

INTERPRETATIONS OF THE 4-H CLUB PROGRAM AS EXPRESSED BY  
THIRD GRADE TEACHERS IN LEAVENWORTH COUNTY SCHOOLS

by

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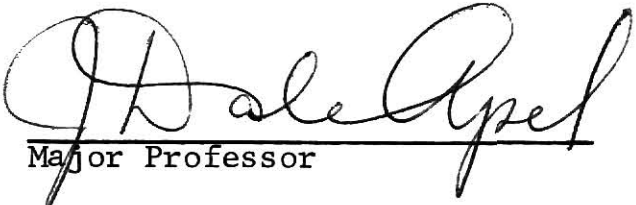
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Gratitude is expressed to members of the writer's family for their encouragement and patience during the study.

## AUTOBIOGRAPHY

The writer was born in Butler County, Kansas on March 19, 1928. He attended grade and High School at Rosalia, Kansas. He attended El Dorado Junior College one year and entered Kansas State University, receiving a Bachelor of Science Degree in Agriculture in 1952.

The writer served two years in the United States Army. He served one year as Dairy Herd Improvement Association Supervisor and two years as a dairy herdsman.

On March 19, 1956, he accepted a position with the Kansas Extension Service as Leavenworth County Extension 4-H Agent and at present he holds this position.

He is a member of the Kansas and National Associations of Extension 4-H Agents, Epsilon Sigma Phi, and the Leavenworth Lions Club.

The writer married Twila Oltjen in June, 1953. They have two sons, David and Steven.

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## CHAPTER I

### INTRODUCTION

#### I. PURPOSE AND NEED FOR THE STUDY

This study was initiated in an attempt to describe the degree of educational value attributed to certain aspects of the 4-H Club program by third grade teachers in Leavenworth County, Kansas, and the orientation of these teachers toward the role of agencies outside the school in the total education of children. A further purpose was to determine if a correlation exists between those two factors.

The findings of this study should be useful to professional county 4-H workers as well as to state 4-H staff in the development and promotion of 4-H programs in the future. An awareness of the attitudes of other educators toward the 4-H program should be useful to county extension workers in developing more cooperative relationships.

Emory Brown suggests, "We need to consider the optimum strategy for maximizing the relationship of 4-H to the formal school program."<sup>1</sup> It seems logical that one of the first steps in developing this relationship is to examine current ideas about 4-H possessed by the school teachers.

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<sup>1</sup>Emory J. Brown, "Increasing 4-H Impact," Journal of Cooperative Extension, V (Fall, 1967), 3, p. 146.

The majority of Kansas 4-H members are in the elementary grades. Those children are in largely self-contained classrooms with one teacher or possibly two or three teachers where team teaching is employed. That teacher (or teachers) is the student's only adult contact during several hours of the day. Havighurst and Neugarten state, "The teacher functions as a socializing agent ( . . . ) in being a model for imitation and identification."<sup>2</sup>

Bierstedt explains that, although parents and peers are primary agencies in the socialization process, the teachers, too, play an important role. The children in the earlier school may uncritically absorb the culture to which their teachers may give expression, although those in high school may tend to be more skeptical. "But wherever they are, and at whatever age, the communications they receive from their teachers help to socialize them and to make them finally mature members of their societies."<sup>3</sup>

Socialization, as defined by Lundberg, Schrag and Larsen, include the processes of interaction through which the individual learns the habits, skills, beliefs, and

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<sup>2</sup>Robert J. Havighurst and Bernice L. Newgarten, Society and Education (Boston: Allyn and Bacon, Inc., 1967), pp. 405-406.

<sup>3</sup>Robert Bierstedt, The Social Order, An Introduction to Sociology, 2nd edition (New York: McGraw-Hill Book Company, Inc., 1963), p. 213.

standards of judgment required for effective participation in social groups.<sup>4</sup>

Assuming then, that the teacher does serve as a socializing agent in the classroom, it is also logical that, if he respects 4-H for its educational potential, he will be more likely to encourage children to participate in the program than would a teacher who is uninformed about or hostile toward 4-H. If the teacher views 4-H participation as being in conflict with the school's educational objectives, he would consequently discourage children from taking part in it.

It is assumed that the teacher's interpretation of the educational value of the 4-H program, coupled with his orientation concerning the relative roles of the school and other agencies, serve as determining factors in shaping his attitude toward the 4-H program. This, in turn, would be reflected in the attitude and response of the student.

Some inspiration for this study came about as the result of the writer's experiences in promoting 4-H TV Action and 4-H TV Science programs through schools in Leavenworth County. All but one of the school principals contacted agreed to promotion of the programs in the classrooms, but the implementation was left to the teachers. Some teachers

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<sup>4</sup>George A. Lundberg, Clarence C. Schrag, and Otto N. Larsen, Sociology, 3rd edition (New York: Harper and Brothers, 1954), p. 171.

were enthusiastic in encouraging enrollment and used the material for classroom discussion. A high percentage of students in those classrooms were enrolled; in some cases the entire class responded. Other teachers passed out enrollment material without comment, resulting in varying degrees of response. Still other teachers did not distribute enrollment material or make the program known to the students.

## II. STATEMENT OF OBJECTIVES

The specific objectives of this study are as follows:

1. To determine teachers' concept of 4-H member participation, in terms of the degree of educational value for children in each of the following aspects of the 4-H program:

- (a) Project work
- (b) Local club meetings
- (c) County 4-H Day
- (d) County fairs
- (e) TV Action and TV Science programs
- (f) Camps

2. To determine teachers' orientation with respect to the role (dominant vs. shared responsibility) of the school in the total education of children.

3. To determine if a relationship exists between teachers' orientation regarding the role of the school in the education of children and the degree of educational value

placed upon each of the above named aspects of the 4-H program.

The hypotheses of this study are set forth in order to achieve objective number three.

### III. STATEMENT OF HYPOTHESES

In order to determine if a relationship exists between teachers' orientation with regard to the role of the school in the education of children and the degree of educational value placed upon each of the six aspects of the 4-H program, the following hypotheses, stated in the null form, were tested:

1. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H project work.

2. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon local 4-H Club meetings.

3. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H Day participation.

4. There will be no correlation between the extent to

which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon county fairs.

5. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H TV Action and 4-H TV Science programs.

6. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H camps.

#### IV. SCOPE AND PROCEDURE

This is a case study of an exploratory and descriptive nature. Since case studies must be limited as to time and place, the study was limited to current public school teachers in Leavenworth County, Kansas.

The investigation was further limited to third grade teachers. It is at this grade level that most boys and girls become eligible to join a 4-H Club. Current recommendations suggest that those who reach their eighth birthday by January 1 of the current year should be eligible members.

The data were gathered by personal interview questionnaire conducted by the writer. Tape recordings were made of

each interview to assist in the analysis.

In a study of this kind, involving attitudes, opinions and subjective judgements, open end questions are desirable in order to bring out more candid responses and to permit probing for elaboration and depth. Objective data were needed, however, to permit the use of statistical techniques, making quantification of some responses necessary. The Likert method of summated ratings was used to accomplish this desired objectivity.

## V. SUMMARY

This chapter includes a statement of the purpose of the study and a review of conditions indicating a need for the study. Three main objectives are stated that seem to result from this need. Six hypotheses are set forth in order to test one of the objectives. Treated in the next three chapters is a review of the literature, the procedure, and findings of the study.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter discusses literature pertaining to the perceptual frame of reference of the individual as he identifies, interprets, and evaluates. Also included is a review of literature dealing with the role of the school in education. The origin of the Kansas 4-H Club program and the objectives of the program is examined, followed by a discussion of 4-H and school relationships.

#### I. THEORETICAL FRAMEWORK

This study deals with the personal or perceptual frame of reference; that is in terms of how things "seem" to the individual himself.

As Combs explains, people behave according to the facts as they see them, which is not necessarily according to the facts as others see them. The individual's behavior is governed by his unique perceptions of himself, of the world in which he lives, and the meanings things have for him.<sup>5</sup>

A review of the literature reveals that perception is an ambiguous concept. As it is used in this study, perception

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<sup>5</sup>Arthur W. Combs and Donald Snygg, Individual Behavior, A Perceptual Approach to Behavior, revised edition (New York: Harper and Row, 1959), p. 16.

will be dealt with in the social context as a factor influencing human behavior. This will exclude a large portion of the theory and literature which deals strictly with the physiological aspects of perception. Hilgard notes that, although sensory content is necessarily present in perception, set and prior experiences will influence what is perceived. Perception is more than a passive registration of sense organ stimuli.<sup>6</sup>

Frutchey discusses four types of selective perception that serve as filters of the mind. Those perceptual filters are needs, moods, mental set, and distortion.<sup>7</sup>

For each individual, the needs of the moment can be very strong and tend to overshadow other considerations.

A person reacts to a given situation or stimulus according to his mood at the time. As the "world" seems different, perception tends to conform to this mood which may be happy, critical, anxious, pessimistic, and so on.

Mental set is what seems to be uppermost in the person's mind at a given point in time. The notion of set leads us to believe that the individual tends to perceive what he expects

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<sup>6</sup>Ernest R. Hilgard, Introduction to Psychology (New York: Harcot, Brace and Company, 1958).

<sup>7</sup>Fred P. Frutchey, "The Learning-Teaching Process," The Cooperative Extension Service, edited by H. C. Sanders, et. al., (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), pp. 59-63.

to see. Perceptual sets may be established by the context of the situation and by past experiences.<sup>8</sup>

Distortion can take the form of deliberate missing or ignoring the point. Distortion can also occur by blowing a situation out of proportion to its actual significance.

In the search for a definition of perception applicable to the context of this study, the following explanation by Bartley is noted:

Perceiving has been taken by all psychologists to be a process by which the organism relates itself to its surrounds. In perceiving the individual interprets, discriminates and identifies objects and conditions experienced to be existing in the environment.<sup>9</sup>

Griffith used a more concise definition which is, "awareness based on past contacts and experiences." He contended that repetition of experiences will strengthen perception if experiences are similar or will change perception under different kinds of experiences.<sup>10</sup>

Further supporting this idea is Trent's conclusion that each individual will interpret phenomena differently and from his own unique frame of reference, since no two

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<sup>8</sup>Robert L. Isaacson, Max L. Hutt, and Milton L. Blum, Psychology, The Science of Behavior (New York: Harper and Row, 1965), pp. 190-191.

<sup>9</sup>Howard S. Bartley, Principles of Perception, (New York: Harper and Brothers, 1958), p. 4.

<sup>10</sup>Paul W. Griffith, "Formula Feed Operators' Perception of the Kansas Agricultural Extension Service," (unpublished Ph. D. thesis, The University of Wisconsin, Madison, 1961).

individuals have had identical experiences.<sup>11</sup>

Evaluation of aspects of the 4-H Club program, then, will be influenced by knowledge of the program to which teachers have been exposed and by their contact and experience with the program itself and by their contacts with persons involved with it. In addition to such contacts, each individual's frame of reference will be affected by the perceptual filters of needs, moods, set and distortion that have come into play.

In the context of this study, the teacher's concept of the role of the school in the total education of children can be included as a perceptual filter.

## II. ROLE OF THE SCHOOL IN EDUCATION

Numerous writings in the field of school administration emphasize the school as the focal point of educational activity in the community. The term "education" is frequently used with the public, tax-supported schools in mind.

As pointed out by Campbell, Corbally, and Ramseyer, some educators maintain that the school holds the dominant role in education and extra curricular activities, while others believe an attempt should be made to cooperate with all

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<sup>11</sup>Curtis Trent, "The Administrative Role of the State 4-H Club Leader in Selected States - A Study in Role Perception," (unpublished Ph. D. thesis, The University of Wisconsin, Madison, 1961).

agencies in the community.<sup>12</sup>

There is no dispute that the school is a very important part of the total environment. Some authors, however, place great value on other agencies in the educational role.

Grinnell and Young assert that, although it is important, the school is only a particular sector of the educational environment. They contend that all parts of the community are involved in providing human experience, making it necessary to have the cooperation of all of these agencies, including the school.<sup>13</sup> This idea is reinforced in several writings compiled by Olsen.<sup>14</sup>

### III. THE KANSAS 4-H PROGRAM

Four-H Club work is a part of the Extension Service of the United States Department of Agriculture, and at the state level, a part of the Cooperative Extension Service of the Land-Grant University. "This places the 4-H Club program above the position of just being a club or an organization."<sup>15</sup>

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<sup>12</sup>Roald F. Campbell, John E. Corbally, Jr., and John A. Rameseyer, Educational Administration, second edition (Boston: Allyn and Bacon, Inc., 1962), p. 275.

<sup>13</sup>J. E. Grinnell and Raymond J. Young, The School and Community (New York: The Ronald Press Company, 1955), pp. 6-7.

<sup>14</sup>Edward G. Olsen, editor, The School and Community Reader (New York: The Macmillan Company, 1963), pp. 244-247.

<sup>15</sup>Bryant E. Kearl and O. B. Copeland, editors, A Guide to Extension Programs for the Future (North Carolina State College, 1959), p. 30.

The Smith-Lever Act of 1914 provided funds for the establishment of the Extension system in which the state Land-Grant Colleges and the United States Department of Agriculture cooperated. It was at that time that 4-H Clubs became a definite part of the Cooperative Extension program. The Smith-Lever Act provided a way to disseminate research information from the experiment stations to farm people.<sup>16</sup>

Following implementation of the Smith-Lever Act, Kansas 4-H Clubs were organized outside of the school. Farm men and women served as volunteer leaders. Those leaders were furnished materials and given training by county extension agents.<sup>17</sup>

It is this same basic framework under which 4-H Club work is promoted today in Kansas. In 1951 the Kansas legislature revised the legal provisions wherein the county extension programs became the cooperative responsibility of each county's County Agricultural Extension Council and Kansas State University.

The sole purpose of the county agricultural extension council is "the giving of instruction and practical demonstrations in agriculture, home economics and 4-H Club work to all persons in the county and the imparting

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<sup>16</sup>United States Congress, Smith-Lever Act, 1914.

<sup>17</sup>Charles E. Potter, "Early Developments in 4-H," Selected Readings and References in 4-H Club Work, G. L. Carter, Jr. and Robert C. Clark, editors (Madison, Wisconsin: University of Wisconsin, 1961), p. 9.

to such persons of information on said subjects through field demonstrations and otherwise," and "to plan extension educational programs of the county."<sup>18</sup>

In recent years the term "all persons" has been interpreted literally, and at the present time, nearly one-half of the members of 4-H Clubs are non-farm residents.

The objectives of 4-H and Other Extension Youth Programs, as most recently stated by the Kansas Cooperative Extension Service, are to help all Kansas youth lead more useful and satisfying lives by providing varied, comprehensive, and flexible learning experiences that supplement and reinforce the home, school, and other youth serving organizations and individuals, and by assisting the home, school, and other youth serving organizations and individuals in providing desirable educational opportunities.

More specifically, it is stated that the objectives, based on the needs of the youth and the expectations of society for the youth, shall be to aid all Kansas youth regardless of their place of residence or socio-economic level, in the following and other areas dictated by the situation:

1. Development of marketable attitudes and skills.
2. Development of desirable interpersonal relations.
3. Development of more responsible citizens.
4. Involvement of youth in community improvement.
5. Development of the leadership capacities of youth.

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<sup>18</sup> Extension Service, Kansas State University, Handbook for County Agricultural Extension Councils (Manhattan, Kansas: Kansas State University, 1967), p. 5.

6. Preparation of youth for rewarding and satisfying family and home life.
7. Development of attitudes and skills in youth for creative use of leisure time.
8. Enhancement of youth's appreciation for conservation of natural resources.
9. Increasing of youth's understanding of science.
10. Intensifying of safety, health, and fitness programs for youth.<sup>19</sup>

#### IV. 4-H AND SCHOOL RELATIONSHIPS

What is now known as 4-H Club work largely grew out of a number of developments taking place in the last decade of the nineteenth century. Nature study was being introduced into the curriculum of town and city schools. In rural schools, emphasis was being placed on the appreciation of rural life and the opportunities in the country.<sup>20</sup>

Reck records instances of activities considered forerunners of 4-H much before that time. In 1828, a teacher in a boarding school in Butler County, Ohio, conducted a contest where his students grew corn, cucumbers, radishes, tomatoes, shrubbery and flowers. Horace Greeley sponsored a corn growing contest in 1856 at Cattaraugus County, New York. The following year, another such contest was recorded in Muscatine County, Iowa. Delaware College announced a

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<sup>19</sup>Kansas Cooperative Extension Service, "Objectives for Project VI," (Manhattan: Kansas State University), p. 1 (mimeographed).

<sup>20</sup>Potter, op. cit., p. 8.



state-wide corn contest for boys in 1882.<sup>21</sup>

By the turn of the century, many county superintendents had inaugurated out-of-school programs in agriculture and "home culture" which were accompanied by school fairs. These activities were found in many states, including Kansas.<sup>22</sup>

The first decade of the twentieth century was a period of rural prosperity. Many new facilities were coming on the scene. Rural people were becoming discontent with their farm environment and equally dissatisfied with the limited education being provided by their schools where most of the learning was oriented to city life.<sup>23</sup>

Dr. Liberty Hyde Bailey of Cornell, who was convinced of the failure of the rural school to train for rural life, produced a series of nature study leaflets. His work encouraged educators to teach rural boys and girls to accept the challenge of the life around them.<sup>24</sup>

During that decade, there were numerous other programs and contests emphasizing the growing of agricultural products by the employment of improved practices. Spearheading these local projects were the school superintendents and

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<sup>21</sup>Franklin M. Reck, The 4-H Story (Ames, Iowa: The Iowa State College Press, 1951), pp. 4-5.

<sup>22</sup>Ibid., p. 5.

<sup>23</sup>Ibid., p. 6.

<sup>24</sup>Ibid., pp. 8-10.

teachers.

Considering the active role played by schools in developing early 4-H type programs, it is ironic that at the time the Smith-Lever Act was passed, providing an official sponsor of 4-H work, the overcrowded curriculum of many schools made it difficult to accommodate another program. Those conditions were responsible for development of the present day out-of-school, volunteer led 4-H Clubs.<sup>25</sup>

In support of the continuation of a close relationship of educational activities of schools and the 4-H program, Kreitlow observed:

The 4-H Club program is believed by many to provide unique opportunity for meeting the needs which arise during late childhood and adolescence and to contribute to the maturation of the individual. The school cannot ignore the extra mural programs, such as 4-H Club work, which help meet these needs, because human abilities and achievement are so inter-related that difficulty in one area of endeavor which is part of the school program may be manifest in another in which the school has little direct responsibility. Academic achievement may reflect the student's quality of performance in some other area of his activities.<sup>26</sup>

## V. RELATED STUDIES

Few studies were found which deal directly with 4-H and school relationships. Three such studies are discussed

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<sup>25</sup>Potter, op. cit., p. 9.

<sup>26</sup>Burton W. Kreitlow, "What is the 4-H Club Product?", Extension Service Review, 33, 1 (Washington, D.C.: United States Department of Agriculture, 1962), pp. 200-201.

which relate to this relationship.

Esslinger reported that 85 per cent of school superintendents indicated that the reputation of 4-H in their communities was good to very good. Fifty-seven per cent of these superintendents indicated that 4-H was valuable for the youth of their communities. This figure rose to 85 per cent among those superintendents who had greater contact with 4-H. Forty-two per cent of the administrators in this study indicated they saw conflicts between 4-H work and school work which might affect boys and girls. Ranking highest in the conflict areas were "time conflict" (35 per cent) followed by "duplication of work," "conflict of methods" (10 per cent each), and "4-H members might neglect school work" (7.5 per cent). Some listed combinations of these and other conflicts.<sup>27</sup>

Sabrosky concluded that attendance at 4-H events need not seriously interfere with school work, with the possible exception of a few individual cases. In a sample of 251 counties, the average 4-H member missed about one hour and ten minutes a year from school during school hours because of 4-H activities.<sup>28</sup>

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<sup>27</sup>Donald L. Esslinger, "Kansas School Superintendents Perceptions of the 4-H Club Program," (unpublished master's thesis, University of Maryland, 1966).

<sup>28</sup>Laurel K. Sabrosky, "School Missed by 4-H Members," Journal of Cooperative Extension, 1 (Winter, 1963), 4, p. 210.

Brown and Boyle found that school administrators varied considerable in their knowledge of the 4-H program.

Those administrators generally defined the purpose of 4-H as primarily that of leadership and citizenship development or training of youth in manual and social skills. Some cited the practical value of 4-H projects and the way in which they supplement the school curriculum. Some principals were of the opinion that teachers, being trained in educational methods, were much more competent to develop an educational program for youth than were voluntary leaders. None mentioned the relationship between 4-H and the Land-Grant University.<sup>29</sup>

## VI. SUMMARY

Since this study deals with interpretations and opinions of individuals, based upon their knowledge and experiences, literature is reviewed dealing with the perceptual frame of reference. Also, in this regard, writings dealing with the role of the school in education are explored. The origin of the Kansas 4-H program is reviewed, showing that the contemporary out-of-school program was initiated by school teachers and administrators to provide practical

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<sup>29</sup>Emory J. Brown and Patrick G. Boyle, 4-H in Urban Areas (Washington, D.C.: National 4-H Club Foundation, 1964), p. 238.

application of knowledge. Previous studies dealing with the relationship of 4-H and the schools are reviewed.

In the following chapter the procedure used in the study is discussed, including the subjects, variables, design, pre-testing the instrument and the method of analysis.

## CHAPTER III

### PROCEDURE

This chapter focuses on the procedure employed in carrying out the study. Selection of the subjects is described. The variables employed are listed. The collection of data is discussed, including the method used and a description of the interview guide and pre-testing the instrument. A copy of the interview guide is included in the appendix. Finally, the method of analysis is set forth.

#### I. SUBJECTS

The subjects of this study were to include all third grade teachers currently serving in the public schools of Leavenworth County, Kansas. Letters were written to Superintendents of Unified School Districts of Leavenworth City, No. 453; Easton, No. 449; Lansing, No. 469; Basehor-Linwood, No. 458; and Tonganoxie, No. 464, requesting permission to ask the third grade teachers for interviews. Names, home addresses and telephone numbers of the third grade teachers were requested and were immediately supplied by the superintendents of Leavenworth City and Basehor-Linwood, and by Easton after a second request. The request was forwarded to elementary principals at Lansing and Tonganoxie. These principals assisted in contacting the teachers and suggested

the interviewer contact them at the school.

Based upon available rosters from previous years and allowing for an increase in line with the increasing county population, it was estimated that there would be thirty teachers in the county public schools serving at the third grade level. Responses from district administrators revealed a total number of only twenty-six, all of them women. Each of these persons was contacted for an interview appointment.

Of these contacts, 23 agreed to an interview and appointments were scheduled. Three of the subjects refused to be interviewed. Two stated they did not wish to take the time; one was planning to be married immediately following the school term and the other was the wife of an Army officer who was being transferred at the time of the contact. The third refusal came from a teacher who would no longer be working in that position and she gave that as the reason for refusing to make an appointment.

Another subject was admitted to the hospital for a lengthy stay on the day of her interview appointment.

The two Lansing teachers were interviewed during class time at the school. This was at the suggestion of their principal. He took charge of their classes during their interviews. All other appointments were either at the school after class time or at the teachers' homes.

## II. VARIABLES

The independent variable in this study deals with the degree to which the subjects feel the school should be dominant in the total education of children or that the responsibility for the total education of children should be shared.

The dependent variable employed was the degree of educational value for children the teachers place upon each of six major aspects of the 4-H program. Those aspects are:

1. Project work
2. Local club meetings
3. 4-H Day
4. County Fairs
5. TV Action and TV Science programs
6. Camps

## III. COLLECTION OF DATA

The personal interview was chosen as the data collection method for this study. Although it is conceivable that the needed information could be collected by a mailed questionnaire, it was felt that more reliable data could be obtained through the personal interview.

Two additional factors were considered in selecting the interview method. It was felt that the development of skill in the interviewing technique would be a valuable educational experience for the researcher. Since the writer was



to be employed as County Extension 4-H Agent in Leavenworth County following completion of this study, a personal acquaintance with the teachers involved was considered to be an asset.

Respondent motivation is a major factor influencing the choice of the interview method. Cannel and Kahn point out that the request for an interview may induce the cooperation of subjects who neither have a scientific interest in the project nor will receive financial remuneration.<sup>30</sup> A second factor of motivation mentioned by these authors is that of building rapport. In this study, it was anticipated that most of the respondents would not have a prior interest in the goals of the research. Therefore, the establishment of rapport and an agreeable personal relationship between the interviewer and the respondent could serve to help complete a number of interviews which could be lost by using a mailed questionnaire.

Borg lists the following advantages to using the interview, which should be exploited if this method is to be used:

1. The interview permits greater depth.
2. The interview permits following up leads in order

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<sup>30</sup>Charles F. Cannell and Robert L. Kahn, "The Collection of Data by Interviewing," Research Methods in the Behavioral Sciences, edited by Leon Festinger and Daniel Katz (New York: Holt, Rinehart and Winston, 1953), pp. 334-335.

- to obtain more complete data.
3. The interview makes it possible to establish and maintain rapport with the respondent or at least determine when rapport has not been established.
  4. The interview provides a means of checking and assuring the effectiveness of communication between the respondent and the interviewer.<sup>31</sup>

The use of a tape recorder in recording interview data has several advantages. Among those listed by Borg are that it reduces the tendency of the interviewer to make an unconscious selection of data favoring his biases. The tape recorder also speeds up the interview process as little note taking will be needed during the interview.<sup>32</sup>

There is some concern that the presence of a microphone changes the interview situation and induces a bias. Kahn and Cannel observed, however, that experience has shown that the microphone seldom is a deterrent and that if there is any reaction, it is the interviewer that is more likely to remain aware of it.<sup>33</sup>

Personal interviews with the subjects were conducted by the writer, starting on May 1 and ending on May 15, 1969. A battery powered tape recorder was used to record all interviews, and the recordings were later used in the analysis of

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<sup>31</sup>Walter R. Borg, Educational Research, An Introduction (New York: David McKay Company, Inc., 1963), p. 224.

<sup>32</sup>Ibid., p. 225.

<sup>33</sup>Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York: John Wiley and Sons, Inc., 1957), p. 240.

the interviews.

After being reassured that the recordings would only be used by the interviewer to compile data, there was little reluctance of the subjects in this study to permit use of the tape recorder. They showed no evidence of being aware of the presence of the microphone once the interviews had started. There was only one subject who required persuasion in permitting use of the recorder, and her reluctance soon disappeared.

In the introduction to each interview it was explained that the interview was being conducted in connection with the interviewer's Master's research problem, with the purpose of determining the views of teachers concerning several agencies which deal primarily with children.

It was further explained that the research is a case study involving third grade teachers in the public schools of Leavenworth County.

Each teacher was then handed a card with the following definition of education:

The aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value in the society in which he lives.<sup>34</sup>

This definition was reviewed with the teacher and she

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<sup>34</sup>Carter V. Good, editor, Dictionary of Education, second edition, (New York: McGraw-Hill Book Company, Inc., 1959), p. 191.

was asked to keep it in mind during the interview.

The interview questions were divided into three categories. General questions with the primary purpose of helping to establish rapport between the interviewer and the respondent made up the first section. A secondary purpose of these questions was to determine what contacts the respondents had experienced with different youth serving organizations in the community and their knowledge regarding sponsorship of those organizations. Since none of the information from the questions in the first section pertain directly to the specific objectives of the study or to the hypotheses, a discussion of the responses is included in the appendix.

The second group of ten questions was intended to determine the degree to which the respondents felt that the responsibility for the total education of children should be shared with agencies other than the school. The teachers were asked to indicate the extent to which they believed that the agencies of Boy Scouts and Girl Scouts, The Church, the Public Library, Summer Recreation Programs, and 4-H do and should contribute to the total education of children.

The responses to this group of questions were scored using the Likert Method of summated ratings.<sup>35</sup> At the

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<sup>35</sup>Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), pp. 149-157.

beginning of this section of the interview, each subject was handed a card with the following scale to be followed:

Much	Some	No Opinion	Little	None
(4)	(3)	(2)	(1)	(0)

Verbal responses were requested in terms of a point on this scale.

The mean score of the ten responses to the second group of questions was used as the independent variable score for each teacher.

The third group of questions was asked to determine the degree of educational value for children each teacher attributed to each of the six aspects of the 4-H program chosen. The aspects were projects, local 4-H club meetings, county fair participation, 4-H Day participation, 4-H TV Action and 4-H TV Science programs, and camping. Using the Likert method of summated ratings described above, scores were derived to provide the dependent variables.

The interview guide used is included in the appendix.

#### IV. PRE-TEST OF THE INSTRUMENT

Before starting the actual research interviews, three third grade teachers in the Manhattan Public School system were interviewed. After the first two interviews, minor rewording of some questions was indicated for clarity. Due to a tape recorder malfunction, recordings of those interviews

were not available for analysis. After making the needed changes in the interview guide and securing a new recorder, a third interview was made. This recording was reviewed, for the purpose of evaluating interview technique, by the researcher's major professor, Dr. J. Dale Apel; Dr. Eugene Ross, District Extension Supervisor; and Dr. William L. Burke, Assistant Professor of Speech.

## V. METHOD OF ANALYSIS

Each of the six hypotheses were tested by means of the Pearson product moment correlation coefficient:<sup>36</sup>

$$r = \frac{SP}{\sqrt{SS_X SS_Y}}$$

X = independent variable

Y = dependent variable

$$SP = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$SS_X = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_Y = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

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<sup>36</sup>John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart, and Winston, 1969), pp. 75-77.

## VI. SUMMARY

Procedures for carrying out the research were set forth in this chapter, including the selection of subjects, the collection of data, pre-testing of the interview guide, and the method to be used in analyzing the data.

Chapter IV contains a report of data collected and the testing of hypotheses.

## CHAPTER IV

### FINDINGS

The purpose of this study was to describe the degree of educational value teachers attribute to certain aspects of the 4-H Club program, the orientation of those teachers toward the role of agencies, outside the school, in the total education of children, and to determine if any correlation exists between these two variables.

The previous chapter described the procedure used in contacting subjects in the sample, the method of collecting data, and the method of analysis to be used.

This chapter contains a report of the data collected. Statistical treatment to test the hypotheses is presented and discussed.

#### I. INTRODUCTION

The data discussed in this chapter were obtained by personal interview with twenty-two third grade teachers employed in public schools of Leavenworth County, Kansas.

Interview questions were structured to meet the following specific objectives established for the study:

1. To determine teachers' concept of 4-H member participation, in terms of the degree of educational value for children in each of the following aspects of the 4-H program:



- (a) Project work
- (b) Local club meetings
- (c) 4-H Day
- (d) County Fairs
- (e) TV Action and TV Science Programs
- (f) Camps

2. To determine teachers' orientation with respect to the role (dominant vs. shared responsibility) of the school in the total education of children.

3. To determine if a relationship exists between teachers' orientation regarding the role of the school in the education of children and the degree of educational value placed upon each of the above named aspects of the 4-H program.

Interview responses were scored by using the Likert Method of Summated Ratings, with a five point scale as follows:

Much	Some	No Opinion	Little	None
(4)	(3)	(2)	(1)	(0)

The mean score was computed for each subject's responses to ten questions dealing with the degree to which the respondent felt the responsibility for the total education of children should be shared with other agencies. This mean score was used as the independent variable in testing the hypotheses.

The dependent variable was measured by a score on the same five point scale (4-0) reflecting the degree of educational

value for children attributed to each of six aspects of the 4-H program.

## II. ANALYSIS TECHNIQUES

Pairing the response scores computed for the independent variable and the dependent variable scores for each subject, correlation scores were computed for each hypothesis using the Pearson Product Moment Correlation Coefficient.

The formula is:

$$r = \frac{SP}{\sqrt{SS_X SS_Y}}$$

r denotes an index of relationship with the following limits:

+1 = a perfect positive relationship

0 = no relationship

-1 = a perfect negative relationship

The above formula consists of the following components:

$$SP = \text{Sum of Products} = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$SS_X = \text{Sum of Squares of X} = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_Y = \text{Sum of Squares of Y} = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

X = independent variable mean score

Y = dependent variable score

Values of the coefficient of correlation (r) in this study, with 20 degrees of freedom (df = N-2), in order to be

significant at the .01 level must be as high as .54.<sup>37</sup>

### III. REPORT OF DATA

Ten question responses were scored on the Likert Scale to provide the independent variable in this study. The mean score of these ten responses was used to indicate the degree to which respondents felt the responsibility for the total education of children should be shared.

Each interviewee was asked to indicate the degree to which she felt that the agencies of Boy Scouts and Girl Scouts, the Church, the Public Library, Summer Recreation Programs, and 4-H contribute to the total education of children. Following their response to this question, they were then asked to indicate the degree to which they felt each agency should be involved in the total education of children.

Following is a summary of responses to questions dealing with each of the five agencies asked about in the interviews:

#### Boy Scouts and Girl Scouts

"To what extent do you think the Boy Scouts and Girl Scouts contribute to the total education of children?"

The mean score of responses to this question was 3.41. One respondent felt she did not know enough about the programs

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<sup>37</sup>Henry E. Garrett, Elementary Statistics, second edition (New York: David McKay Company, Inc., 1962), p. 182.

to express an opinion. Ten indicated they felt the contribution is "much" and eleven thought there is "some" contribution in the overall programs. Several of the teachers giving a "some" response acknowledged that in some cases the contribution is "much" while in other instances there is little or no contribution. The effectiveness of leadership and parent support was given as the most important influencing factors. One teacher felt that these programs are more effective for grades 5, 6, 7, and 8 than for 3rd graders.

In posing questions dealing with Boy Scouts and Girl Scouts, the interviewer explained that the programs of Cub Scouts and Brownies should be included in their consideration. Respondents were given the option of making separate responses for Boy Scouts and for Girl Scouts. None elected to make this distinction, however there was a definite trend for them to respond in terms of Boy Scouts and Cubs.

"How much do you think the Boy Scouts and Girl Scouts should be involved in children's education?"

The mean response score to this question was 3.45. Twelve felt there should be "much" involvement by these agencies. Of the nine giving a "some" answer, several indicated they felt the involvement should be greater than it presently is, but not to an extent to warrant a "much" response. One teacher indicated there should be "little" involvement of Scouts in children's education.

One teacher said that it would help the school if there

were much involvement since parents are leaving more of the guidance of children to the school, and the organizations can help. Since her comment referred to "organizations", it may be assumed that her comment would not necessarily be limited to Scout programs.

### The Church

"To what extent do you think the Church contributes to the total education of children?"

Eight teachers said "much", eleven thought "some" and three indicated they felt the church contributes "little" to the total education of children. Most respondents felt the Church contributes a great deal for the children who participate but most were of the opinion that too few children take part in the program of the church. One person expressed the opinion that less children attend church than take part in organizations. Home guidance was seen as the deciding factor in Church effectiveness. The mean score of responses dealing with the present contribution of the Church to the total education of children was 3.09.

"How much of a part do you think the Church should play in the total education of children?"

Fifteen responded "much" and seven said "some" for a mean score of 3.68. There was some expression of concern about the limitations placed upon teachers in dealing with religion in the classroom while others felt this was no problem. It is likely that many of the responses were tempered

by the individual religious beliefs of teachers.

### The Public Library

"How important do you think the Public Library is in the total education of children?"

The mean score of responses to this question was 2.91, with six indicating "much", twelve saying "some", and four answering "little".

Among Leavenworth City teachers, opinions about the importance of the Public Library in the total education of children seemed to be influenced by the proximity of their children to the library. The City Library is located some distance from many of the homes, placing the responsibility for getting children to the library with the parents. Some feel that school libraries are playing an increasing role in children's education. Teachers in the City of Leavenworth generally tended to place more importance on the Public Library for summertime reading of third graders, while they saw the school library serving much of the need during school months, being more available to the children. A few teachers were enthusiastic about summer reading programs sponsored by the public library, but most possessed a limited knowledge of its programs.

School libraries in the Easton and Basehor-Linwood districts are operated throughout the year, thus serving as the "public library" for those communities. Tonganoxie has

a city library which is open three days a week, which, in the teachers' opinion, is not enough for children to make maximum use of it. Teachers in the Lansing school knew of no public library available to children except the one in Leavenworth.

"How much of a part do you think the Public Library should play in the total education of children?"

To this question, fifteen replied "much" and six said "some". There was one "no opinion" response based upon indecision about the relative role of the Public Library and the School library. The mean response score was 3.64.

All of the teachers interviewed expressed the need for encouraging children to read. There was some feeling that an effort should be made to make the Public Library more accessible by the children. There was no doubt expressed concerning the adequacy of books available for third grade children, but there was some skepticism expressed about the needs of high school students and adults being met.

#### Summer Recreation Programs

"How much do you think organized Summer Recreation Programs contribute to the total education of children?"

Five of the teachers interviewed said that organized Summer Recreation Programs contribute "much" to the total education of children while there were ten who replied "some". Seven gave a "no opinion" response. Six of these said they were not familiar enough with the programs to form an opinion,

while the other one felt there is as much negative as there is positive, stating, "The emphasis on winning sometimes cancels out the good in the program." Others were critical of the parents for their adverse influence in the sports programs, but not to the extent of this one teacher. The mean response score to this question was 2.91.

Most of the responses to this question were made in terms of sports programs, mainly for boys. An exception was in Tonganoxie, where a newly formed Recreation Commission is launching its program. According to the teachers, baseball is the only program offered in the Easton, Lansing, and Basehor-Linwood districts, except for a wrestling program in Linwood.

"How much do you feel these organized Summer Recreation Programs should be involved with children's education?"

The mean response score was 3.50, with fourteen indicating "much", six stating "some", and one response each for "no opinion" and "little".

There was an expression of need to involve more children. Some felt that sports programs could not meet the needs of all children, making additional kinds of programs necessary in summer recreation programs.

#### The 4-H Program

"To what extent do you think 4-H contributes to the total education of children?"

The mean response score was 3.45, with thirteen "much"



responses and seven saying "some", while there was one each saying "no opinion" and "little".

Favorable comments expressed by teachers about the 4-H program while answering this question included some observations that it is doing a good job with current programs. Other comments were: "It provides an opportunity for members to interact with other children," "It helps them think about the future," "It requires a child to apply himself," "It is down-to-earth education," "It involves more actual doing," "I like it because it is more family centered."

A negative response from one subject was, "it is too much centered on parents ideas and some of the parents do it." Another said, "It expects too much of third grade children; there should be easier things for younger children."

"How much do you think 4-H should be involved in the education of children?"

Fourteen of the teachers said "much" and eight thought "some". Several thought 4-H should be reaching more people than it is. Others believe it is doing all it can now. One thought it should be limited to the country and another said that she is more in favor of scouting, but doesn't know why. One commented, "It should be much, but shouldn't take too many nights." The mean response score was 3.66.

When asked if there are other individuals or agencies that can and should be involved with the total education of

children, only two could make any additions. The researcher anticipated that the home and parents would be frequently mentioned here, but only one did so. This individual was a former parochial school teacher. The Neighborhood House in Leavenworth was cited as an important agency for some children. This agency is sponsored by one Leavenworth church group and supported by other churches and individuals.

In response to the question, "Can any of the agencies we have mentioned provide education for children that the school cannot offer?", each of the twenty-two teachers answered "yes". However, through voluntary statements and as the result of probe questions, the researcher discovered that some of the teachers felt this way because of the limitations of the school in terms of budget, staff, and facilities as well as the restrictions on teaching religion. Seventeen felt that the educational opportunities offered by the other agencies are useful and needed. One teacher said, "Children need to belong to a club they can call their own. This begins to be important at third grade. It gives them an opportunity to practice democratic processes and to preside at meetings. Some of this is done in school, but it is not adequate." Another said, "The social part of interacting with other people is important and the school is too structured for this."

Nine of the teachers interviewed saw enough duplication

of effort between the agencies mentioned and the school program or curriculum to warrant mentioning. All but one of these responses had to do with scout programs, mainly arts and crafts. Only one saw this situation as harmful in that if she knew it had been done in scouts, she would avoid it in class, thus causing those not in scouts to miss the program altogether. Another observed, "It is not particularly harmful, but frustrating to the teacher." One commented, "Sometimes they go to a 4-H meeting and forget to plan to do their homework." Still another said, "Children are often very sleepy the day following their 4-H meeting." This teacher had children in her room from three different 4-H clubs.

The final group of questions in the interview questionnaire was asked to determine the degree of educational value the teachers attributed to each of the aspects of the 4-H program selected for this study. Those aspects include projects, local club meetings, 4-H Day, County Fairs, 4-H TV Action and TV Science programs, and camps.

Teachers were asked to respond in terms of a point on the same Likert Scale used in the previous section when indicating the amount of educational value offered in each aspect of 4-H club work.

#### 4-H Projects

"How much educational value for a child would you say is provided by the 4-H project?"

Fourteen of the teachers said "much" and six replied "some". There was one who indicated little knowledge of 4-H projects and gave a "no opinion" answer. A teacher, in giving a "little" reply, knew about several projects, but did not see them as particularly educational.

Each teacher was asked to name some 4-H projects. A total of twenty-three different projects currently being offered in the Kansas program were mentioned by one or more of the respondents. In addition, there were six more mentioned that are not offered in Kansas, but are included in the programs of other states. Most often mentioned was clothing or sewing by nineteen persons and cooking by thirteen. The next most frequently mentioned were the animal projects with a tendency to lump all livestock projects together in one category.

Teachers tended to like the actual experience of projects. Only one mentioned record keeping in connection with 4-H project work. Her reaction was that the records are too involved for third graders.

#### 4-H Club Meetings

"How much educational value for a child would you say is provided by the local 4-H club meeting?"

Teachers varied a great deal in their previous knowledge of 4-H meetings. There were seven who had no previous knowledge of the kinds of things members do at their local

club meetings. The interviewer gave a brief description of a meeting and then asked if they could give an opinion. Three gave a rating based upon this description and four gave a "no opinion" answer, as did one other who felt it depends entirely upon the leadership. Nine gave a "much" answer and eight said "some". Learning parliamentary procedure and giving talks were most often mentioned as the kind of things 4-H members do at a club meeting.

### County Fairs

"How much educational value for a child would you say county fair participation provides a child?"

Every teacher interviewed was aware of 4-H members' exhibits at the county fair. Although it was rather difficult to determine in the conversations, some seemed to be more impressed by the club booth displays than with individual exhibits. Two of the teachers were aware of demonstration contests being a part of the fair and three knew about the judging contests.

There were eight who believed fair participation provides "much" educational value for the child while all others said "some".

As a follow-up question, the subjects were asked their opinion of the competitive judging employed at fairs. Twenty believed this to be a valuable experience for the child, with two admitting the possibility of harm being done

to some children. Two did not approve of competitive judging at county fairs and recommended the system be changed.

#### County 4-H Day

"To what extent would you say that participation in 4-H Day is educational for children?"

It was found that only four had what could be termed a complete knowledge of what is included in this event.

There were twelve "no opinion" answers to this question. Four thought "much" and six said "some". Three of the latter two categories based their answers on the interviewer's description of the event.

#### 4-H TV Action and TV Science Programs

Eleven of the teachers interviewed said they had no knowledge of the 4-H TV Action or the 4-H TV Science Programs, and expressed "no opinion" of their educational value. There were three who said they thought there was "much" educational value in the TV programs and seven said "some". One thought the programs contained little educational value.

All but two of the teachers interviewed had, in fact, been sent materials explaining one or both of the TV programs along with a guide for classroom discussion. With the approval of school principals, the teachers also were provided enrollment materials to be distributed in the classroom. Eleven of those interviewed indicated they had passed out enrollment literature and some had seen one or more of the

programs. Two had discussed programs with their classes following the viewing.

None who had distributed the material in class said they had objected to doing it.

### Camping

"To what extent would you describe a 4-H camp experience as educational for a child?"

Four of the teachers thought camping offers "much" educational value while there were thirteen who said "some". It was found that only four were really familiar with the camping programs being currently offered through 4-H. They were not necessarily the same four who attributed "much" value to camping. Opinions of the others were based upon their experience with camping programs sponsored by other organizations. None of the teachers were aware that a 4-H day camp program had been offered in Leavenworth County.

Three teachers expressed "no opinion" to this question and one thought there was "little" educational value in a 4-H camp experience.

Some teachers tended to think of camping as being more recreational than educational. Most did not favor overnight camps for third grade children, but voiced no objection to day camps when proposed by the interviewer as an alternative experience for this age group.

## IV. TESTING HYPOTHESES

Each of the six hypotheses set forth in this study were tested by employing the Pearson product moment correlation coefficient, using the following formula:

$$r = \frac{SP}{\sqrt{SS_X SS_Y}}$$

Correlation is the relationship between paired variables. A perfect positive coefficient of correlation is +1.00. A perfect negative coefficient of correlation is -1.00, while a pure chance relationship is zero (0.00).

Values of the coefficient of correlation (r) in this study, with 20 degrees of freedom (df = N - 2), in order to be significant at the .01 level must be as high as .54.

Hypothesis 1. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H project work.

The hypothesis is retained. The coefficient of correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H project work is +.249. This is not statistically significant.



Hypothesis 2. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon local 4-H Club meetings.

The hypothesis is retained. The coefficient of correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon local 4-H Club meetings is  $+.468$ , which falls short of the  $.54$  required to be significant at the  $.01$  level.

Hypothesis 3. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H Day participation.

The hypothesis is rejected. The correlation coefficient of  $+.659$  is greater than the  $.54$  required to be significant at the  $.01$  level. There is a significant positive relationship between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H Day participation.

Due to being unfamiliar with the 4-H Day program, twelve respondents expressed no opinion as to the degree of

its educational value for children. This placed them at the neutral (2) point on the attitude scale. Four gave the event a rating of 4 and the other six a rating of 3.

Hypothesis 4. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon county fair participation.

The hypothesis is retained. The coefficient of correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon county fair participation is  $+.109$ . This is not significant.

Hypothesis 5. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H TV Action and 4-H TV Science programs.

The hypothesis is rejected. The coefficient of correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H TV Action and 4-H TV Science programs is  $-.663$ .

There is a statistically significant negative relationship between these variables.

Hypothesis 6. There will be no correlation between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H camps.

The hypothesis is retained. The correlation coefficient of  $-.025$  indicates that any relationship between the extent to which teachers believe the responsibility for the education of children should be shared and the degree of educational value for children they place upon 4-H camps can be attributed almost entirely to chance.

## V. SUMMARY

The purpose of this study has been to describe the degree of educational value teachers attribute to certain aspects of the 4-H program, their orientation toward the role of agencies outside the school in the total education of children, and to determine if a correlation exists between those two variables.

Twenty-two third grade teachers in Leavenworth County public schools were interviewed. The results of those interviews were reported in this chapter.

Chapter V includes a summary of the findings as well as conclusions drawn by the writer from the findings, and

finally, some possible implications from the research findings.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to describe the degree of educational value teachers attribute to certain aspects of the 4-H Club program, the orientation of those teachers toward the role of agencies outside the school in the total education of children, and to determine if any correlation existed between these two variables. Respondents included twenty-two third grade teachers in the public schools of Leavenworth County, Kansas.

The specific objectives of the study were:

1. To determine teachers' concept of 4-H member participation, in terms of the degree of educational value for children in each of the following aspects of the 4-H program:

- (a) Project work
- (b) Local club meetings
- (c) County 4-H Day
- (d) County fairs
- (e) 4-H TV Action and TV Science programs
- (f) Camps

2. To determine teachers' orientation with respect to the role (dominant vs. shared responsibility) of the school in the total education of children.

3. To determine if a relationship exists between

teachers' orientation regarding the role of the school in the education of children and the degree of educational value placed upon each of the above named aspects of the 4-H program.

This chapter includes a summary of findings, which are detailed in Chapter IV. Conclusions to be drawn from the research and possible implications for professional 4-H workers are discussed.

## I. SUMMARY OF FINDINGS

Mean response scores of the twenty-two teachers interviewed, regarding the degree of educational value for children in each aspect of the 4-H program were:

Project work . . . . .	3.50
Local Club meetings . . . . .	3.18
County 4-H Day . . . . .	2.64
County fairs . . . . .	3.32
TV Action and TV Science . . . . .	2.53
Camps . . . . .	2.95

There were none of these aspects of 4-H Club work to which teachers attributed no educational value for children.

Mean response scores regarding the degree to which teachers felt the responsibility for the education of children should be shared with agencies, other than the school, ranged from 2.7 to 3.8. The orientation of all teachers fell

considerably above the neutral point of 2.0 on the Likert scale.

Testing the six hypotheses of this study revealed that no significant correlation existed between the extent to which teachers believed the responsibility for the education of children should be shared and the degree of educational value they placed upon project work, local club meetings, county fair participation and camps.

Correlation coefficients sufficiently large to be statistically significant were found between the extent to which teachers believed the responsibility for the education of children should be shared and the degree of educational value for children they placed upon County 4-H Day participation and 4-H TV Action and TV Science programs. Of the six aspects of 4-H Club work mentioned to the respondents, the latter two were least familiar to them.

## II. CONCLUSIONS

Teachers interviewed in this study showed a strong tendency to feel that the responsibility for the total education of children should rest with all of the agencies working with youth in the community. There was concern expressed that the parents are assuming less responsibility in the teaching of children, especially in teaching moral values and individual responsibility. Much concern also was

expressed about the diminishing influence of the Church in working with children.

The teachers varied a great deal in their knowledge of the 4-H program. They tended to place the highest educational value for children on those aspects with which they were most familiar. These were, for most, the project, county fairs and the club meeting.

Most indicated a greater familiarity with the Scouting programs than with 4-H Club work. As a group, however, they indicated a belief that 4-H now contributes slightly more to the total education of children than do the Scouting programs. With the exception of the Church, the mean response scores indicated they felt that 4-H is the agency that should be involved most in the total education of children. There was, however, a definite tendency to view 4-H as a more valuable program for rural children than for children living in towns.

### III. IMPLICATIONS

The lack of knowledge about certain aspects of 4-H Club work indicated by many teachers, and an unfamiliarity with the entire program expressed by some, would point toward a need for professional 4-H workers to strengthen efforts toward bringing about an awareness of 4-H among school teachers. An information program could be conducted, not only by county extension personnel with the assistance of



members and volunteer leaders, but also by the state extension service. Information could be provided about 4-H to all Colleges and Universities where elementary teachers are trained. As is shown in the Summary of Responses to Introductory Interview Questions included in the Appendix, the teachers interviewed in this study were graduated from institutions in six different states. This would indicate a possible need for a nationwide information program directed toward school teacher candidates.

4-H workers need to place greater emphasis on programs for boys and girls living in urban areas. This is supported by the fact that only five of the twenty-two subjects interviewed viewed 4-H to be as valuable for children living in towns as for those living on farms.

These respondents felt that summer recreation programs should make considerably more contribution to the education of children than they do at present. This may indicate a need for 4-H programs to put greater emphasis on short term summer activities.

There appears to be a definite need for making public libraries more accessible by the children. A community effort toward solving this problem may be needed.

Since all agencies mentioned in this study were seen by the respondents as valuable for children, it seems that 4-H workers should make every effort to work with and help

strengthen other youth serving agencies whenever possible.

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## APPENDIX

## INTERVIEW GUIDE

1. How many years have you been a teacher?
2. How long have you taught at this school?
3. How long have you taught third grade?
4. Where did you receive your bachelors degree?
- 
5. Have you ever been a member of one of the Girl Scout organizations?
6. Have you ever served as a leader of either Girl Scouts or Boy Scouts?
7. Do you know who sponsors these organizations?
8. Do you know how these organizations are financed?
9. Do you know what age children can become members of Scout organizations?
10. Do you think Boy Scouts and Girl Scouts is useful for rural children?
- 
11. Have you ever been a member of the Campfire Girls organization?
12. Have you ever served as a leader in Campfire Girls?
13. Do you know who sponsors Campfire Girls?
14. Do you know how Campfire Girls is financed?
15. Do you know what age children can join Campfire Girls?
- 
16. Have you ever been a 4-H member?
17. Have you ever been a 4-H leader?
18. Do you know who sponsors 4-H?
19. Do you know how 4-H is financed?
20. Do you know what age children can be 4-H members?
21. Do you know any 4-H members who live in town?



22. What is your estimate of the percentage of 4-H members in this county who live in town?
23. Do you think 4-H is as useful for boys and girls living in town as it is to those who live on farms?
- 
24. Do you know of any other organizations to which children in this community belong?
25. To what extent do you think the Boy Scouts contribute to the total education of children? 4 3 2 1 0
26. How much do you think the Boy Scouts and Girl Scouts should be involved in children's education? 4 3 2 1 0
- 
27. How much do you think the Church contributes to the total education of children? 4 3 2 1 0
28. How much of a part do you think the Church should play in the total education of children? 4 3 2 1 0
- 
29. How important do you think the Public Library is in the total education of children? 4 3 2 1 0
30. How much of a part do you think the Public Library should play in the total education of children? 4 3 2 1 0
- 
31. How much do you think organized Summer Recreation Programs contribute to the total education of children? 4 3 2 1 0
32. How much do you feel these organized Summer Recreation Programs should be involved with children's education? 4 3 2 1 0
- 
33. To what extent do you think 4-H contributes to the total education of children? 4 3 2 1 0
34. How much do you think 4-H should be involved in the education of children? 4 3 2 1 0
-

35. Are there agencies or individuals, other than those we have discussed, that can and should be involved with the total education of children?

If yes, how much?

36. Can any of the agencies or individuals we have mentioned provide education for children that the school cannot offer?

37. Do you see any duplication of effort between any of these agencies and the school program or curriculum?

38. (if yes) In what way? Is this harmful?

39. Are you familiar with the kinds of things 4-H members do with their projects?

40. How many 4-H projects can you name?

41. How much educational value for a child would you say is provided by the 4-H project? 4 3 2 1 0

42. What kinds of things do you think 4-H members do at local club meetings?

43. How much educational value for a child would you say is provided by the local 4-H club meeting? 4 3 2 1 0

44. In what ways do you think of 4-H members being involved with the county fair?

45. How much educational value for a child would you say county fair participation provides a child? 4 3 2 1 0

46. Are you familiar with the activities involved in the county-wide event called 4-H Day?

47. What would you say is the main purpose of this event?

48. To what extent would you say that participation in 4-H Day is educational for children? 4 3 2 1 0

49. Have you had any contact with either the 4-H TV Action or 4-H TV Science programs?
50. What is your opinion of the educational value for children in these programs? 4 3 2 1 0
51. Do you see a need for more programs of this type?
52. How could they be improved?
53. Do you approve of the promotion of 4-H enrollment in school as was done with the TV Action and TV Science programs?
- 
54. Can you describe what kinds of camping experiences are available to children through 4-H?
55. What kinds of things do you think a child does at a 4-H Camp?
56. To what extent would you describe a 4-H camp experience as educational for a child? 4 3 2 1 0

## SUMMARY OF RESPONSES TO INTRODUCTORY INTERVIEW QUESTIONS

All of the third grade teachers interviewed in this study were women. Their experience in the teaching profession ranged from three to forty-three years, with the mean at 19.2 years. They had experience teaching at the third grade level from one to forty-three years, with the mean at 12.2 years. Some of this time, however, was spent teaching in multi-grade rooms. At the time of the interviews, one teacher had a combination second and third grade room and all others were in third grade only. The highest tenure at the present school was 19 years. There were six serving in their first year at the present school. The average tenure at the current school was 4.4 years.

The twenty-two teachers interviewed earned Bachelors Degrees from eleven different institutions, including: St. Mary College (5); Kansas State Teachers College, Emporia (4); University of Kansas (3); Southwest Missouri State College, Springfield (2); and one each from Western Reserve University, Cleveland, Ohio; Southwestern College, Winfield; Kansas State College, Pittsburg; Florida State College; Washburn University; Nebraska State Teachers College, Peru; and Concordia Teachers College, River Forest, Illinois. There was one non-degree teacher interviewed.

Six of the respondents had been members of the Girl Scouts. Six also indicated that they had served as leaders

of one of the Girl Scout or Boy Scout programs, but not necessarily the same ones who had been Girl Scout members. One said, "I certainly have had plenty of opportunities though."

There were three who indicated that they were familiar with the overall sponsorship of the Scouting programs, but the interviewer was not able to get them to explain it in any detail. There were ten who said they either had a vague idea of the sponsorship of these programs or that they knew about the local structure, but nothing beyond that. There were nine who knew nothing about Boy Scout or Girl Scout sponsorship. All but five could name one or more sources of funds for those programs. One thought there was some Federal funds used for this purpose, although she knew they were agencies served by the United Fund. All thought that membership in Cub Scouts and Brownies was open to second or third graders. Indications are that policies vary slightly in different areas. Although only three teachers did not feel that Boy Scouts and Girl Scouts were useful for rural children, there were several indicating that 4-H was probably better suited to the needs of rural children.

In response to questions concerning the Campfire Girls, it was found that only two had been members. One of those had served as a leader and also professed to be familiar with the sponsorship. Campfire Girls have been active in the

Basehor area for some time and had started the previous fall in Tonganoxie. There are no other Campfire Girls organizations in any other of the areas included in this study.

Six of the respondents had been 4-H members, however only three indicated they had been very active. One had been a delegate to the National 4-H Congress. One teacher had served as a 4-H Clothing leader. She had not been a 4-H member, however.

Regarding the sponsorship of the 4-H program, nine associated it to some extent with a County Extension Agent and one knew it is connected with the U.S. Department of Agriculture. There was no indication of an association of the program with Kansas State University. Two related the financing of 4-H with taxes, but only one of those knew there were funds from three levels of government and she did not know the specific agencies involved. Both of those were former active 4-H members.

There were seven who had accurate ideas about the minimum age for 4-H membership, although some of them said that they were not sure.

There were three who thought 4-H not as valuable to boys and girls living in town as for those living on farms. Five said they felt it was as useful, without qualification. The remaining fourteen felt that it is a useful program in town, but with some reservations. Several thought it to be

more valuable for girls than for boys, in the town setting. Eighteen of the teachers knew or had known 4-H members living in town.

## INTERVIEW RESPONSE SCORES

The table on the following page lists scores derived from personal interviews with twenty-two third grade teachers, using the Likert method of summated ratings (4-0). Using the Pearson product moment correlation coefficient, the scores were used in testing each of the six hypotheses set forth in the study.

Table headings are identified as follows:

i = interviewee identification number

X = mean score representing the degree to which respondent believed the responsibility for the total education of children should be shared.

$Y_1$  = score representing the degree of educational value for a child provided by 4-H projects.

$Y_2$  = score representing the degree of educational value for a child provided by the local 4-H Club meeting.

$Y_3$  = score representing the degree of educational value for a child provided by County 4-H Day participation.

$Y_4$  = score representing the degree of educational value for a child provided by county fair participation.

$Y_5$  = score representing the degree of educational value for a child provided by 4-H TV Action and 4-H TV Science programs.



$Y_6$  = score representing the degree of educational value for a child provided by a 4-H camp experience.

<u>i</u>	<u>X</u>	<u>Y<sub>1</sub></u>	<u>Y<sub>2</sub></u>	<u>Y<sub>3</sub></u>	<u>Y<sub>4</sub></u>	<u>Y<sub>5</sub></u>	<u>Y<sub>6</sub></u>
1	3.3	2	2	2	3	2	4
2	3.3	4	4	4	4	3	3
3	3.1	3	3	2	3	2	4
4	3.3	4	4	2	3	2	4
5	3.5	4	4	4	4	3	3
6	2.7	4	2	2	3	3	3
7	3.6	4	4	2	3	4	3
8	3.6	3	2	2	2	2	3
9	3.5	4	4	3	4	2	3
10	3.2	3	3	2	4	2	2
11	3.3	4	4	3	4	2	3
12	3.8	4	4	4	4	2	3
13	3.8	4	3	3	4	3	1
14	3.6	4	3	4	3	2	3
15	3.3	3	3	3	4	2	3
16	3.2	3	3	2	3	3	3
17	3.1	4	2	2	3	1	2
18	3.1	1	2	2	3	4	2
19	3.5	4	4	3	3	4	3
20	3.2	4	3	2	3	3	3
21	3.8	4	4	2	3	3	3
22	3.8	3	3	3	3	2	4
Mean		3.50	3.18	2.64	3.32	2.53	2.95

1030 Bertrand  
Manhattan, Kansas  
April 1, 1969

James McCollam, Superintendent  
U.S.D. #449  
Easton, Kansas

Dear Mr. McCollam:

As a graduate student in the College of Education at Kansas State University, I have undertaken a study dealing with the views of elementary teachers concerning certain community agencies, outside of the school, in terms of the contribution of these agencies to the education of children.

The design of this study calls for personal interviews with the subjects. I would like permission to arrange for interviews with each of the third grade teachers in your district.

I hope to complete the interviews in April. The interviews, to be scheduled at each teacher's convenience, should take about 30-40 minutes to complete.

Anticipating your letter of approval, I will need the names, addresses and telephone number of the third grade teachers in your district.

A self-addressed envelope is enclosed for your reply.

Thank you very much.

Sincerely,

Ralph B. Rector

1030 Bertrand  
Manhattan, Kansas  
April 26, 1969

Mrs. Vivian Kane  
409 Vilas  
Leavenworth, Kansas

Dear Mrs. Kane:

Your assistance is needed in a study dealing with the views of third grade teachers concerning certain community agencies, outside the school, in terms of the contribution of these agencies to the education of children. You can be assured that your responses will not be identified with you in any way.

Mr. Kukuk has approved my asking you for a 30 to 40 minute interview. He suggests that arrangements be made so as not to take class time.

Would one of the following days (or nights) be convenient with you for us to get together?

Thursday, May 1  
Friday, May 2  
Saturday, May 3

Please indicate your first and second choice of times when we could get together, as well as the place of your choice, on the enclosed card and return it to me as soon as possible. I will confirm the appointment either by letter or by telephone.

If none of these days is satisfactory, would you suggest another day?

Thank you for your cooperation.

Sincerely,

Ralph B. Rector  
Graduate Student,  
College of Education  
Kansas State University

c.c. Mrs. Weddle

INTERPRETATIONS OF THE 4-H CLUB PROGRAM AS EXPRESSED BY  
THIRD GRADE TEACHERS IN LEAVENWORTH COUNTY SCHOOLS

by

RALPH BERT RECTOR

B.S., Kansas State University, 1952

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

## Purpose

The purpose of the study was to describe the degree of educational value teachers attribute to certain aspects of the 4-H Club program, the orientation of those teachers toward the role of agencies outside the school in the total education of children, and to determine if any correlation existed between these two variables.

## Objectives

The specific objectives of the study were:

1. To determine teachers' concept of 4-H member participation, in terms of the degree of educational value for children in each of the following aspects of the 4-H program: (a) Project work; (b) Local club meetings; (c) County 4-H Day; (d) County fairs; (e) 4-H TV Action and TV Science programs; (f) Camps.
2. To determine teachers' orientation with respect to the role (dominant vs. shared responsibility) of the school in the total education of children.
3. To determine if a relationship exists between teachers' orientation regarding the role of the school in the education of children and the degree of educational value placed upon each of the above named aspects of the 4-H program.

## Procedure

The data were obtained by personal interview with twenty-two third grade teachers employed in public schools of

Leavenworth County, Kansas. The subjects were asked to respond to ten questions dealing with the degree to which they felt the responsibility for the total education of children should be shared with other agencies. Responses were scored on a five point scale, five being "much" and zero being "none". The mean score of the ten responses was used as the independent variable.

The dependent variable was measured by a score on the same five point scale reflecting the degree of educational value for children attributed to each of six aspects of the 4-H program.

Pairing the response scores for the independent variable and the dependent variable for each subject, correlation scores were computed for each hypothesis using the Pearson Product Moment Correlation Coefficient.

### Findings

The respondents varied a great deal in their knowledge of the 4-H program and attributed the most educational value to those aspects with which they were most familiar. They tended to think of 4-H as being more valuable for rural children than for children living in towns.

Mean response scores regarding the degree of educational value for children in each aspect of the 4-H program were: Project work, 3.50; Local Club Meetings, 3.18; County 4-H Day, 2.64; County Fairs, 3.32; TV Action and TV Science

Programs, 2.53; and Camps, 2.95.

Mean response scores reflecting the degree to which teachers felt the responsibility for the education of children should be shared with agencies, other than the school, ranged from 2.7 to 3.8.

Boy Scouts and Girl Scouts, the Church, the public library, summer recreation programs and 4-H were all seen by the respondents as important contributors in the total education of children. The teachers expressed concern about the diminishing influence of the church in working with children. There were some doubts expressed about the public library facilities meeting the needs of children, mostly in terms of accessibility. This seemed to particularly apply to the summer months. There was a definite opinion that current summer recreation programs did not meet the needs of enough children.

There was no significant correlation between the extent to which teachers believed the responsibility for the education of children should be shared and the degree of educational value they placed upon project work, local club meetings, county fair participation and camps.

Statistically significant correlation coefficients were found between the extent to which teachers believed the responsibility for the education of children should be shared and the degree of educational value they placed upon two



aspects of 4-H which they were least familiar. The correlation coefficient in the case of 4-H Day participation was  $+.659$ . The correlation coefficient dealing with 4-H TV Action and TV Science Programs was  $-.663$ .

### Implications

1. The lack of knowledge about some aspects of 4-H club work indicated by many teachers suggests a need to strengthen efforts toward an information program directed toward teachers and teacher candidates.

2. Greater emphasis needs to be placed upon 4-H programs for boys and girls living in urban areas.

3. A community effort toward making public library facilities more accessible to children was indicated.

4. 4-H programs may need to place greater emphasis on short-term summer activities for children not involved in other programs.

5. 4-H workers should make every effort to work with and help strengthen other youth serving agencies whenever possible, since all are seen as important in the total education of children.