-type questions were ranked on a scale of 1 to 5 with "5" meaning "strongly agree" and "1" meaning "strongly disagree".

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