

WHAT IS THE EFFECT OF 4-H INVOLVEMENT ON LEVELS OF EMPATHY,
SELF-ESTEEM, COMMUNITY INVOLVEMENT AND POSITIVE VIEW OF THE
FUTURE ON URBAN YOUTH?

A Thesis

by

ERIKA DAWN BONNETT

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE

December 2006

Major Subject: Agricultural Education

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ABSTRACT

What Is the Effect of 4-H Involvement on Levels of Empathy, Self-Esteem, Community Involvement, and Positive View of the Future on Urban Youth? (December 2006)

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The purpose of the study is to examine the variable of empathy, self-esteem, community involvement, and positive view of the future for both 4-H and non-4-H members in an urban setting. The study also evaluates the link of leadership to empathy, self-esteem, positive view of the future, and community involvement.

The study utilized a quantitative research model in which a survey was taken of youth residing in urban areas in the state of Texas. Descriptive statistics were used to report subject responses from each of the four variables for each question. Individual demographic data was reported by each participant. Reliability was calculated for each sub-scale based on the question section. The reliabilities reported internal constancy within the instrument.

The study was designed to look at both 4-H and non-4-H participants in an urban population. Seven of the twenty urban and urban initiative counties chose to participate; these counties were Bexar, Denton, Harris, Lubbock, Montgomery, Nueces, and Travis.

Data were collected using purposive sampling. County extension agents were targeted who had access to both 4-H and non-4-H groups. Data collection was consistently below the expectation for each county. This resulted in the low number of

overall respondents and low representation of both 4-H and non-4-H members. One problem that occurred was the lack of representation of non-4-H members due to the 4-H agent not being able to contact other agencies due to the timing of the questionnaire and the amount of time and depth of the questionnaire. The overall response rate for the study was 27%. This low response rate hinders results and decreases the applicable differences between the two groups.

All findings can only be based to the specific group that was sampled. Findings are:

1. Empathy, community involvement, self esteem, and positive view of the future can be indicators of leadership.
2. Race has a significant impact on self-esteem.
3. 4-H involvement has a significant impact on community involvement.
4. Race has a significant impact on positive view of the future.

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CHAPTER I

INTRODUCTION TO THE STUDY AND PROBLEM STATEMENT

This study will measure the effects of 4-H program involvement on the youth residing in urban areas of Texas. This chapter provides a brief background of 4-H and Youth Development studies that have been conducted to measure programmatic impacts. It will also discuss the funding history of the study, which is part of a larger national study being conducted by Tufts University through the National 4-H Council. This chapter also includes a discussion of the need for programming for youth who reside in urban areas, and the overall role of the Cooperative Extension Service 4-H program.

Background of Study

Assessments are necessary in order to provide data supporting the impact and the need for the 4-H program in the state of Texas, improving existing programs, and justifying continued local, state and federal funding. In 1999 an assessment was conducted in order to determine the impact of the Texas 4-H and Youth Development program on the youth of Texas. The 1999 impact assessment was designed to determine the impact of 4-H participation on members' self-worth; understanding of the importance for community service; decision-making and planning skills; and sense of belonging and peer acceptance. The study also assessed whether there was a difference in impacts based on member's residential setting, age, and gender (Howard, 2000).

Since 1999, there has been an increasing need for data to help demonstrate program impact since more funders want to know if programs they are supporting are effective.

This thesis follows the style of the *Journal of Extension*.

Thus, there is the need to continue to collect data to determine the impact of the Texas 4-H program and its ability to serve youth in the state of Texas.

In 2002, the National 4-H Council funded Tufts University to undertake an impact assessment of the 4-H Health Rocks! program being implemented across the United States, including sites in Texas. A longitudinal study was designed to compare outcomes associated with youth who received the curriculum versus those who did not participate in the Health Rocks! program. In the fourth year of the study, the grant from the National 4-H Council expanded to focus not only on outcomes associated with the Health Rocks! curriculum, but also for both 4-H members and non-members, whether or not they had participated in Health Rocks! programming in the past. The survey is a multifaceted instrument measuring various aspects of youth development, as defined by the chief investigators on the overall project.

While a wealth of data is available based on the overall study, this research will focus on differences between participants and non-participants in Texas urban settings development in four components of leadership: empathy, self esteem, community involvement and positive view of the future.

Urban Youth

Poverty and violence are major factors in many U.S. cities. In addition, over the past several decades the number of single-parent families has increased (US Census Bureau, 2003). Youth growing up in single-parent families in lower economic areas are at greater risk for teen pregnancy, dropping out of school, drug and alcohol use, violence, and depression (US Census Bureau, 2003). Social economic status is also an

issue for a majority of urban youth. Social Economic Status (SES) can affect the amount of time parents spend with youth, amount of time youth spend alone, and the amount of structured time youth face. Youth in an urban setting have increased exposure to violence (Albus, Perez-Smith, & Weist, 2001). This is particularly significant for male youth. Urban youth also face other stressors, including noise and lack of public transportation (Allison et al., 1999). All of these factors increase the need for youth to be more resilient than their counterparts who do not have the same everyday stressors as a part of their lives.

Extracurricular Participation

Extracurricular activities are an important aspect of any youth's life. Activities such as religious groups, sports, clubs, and lessons help youth to develop skills and deal with challenges during their critical period of adolescent development. Approximately 59% of school-aged youth are involved in some form of extracurricular activities (US Census Bureau, 2000). Parental income is an important determinant of the type and amount of extracurricular activity participation. Youth whose social economic status (SES) is below the poverty line are less likely to participate in organized activities than youth above the poverty line. For a family of four, according to the most recent posting on the United States Department of Health and Human Services web page, the poverty line is \$20,000 (US Department of Health and Human Services, 2006). Youth below the poverty line who did participate in activities were more likely to participate in activities

that had low cost or no cost. These factors should be taken in context when looking at youth participation in activities such as those sponsored by 4-H (US Census Bureau, 2000).

Cooperative Extension and 4-H and Youth Development Program

The Morrill Acts of 1862 and 1890, along with the formation of the USDA in 1862, helped create land grant colleges and universities, which in turn expanded agriculture and mechanical education to the common man. The Morrill Acts were followed in 1887 by the Hatch Act, which formed by a partnership between the land grants and the USDA, to undertake research to help solve community issues. Finally, the Smith-Lever Act of 1914 created the Cooperative Extension Service (CES) in conjunction with the USDA and both the 1862 and 1890 land grant institutions in each state (CSREES, 2006). The CES provided a mechanism for research to be disseminated to local communities. Although 4-H programs were started in many parts of the United States prior to the Smith-Lever Act, the act generated public funds to help support agriculture, 4-H and Youth Development, and Family and Consumer Science programs (Texas Cooperative Extension-Texas 4-H and Youth Development Program, 2006).

4-H in an Urban Setting

4-H, as a general stereotype, is often seen as a youth development program for rural youth. In 1908, Texas established a program, known today as the Texas 4-H and Youth Development, as part of the Texas Cooperative Extension Service. The 1908 program was similar to programs across the country which were established mostly in rural areas as “corn clubs” that taught young boys farming practices in hopes that they would

disburse the knowledge on to their parents. "Canning clubs" for girls started shortly thereafter. These youth organizations were used to disseminate research-based information conducted at experimentation stations and land grant universities (Texas Cooperative Extension-Texas 4-H and Youth Development Program, 2006).

The 4-H program in Texas was founded on the principles of agriculture and farming. These principles were congruent with the needs of most of the people living in Texas. In the early 1900s, there was a large population of rural citizens compared to those residing in an urban setting.

In 1912, 12% of all Texans lived in one of seven densely populated urban counties in the state of Texas (US Census Bureau, 2006). These counties include what today is Bexar County, Dallas County, El Paso County, Fort Bend County, Harris County, Tarrant County, and Travis County (Texas Cooperative Extension Program- Urban Extension Program, 2006). In contrast, according to the 2000 Census, 49% of all Texans live in one of the seven most densely populated counties. Other counties, which are defined by Texas Cooperative Extension as Urban Initiative counties, increase population estimates significantly. These counties include Lubbock, Collin, Denton, Bell, McLennon, Williamson, Brazoria, Jefferson, Galveston, Montgomery, Nueces, Cameron, and Hidalgo.

Today the focus of the 4-H program has also shifted from a primarily rural background to encompass both rural and urban youth. According to the Texas 4-H and Youth Development's ES 237, which reports the enrollment and curriculum enrollment for Texas 4-H for the said year, for 2005, 49% of youth participating in 4-H live in an

urban area (Texas Cooperative Extension-Texas 4-H and Youth Development Program ES 237, 2006). This shift in population has also changed the type of projects and programs offered through 4-H for youth in urban areas. These numbers show a direct correlation to the growth of the Texas 4-H and Youth Development program to an urban setting and the shift in what type of youth are being focused upon. There were 65,936 personal development and leadership projects completed across the state of Texas in 2005 (Texas Cooperative Extension-Texas 4-H and Youth Development Program, 2006). Partnered along with the personal development and leadership projects, the “Texas 4-H youth are involved in the planning, implementation, evaluation, and interpretation of 4-H programs which give them a sense of ownership of the program” (Texas Cooperative Extension-Texas 4-H and Youth Development Program, 2006).

Statement of Problem

Urban participation in 4-H Youth Development programs is increasing. It is necessary to show the value and impact of these components of the 4-H program because of the large number of youth residing in urban areas throughout Texas. Since 4-H is funded at the county, state and federal levels, there is an increased need for accountability and program improvements to be provided to all stakeholders. This, along with competition from other programs in urban areas, provides a need to show positive impact of the 4-H and Youth Development program. Specifically, since leadership skills are essential for young people to feel satisfaction and contribute to society (Boyd, 2001; Scheer, 1997), it is important to determine if 4-H programs can impact the ability of

participants to show leadership through characteristics such as empathy, self-esteem, community involvement, and positive view of the future.

Purpose of the Study and Hypotheses

The purpose of this study is to compare the empathy, self-esteem, community involvement, and positive view of the future for youth participating in 4-H programs in urban setting versus non-4-H members. The following null hypotheses will be tested:

H01: There is no relationship between leadership and empathy, self-esteem, community involvement, and positive view of the future.

H02: There is no difference among 4-H member's empathy levels when compared to non-4-H participants.

H03: There is no difference among 4-H member's self-esteem levels when compared to non-4-H participants.

H04: There is no difference among 4-H member's community involvement levels when compared to non-4-H participants.

H05: There is no difference among 4-H member's positive view of the future when compared to non-4-H participants.

Assumptions

The following assumptions were made for the study:

1. Each youth's participation in the study is voluntary and has no reflection on their membership in 4-H.
2. 4-H members are able to assess the positive development that they received because of the 4-H program.

3. Each member responding to the survey answered it correctly and to the best of their ability.

Limitations

A limitation of the study is that individuals who participated in the study were not selected randomly from all urban 4-H participants in Texas. Purposive sampling was used for site selection. Sites were selected in the target counties based on specified criteria and time in which the questionnaire required in order to be completed. This limitation includes the 4-H and non-4-H participants chances of participation and equal representation of both categories due to access of non-4-H members by 4-H agents in the counties. This limitation represents the presence of coverage error. According to Dillman, coverage error is defined as “the result of not allowing all members of the survey population to have an equal or known nonzero chance of being sampled for participation in the survey” (11). The second limitation is that only those youth who had parental consent participated in the study. Third, study methods produced only a small sample of participants, which increase the amount of sampling error within the study. Sampling error includes “surveying only some, and not all, elements of the survey population” (Dillman, 2000, 11). Fourth limitation is potential of youths’ clarification of whether they are 4-H or non-4-H participants especially in the after-school setting. The fifth limitation is the study is only generalizable to those groups that participated in taking the questionnaire because of the low response rate.

Definitions

1. 4-H- The youth development component of the Cooperative Extension Service (Howard, 2000).
2. Urban- Counties designated by the Texas Cooperative Extension as urban counties. These counties have large population along with appointed county directors.
3. Urban Initiative- Counties that are designated by Texas Cooperative Extension as large volume counties but do not have an assigned director. These counties are most generally bordering counties of urban designated counties.
4. Rural- Open country with less than 2,500 residents (US Department of Agriculture, 2005)
5. Empathy- A youth's recognition and understanding of others' emotions, thoughts, beliefs and attitudes.
6. Self-perception- A youth's feelings, thoughts, emotions, and attitudes toward self.
7. Civic Pride- Youth involvement and appreciation for the neighborhood or neighborhood in which they reside.
8. Positive View of the Future- the positive outlook of life beyond adolescence
9. Extension (CSREES, Texas Cooperative Extension)- The division of the United States Department of Agriculture created by the Smith-Lever Act and charged with disseminating research-based information to the public through state land grant universities (Howard, 2000).

10. Leadership Life Skills- Abilities that are useful for living in an interdependent society. These include the ability to communicate, follow through on responsibilities, respond and relate to others, solve problems and make decisions (Howard, 2000).
11. Poverty Threshold (poverty line)- used for statistical purposes with the United State Department of Health and Human Services in cooperation with Poverty Guidelines in estimating poverty level for residents of the United States (US Department of Health and Human Services, 2006).
12. Socio Economic Status (SES)- The economic, social and physical environments in which individuals live and work, as well as demographic and genetic factors (Grids LTD, 2001).

CHAPTER II

REVIEW OF LITERATURE

Chapter I introduced the 4-H program of Texas Cooperative Extension (TCE) along with the relevance of TCE programs in the state of Texas. The purpose of this study is to examine the effects of the 4-H and Youth Development programs on qualities of empathy, self-esteem, community involvement, and positive view of the future. Chapter I introduced the need to examine the impact of the 4-H program on these aspects from both a theoretical and conceptual basis.

This chapter examines theoretical and conceptual framework and previous literature on urban youth development, 4-H programs, and each of the constructs (empathy, self-esteem, community involvement, and positive view of the future). This chapter provides information about the need for this study.

In Texas, approximately 50% of the population resides in seven of the 254 counties in the state of Texas. When the other 13 urban initiative counties that make up the 20 classified as “urban counties” are included, the population grows considerably. This population consists of a large number of youth. These youth face many different situations and experiences contributing to their development and adolescent growth. These factors shape who they become and the type of functioning adults they become.

Theoretical Framework

Ecological Theory

Urie Brofenbrenner developed a theory of Ecological Systems focused on different systems and processes in order to understand the development of youth (1979). These

systems include the macrosystem, exosystem, mesosystem, and the microsystem. Each system consists of different components linked together in order to have optimal development. Each of these systems is essential in youth's lives in order for them to become functioning members of society (Bronfenbrenner, 1979). This model is useful when looking at urban youth to break down the needs of these youth and the programs they are receiving.

Bronfenbrenner defines human development "as the phenomenon of constancy and change in the characteristics of the person over the life course"(Bronfenbrenner, 1989, 189). With this in mind, Bronfenbrenner expands and exchanges some factors to establish his human development model by changing factors of Lewin's classical formula (Bronfenbrenner, 1989). This factor of change, plus expansion, consists of the following formula:

$$D_t = f(t-p)(PE)(t-p)$$

"The formula uses the basis of $D = f(PE)$ (Development is a joint function of person and environment)" (Bronfenbrenner, 1989, 190). Also within this formula, "'t' stands for time in which development occurred, and (t-p) is the term for the period in which joint forces were operating over time to produce the outcome existing at the time of observation" (Bronfenbrenner, 1989, 191). This human development is a state which occurs continuously and over time. One of the objectives looked at is the aspect of youth development within this concept. The concept of youth development and the theory of the ecological systems can be explained by looking at each of the systems more in depth.

Microsystem

The most inner level of the model is the microsystem. According to Bronfenbrenner, “A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics” (Bronfenbrenner, 1979, 22). For youth, the microsystem consist of relationships between factors such as school, religion, and family. This system constitutes the effects of these factors on the youth’s biological, emotional and cognitive systems. This not only involves the effects school, religion and family aspects have upon the youth and their development, but also the affects the youth have upon those aspects as well.

Mesosystem

The second level of the ecological model is the mesosystem. “A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school and neighborhood peer group” (Bronfrenbrenner, 1979, 25). This level provides the connections between each of the elements that make up the microsystem for each individual child. An interaction takes place between the youth and unexplored areas within their lives. These interactions can come in many different forms (Bronfrenbrenner, 1979).

Exosystem

The third level of the ecological model is the exosystem. “An exosystem refers to one or more settings that do not involve the developing person as an active participant,

but in which events occur that effect or are effected by what happens in the setting containing the developing person” (Bronfenbrenner, 1979, 25). The youth’s involvement within this level is not always direct. This can be in the form of community resources and groups available to all youth in the community. This can also be parents, friends or school boards (Bronfenbrenner, 1979).

Macrosystem

The last level, and the level of the ecological model that is farthest away from the youth, is the macrosystem. “The macrosystem refers to consistencies in the form and content of lower-order system that exist or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies” (Bronfenbrenner, 1979, 26). This level filters down through each of the levels, and represents the global influences available in youths’ lives. The culture or society in which the youth is raised influences decisions made on many levels including how the parents raise the youth (Bronfenbrenner, 1979). Culture, as well as culture attributed by media, can also bring many influences and materials may or may not affect youth.

Each of these systems is very important when looking at Bronfenbrenner's ecological development theory. His theory relates to urban settings because of its understanding of differences in cultures and settings. His theory also accounts for the needs of certain properties or sequences in order for youths’ success.

Beyond infancy, initiatives become increasingly guided by evolving conceptions of the environment and the self and are expressed through differential interests, values, belief systems, and goals in relation to person, objects, and symbols in the environment and in relation to self. (Bronfrenbrenner, 1989, 191)

Bronfrenbrenner uses the idea of “proximal processes” as fuel for the interactions and development within the characteristics and processes involved within a youth’s situation. These processes are not only the people including teachers, parents, youth, religious leaders, and other significant influences within the youth’s life, but also objects and symbols. These three classifications are the characteristics Bronfrenbrenner aligns to figures within a youth’s life and are used as influences within the youth’s environment in either a positive or negative way. If parental involvement, positive interactions with youth with similar positive beliefs, and interactions with other positive role models on a personal level occur then there can be balance within other “microsystem” interactions that constitute positive development (Bronfrenbrenner, 1989).

Time and period are two other factors that are necessary to account for within the Ecological Model. Both were visited earlier when discussing the formula in which Bronfrenbrenner explained to be a representation of the process of youth development. Period is extremely important to understand and relate to when looking at what youth need and the development of youth. What types of events and settings that are happening and effecting those youth’s lives during that important time of growth (Bronfrenbrenner, 1989). When trying to implement a strategy or understanding of a certain group of youth, it is necessary to take into account the period in which these youth are in and the events that are “historically” taking place that effect their lives.

Time, and even more so timing, is also essential to take in account while using the Ecological Model and applying it to the needs and positive developmental characteristics and interactions needed for youth to become affective adults and possesses the necessary leadership characteristics in order to maximize potential. The time in which Bronfrenbrenner is referring to is the need to understand “the timing of biological and social transitions as they relate to the culturally defined age, role expectations, and opportunities occurring throughout the life course” (Bronfrenbrenner, 1989, 191). This is giving youth what they need at the right time to help them to maximize their potential and balance out the other interactions within their different “systems.”

For some youth, not every level is met with the highest potential. With this in mind, some programs must take the place and help to create the relationships and transitions to help fully develop a youth. Programs such as 4-H, rely on their own model of positive youth development (PYD) in order to be able to address and relate to the needs of their clientele.

4-H Model of Youth Development

Every youth organization subscribes to a model of youth development that lends expertise to the type of programming that is offered. The 4-H and Youth Development program is no exception. Since youth development within the 4-H program is diverse depending on the county and state, the model is also expansive in the life skills that are encompassed. The Targeting Life Skills (TLS) model, which was developed by Pat Hendricks in 1995 at Iowa State University, has been incorporated in curriculum and use for 4-H programs across the nation. The TLS model is able to be adapted to different

programs and knowledge bases in which youth are participating to meet the needs of those particular youth in that area. For example youth in rural Mississippi will have different needs than those youth in downtown Houston; therefore the type of programs that will be offered in those areas will differ.

Hendricks focused on skills that children would need in order to develop and grow into functioning adults in society, and directly related them to each component of the 4-H pledge. The TLS model is unique in its encompassment of all life skills that can be necessary in youths' development. The model lists categories, but remains flexible for interpretation and expansion depending on the type of program the youth is participating in. The model also does not have set terminology, so it can be used and implemented based on the programming efforts in a particular setting. Programmers can use this model with a skill or multiple skills, and then correspond it with set terminology linking it back to the TLS model (Iowa State University-4-H and Youth Development Program, 2006).

The model also takes into account both age and stage of development of participants. The TLS model is used as a simplification tool to help minimize confusion and maximize production of appropriate and effective programs that meet stated goals. Physical development, social and emotional development, and cognitive development are the categories in which development is generalized into based on research of specific ages and age ranges (Boschee & Jacobs, 1997). The age context within the model is specified by a continuum that encompasses four sequential groups by age (Iowa State Cooperative Extension-4-H and Youth Development Program, 2006). "By assigning

developmentally appropriate tasks to specific life skills, the TLS Model has the potential to greatly improve the possibility of achieving the measurable program success in youth development” (Iowa State Cooperative Extension-4-H and Youth Development Program, 2006).

The TLS model is unique in the fact it was created to not target a set number of skills but to target all life skills that are possible. The model also does not have set terminology so it can be used and implemented based on the programming effort of the person or persons. Programmers can use this model with a skill or skills and then correspond it with set terminology linking it back to the TLS model. The model also takes in account for both ages and stages and is used as a simplification model to help minimize confusion and maximize production of appropriate and effective in meeting planned outcomes stated specifically by the program. The age context within the model is specified by a continuum that encompasses four sequential groups by age (Iowa State Cooperative Extension-4-H and Youth Development Program, 2006). “By assigning developmentally appropriate tasks to specific life skills, the TLS Model has the potential to greatly improve the possibility of achieving the measurable program success in youth development” (Iowa State Cooperative Extension-4-H and Youth Development Program, 2006).

The TLS model incorporates different aspects that must be in place in order for the model to be used successfully for planning. These characteristics that were developed along with the model at Iowa State are as follows:

- Assisting youth to reach their full potential through a positive approach to life skill development

- Delivering information and skill practice at the appropriate developmental level for the target audience
- Writing specific learning objectives for life skill development that are measurable
- Completing an instructional plan that creates experiences based on experiential learning theory to achieve life skill development
- Identifying observable/measurable indicators of change using these indicators to effectively evaluate program impact/goal (Iowa State Extension-4-H and Youth Development Program, 2006)

The process of the model is centered on a concept in which is the symbol of 4-H, the four leaf clover. The four leaves of the clover symbolize head, heart, health and hands. Each of the four H's encompasses two life skills categories. The head H represents the broad characteristics of thinking and managing. The heart H is represented through the categories of relating and caring. The hands H are displayed through life skills that result from the categories of giving and working. Lastly, the health H is represented through the categories of being and living (Iowa State Cooperative Extension-4-H and Youth Development, 2006).

Many characteristics are available in order to look at positive youth development. As shown earlier in Bronfenbrenner's model, positive development occurs between the interactions of many characteristics within many different systems. The TLS model also expands on this with the grouping, and shows the need for the balance and representation of each of these life skills. The purpose of this model is to give basic skill objectives and application of those skills to the programming objective.

Within this study we are focusing on five constructs within this model. The primary characteristic that we are focusing on is leadership. Within the model, leadership falls under the hands component and the giving section. This life skill can be used to applied to many different settings and programs or different levels depending on the age and stage of the youth. The application of this can be in experiential learning or in other categories (Iowa State Extension-4-H and Youth Development, 2006). Each of the other four constructs can be found under the headings of each of the H's.

Each of the Four H's (head, heart, hands, and health) stand for four dimensions of life skills. Each of our four-target characteristics fall into one of these categories, which offers a well-rounded perspective when these characteristics are related back to leadership. The first of these skills is self-esteem, which falls under being in the health category. The character base or life skill base can then be used to develop programming or link to other life skills within that same category or paired with other life skills to help give youth what they need (Iowa State Cooperative Extension-4-H and Youth Development Program, 2006).

Empathy falls within the caring characteristic of the heart mode of the model. Empathy's relationship to the model covers the inner qualities of the youth and the growth of compassion and helping others. Community involvement comes from the hands section of the model. This life skill is also in the giving section. The last of the four major characteristics is the positive view of the future, which falls under the managing section. Even though it is not explicitly stated in the model it falls into the category that was mentioned above. One strength of this model is the provision for

flexibility and broadness of categories that allow skills to be implemented based on the core values.

The categories of goal setting, planning and organizing would be the approximation of this life skill (Iowa State Cooperative Extension-4-H and Youth Development Website, 2006).

Conceptual Framework

Urban Youth Development

As Bronfenbrenner's ecological model states youth have a network of factors that effect their development and growth (1989). For youth, life does not just consist of one event or one sequence of events leading to their success or failure in life. Life for every youth, present and past, is full of ups and down, decisions, accomplishments, and failures. Each of the levels of Bronfenbrenner's model (1979) lay focus to events and circumstances in which youth programs can help to contribute positive climates to less developed characteristics within a child or focused upon levels or influences within a youth's life.

Community is important on more than one level within the ecological model. In reference to the microsystem of the youth, Albus, Perez-Smith and Weist (2001) found in a study of urban inner-city adolescents increased the amount of violence they were subjected to if they had a strong connection with their neighborhood. Another study by Allison et al. (1999) addresses the exosystem by looking at the context of community on the development of life stress among youth. This study compared different communities with similar SES and the life stressors on those youth. The largest stressors came from

family and neighborhood interactions. “The examination of life stress within neighborhood context also may provide cognitive correlates of the impact of life stress may function less as a perceptual or personality factor or whether these perceptual processes vary with neighborhood context” (Allison et al., 1999). This study opens up the path to look at the effects of programs on balancing the life stressors that are exhibited in these neighborhood contexts.

Another study on urban communities showed the importance of adults and family interactions. Showing families with regular routines and cohesion has an effect on the stressors that are available in the community (Plybon & Kliewer, 2001). This study supports the needs of a youth’s microsystem and even the interaction of family and neighborhood as a youth’s mesosystem in order for positive development to occur (Bronfrenbrenner, 1979).

Leadership Development

Leadership has been studied in many different areas and fields. From education, to sociology to political science, leadership is an important area of focus and life here in the United States. Many programs such as JROTC, FFA, and 4-H, focus on leadership as an objective for those who participate. State Cooperative Extension programs, such as Montana Cooperative Extension and their 4-H Youth Development Program, have conducted impact assessments that supplement previous research on the effectiveness of the 4-H program in their particular area. These impact assessments address a variety of objectives and areas. One of these objectives is leadership development.

Astroth and Haynes (2001) conducted the Montana 4-H Research Study. The Montana study shows youth who have been involved in 4-H for more than two years are more apt to “be involved as leaders in their school and the community” than those youth who are not involved in the 4-H program. 4-H youth are also more likely to mentor and serve as role models and to show involvement and pride within their community (Astroth & Haynes, 2002). According to the study these youth have also contributed 4-H to increased confidence and self-worth for who they are and who they want to be. These youth also saw an increase in participation and leadership in other programs and project within their schools and their communities.

The 4-H youth on a whole also showed increased empathy and compassion for others. “4-H members also reported that they are more likely to have been involved in a project to make life better for other people; give money or time to charity or other organization that helps people; and to have spent time helping people who are poor hungry, sick or unable to care for themselves” (Astroth & Haynes, 2002). The study was conducted in 21 randomly selected counties surveyed both 4-H youth and non-4-H youth. 4-H youth was defined as any youth who had participated in the 4-H program for two or more years.

Other organizations have also done studies showing similar results to what the 4-H Impact Assessment in Montana has shown. The Boy Scouts of America study “The Values of Men and Boys in America,” (1995) and a more in depth study “A Year in the life of a Cub Scout, Boy Scout, Venturer,” (1998) have further concluded involvement in programs with leadership initiatives increase leadership abilities for the future. The

studies use six critical elements of Healthy Youth Development as their basis for the study. These six critical elements are strong personal values and character, a positive sense of self-worth, caring and nurturing relationships with parents, other adults, and peers, a desire to learn, productive and creative use of time, and socially adapt. Seventy-four percent of all scouts in the survey say “There have been real-life situations where having been a scout helped me to be a better leader,” and 84% replied, “The values I learned in scouting continue to be important to me” (Boy Scout of America Publication, 2000).

Other researchers have concluded a list similar to the organizations on the importance of key factors in positive youth development. One of these objectives is the “Five C’s” which develop the concept for the survey instrument within this study. The survey instrument is based on the concept of five factors that convey positive youth development. These “Five C’s” are part of three key hypothesis of the 4-H Study. These five factors developed by Lerner and colleagues are Competence, Confidence, Character, Caring and Connection. These factors then lead into contribution (Lerner, 2004; Perkins, Caldwell, 2005). The second hypothesis is positive youth development is seen when “the strengths of young people are aligned” and “the resources for healthy development are present in their communities” (Lerner, 2004; Perkins, Caldwell, 2005). The third hypothesis is programs in which there are adult-youth relationships, chances for skill improvement and learning, and leadership and participation for youth, then there is an environment that “constitutes key developmental assets promoting PYD” (Lerner, 2004; Perkins, Caldwell, 2005). Lerner used these three hypothesis to produce a

conceptual model showing the intentions and path of the 4-H Study, which has been in existence for the past four years.

These characteristics and studies that look at youth leadership programs reveal key factors linking to leadership and success within a program. Four of these factors are empathy, self-esteem, community involvement, and positive view of the future. Each of the two studies above showed positive correlations to their programs and the four components that can be derived and linked to leadership.

Empathy

In Montana, 72% of all 4-Hers surveyed said they were involved in a project to help others, compared to 48% of those surveyed who were not involved in the 4-H program. In the same sense, 49% of all 4-Hers surveyed had helped those who were ill or needy compared to 41% of non-4-H members surveyed (Astroth & Haynes, 2002). “The research shows that 4-H members are more likely to empathize with others in difficult circumstances and that they significantly differ from their peers in how much they care about other’s feelings” (Astroth & Haynes, 2002).

Self-Esteem

“Kids in Montana 4-H have a positive self-identity that gives them the confidence to succeed in life” (Astroth & Haynes, 2002). The Montana study provides a basis that 4-H youth are more likely to be in control of their lives. The Montana study also provides data showing youth who are involved in the 4-H program are more “self-assured” than those who are non-4-H members. This also revolves into youth are less likely to give

into peer pressure and more likely to volunteer and help others. This control is a basis for continued success within other aspects of their lives.

According to the self-determination theory (Ryan & Deci, 2000) motivation for youth can come from two sources. The first source is intrinsic and the second is extrinsic. Intrinsic motivation is more apt to have continual participation within the activity unlike that of extrinsic which focuses on some type of reinforcement in order for those to continue to participate.

Community Involvement

The old proverb states ‘it takes a village to raise a child’. Youth involvement within the community and pride in their community helps to shape the youth and the communities they reside in. In the Montana 4-H research study, Astroth and Haynes (2002) found youth who were involved in 4-H, compared to those who were not involved in 4-H, report adults use them as an asset within the community, and are more apt to consult their opinions on community-wide practices.

Neighborhoods and community involvement matter in youth development. “From intelligence test scores as early as age three, to positive engagement in educational and extracurricular activities in adolescence, and ultimately, to socioeconomic and psychosocial well-being in adulthood, the quality of the neighborhood in which one lives makes a difference” (Swisher & Whitlock, 2004). Their article and study focuses on the Youth Build program, which encompasses initiatives from an urban setting. They use a model of demographics leading to social capital that then leads to quality and then leads to positive youth development. This model is all in a neighborhood setting. Each

category in the model has different factors effecting whether there will be positive youth development or not. Some of these include income, human capital, race, and family structure and population stability. The social capital includes intergenerational links, ties to the community and the outside world, control, and institutions. Quality explores safety, expectations and efficacy (Swisher & Whitlock, 2004).

Swisher and Whitlock (2004) use an urban mind set within this article in conveying the importance of positive community involvement (both from a community perspective and a youth perspective) in order for youth to have a success development and develop into productive citizens.

Community involvement is important in all aspects of youth development.

Community involvement can be defined as:

. . . . purposely creating environments that provide constructive, affirmative, and encouraging relationship that are sustained over time with adults and peers, while concurrently providing an array of opportunities that enable youth to build their competencies and become engaged as partners in their own development as well as the development of their communities. (Perkins, Caldwell, 2005, 163; Perkins & Bordin, 2003)

Caldwell and Perkins focus on the need for community involvement for all youth no matter what their economic situation or life situation. “. . . Community youth development focuses on what all youth need to thrive and become engaged partners in their own development and the development of their communities.” This community involvement also relates to the “Five C’s” (Lerner, 2004, Perkins, Caldwell, 2005): competence, confidence, connection, character, and caring (Perkins, Caldwell, 2005;

Lerner, 2004). These five (plus Perkins & Caldwell explain of sixth of contribution) are intricate in defining the needs for of positive youth development.

Community involvement also has benefits for both youth and the community. For communities, using youth as an asset can lower the incidence of juvenile delinquency and boost economic competitiveness (Quon Huber, Frommeyer, Weisenbach, & Sazama, 2003). This involvement between communities and youth must be a joint effort in which youth have the opportunity to have a say in their community and an active role with adults (Quon Huber, Frommeyer, Weisenbach, & Sazama, 2003).

Positive View of the Future

Youth development is important because of its long-term effects. Positive and thriving youth will eventually be the same youth that will become our business leaders, teachers, and even our next president. The Montana Study of 4-H found that youth who participate in the 4-H program developed and received the skills necessary to transition into functional and productive adults (Astroth & Haynes, 2002).

Another study interviewed urban youth and found youth who participated in the survey felt there were certain atmospheres that must be available and met in order for them to be more resilient, and become productive adults. The issues these youth felt that hindered their views of the future centered mostly on community issues and violence within the community. The youth explained that factors that would help increase their view of the future would be positive community experience, interaction with adults and family, positive use of time, and education. This 2002 survey in Philadelphia gives an

overview of youths' feelings on their needs that must be met in order for them to become productive adults (Ginsburg et al., 2002).

Another study that looked at youth in an urban part of central New York found that: “adolescents who felt connected with a caring, competent and responsible adult were able to envision a positive future for themselves” (Aronowitz, 2000). This study found that in order for these youth to feel competent, they must have positive influences from adults and mentors who give them a role model, but also someone that is watching over them and caring about their situation, as then they must live up to certain expectations. These expectations can lead to further expectations and turn role modeling into “coaching” (Aronowitz, 2000).

CHAPTER III

METHODS

Chapter I provided an overview of the rationale for this study, while Chapter II included a review of background literature. The current chapter discusses the methodology of the study, the characteristics of the study sample, and the research design and instrumentation used to conduct the study. This chapter will also outline the data collection procedures and how study data were analyzed.

The purpose of the study is to examine the variable of empathy, self-esteem, community involvement, and positive view of the future for both 4-H and non-4-H members in an urban setting. The study also evaluates the link of leadership to empathy, self-esteem, positive view of the future, and community involvement. The study is part of a national study funded through a grant by the National 4-H Council.

Population

The study was designed to look at both 4-H and non-4-H participants in an urban population. For this study, urban population will be defined as the seven urban counties and 13 urban initiative counties designated by TCE (Texas Cooperative Extension). Of these 20, seven of the extension faculty from those counties chose to participate in the study. The seven counties that chose to participate were Bexar, Denton, Harris, Lubbock, Montgomery, Nueces, and Travis. Their district 4-H specialist recommended each county, but then each county chose to participate.

Each district 4-H specialist participated in a teleconference which overviewed the study and the requirements of the study and what Dr. Jeff Howard, Associate Program

Leader for Texas 4-H and Erika Bonnett, graduate assistant in the Texas 4-H and Youth Development Program would expect for numbers and operations from the counties that were selected. Once counties were selected each county was contacted by the state 4-H office via email and phone to clarify their participation and request dates available for a district specific teleconference for each of the participating sites. The state of Texas is divided into 12 districts according to the Texas Cooperative Extension Services plan. During this time, a one-page overview (Appendix A) of the study was distributed to explain the needs of the study and the overall picture of the study.

Since the study data were collected via a questionnaire administered at various sites within the selected counties, cooperation of county 4-H faculty was a requirement for participation. Once county faculty agreed to participation, the study was discussed with them via teleconferences for each district. Each county agent participated in a teleconference with six eight other agents. An overview packet (Appendix B) was distributed before the teleconference to give an outline of topics for discussion during the teleconference. The packet also explained the study and gave the agents a reference guide to follow. They were also requested to recommend both a 4-H and non-4-H group within their county to whom they could involve in the study. The teleconference outlined the study, gave instructions for materials and reimbursement, and included a questions and answer session at the end for each county agent.

County agents were asked to identify youth within their counties that were both 4-H and non-4-H participants. The age range that was available for selection was between the ages of nine and nineteen with the bulk focus, if necessary, on the 10-13 ages range,

since the bulk of Texas membership is within this age group. The agents were asked to produce a sample from their county that was equivalent between the two groups. This meaning that both 4-H and non-4-H participants were sampled, and were around the same age group (9-19).

Agents were given the opportunity for reimbursement of \$100 for the first 20 participants and \$75 for each additional 20 participants. This money could not be paid directly to county agents, but could be used as an incentive for other agencies to partner with the study in order to attract involvement of non-4-H participants. Gift certificates were also available for \$50 to Barnes and Noble for schools or after-school programs participating in the study. All incentives were given through Tufts University.

Data collection was consistently below the expectation for each county. This constituted in the low number of overall respondents and low representation of both 4-H and non-4-H members. One problem that occurred was the lack of representation of non-4-H members due to the 4-H agent not being able to contract with other agencies due to the timing of the questionnaire and the amount of time and depth of the questionnaire. Other youth groups felt the questionnaire asked youth too personal questions and felt that the youth may feel uncomfortable. The length of the questionnaire, which took approximately an hour to an hour and a half, also caused lack of participation for outside groups. They felt the incentives did not outweigh the objections from parents or staff at the cooperating location. The time of year caused problems for both 4-H and non-4-H members; 4-H agents have an increased amount of programs happening in the spring with livestock shows, leadership labs, contests, and

other programs. The end of the school year and state testing also caused problems for both 4-H and non-4-H partnerships.

Since this study is part of a larger national study, it was necessary to perform the study within this time frame to correspond with the larger national study. All materials for this year had to be received by July in order for them to be processed with this wave of testing. Therefore, that put a restrictive time frame in which 4-H agents must collect the data, which caused some conflict in scheduling that was discussed in the above paragraph.

Data collection for Harris County consisted of 15 non-4-H members from Sweetbrier Christian Academy in Houston. Harris County had an expectation of 40 participants and finished with a response rate of 38%.

In Travis County, several different groups of subjects completed the survey. An initial group of approximately five traditional 4-H members, which are youth who participate in community clubs, county council and other traditional 4-H programs, completed the survey from the survey expectation of 30 participants. These youth participated in a program at the county extension office, and completed the survey during this time period. The second group consisted of both 4-H members within the Capitol Project and non-4-H members. These youth were both 4-H and non-4-H members. One problem with designation of youth here is the youth's perception of whether they are 4-H or non-4-H within the after-school program. Twelve members from the Capitol program completed the survey out of expected 40. A total expectation rate for Travis County was 70 with a response rate of 24%.

The target sites for Bexar County consisted of the Juvenile Correction Program in which 88 youth within the JCC facility completed the survey. The Bexar County data is not included within this study because of the chance of skewing the data. The designation of this group was classified as non-4-H and was not representative of their 4-H counter parts.

Nueces County worked with the local Boys and Girls Club and surveyed 17 non-4-H members that participated in the after-school program at the Boys and Girls Club. 50 was the expected number of participants for Nueces County which concluded with a response rate of 43%.

Lubbock County targeted traditional 4-H members by hosting a pizza party and luncheon. Twenty youth participated out of the estimated 75 participants. The response rate for Lubbock County was 27%.

Montgomery County administered the survey at Oscar Johnson Community Center in conjunction with a program that the local extension agent does with the center. Eighteen youth participated in taking the questionnaire. These youth were not affiliated with the 4-H program. Travis Junior High School was the second site in Montgomery County. Seventeen youth participated in taking the survey. These youth participated in the After-School 4-H Program. Five traditional 4-H members filled out the questionnaire at a hosted 4-H event at the county office. Montgomery County estimated 125 participants. The response rate for Montgomery County was 32%.

Denton County targeted traditional 4-H members by hosting a pizza party. Twenty youth participated out of the estimated 20 participants. The response rate for Denton County was 25%.

The overall response rate for the study was 27%. This low response rate hinders results. The low response rate decreases the applicable differences between the two groups. Table 1 includes a both targeted numbers and actual participants by 4-H and non-4-H for each county.

Table 1

County Involvement by 4-H and Non-4-H Participants

County	4-H Youth Targeting	4-H Youth Surveyed	Non-4-H Youth Targeted	Non-4-H Youth Surveyed
Denton	20	5	0	0
Harris	20	0	20	15
Travis	20	5	50	12
Nueces	0	0	50	17
Lubbock	25	20	50	0
Montgomery	125	40	0	0

Each selected county extension agent who had agreed to participation was contacted and a teleconference was set up with Dr. Jeff Howard, associate state program leader for Texas 4-H and Youth Development, and Erika Bonnett, graduate assistant in the Texas 4-H and Youth Development Program, to discuss the study and the survey instrument.

Each county was to identify sites and a plan of action was established by the Texas 4-H Positive Youth Development Information Packet which was prepared and sent to each county prior to the primary teleconference. Each county set up sites beginning the middle March until the end of June. The survey was approved by the Texas A&M IRB along with the Tufts University IRB.

In order to collect data across a wide-range of program experience levels, data were collected from individuals who had not participated in 4-H programs, those who had little experience, and those who had been life members. The selection of counties and sites was purposeful in order to represent an entire configuration of 4-H members. Both males and females between the ages of 9 and 19 were selected for participation in the study.

Questionnaire

The questionnaire was designed to seek information about a broad range of issues related to youth and their environment. The overall questionnaire was 40 pages and consisted of categories that addressed all aspect of youth's development including their community, their family, their values, demographics, their activities, their school, and adults they know. The questionnaire was designed by Dr. Jacqueline Learner, Boston College, and Dr. Richard Learner, Tufts University, and colleagues at Boston College and Tufts University, which served as the parent institute for the survey. Within the questionnaire a section was assigned to address each the constructs of empathy, community involvement, self-esteem, and positive view of the future. One challenge of the questionnaire was the length, which contributed to youth participation and county

participation because of the amount of time that it would take to complete the questionnaire. Youth found it difficult to sit for the hour to hour and a half that it took to complete the questionnaire. This is one reason for the low number of participants for both 4-H and non-4-H members.

Community Involvement

To measure community involvement, the Profiles of Student Life-Attitudes and Behaviors Survey (PSL-AB) was used. Community involvement falls under the heading of connections. The section consisted of six questions with responses on a five point Likert scale from strongly disagree to strongly agree. Cronbachs coefficient alpha for community involvement questions was .90 for the six community involvement questions in this study.

Positive View of the Future

Positive view of the future was measured using 17 positively-scaled items. The instrument asks respondents to think about how they see the future and their chances for each of 17 different events occurring for them, e.g., graduate from high school. Responses were on a five-point Likert scale ranging from very low to very high. Cronbachs coefficient alpha for positive view of the future questions was .97 for the 17 questions of this particular study.

Self-Esteem

This section of the survey used four sections of the Self-Perception Profile for Children (SPPC). This section consisted of 14 questions that measure self-esteem characteristics. These questions were ranked using a five-point Likert scale from

strongly disagree to strongly agree. Five questions were negatively written and were recoded in order to be analyzed. Cronbach's coefficient alpha for self esteem questions was .88 for the 14 questions that made up this section of the study.

Empathy

This section used questions from the Eisenberg Sympathy Scale (ESS). The scale is designed to take in account the feeling of others. There were nine items with responses on a five-point Likert scale from not well to very well. Cronbach's coefficient alpha for empathy questions was .84 for these nine items of the study. Appendix E supplies the questionnaire that has each individual section used for analysis.

Statistical Analysis

Frequency counts were done for each question and data were split by 4-H and non-4-H respondents. Frequency counts were also done for gender, race, and grade. Data were analyzed utilizing the Statistical Package for the Social Sciences (SPSS).

Descriptive statistics were used for reporting subject responses from each of the four variables for each question. Data were reported by whether an individual was a 4-H or non-4-H member, gender, race, and ethnicity. Reliabilities were calculated for each of the sub-scales that made up the survey. The reliabilities reported internal consistency of each sub-scale of the instrument.

Each hypothesis was analyzed using Analysis of Variance for each independent variable by question per section. The composite of each of the dependent variables then was used for an ANOVA for each of the independent variables, 4-H involvement, race, gender, and grade. Each of these results compared F ratios to a significance level of .05.

Univariate analysis, an ANOVA with covariance, was also ran on the composite for each variable (empathy, self esteem, positive view of the future, and community involvement) against the fixed factor of 4-H involvement with covariance of gender, race, and grade. Pearson's Correlations were also calculated to explain effect size along with correlations between each of the dependent variables and between the independent variables. These correlations provided the strength and direction of the relationships between dependent and independent variables.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study was to examine the relationship between leadership and variables of empathy, self-esteem, community involvement, and positive view of the future within the context of both 4-H and non-4-H members in an urban setting. Lack of participation from both 4-H and non-4-H youth resulted in a low *N* for this study. With that in mind, these results are only applicable to those within the sample. Within the sample there, is also unequal participation between 4-H and non-4-H youth. These limitations must be kept in mind while reading the results and conclusions.

Profile of Respondents

Demographics of youth participants were described by grade, gender, race, and 4-H involvement. 4-H involvement was further broken down by community club, after-school program, both, or none.

One-hundred and four ($n=104$) youth responded to the survey, with 22 being members of community clubs, 23 in an after-school program, 24 in both, and 35 non-4-H participants.

The largest ethnic group of the 104 study respondents were Hispanic/Latino ($n=47$) (45.2%), with 35.6% of the sample White/Caucasian ($n=37$); 7.7% Black/African American ($n=8$); 7.7% multiracial ($n=8$); 1.9% American Indian/Native American ($n=2$); 1.0% Asian/Pacific Islander ($n=1$), and 1% No Response ($n=1$). For the purpose of further statistics youth were categorized as either Hispanic or non-Hispanic. See Figure 1.

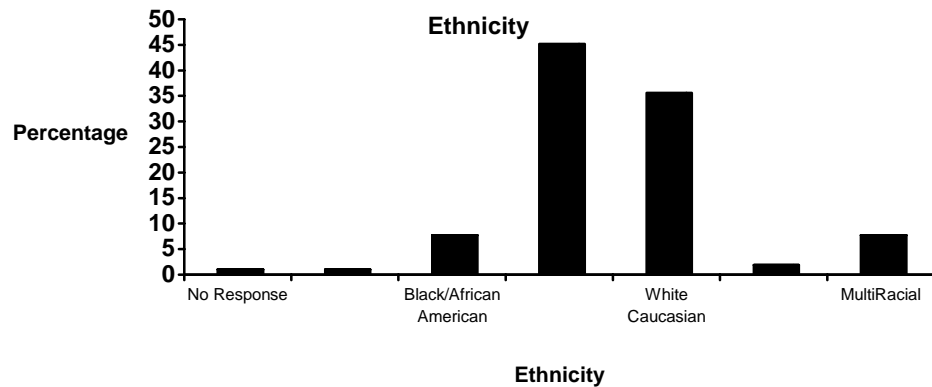


Figure 1. Distribution of ethnicity in percentages.

The grade levels of the respondents are presented in Figure 3. The sample consisted of youth from 4th-12th grades. Grade was categorized by 3rd-6th grade, 7th-9th grade, and 10th-12th grade. The largest percentage of youth completing the questionnaire was 7th – 9th graders ($n=38$) at 36.5%. Tenth through twelfth grade respondents ($n=35$) comprised 33.7% of the sample while 3rd-6th grade respondents ($n=31$) comprised 29.8% of the sample.

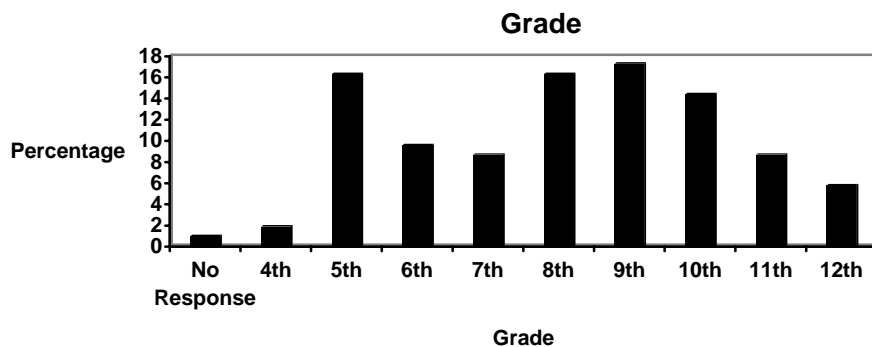


Figure 2. Grade distribution for youth participants.

Gender breakdown of youth who completed the questionnaire were 62.5% female ($n=65$) and 37.5% male ($n=39$). Youth reported that 66.3% have participated in a 4-H program ($n=69$) with 33.7% not having any participation in 4-H programs ($n=35$). Of those youth that reported participating in a 4-H program, 21.2% participated in a community club ($n=22$) while 22.1% participated in an after-school 4-H program ($n=23$) with 23.1% responding that they participated in both after-school and community club ($n=24$) programs with 4-H and Youth Development.

Findings Related to Null Hypothesis One

The first null hypothesis stated that there is no relationship between leadership and empathy, self-esteem, community involvement, and positive view of the future. Participants were asked to answer statements in four sections which corresponded to each of the four characteristics.

Hypothesis one was answered by using Pearson's Product Moment Correlations. Composite scores for each of the characteristics were correlated against each characteristic, 4-H involvement, race, gender, and grade. Table 2 provides the correlation matrix with significance levels. Effect size is rated on Cohen's scale, (Field, 2005; Cohen, 1988, 1992) which assigns values to certain categories to estimate effect size with percentage of variance. These categories are large, medium, and small. Values above (+/-) .1 are assigned a small effect size which has a variance of 1%. Values above (+/-) .3 are assigned a medium effect size which has a variance of 9%. Values above (+/-) .5 are assigned a large effect size which has a variance of 25%.

Community involvement correlates positively with empathy (.24), self-esteem (.43) and positive view of the future (.21). With a value of .24 and .21 the positive correlation represents small effect sizes using Cohen's (Field, 2005; Cohen, 1988, 1992) scale of effect size. The small amount according to Cohen's scale would represent 1% of variance. Empathy correlates at .43. Cohen's scale represents this correlation as a medium effect size, or 9% of variance. Community involvement also has a positive significant correlation with 4-H Involvement (.26) which constitutes a small effect size, and represents 1% of variance. All other correlations were not significant

Empathy correlates significantly and positively with community involvement, self-esteem, and positive view of the future. The correlation falls into the small effect size with community involvement (.24) and self-esteem (.25) and medium effect size with positive view of the future (.32). All other correlations were not significant.

Self-esteem correlates positively with community involvement, self-esteem, and positive view of the future. Self-esteem had the previously mentioned .43 positive correlation with community involvement, which was the only medium effect size for self-esteem. Positive view of the future has a correlation of .25 along with the .24 of empathy represent a small effect size.

The last characteristic, positive view of the future, as previously stated, had significant positive correlation with community involvement (.21), empathy (.32), and self-esteem (.25).

With the significant positive correlation between each of the constructs, (community involvement, empathy, self-esteem, and positive view of the future) it is noted that there

is a positive correlation between the sections and what they measure. With this correlation we can reject the null hypothesis that there is no relationship between leadership and empathy, self-esteem, community involvement and positive view of the future.

Table 2

Pearson Product Moment Correlations between Composite Scores and Demographics

		CI	E	SE	PV
Community Involvement	Pearson Correlation	1.00	.24(*)	.43 (**)	.21(*)
	Sig. (2-tailed)	.	.02	.00	.04
Empathy	Pearson Correlation	.24(*)	1.00	.25(**)	.32 (**)
	Sig. (2-tailed)	.02	.	.01	.00
Self-esteem	Pearson Correlation	.43(**)	.25(**)	1.00	.25(*)
	Sig. (2-tailed)	.00	.01	.	.01
Positive View of the Future	Pearson Correlation	.21(*)	.34(**)	.25(*)	1.00
	Sig. (2-tailed)	.04	.00	.01	.

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Findings Related to Null Hypothesis Two

The second null hypothesis stated that there is no difference among 4-H member's empathy levels when compared to non-4-H participants. For empathy, nine questions were included in the survey. Empathy questions were scaled from 1=Not Well to 5=Very Well. Two questions within the nine selected questions were negatively worded and were recoded for purposes of data analysis. The questions were: I don't feel sorry for other people when they are having problems, and when I see someone being treated unfairly, I don't feel sorry for them.

Analysis of Variance (ANOVA) was run for race, gender, grade and 4-H involvement for each individual question that makes up the empathy section. An ANOVA was also run for the composite score of empathy for 4-H involvement, gender race and grade. Table 3 provides *n*, means (*M*), standard deviation (*SD*), F ratio (*F*) and significance (*p*) for 4-H involvement and the nine questions that comprise the empathy section of the questionnaire. Table 4 provides *n*, *M*, *SD*, *F* and *p* for 4-H involvement and composite score for empathy.

4-H involvement is defined in this hypothesis as involved or not involved.

4-H involvement had an *n* of 69 while there were 35 non-4-H members. None of the questions were found to be significant with Analysis of Variance. The composite mean for empathy was 3.63 for both 4-H members (*n*=69) and non-4-H members (*n*=35) with a standard deviation of .96 for non-members and 1.06 for members. The composite F-ratio was .00 with a significance level of .99. With the significance level above .05, 4-H involvement was found to not be significant with empathy levels.

Table 3

Analysis of Variance and Means for Individual Questions for Empathy and 4-H Involvement

Statement	4-H		M	SD	F	Sig.
	Involvement	n				
I don't feel sorry for other people when they are having problems.	No	35	3.91	1.38	2.03	.16
	Yes	69	3.45	1.66	----	----
When I see someone being taken advantage of, I want to help them.	No	35	3.77	1.33	.38	.54
	Yes	69	3.59	1.41	----	----
It bothers me when bad things happen to good people.	No	35	4.00	1.21	.01	.91
	Yes	69	3.97	1.31	----	----
It bothers me when bad things happen to any person.	No	35	3.00	1.51	1.69	.20
	Yes	69	3.36	1.25	----	----
When I see someone being treated unfairly, I don't feel sorry for them.	No	35	4.00	1.38	.02	.89
	Yes	69	3.96	1.66	----	----
I feel sorry for other people who don't have what I have.	No	35	3.26	1.38	.06	.80
	Yes	69	3.33	1.48	----	----
When I see someone being picked on, I feel sorry for them.	No	35	3.60	1.42	.01	.94
	Yes	69	3.58	1.41	----	----
It makes me sad to see a person who doesn't have friends.	No	35	3.74	1.44	.00	.97
	Yes	69	3.75	1.45	----	----
When I see another person who is hurt or upset, I feel sorry for them	No	35	3.37	1.40	1.07	.30
	Yes	69	3.68	1.47	----	----

Table 4

Analysis of Variance and Means for Composite Score for Empathy and 4-H Involvement

Composite	4-H		M	SD	F	p
	Involvement	n				
Empathy	No	35	3.63	.96	.00	.99
	Yes	69	3.63	1.06		

Table 5 provides n , means (M), standard deviation (SD), F-ratio (F) and significance (p) for gender for the nine questions that comprise the empathy section of the questionnaire. Table 6 provides n , M , SD , F and p for gender and composite score of empathy.

None of the questions in the empathy section were found to be significant with Analysis of Variance (ANOVA) for gender. The composite mean for empathy $M=3.43$ for males ($n=39$) and $M=3.76$ for females ($n=65$) with a $SD=1.05$ for males and $SD=.99$ for females. The composite was $F=2.72$ with a $p= .10$. With the significance level above .05, gender was found to not be significant with empathy levels.

Table 7 provides n , M , SD , F and p for race for the nine questions that comprise the empathy section of the questionnaire. Race is designated by Hispanic, the largest number of the sample, and non-Hispanic. Non-Hispanic is classified as any ethnic group that is not Hispanic as reported by the youth in the demographics section of the questionnaire. Table 8 provides n , M , SD , F and p for race and composite score of empathy.

None of the questions were found to be significant with ANOVA. The composite mean for empathy $M=3.55$ for Hispanic ($n=47$) and $M=3.70$ for non-Hispanic ($n=57$) with $SD=.80$ for Hispanic and $SD=1.07$ for non-Hispanic. The composite was $F=.58$ with $p=.45$. With the significance level above .05, race was found to not be significant with empathy levels.

Table 5

Analysis of Variance and Means for Individual Questions for Empathy and Gender

Statement	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I don't feel sorry for other people when they are having problems.	Male	39	3.62	1.50	2.03	.16
	Female	65	3.60	1.64	----	----
When I see someone being taken advantage of, I want to help them.	Male	39	3.64	1.35	.38	.54
	Female	65	3.66	1.21	----	----
It bothers me when bad things happen to good people.	Male	39	3.77	1.28	.012	.91
	Female	65	4.11	1.25	----	----
It bothers me when bad things happen to any person.	Male	39	2.87	1.45	1.69	.20
	Female	65	3.46	1.44	----	----
When I see someone being treated unfairly, I don't feel sorry for them.	Male	39	3.87	1.45	.02	.89
	Female	65	4.03	1.53	----	----
I feel sorry for other people who don't have what I have.	Male	39	3.10	1.45	.06	.80
	Female	65	3.43	1.44	----	----
When I see someone being picked on, I feel sorry for them.	Male	39	3.23	1.33	.01	.95
	Female	65	3.80	1.42	----	----
It makes me sad to see a person who doesn't have friends.	Male	39	3.38	1.48	.00	.97
	Female	65	3.97	1.38	----	----
When I see another person who is hurt or upset, I feel sorry for them	Male	39	3.28	1.52	1.07	.30
	Female	65	3.75	1.38	----	----

Table 6

Analysis of Variance and Means for Composite Score for Empathy and Gender

Composite	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Empathy	Male	39	3.42	1.05	2.72	.10
	Female	65	3.76	.99		

Table 7

Analysis of Variance and Means for Individual Questions for Empathy and Race

Statement	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I don't feel sorry for other people when they are having problems.	Hispanic	47	3.62	1.50	.00	.95
	Non Hispanic	57	3.60	1.66	----	----
When I see someone being taken advantage of, I want to help them.	Hispanic	47	3.64	1.31	.01	.92
	Non Hispanic	57	3.67	1.44	----	----
It bothers me when bad things happen to good people.	Hispanic	47	3.85	1.12	.89	.25
	Non Hispanic	57	4.09	1.38	----	----
It bothers me when bad things happen to any person.	Hispanic	47	3.17	1.20	.23	.63
	Non Hispanic	57	3.30	1.46	----	----
When I see someone being treated unfairly, I don't feel sorry for them.	Hispanic	47	3.62	1.50	.01	.95
	Non Hispanic	57	3.60	1.66	----	----
I feel sorry for other people who don't have what I have.	Hispanic	47	3.36	1.24	.12	.73
	Non Hispanic	57	3.26	1.60	----	----
When I see someone being picked on, I feel sorry for them.	Hispanic	47	3.43	1.33	1.13	.29
	Non Hispanic	57	3.72	1.46	----	----
It makes me sad to see a person who doesn't have friends.	Hispanic	47	3.51	1.38	2.40	.12
	Non Hispanic	57	3.95	1.47	----	----
When I see another person who is hurt or upset, I feel sorry for them	Male	39	3.38	1.41	1.55	.22
	Female	65	3.74	1.47	----	----

Table 8

Analysis of Variance and Means for Composite Score for Empathy and Race

Composite	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Empathy	Hispanic	47	3.55	.80	.58	.45
	Non Hispanic	57	3.70	1.17		

Table 9 provides n , M , SD , F and p for grade for the nine questions that comprise the empathy section of the questionnaire. Grade is designated by current school year designated by Texas Education Association, and grouped into three sections by elementary (3rd-6th), ($n=31$), junior high (7th-9th), ($n=38$), and high school (10th-12th), ($n=35$). Eligible grades are third through twelfth grade to coordinate with the age eligibility of the 4-H and Youth Development Program. No third grade students completed the questionnaire in the urban counties. Table 10 provides n , M , SD , F and p for grade and composite score of empathy.

Question seven, “when I see someone being picked on, I feel sorry for them,” had a $F=3.54$ and $P=.03$. The composite F value of $F=2.70$ and $p=.07$. With the significance level above .05, grade was found to not be significant with empathy levels.

Table 11 is a univariate analysis (ANACOVA) of composite score of empathy with a fixed factor of 4-H involvement and covariance of gender, race and grade. The analysis uses a correct model of significance based on the fixed factor with consideration of the other factors that have effect on the same variable.

An ANACOVA gives a corrected model for empathy as having an F ratio .88. The significance is .48, which is not significant. The F for 4-H involvement equaled .00 with a significance of .96 showing that 4-H involvement was not significant with empathy levels with this sample. Following a review of all data, it is determined that we will fail to reject null hypothesis two.

Table 9

Analysis of Variance and Means for Individual Questions for Empathy and Grade

Statement	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I don't feel sorry for other people when they are having problems.	3rd-6th	31	3.55	1.67	2.80	.07
	7 th -9 th	38	3.24	1.68		
	10 th -12th	35	4.09	1.27		
When I see someone being taken advantage of, I want to help them	3rd-6th	31	3.55	1.41	1.46	.24
	7 th -9 th	38	3.45	1.67		
	10 th -12th	35	3.97	.89		
It bothers me when bad things happen to good people.	3rd-6th	31	4.06	1.36	1.46	.24
	7 th -9 th	38	3.71	1.43		
	10 th -12th	35	4.20	.93		
It bothers me when bad things happen to any person	3rd-6th	31	3.48	1.29	1.01	.435
	7 th -9 th	38	2.76	1.51		
	10 th -12th	35	3.54	1.07		
When I see someone being treated unfairly, I don't feel sorry for them.	3rd-6th	31	3.90	1.60	1.04	.36
	7 th -9 th	38	3.76	1.63		
	10 th -12th	35	4.26	1.22		
I feel sorry for other people who don't have what I have.	3rd-6th	31	3.84	1.32	1.09	.34
	7 th -9 th	38	3.34	1.65		
	10 th -12th	35	3.63	1.17		
When I see someone being picked on, I feel sorry for them.	3rd-6th	31	3.87	1.36	3.54	.03
	7 th -9 th	38	3.08	1.60		
	10 th -12th	35	3.06	1.21		
It makes me sad to see a person who doesn't have friends	3rd-6th	31	1.43	1.43	2.15	.12
	7 th -9 th	38	1.60	1.60		
	10 th -12th	35	1.20	1.20		
When I see another person who is hurt or upset, I feel sorry for them.	3rd-6th	31	3.74	1.48	1.43	.25
	7 th -9 th	38	3.76	1.61		
	10 th -12th	35	3.77	1.19		

Table 10

Analysis of Variance and Means for Composite Score for Empathy and Grade

Composite	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Empathy	3 rd -6 th	31	3.77	1.04	2.70	.07
	7 th -9 th	38	3.33	1.15		
	10 th -12 th	35	3.83	.78		

Table 11

Univariate Analysis (ANACOVA) of Composite Scores for Empathy with Covariance

	<i>F</i>	<i>p</i>
Corrected Model	.88	.48
Intercept	54.32	.00
4-H Involvement	.00	.96
Gender	2.82	.10
Race	.57	.45
Grade	.16	.69

Findings Related to Null Hypothesis Three

The third null hypothesis stated that there is no difference among 4-H member's self-esteem levels when compared to non-4-H participants. For self-esteem, fourteen questions were identified. Self-esteem questions were scaled from Strongly Disagree to Strongly Agree. Five questions within the fourteen selected questions were negatively responded and were recoded in order to represent the data appropriately. The questions were: "At times, I think that I am not good at all; I feel I do not have much to be proud of; Sometimes, I feel like my life has no purpose; It's not really my problem if my neighbors are in trouble and need help.

Analysis of Variance (ANOVA) was run for race, gender, and grade and 4-H involvement for each individual question that makes up the self-esteem section. An ANOVA was also run for the composite score of self-esteem for 4-H involvement, gender, race, and grade. Table 12 provides n , M , SD , F and p for 4-H involvement and the fourteen questions that comprise the self esteem section of the questionnaire. Table 13 provides n , M , SD , F and p for 4-H involvement and composite score of self-esteem.

None of the questions were found to be significant with ANOVA. The composite mean for self-esteem was $M=3.61$ for non 4-H member ($n=35$) and $M=3.75$ for 4-H members ($n=69$) with a $SD=.77$ for non-members and $SD=.80$ for 4-H members. The composite was $F=.78$ with $p=.38$. With the significance level above .05, 4-H involvement was found to not be significant with self-esteem levels within the sample.

Table 12

Analysis of Variance and Means for Individual Questions for Self-Esteem and 4-H Involvement

Statement	4-H		<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Involvement						
At school, I try as hard as I can to do my best work.	No	35	3.74	.92	2.50	.12	
	Yes	69	4.09	1.11			----
It is against my values to drink alcohol while I am a teenager.	No	35	3.77	1.44	.02	.88	
	Yes	69	3.81	1.26			----
It is against my values to have sex while I am a teenager.	No	35	3.40	1.59	2.44	.12	
	Yes	69	3.86	1.30			----
On the whole, I like myself.	No	35	3.91	1.34	.02	.88	
	Yes	69	3.96	1.31			----
At times, I think that I am no good at all.	No	35	2.86	1.46	.91	.34	
	Yes	69	3.13	1.34			----
All in all, I am glad I am me.	No	35	3.11	1.18	.01	.91	
	Yes	69	3.57	1.33			----
I feel I do not have much to be proud of.	No	35	3.83	1.32	.04	.84	
	Yes	69	3.88	1.29			----
Sometimes, I feel like my life has no purpose.	No	35	3.54	1.44	2.00	.16	
	Yes	69	3.93	1.24			----
When I am an adult, I'm sure I will have a good life.	No	35	3.97	1.12	.02	.90	
	Yes	69	3.94	1.04			----
I care about the school I go to.	No	35	3.51	1.42	.37	.54	
	Yes	69	3.68	1.27			----
I often think about doing things so that people in the future can have things better.	No	35	3.49	1.07	.25	.62	
	Yes	69	3.61	1.24			----
It is important to me to contribute to my community and society.	No	35	3.51	1.09	1.57	.21	
	Yes	69	3.81	1.17			----
It's not really my problem if my neighbors are in trouble and need help.	No	35	3.74	1.17	.38	.54	
	Yes	69	3.58	1.32			----
If I had to choose between helping to raise money for a neighborhood project and enjoying my own free time, I'd keep my freedom	No	35	3.17	1.10	.00	.99	
	Yes	69	3.17	1.25			----

Table 13

Analysis of Variance and Means for Composite Score for Self-Esteem and 4-H Involvement

Composite	4-H		<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Involvement						
Self-Esteem	No		35	3.61	.77	.78	.38
	Yes		69	3.75	.80		

Table 14 provides *n*, *M*, *SD*, *F* and *P* for gender for the fourteen questions that comprise the self-esteem section of the questionnaire. Table 15 provides *n*, *M*, *SD*, *F* and *P* for gender and composite score of self-esteem.

Female participation was $n=65$, and $n=39$ for male participants. Question number three, “it is against my values to have sex while I am a teenager,” had an $F=6.53$ and a $p=.01$. Question number 12, “it is important to me to contribute to my community and society,” had an $F=8.29$ and $p=.00$. The composite mean for empathy was $M=3.56$ for males and $M=3.79$ for females with $SD=.82$ for males and $SD=.76$ for females. The composite for self-esteem and gender was $F=2.05$ with a $p=.16$. With the overall significance level above .05, gender was found to not be significant with empathy levels.

Table 14

Analysis of Variance and Means for Individual Questions for Self-Esteem and Gender

Statement	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
At school, I try as hard as I can to do my best work.	Male	39	3.85	.93	.87	.35
	Female	65	4.05	1.12	----	----
It is against my values to drink alcohol while I am a teenager.	Male	39	3.54	1.27	2.46	.12
	Female	65	3.95	1.33	----	----
It is against my values to have sex while I am a teenager.	Male	39	3.26	1.46	6.53	.01
	Female	65	3.97	1.32	----	----
On the whole, I like myself.	Male	39	4.05	1.23	.43	.52
	Female	65	3.88	1.36	----	----
At times, I think that I am no good at all.	Male	39	3.18	1.45	.65	.42
	Female	65	2.95	1.34	----	----
All in all, I am glad I am me.	Male	39	3.92	1.31	1.44	.23
	Female	65	4.22	1.14	----	----
I feel I do not have much to be proud of.	Male	39	3.74	1.33	.55	.46
	Female	65	3.94	1.27	----	----
Sometimes, I feel like my life has no purpose.	Male	39	3.72	1.34	.23	.63
	Female	65	3.85	1.31	----	----
When I am an adult, I'm sure I will have a good life.	Male	39	3.79	1.20	1.36	.25
	Female	65	4.05	.98	----	----
I care about the school I go to.	Male	39	3.38	1.31	2.10	.15
	Female	65	3.77	1.31	----	----
I often think about doing things so that people in the future can have things better.	Male	39	3.51	1.17	.13	.72
	Female	65	3.60	1.20	----	----
It is important to me to contribute to my community and society.	Male	39	3.31	1.36	8.29	.01
	Female	65	3.95	.93	----	----
It's not really my problem if my neighbors are in trouble and need help.	Male	39	3.51	1.37	.57	.45
	Female	65	3.71	1.21	----	----
If I had to choose between helping to raise money for a neighborhood project and enjoying my own free time, I'd keep my freedom	Male	39	3.13	1.17	.09	.77
	Female	65	3.20	1.21	----	----

Table 15

Analysis of Variance and Means for Composite Score for Self-Esteem and Gender

Composite	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Self-Esteem	Male	39	3.56	.823	2.05	.156
	Female	65	3.79	.759		

Table 16 provides *n*, *M*, *SD*, *F* and *p* for race for the fourteen questions that comprise the self-esteem section of the questionnaire. Table 17 provides *n*, *M*, *SD*, *F* and *p* for race and composite score of self-esteem.

The *n* for Hispanic participation was 47 and 57 for non-Hispanic or all other races. Using ANOVA for race question number four, “on the whole, I like myself,” was found to have a value of $F=8.04$ and $p=.01$. Question number six, “All in all, I am glad I am me,” was found to have a value of $F=3.93$ and $p=.05$. Question number thirteen, “It’s not really my problem if my neighbors are in trouble and need help,” was found to have a value of $F=4.08$ and $p=.05$. These three questions were found to have significance levels below the .05 level. The composite was $M=3.53$ for Hispanic ($n=47$) and $M=3.85$ for non-Hispanic ($n=57$) with $SD=.89$ for Hispanic and $SD=.67$ for non-Hispanics ($n=57$). The composite value was $F=4.25$ with $p=.04$. With the significance level below .05, race was found to be significant with self-esteem levels.

Table 16

Analysis of Variance and Means for Individual Questions for Self-Esteem and Race

Statement	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
At school, I try as hard as I can to do my best work.	Hispanic	47	3.83	1.13	1.54	.22
	Non Hispanic	57	4.09	.99		
It is against my values to drink alcohol while I am a teenager.	Hispanic	47	3.64	1.41	1.27	.26
	Non Hispanic	57	3.93	1.24		
It is against my values to have sex while I am a teenager.	Hispanic	47	3.40	1.51	3.91	.05
	Non Hispanic	57	3.95	1.29		
On the whole, I like myself.	Hispanic	47	3.55	1.50	8.04	.01
	Non Hispanic	57	4.26	1.04		
At times, I think that I am no good at all.	Hispanic	47	2.98	1.28	.16	.69
	Non Hispanic	57	3.09	1.47		
All in all, I am glad I am me.	Hispanic	47	3.55	1.50	3.93	.05
	Non Hispanic	57	4.26	1.04		
I feel I do not have much to be proud of.	Hispanic	47	3.66	1.26	2.20	.14
	Non Hispanic	57	4.04	1.31		
Sometimes, I feel like my life has no purpose.	Hispanic	47	3.72	1.19	.27	.60
	Non Hispanic	57	3.86	1.42		
When I am an adult, I'm sure I will have a good life.	Hispanic	47	3.74	1.21	3.32	.07
	Non Hispanic	57	4.12	.91		
I care about the school I go to.	Hispanic	47	3.55	1.36	.25	.62
	Non Hispanic	57	3.68	1.28		
I often think about doing things so that people in the future can have things better.	Hispanic	47	3.40	1.15	1.65	.20
	Non Hispanic	57	3.70	1.19		
It is important to me to contribute to my community and society.	Hispanic	47	3.60	1.19	.87	.35
	Non Hispanic	57	3.81	1.11		
It's not really my problem if my neighbors are in trouble and need help.	Hispanic	47	3.36	1.31	4.08	.05
	Non Hispanic	57	3.86	1.20		
If I had to choose between helping to raise money for a neighborhood project and enjoying my own free time, I'd keep my freedom	Hispanic	47	3.17	1.27	.00	.98
	Non Hispanic	57	3.18	1.14		

Table 17

Analysis of Variance and Means for Composite Score for Self-Esteem and Race

Composite	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Self-Esteem	Hispanic	47	3.53	.89	4.25	.04
	Non Hispanic	57	3.85	.67		

Table 18 provides *n*, *M*, *SD*, *F* and *p* for grade for the fourteen questions that comprise the self-esteem section of the questionnaire. Grade is designated by year currently in within the school year. Eligible grades are third through twelfth grade to coordinate with the age eligibility of the 4-H and Youth Development program. Grade was categorized by elementary (3rd-6th) *n*=31, junior high (7th-9th) *n*=38, and high school (10th-12th) *n*=35. No third grade students completed the questionnaire in the urban counties that are included within this sample. Table 19 provides *n*, *M*, *SD*, *F* and *p* for grade and composite score of self-esteem.

The composite means by grade were *M*=3.59 for 3rd-6th grade (*n*=31), *M*=3.69 for 7th-9th grade (*n*=38) and *M*=3.83 for 10th-12th grade (*n*=35). The composite *F* ratio was *F*=.76 and *p*=.47. With the significance level above .05, grade was found to not be significant with self-esteem levels.

Table 18

Analysis of Variance and Means for Individual Questions for Self-Esteem and Grade

Statement	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
At school, I try as hard as I can to do my best work.	3rd-6th	31	4.03	1.22	.93	.40
	7th-9th	38	3.79	.93		
	10 th -12th	35	4.11	1.02		
It is against my values to drink alcohol while I am a teenager.	3rd-6th	31	4.03	1.35	1.01	.37
	7th-9th	38	3.82	1.29		
	10 th -12th	35	3.57	1.31		
It is against my values to have sex while I am a teenager.	3rd-6th	31	3.84	1.39	.97	.38
	7th-9th	38	3.45	1.39		
	10 th -12th	35	3.86	1.46		
On the whole, I like myself.	3rd-6th	31	3.71	1.60	.72	.49
	7th-9th	38	4.08	1.12		
	10 th -12th	35	4.00	1.24		
At times, I think that I am no good at all.	3rd-6th	31	2.71	1.32	1.26	.29
	7th-9th	38	3.18	1.39		
	10 th -12th	35	3.17	1.40		
All in all, I am glad I am me.	3rd-6th	31	3.94	1.36	.87	.42
	7th-9th	38	4.05	1.11		
	10 th -12th	35	4.31	1.16		
I feel I do not have much to be proud of.	3rd-6th	31	3.90	.98	2.03	.14
	7th-9th	38	3.95	1.04		
	10 th -12th	35	4.00	1.19		
Sometimes, I feel like my life has no purpose.	3rd-6th	31	3.48	1.50	.73	.49
	7th-9th	38	3.97	1.08		
	10 th -12th	35	4.09	1.27		
When I am an adult, I'm sure I will have a good life.	3rd-6th	31	3.58	1.34	.07	.94
	7th-9th	38	3.82	1.23		
	10 th -12th	35	3.97	1.40		
I care about the school I go to.	3rd-6th	31	3.61	1.26	1.28	.28
	7th-9th	38	3.39	1.42		
	10 th -12th	35	3.89	1.23		
I often think about doing things so that people in the future can have things better.	3rd-6th	31	3.42	1.29	.34	.71
	7th-9th	38	3.63	1.00		
	10 th -12th	35	3.63	1.29		
It is important to me to contribute to my community and society.	3rd-6th	31	3.68	1.14	.67	.52
	7th-9th	38	3.58	1.15		
	10 th -12th	35	3.89	1.16		
It's not really my problem if my neighbors are in trouble and need help.	3rd-6th	31	3.32	1.42	1.42	.25
	7th-9th	38	3.71	1.01		
	10 th -12th	35	3.83	1.36		
If I had to choose between helping to raise money for a neighborhood project and enjoying my own free time, I'd keep my freedom.	3rd-6th	31	2.97	1.47	.65	.53
	7th-9th	38	3.29	1.13		
	10 th -12th	35	3.26	.98		

Table 19

Analysis of Variance and Means for Composite Score for Self-Esteem and Grade

Composite	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Self-Esteem	3rd-6th	31	3.59	.90	.76	.47
	7th-9th	38	3.69	.63		
	10 th -12th	35	3.83	.84		

Table 20 represents the ANACOVA of composite score for self-esteem with a fixed factor of 4-H involvement and covariance of gender, race and grade. The analysis uses a corrected model of significance based on the fixed factor with consideration of the other factors that have effect on the same variable.

The univariate analysis gave a corrected model for self-esteem as $F=2.30$ with $p=.06$, which is above the .05 significance level. 4-H involvement was $F=1.10$ with $p=.30$, showing that 4-H involvement is not significant with self-esteem levels within this particular sample. Following a review of all data, it is determined that we will fail to reject null hypothesis three.

Table 20

Univariate Analysis of Composite Scores for Self-Esteem with Fixed Factors

Measure	<i>F</i>	<i>p</i>
Corrected Model	2.30	.06
4-H Involvement	1.10	.30
Gender	2.31	.13
Race	3.15	.08
Grade	2.31	.13

Findings Related to Null Hypothesis Four

The fourth null hypothesis stated in chapter I is there is no difference among 4-H member's community involvement levels when compared to non-4-H participants. Community involvement was identified in chapter II as an indicator of positive youth development. For community involvement, six questions were identified. Community involvement questions were scaled from strongly disagree to strongly agree. All questions were positively written.

Analysis of Variance (ANOVA) was run for race, gender, grade and 4-H involvement for each individual question that makes up the community involvement section. An ANOVA was also run for the composite score community involvement and 4-H involvement, gender, race and grade. Table 21 provides n , M , SD , F and p for 4-H involvement and the six questions that comprise the community involvement section of the questionnaire. Table 22 provides n , M , SD , F and p for 4-H involvement and composite score of community involvement.

Question one, "I'm given lots of chances to make my town or city a better place," resulted in $F=6.18$ with $p=.02$. Question three, "Adults in my town or city makes me feel important," resulted in $F=7.16$ and $p=.01$. Question four, "Adults in my town or city listen to what I have to say," resulted in $F=5.47$ with $p=.02$. Question five, "In my town or city, I feel like I matter to people," resulted in $F=9.62$ with $p=.00$. The composite mean for community involvement was $M=2.74$ for non-4-H member ($n=35$) and $M=3.25$ for 4-H members ($n=69$) with a $SD=.99$ for non-members and $SD=.88$ for 4-H members. The composite was $F=7.30$ with $p=.01$.

With the significance level below .05, 4-H involvement was found to be significant with community involvement levels within the sample.

Table 23 provides n , M , SD , F and p for gender and the six questions that comprise the community involvement section of the questionnaire. Table 24 provides n , M , SD , F and P for gender and composite score of community involvement.

None of the questions for community involvement were found to have significance levels below .05 for gender. The composite mean for community involvement was $M=3.05$ for males ($n=39$) and $M=3.09$ for females ($n=65$) with $SD=.92$ for males and $SD=.97$ for females. The composite resulted in $F=.05$ with $p=8.21$. With the over all significance level above .05, gender was found to not be significant with community involvement levels.

Table 25 provides n , M , SD , F and p for race and the six questions that comprise the community involvement section of the questionnaire. Race is designated by Hispanic, the largest population of this sample, and non-Hispanic. Table 26 provides n , M , SD , F and P for race and composite score of community involvement.

ANOVA for race question number six, "If one of my neighbors saw me do something wrong, he or she would tell one of my parents," was found to have $F=4.79$ and $p=.03$. This one question was found to have significance levels below the .05 alpha level. The composite mean for community involvement was $M=2.91$ for Hispanic ($n=47$) and $M=3.22$ for non-Hispanic ($n=57$) with $SD=.86$ for Hispanic and $SD=.99$ for non-Hispanics. The composite resulted in $F=2.86$ with $p=.09$. With the significance level above .05, race was found to not be significant with community involvement levels.

Table 21

Analysis of Variance and Means for Individual Questions for Community Involvement and 4-H Involvement

Statement	4-H		<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Involvement	<i>n</i>				
I'm given lots of chances to make my town or city a better place	No	35	2.51	.98	6.18	.02
	Yes	69	3.07	1.13		
In my neighborhood, there are lots of people who care about me	No	35	2.77	1.17	1.26	.26
	Yes	69	3.04	1.17		
Adults in my town or city make me feel important	No	35	2.69	1.16	7.16	.01
	Yes	69	3.32	1.13		
Adults in my town or city listen to what I have to say	No	35	2.66	1.14	5.47	.02
	Yes	69	3.20	1.12		
In my town or city, I feel like I matter to people.	No	35	2.57	1.17	9.62	.00
	Yes	69	3.32	1.16		
If one of my neighbors saw me do something wrong, he or she would tell one of my parents	No	35	3.23	1.24	1.77	.19
	Yes	69	3.55	1.13		

Table 22

Analysis of Variance and Means for Composite Score for Community Involvement and 4-H Involvement

Composite	4-H		<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Involvement	<i>n</i>				
Community Involvement	No	35	2.74	.99	7.30	.01
	Yes	69	3.25	.88		

Table 23

Analysis of Variance and Means for Individual Questions for Community Involvement and Gender

Statement	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I'm given lots of chances to make my town or city a better place	Male	39	2.79	1.06	.41	.53
	Female	65	2.94	1.14		
In my neighborhood, there are lots of people who care about me	Male	39	2.87	1.15	.29	.59
	Female	65	3.00	1.19		
Adults in my town or city make me feel important	Male	39	3.15	1.06	.10	.75
	Female	65	3.08	1.24		
Adults in my town or city listen to what I have to say	Male	39	3.13	1.10	.56	.46
	Female	65	2.95	1.18		
In my town or city, I feel like I matter to people.	Male	39	3.00	1.19	.19	.66
	Female	65	3.11	1.23		
If one of my neighbors saw me do something wrong, he or she would tell one of my parents	Male	39	3.36	1.14	.31	.58
	Female	65	3.49	1.20		

Table 24

Analysis of Variance and Means for Composite Score for Community Involvement and Gender

Composite	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Community Involvement	Male	39	3.05	.92	.05	.82
	Female	65	3.09	.97		

Table 25

Analysis of Variance and Means for Individual Questions for Community Involvement and Race

Statement	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I'm given lots of chances to make my town or city a better place	Hispanic	47	2.81	1.08	.40	.53
	Non Hispanic	57	2.95	1.14		
In my neighborhood, there are lots of people who care about me	Hispanic	47	2.74	1.05	2.74	.10
	Non Hispanic	57	3.12	1.24		
Adults in my town or city make me feel important	Hispanic	47	2.87	1.10	3.48	.07
	Non Hispanic	57	3.30	1.21		
Adults in my town or city listen to what I have to say	Hispanic	47	2.94	1.05	.45	.51
	Non Hispanic	57	3.09	1.23		
In my town or city, I feel like I matter to people.	Hispanic	47	2.91	1.12	1.37	.25
	Non Hispanic	57	3.19	1.27		
If one of my neighbors saw me do something wrong, he or she would tell one of my parents	Hispanic	47	3.17	1.15	4.79	.03
	Non Hispanic	57	3.67	1.15		

Table 26

Analysis of Variance and Means for Composite Score for Community Involvement and Race

Composite	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Community Involvement	Hispanic	47	2.91	.86	2.86	.09
	Non Hispanic	57	3.22	.99		

Table 27 provides n , M , SD , F and p for grade and the six questions that comprise the community involvement section of the questionnaire. Grade is designated by year currently in within the school year. Eligible grades are third through twelfth grade to coordinate with the age eligibility of the 4-H and Youth Development Program. Grade is designated by elementary (3rd-6th), junior high (7th-9th), high school (10th-12th). No third grade students completed the questionnaire in the urban counties which are included in this sample set. Table 28 provides n , M , SD , F and p for grade and composite score of community involvement.

No individual question had an F ratio with a significance level below .05. The composite means by grade was $M= 3.26$, $SD=.85$, with 3rd-6th Grade ($n=31$), $M=2.91$, $SD=1.04$, for 7th-9th grade ($n=38$), and $M=4.22$, $SD=.91$, for 10th-12th grades ($n=3.10$). The composite was $F=.1.17$ with $p=.32$. With the significance level above .05, grade was found to not be significant with community involvement levels.

Table 29 is a univariate analysis of composite score of community involvement with a fixed factor of 4-H involvement and covariance of gender, race and grade. The analysis uses a corrected model of significance based on the fixed factor with consideration of the other factors that have effect on the same variable.

The univariate analysis gives a corrected model for community involvement as having $F= 2.35$. The significance is .06, which is not significant. 4-H involvement resulted in $F=4.42$ with a significance of .03 showing that 4-H involvement was found to be significant for community involvement within this sample. Following a review of all data, it is determined that we will reject null hypothesis four.

Table 27

Analysis of Variance and Means for Individual Questions for Community Involvement and Grade

Statement	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
I'm given lots of chances to make my town or city a better place	3 rd -6 th	31	2.97	1.28	1.67	.19
	7 th -9 th	35	2.63	1.10		
	10 th -12 th	38	3.09	.92		
In my neighborhood, there are lots of people who care about me	3 rd -6 th	31	3.13	1.26	.50	.61
	7 th -9 th	35	2.87	1.09		
	10 th -12 th	38	2.89	1.18		
Adults in my town or city make me feel important	3 rd -6 th	31	3.42	1.20	2.11	.13
	7 th -9 th	35	2.84	1.22		
	10 th -12 th	38	3.11	1.05		
Adults in my town or city listen to what I have to say	3 rd -6 th	31	3.16	1.21	.74	.48
	7 th -9 th	35	2.84	1.22		
	10 th -12 th	38	3.09	1.01		
In my town or city, I feel like I matter to people.	3 rd -6 th	31	3.26	1.29	.66	.52
	7 th -9 th	35	2.92	1.24		
	10 th -12 th	38	3.06	1.11		
If one of my neighbors saw me do something wrong, he or she would tell one of my parent	3 rd -6 th	31	3.61	1.09	.46	.63
	7 th -9 th	35	3.37	1.30		
	10 th -12 th	38	3.37	1.11		

Table 28

Analysis of Variance and Means for Composite Score for Community Involvement and Grade

Composite	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Community Involvement	3 rd -6 th	31	3.26	.85	1.17	.32
	7 th -9 th	38	2.91	1.04		
	10 th -12 th	35	3.10	.91		

Table 29

Univariate Analysis of Composite Scores for Community Involvement with Covariance

Measure	<i>F</i>	<i>p</i>
Corrected Model	2.35	.06
4-H Involvement	4.42	.04
Gender	.00	.96
Race	2.08	.15
Grade	.24	.63

Findings Related to Null Hypothesis Five

The fifth and final null hypothesis stated in chapter I is there is no difference among 4-H member's positive view of the future levels when compared to non-4-H participants. For positive view of the future, seventeen questions were identified. Positive views of the future questions were scaled from very low to very high. All questions were positively written.

Analysis of Variance (ANOVA) was run for race, gender, grade and 4-H involvement for each individual question that makes up the positive view of the future section. An ANOVA was also run for the composite score of positive view of the future for 4-H involvement, gender, race and grade. Table 30 provides n , M , SD , F and p for 4-H involvement and the seventeen questions that comprise the positive view of the future section of the questionnaire. Table 31 provides n , M , SD , F and p for 4-H involvement and composite score of positive view of the future.

No question has an F ratio with a significance level of .05 or less. The composite mean for positive view of the future was $M=4.01$ for non 4-H member ($n=35$) and $M=4.02$ for 4-H members ($n=69$) with $SD=.97$ for non-members and $SD=1.02$ for members. The composite resulted in $F=.00$ with $p=.957$. With the significance level above .05, 4-H involvement was found to not be significant with positive view of the future levels within this sample.

Table 30

Analysis of Variance and Means for Individual Questions for Positive View of the Future and 4-H Involvement

Statement	4-H		<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Involvement						
Graduate from high school	No		35	4.54	.98	.42	.52
	Yes		69	4.39	1.20		
Learn a trade (hairdresser, mechanic, plumber, etc.).	No		35	3.34	1.33	.29	.60
	Yes		69	3.19	1.43		
Go to college.	No		35	4.43	1.01	.48	.49
	Yes		69	4.26	1.24		
Have a job that pays well.	No		35	4.17	1.34	.03	.86
	Yes		69	4.22	1.16		
Have a job you like doing.	No		35	4.31	1.13	.03	.87
	Yes		69	4.28	1.16		
Be involved in community service.	No		35	3.11	1.18	2.86	.09
	Yes		69	3.57	1.33		
Have a happy family life	No		35	4.29	1.10	.16	.69
	Yes		69	4.38	1.10		
Be able to live wherever you want.	No		35	4.09	1.12	.00	.99
	Yes		69	4.09	1.16		
Be able to buy the things you need.	No		35	4.26	1.12	.29	.59
	Yes		69	4.13	1.15		
Be able to do things you want.	No		35	4.20	1.18	.26	.61
	Yes		69	4.07	1.20		
Be respected in the community.	No		35	3.94	1.19	.03	.87
	Yes		69	3.99	1.23		
Be involved helping other people.	No		35	4.06	1.21	.25	.62
	Yes		69	3.93	1.28		
Have friends you can count on.	No		35	3.91	1.22	.42	.53
	Yes		69	4.09	1.31		
Be healthy	No		35	4.17	1.18	.00	.96
	Yes		69	4.16	1.20		
Be safe.	No		35	4.11	1.21	.02	.90
	Yes		69	4.14	1.23		
Be active in a religious community.	No		35	3.57	1.40	.32	.58
	Yes		69	3.72	1.27		
Spend time in prayers or spiritual reflection.	No		35	1.40	.24	.16	.69
	Yes		69	1.30	.16		

Table 31

Analysis of Variance and Means for Composite Score for Positive View of the Future and 4-H Involvement

Composite	4-H Involvement	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Positive View of the Future	No	35	4.01	.97	.00	.96
	Yes	69	4.02	1.02		

Table 32 provides *n*, *M*, *SD*, *F*, and *p* for gender and the nineteen questions that comprise the positive view of the future section of the questionnaire. Table 33 provides *n*, *M*, *SD*, *F*, and *p* for gender and composite score of positive view of the future.

None of the questions for positive view of the future were found to have significance levels for gender. The composite mean for positive view of the future was $M=3.91$ for males ($n=39$) and $M=4.07$ ($n=65$) for females with $SD=1.23$ for males and $SD=.84$ for females. The composite was $F=.60$ with $p=.44$. With the over all significance level above .05, gender was found to not be significant with levels of positive view of the future.

Table 32

Analysis of Variance and Means for Individual Questions for Positive View of the Future and Gender

Statement	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Graduate from high school	Male	39	4.33	1.30	.58	.45
	Female	65	4.51	1.02		
Learn a trade (hairdresser, mechanic, plumber, etc.).	Male	39	3.03	1.40	1.50	.22
	Female	65	3.37	1.38		
Go to college.	Male	39	4.26	1.27	.17	.68
	Female	65	4.35	1.11		
Have a job that pays well.	Male	39	4.13	1.34	.23	.64
	Female	65	4.25	1.15		
Have a job you like doing.	Male	39	4.18	1.34	.56	.46
	Female	65	4.35	1.02		
Be involved in community service.	Male	39	3.31	1.30	.41	.52
	Female	65	3.48	1.30		
Have a happy family life	Male	39	4.21	1.36	1.04	.31
	Female	65	4.43	.90		
Be able to live wherever you want.	Male	39	4.03	1.33	.18	.68
	Female	65	4.12	1.02		
Be able to buy the things you need.	Male	39	4.13	1.34	.10	.76
	Female	65	4.20	1.00		
Be able to do things you want.	Male	39	4.05	1.45	.18	.67
	Female	65	4.15	1.02		
Be respected in the community.	Male	39	4.03	1.35	.13	.72
	Female	65	3.94	1.13		
Be involved helping other people.	Male	39	3.77	1.42	1.64	.20
	Female	65	4.09	1.13		
Have friends you can count on.	Male	39	3.90	1.45	.66	.42
	Female	65	4.11	1.17		
Be healthy	Male	39	4.00	1.49	1.19	.28
	Female	65	4.26	.96		
Be safe.	Male	39	3.87	1.45	2.97	.09
	Female	65	4.29	1.03		
Be active in a religious community.	Male	39	3.64	1.46	.04	.85
	Female	65	3.69	1.22		
Spend time in prayers or spiritual reflection.	Male	39	3.69	1.40	.08	.78
	Female	65	3.62	1.30		

Table 33

Analysis of Variance and Means for Composite Score for Positive View of the Future and Gender

Composite	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Positive View of the Future	Male	39	3.91	1.23	.60	.44
	Female	65	4.07	.84		

Table 34 provides *n*, *M*, *SD*, *F* and *p* for race for the seventeen questions that comprise the positive view of the future section of the questionnaire. Race is designated by Hispanic, the largest group within the sample, and non-Hispanic. Table 35 provides *n*, *M*, *SD*, *F* and *P* for race and composite score of positive view of the future.

ANOVA for race question one, graduate from high school resulted in $F=9.25$ and $P=.00$. Question three, “Go to college,” resulted in $F=9.92$ and $p=.00$. Question four, “Have a job that pays well,” resulted in $F=4.95$ and $p=.03$. Question five, “Have a job you like doing,” resulted in $F=6.60$ and $p=.01$. Question six, “Be involved in community service,” resulted in $F=6.57$ and $p=.01$. Question ten, “Be able to do things you want,” resulted in $F=5.11$ with $p=.03$. Question sixteen, “Be active in a religious community,” resulted in $F=5.78$ with $p=.02$. Question seventeen, “Spend time in prayer or spiritual reflection,” resulted in $F=7.84$ with $p=.01$.

These eight questions were found to have significance levels below the .05 level. The composite mean for positive view of the future was $M=3.78$ for Hispanic ($n=47$) and $M=4.21$ for non-Hispanic ($n=57$) with $SD=1.14$ for Hispanic and $SD=.83$ for non-Hispanics. The composite value for *F* was $F=4.97$ with $p=.03$.

With the significance level below .05, race was found to be significant with levels of positive view of the future.

Table 35 provides n , M , SD , F , and p for grade for the seventeen questions that comprise the positive view of the future section of the questionnaire. Grade is designated by year currently in within the school year. Eligible grades are third through twelfth grade to coordinate with the age eligibility of the 4-H and Youth Development Program. Grade is separated for this study by elementary (3rd-6th grade), junior high (7th-9th grade), and high school (10th-12th grade). No third grade students completed the questionnaire in the urban counties. Table 36 provides n , M , SD , F , and p for grade and composite score of positive view of the future.

No individual question had an F ratio with a significance level below .05. The composite means for 3rd-6th grade was $M=3.90$ ($n=31$) with $SD=1.10$, 7th-9th grade $M=3.99$ ($n=38$) with $SD=.94$, and 10th-12th grade $M=4.14$ ($n=35$) with $SD=.99$. The composite value of F was $F=.51$ with $p=.60$. With the significance level above .05, grade was found to not be significant levels with positive view of the future.

Table 34

Analysis of Variance and Means for Individual Questions for Positive View of the Future and Race

Statement	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Graduate from high school	Hispanic	47	4.09	1.35	9.25	.00
	Non Hispanic	57	4.74	.81		
Learn a trade (hairdresser, mechanic, plumber, etc.).	Hispanic	47	3.26	1.31	.01	.92
	Non Hispanic	57	3.23	1.46		
Go to college.	Hispanic	47	3.94	1.39	9.92	.00
	Non Hispanic	57	4.63	.84		
Have a job that pays well.	Hispanic	47	3.91	1.43	4.95	.03
	Non Hispanic	57	4.44	.96		
Have a job you like doing.	Hispanic	47	3.98	1.29	6.60	.01
	Non Hispanic	57	4.54	.95		
Be involved in community service.	Hispanic	47	3.06	1.22	6.57	.01
	Non Hispanic	57	3.70	1.30		
Have a happy family life	Hispanic	47	4.15	1.23	2.83	.10
	Non Hispanic	57	4.51	.95		
Be able to live wherever you want.	Hispanic	47	3.91	1.23	1.96	.17
	Non Hispanic	57	4.23	1.05		
Be able to buy the things you need.	Hispanic	47	3.96	1.28	3.16	.08
	Non Hispanic	57	4.35	.97		
Be able to do things you want.	Hispanic	47	3.83	1.40	5.11	.03
	Non Hispanic	57	4.35	.94		
Be respected in the community.	Hispanic	47	3.87	1.28	.57	.45
	Non Hispanic	57	4.05	1.16		
Be involved helping other people.	Hispanic	47	3.74	1.44	2.87	.09
	Non Hispanic	57	4.16	1.05		
Have friends you can count on.	Hispanic	47	3.89	1.31	.96	.33
	Non Hispanic	57	4.14	1.26		
Be healthy	Hispanic	47	4.02	1.39	1.24	.29
	Non Hispanic	57	4.28	.98		
Be safe.	Hispanic	47	3.98	1.39	1.42	.24
	Non Hispanic	57	4.26	1.04		
Be active in a religious community.	Hispanic	47	3.34	1.42	5.78	.02
	Non Hispanic	57	3.95	1.16		
Spend time in prayers or spiritual reflection.	Hispanic	47	3.26	1.42	7.84	.01
	Non Hispanic	57	3.96	1.16		

Table 35

Analysis of Variance and Means for Composite Score for Positive View of the Future and Race

Composite	Race	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Positive View of the Future	Hispanic	47	3.78	1.14	4.97	.03
	Non Hispanic	57	4.21	.83		

Table 36

Analysis of Variance and Means for Individual Questions for Positive View of the Future and Race

Statement	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Graduate from high school	3rd-6 th	31	4.37	1.13	1.13	.33
	7 th -9 th	38	4.49	1.01		
	10 th -12 th	35	4.32	1.17		
Learn a trade (hairdresser, mechanic, plumber, etc.)	3rd-6 th	31	4.03	1.22	.46	.63
	7 th -9 th	38	4.24	1.28		
	10 th -12 th	35	4.31	1.16		
Go to college.	3rd-6 th	31	4.13	1.20	.56	.58
	7 th -9 th	38	4.29	1.11		
	10 th -12 th	35	4.43	1.14		
Have a job that pays well.	3rd-6 th	31	3.19	1.28	2.42	.09
	7 th -9 th	38	3.24	1.28		
	10 th -12 th	35	4.06	1.28		
Have a job you like doing.	3rd-6 th	31	3.80	1.18	.46	.67
	7 th -9 th	38	4.42	1.02		
	10 th -12 th	35	4.21	1.12		
Be involved in community service.	3rd-6 th	31	4.43	1.31	.02	.98
	7 th -9 th	38	4.06	1.02		
	10 th -12 th	35	4.08	1.13		
Have a happy family life.	3rd-6 th	31	4.11	1.22	.41	.67
	7 th -9 th	38	4.03	1.09		
	10 th -12 th	35	4.18	1.13		
Be able to live wherever you want.	3rd-6 th	31	4.29	1.28	.39	.68
	7 th -9 th	38	3.97	1.17		
	10 th -12 th	35	4.13	1.17		
Be able to buy the things you need.	3rd-6 th	31	4.23	1.25	.07	.93
	7 th -9 th	38	3.97	1.12		
	10 th -12 th	35	3.92	1.29		
Be able to do things you want.	3rd-6 th	31	4.03	1.44	.97	.38
	7 th -9 th	38	3.74	1.13		
	10 th -12 th	35	3.97	1.20		
Be respected in the community.	3rd-6 th	31	4.17	1.60	.37	.69
	7 th -9 th	38	3.90	1.12		
	10 th -12 th	35	4.00	1.15		
Be involved helping other people.	3rd-6 th	31	4.17	1.41	.03	.97
	7 th -9 th	38	4.13	1.08		
	10 th -12 th	35	4.16	1.11		
Have Friend You Can Count on	3rd-6 th	31	4.20	1.34	.06	.94
	7 th -9 th	38	4.13	1.18		
	10 th -12 th	35	4.16	1.17		
Be healthy.	3rd-6 th	31	4.20	1.31	1.79	.18
	7 th -9 th	38	4.13	1.39		
	10 th -12 th	35	4.18	1.19		
Be safe.	3rd-6 th	31	4.09	1.31	2.74	.07
	7 th -9 th	38	3.58	1.38		
	10 th -12 th	35	3.45	1.21		
Be active in religious community.	3rd-6 th	31	4.00	1.30	.06	.94
	7 th -9 th	38	3.52	1.41		
	10 th -12 th	35	3.37	1.08		
Spend time in prayer or spiritual reflection.	3rd-6 th	31	4.06	1.41	2.75	.07
	7 th -9 th	38	4.13	1.08		
	10 th -12 th	35	4.16	1.11		

Table 37

Analysis of Variance and Means for Composite Score for Positive View of the Future and Grade

Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
3rd-6 th	31	3.90	1.10	.51	.60
7 th -9 th	38	3.99	.94		
10 th -12 th	35	4.14	.99		

Table 36 represents the results ran from an ANACOVA of composite score of positive view of the future with a fixed factor of 4-H involvement and covariance of gender, race and grade. The analysis uses a corrected model of significance based on the fixed factor with consideration of the other factors that have effect on the same variable.

The univariate analysis gives a corrected model for positive view of the future as having $F=1.58$ with $p=.19$ which is not significant. F ratio for 4-H involvement is $F=.00$ with $p=.99$ showing that 4-H involvement is not significant with positive view of the future levels within the sample population. Following a review of all data, it is determined that we will fail to reject null hypothesis five.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine youth leadership through variables of empathy, self-esteem, community involvement, and positive view of the future within the context of both 4-H and non-4-H members in an urban setting.

The following null hypotheses were developed in order to accomplish the purpose:

H01: There is no relationship between leadership and empathy, self-esteem, civic development, and positive view of the future.

H02: There is no difference among 4-H members' empathy levels when compared to non-4-H participants.

H03: There is no difference among 4-H members' self esteem levels when compared to non-4-H participants.

H04: There is no difference among 4-H members' community involvement levels when compared to non-4-H participants.

H05: There is no difference among 4-H members' positive view of the future when compared to non-4-H participants.

The study utilized a causal comparative design which relies on both a treatment and control group with observations of both. The observation method within this study was a questionnaire. This ex post facto design uses a treatment that is naturally occurring instead of created by the researcher (Tuckman, 1999). For the purpose of this study, 4-H involvement is the treatment that is being compared to leadership levels through

characteristics of empathy, self esteem, community involvement, and positive view of the future. Other variables that are measured to show causality of 4-H involvement are the independent variables of gender, race, and grade.

Sample

The population of the study is $N=104$ 4-H and non-4-H members in Denton County ($n=5$), Harris County, ($n=15$), Lubbock County ($n=20$), Montgomery County ($n=40$), Nueces County ($n=17$), and Travis County ($n=17$). 4-H member population equaled 66.3% while non 4-H membership equaled 33.7% participants. Participant age was indicated by grade level. Participants were in grades fourth through twelfth grade. Ninth grade, eighth grade, and fifth grade were the top three grade levels. Participant majority is Hispanic (45.2%) with White/Caucasian (35.6%) as the second largest population in the sample. Gender was broken down by male and female with females consisting of 62.5% of the sample while 37.5% was male.

Counties were selected through a cluster sample with already formed groups participating in the survey opposed to random sampling. Use of cluster sampling decreases generalization along with sample size. Length of the questionnaire also contributed to the lack of participation from selected counties. These limitations and sampling errors decrease the generalizability of the results and make the results only applicable for the sample group.

Findings and Conclusions

The conclusions for this study are based on the findings from each variable set which is designated by its own questions, and answers one of the five null hypothesis. Each hypothesis will be presented along with results that represent the variable supporting that hypothesis. Following the summary of the conclusions, each hypothesis of the study will be presented and correlated with the supporting questions. Furthermore, a summary of study comparisons will be presented along with recommendations results from review of the comparisons.

Null Hypothesis One

Hypothesis one states there is no relationship between leadership and empathy, self worth, civic development, and positive view of the future. Hypothesis one was answered by using Pearson's Product Moment Correlations. Composite scores for each of the variable were correlated against each other, 4-H involvement, race, gender, and grade.

Community involvement correlates positively with empathy, self-esteem and positive view of the future. With a value of .24 and .21, the positive correlation represents are small effect sizes using Cohen (Field, 2005; Cohen, 1988, 1992) scale of effect size. The small amount according to Cohen's scale would represent 1% of variance. Empathy correlates at .43, which represents a medium effect and is scale is 9% of variance, according to Cohen's scale. Community involvement also has a positive significant correlation with 4-H Involvement (.29), which constitutes a small effect size. All other correlations were not significant.

Empathy correlates significantly and positively with community involvement, self-esteem, and positive view of the future. The correlation falls into the small effect size with community involvement (.24) and self-esteem (.25) and medium effect size with positive view of the future (.32). All other correlations were not significant.

Self-esteem correlates positively with community involvement, self-esteem, and positive view of the future. Self-esteem had the previously mentioned .43 positive correlation with community involvement, which was the only medium effect size for self-esteem. Positive view of the future has a correlation of .25, along with the .24 of empathy, represent a small effect size. Race correlated significantly with self-esteem at .20, which represents a significant correlation, but a small effect size. The last characteristic positive view of the future, as previously stated, had significant positive correlation with community involvement (.21), empathy (.32), and self-esteem (.26).

With the significant positive correlation among each of the characteristics, (community involvement, empathy, self-esteem, and positive view of the future) it is noted that there is a connection between the sections and what they measure. With this correlation, we will reject the null hypothesis that there is no relationship between leadership and empathy, self esteem, community involvement and positive view of the future. *Empathy, community involvement, self esteem, and positive view of the future can be indicators of leadership.*

With Pearson's correlation showing a positive correlation between each of the variables, it is an assumption that the link between each of the variables is its relationship with leadership development within youth. The Life Skills Model (Iowa

State Cooperative Extension-4-H and Youth Development Program, 2006) indicates the use of many characteristics in the development of youth. Each of the variables and leadership are part of the wheel and the growing process. These results are also consistent with results of the Montana 4-H and Youth development study (Astroth and Haynes, 2001), which found each of these characteristics to be important and linked in youth development and leadership development.

Other organizations other than 4-H have done overall Positive Youth Development Studies and have included these constructs as part of leadership education. One of these studies is the Boy Scout of America Study done in 1998, in which they concluded that any program that offers leadership initiatives has the potential to increase leadership development (Boy Scout of America Publication, 1998). Within this study, they also relate their leadership programming and development to six initiatives that help to build character and leadership skills within scouts. Even though the six are not worded exactly the same, they represent similar characteristics and constructs as the four constructs we looked at to represent leadership, self-esteem, empathy, positive view of the future, and community involvement. These would be “strong personal values and character, a positive sense of self-worth, caring and nurturing relationships with parents, other adults and peers, a desire to learn, productive and creative use of time, and social adeptness” (Boy Scouts of America Publication, 2000).

Other studies and the positive correlations that were found to be consistent with the assumption made in our hypothesis, we can draw the conclusion that there is a connection between empathy, self-esteem, community involvement, and positive view of

the future as elements of measuring leadership skills. With this information and the positive correlations that were discussed in the findings in chapter IV and in chapter V, we will reject the hypothesis that there is no connection between leadership and empathy, self-esteem, positive view of the future and community involvement.

Null Hypothesis Two

The second null hypothesis, stated in chapter I, was there is no difference among 4-H member's empathy levels when compared to non-4-H participants. Nine questions were identified for empathy. Empathy questions were scaled from Not Well to Very Well. Two questions within the nine selected questions were negatively responded and were recoded in order to represent the data appropriately. The questions were: "I don't feel sorry for other people when they are having problems," and "When I see someone being treated unfairly, I don't feel sorry for them."

Analysis of Variance (ANOVA) was administered for race, gender, grade and 4-H involvement for each individual question that makes up the empathy section. An ANOVA was also run for the composite score of empathy for 4-H involvement, gender race and grade. None of the questions were found to be significant with ANOVA. The composite value for F was $F=.00$ with $p=.99$.

An ANCOVA of composite score of empathy with a fixed factor of 4-H involvement and covariance of gender, race and grade were processed to target for covariance. The analysis uses a corrected model of significance based on the fixed factor with consideration of the other factors that have effect on the same variable.

The univariate analysis gives a corrected model for empathy as having an $F=.88$ with $p=.48$. The F ratio for 4-H involvement was $F=.00$ with $p=.95$ showing that 4-H involvement is not significant with empathy levels with this sample. Following a review of all data, it is determined that we will fail to reject null hypothesis two.

No results were found to be significant for empathy levels based on any of the independent variables in which we used. This lack of significance can be linked to the aforementioned lack of respondents and low N , which decrease the effectiveness and generalizability of the results along with the significance of the results due to the need of having a larger sample size in order to be able to see a difference.

Null Hypothesis Three

The third null hypothesis, stated in chapter I, was there is no difference among 4-H member's self esteem levels when compared to non-4-H participants. For self-esteem, fourteen questions were identified. Self-esteem questions were scaled from strongly disagree to strongly agree. Five questions within the fourteen selected questions were negatively responded and were recoded in order to represent the data appropriately. The questions were: "At time, I think that I am not good at all," "I feel I do not have much to be proud of," "Sometimes, I feel like my life has no purpose," "It's not really my problem if my neighbors are in trouble and need help."

Analysis of Variance (ANOVA) was administered for race, gender, grade and 4-H involvement for each individual question that makes up the self-esteem section. An ANOVA was also administered for the composite score of self-esteem for 4-H involvement, gender race and grade.

None of the questions were found to be significant with ANOVA. The composite F ratio was $F=.78$ with $p=.38$. With the significance level above .05, 4-H involvement was found to not be significant with self esteem levels within the sample.

Analysis of variance for race for self-esteem included the following significant results. The composite F ratio for race and self-esteem was $F=4.25$ with $p=.04$. With the significance level below .05, race was found to be significant with self-esteem levels. Following a review of all data, null hypothesis three is rejected. *Race has a significant impact on self-esteem.*

Our sample shows a significance impact on variance of self-esteem levels based upon race. The largest population within this sample size was Hispanic/Latino. Even though these findings are not directly relevant to 4-H involvement or our hypothesis, the information of race having a significant impact could be portrayed to the groups involved in order to increase programming or adding elements of programming to the existing programming to focus on the component of self-esteem.

In an article (Williams, 2004) “Analysis of Minority Participation in Texas’s East Region 4-H and Youth Development Program in Relationship to leadership, marketing, and Educational Opportunities,” the recommendation was made to alter program distribution to certain audiences by cultural influences and other recommendations in order to find the best way in which that audience intake information. One recommendation within this was to have smaller and more frequent meetings in order to meet the needs of that particular focus group (Williams, 2004). This basis can also be tied to not only those youth in the 4-H program within this sample but those who are not

involved in 4-H program. The delivery style and method in which to increase the intake of these types of programs and skills that could increase self-esteem levels within Hispanic youth.

Null Hypothesis Four

The fourth null hypothesis stated in chapter I is there is no difference among 4-H member's community involvement levels when compared to non-4-H participants. For community involvement, six questions were identified. Community involvement questions were scaled from strongly disagree to strongly agree. All questions were positively written.

Analysis of Variance (ANOVA) was run for race, gender, and grade and 4-H involvement for each individual question that makes up the community involvement section. An ANOVA was also run for the composite score community involvement for 4-H involvement, gender, race and grade.

The composite F ratio was $F= 7.30$ with $p=.01$. With the significance level below .05, 4-H involvement was found to be significant with community involvement levels within the sample. An univariate analysis was used to produce a corrected model of significance based on the fixed factor (4-H involvement) with consideration of covariance (gender, race, and grade).

The univariate analysis gives a corrected model for community involvement as $F=2.35$ and $p=.06$, which is not significant. F ratio for 4-H involvement is $F=4.42$ and $p=.04$ showing that 4-H involvement is significant within influencing community involvement within the sample. No other factor within the construct of community

involvement was significant. *4-H involvement has a significant impact on community involvement.*

According to the results of this sample, 4-H members are significantly more likely to be involved in their community than youth who are not involved in 4-H. Since the sample is small and cluster sampled, the results can not be applied to the 4-H program as a whole. Astroth and Haynes (2001) also found that youth who were involved in 4-H, compared to those who were not involved in 4-H, reported adults use them as an asset within the community and are more apt to consult their opinions on community-wide practices. Their report found that Montana 4-Hers were more likely to be involved within their community than those who are not involved in 4-H (Astroth & Haynes, 2001).

Community involvement and engagement can lower crime rates and boost economic competitiveness (Quon Huber, Frommeyer, Weisenbach, Sazama, 2003). Youth participation in communities also is an asset to the community also can create adult and youth partnerships, which can increase positive influences within youth's lives. Swisher and Whitlock also include a model of how urban youth development can be effected by community, which can be linked to the need for community involvement. Their model banks on "neighborhood demographics which leads to neighborhood social capital which lead to neighborhood quality which lead to positive youth outcomes" (Swisher & Whitlock, 221). This model, in conjunction with Huber, embarks on the need for youth to have positive role models and the chance to have positive involvement within their

neighborhoods for their own development. These two models encompass the positive influences and needs for having positive community involvement for youth.

If you take these two urban youth-based models and studies, and combine them with the results from our sample, along with results from other 4-H studies, you find the need for continual programming that involves youth within their communities. Also you find the positive impact involvement has on youth's development and according to Astroth and Haynes (2001), leadership development. Following a review of all data, it is determined that we will reject null hypothesis four.

Null Hypothesis Five

The fifth null hypothesis stated in chapter I is there is no difference among 4-H member's positive view of the future levels when compared to non-4-H participants. For positive view of the future, seventeen questions were identified. Positive views of the future questions were scaled from very low to very high. All questions were positively written.

Analysis of Variance (ANOVA) was run for race, gender, grade and 4-H involvement for each individual question that makes up the positive view of the future section. An ANOVA was also run for the composite score of positive view of the future for 4-H involvement, gender, race and grade.

The composite F ratio was $F=.00$ with $p=.96$. With the significance level above .05, 4-H involvement was found to not be significant with positive view of the future levels within the sample. Following a review of all data, it is determined that we will fail to reject null hypothesis five. *Race has a significant impact on positive view of the future*

The composite F ratio for race and positive view of the future was $F=4.97$ with $p=.03$. With the significance level below .05, race was found to be significant with self-esteem levels.

Our sample shows a significant impact on variance of positive view of the future based on race. The largest race for this sample was Hispanic/Latino. Even though these findings are not relevant to 4-H involvement, the information gained from this analysis within these areas could be used to create programs to meet this need for these specific populations. One recommendation based on these findings would be to conduct a needs assessment of whether programming that focuses on these two components is necessary for areas in which the majority of the clientele is Hispanic.

Ginsberg et. al. found in a study of 2800 Philadelphia youth that education and jobs were of high importance for success in the future for those youth. The study also concluded the role models and positive adult influences were an immediate need and factor on success of youth in the future (Ginsburg et al., 2002). This study can relate to our findings of race and positive view of the future with the implications of the needs of minorities within society to help them succeed and reach their potential. The Philadelphia study was 73% African American and 19% Hispanic (Ginsburg et al., 2002), and even with the variance This study connects the needs of certain races and minorities in urban situations in order to provide that need and programming for those youth.

Race was not a said hypothesis, but the finding relates a need for continued study by those members of extension within the sample areas. A needs assessment of those youth

would provide the information necessary to continue to provide programs that would increase their positive view of the future and help them to reach their goals.

Recommendations

1. Repeat the study with a more representative sample.

Time schedules for county agents are hectic at most times of years, as are those of other youth development personnel. Offering the questionnaire during a different time of the year might help increase the sample size, enabling the study to be more generalizable. Another possibility for increasing the sample would be to increase incentives for programs and youth, especially those who are not involved in the 4-H program. Increasing partnerships through more pointed effort to target non-4-H programs, and increasing agents follow-through by additional communication, materials, and instructions provided by the state office could also generate a larger sample size.

2. Vary the type of delivery for the questionnaire.

Offering the questionnaire via online resources, or another electronic medium could increase number of participants and also give the youth a chance to do the questionnaire in sections instead of one sitting. This option might increase the answers due to increasing the focus of the youth for a short period of time. Designing the questionnaire to be broken down into sections or lessons that are independent of each other could constitute a chance of reaching more youth. Also offering it via internet could increase participation through easier access and no limits on number of participants.

This would also decrease the time needed in advance to perform the collection (for instance with paper materials it took one-month advance notice to order materials from Tufts University).

3. Further study race as an indicator of positive view of the future and self-esteem.

The study for this sample concluded that race had an affect on positive view of the future and self-esteem. In order to look more into these constructs, I would recommend repeating a study on these two particular constructs and Hispanics in order to see if there is a need to increase programming in these areas for that particular race.

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APPENDIX A

TEXAS 4-H POSITIVE YOUTH DEVELOPMENT STUDY

ONE PAGE INFORMATION SHEET

Overview of the Study

Texas 4-H is partnering with Tufts University to conduct a study of positive youth development. The study is funded through the National 4-H Council. The purpose of the study is to learn more about the kind of experiences that help children develop into healthy, productive, and capable adults.

In Texas the last impact assessment of the Texas 4-H Program was done in 1999. These benefits include:

- Proving the worth and importance of the 4-H Youth Development Program.
- Gleaning information that can be communicated to the legislative budget board and used for support of the program.
- General marketing of the 4-H program and recruitment.
- Affirmation of the positive benefits of Texas 4-H.
- Improvement and adjustment of specific areas of the 4-H program so that the 4-H program can better serve the Youth of Texas.

Our Plan

The 2006 Texas 4-H Impact Assessment will be delivered in the following manner:

- Each district will target two counties to participate in the study. Local programs can be financially compensated through Tufts University.
- Of these two counties, one county will lean toward an urban population and one will lean toward a rural population.
- Each county will delegate or select a lead data collector and can have up to two assistants with the data collection
 - The lead data collector will receive \$100 dollars and each assistant will receive \$75 compensation
- The County Extension Agents will select schools, after school programs or other youth events in which data is collected from both 4-H and non-4-H youth.
- Consent forms and a Parent Questionnaires will be mailed to each participant.
 - Each parent must fill out a consent form before the youth can participate in the study
- If a school or after school program is chosen the school will receive a \$50 gift certificate to Barnes and Noble for their participation.
- The youth who participate will be entered in a National drawing to win an Apple IPOD.
- The youth will also receive a small prize, such as 4-H wrist bracelets, etc.

APPENDIX B

TEXAS 4-H POSITIVE YOUTH DEVELOPMENT STUDY

INFORMATION BOOKLET

Overview of Study

Texas 4-H is partnering with Tufts University to conduct a study of positive youth development. The study is funded through the National 4-H Council. The purpose of the study is to learn more about the kind of experiences that help children develop into healthy, productive, and capable adults.

In Texas the last impact assessment of the Texas 4-H Program was done in 1999. The benefits then and the benefits now of a study include:

- Proving the worth and importance of the 4-H Youth Development Program.
- Gleaning information that can be communicated to the legislative budget board and used for support of the program as well as Commissioners Courts
- General marketing of the 4-H program and recruitment.
- Affirmation of the positive benefits of Texas 4-H.
- Improvement and adjustment of specific areas of the 4-H program so that the 4-H program can better serve the Youth of Texas.

General Information

The 2006 Texas 4-H Impact Assessment will be delivered in the following manner:

- Each district has been asked to target two counties to participate in the study. Local programs can be financially compensated through Tufts University.
 - Each county can have more than one site. Depending on the number of participants per site depends on how the stipend is split.
- Of these two counties, one county will lean toward an urban population and one will lean toward a rural population.
 - Urban for this project will be counties that are larger than 50,000
- Each county will delegate or select a lead data collector and can have up to two assistants with the data collection
 - The lead data collector will receive \$100 dollars and each assistant will receive \$75 compensation

- The County Extension Agents will select schools, after school programs or other youth events in which data is collected from both 4-H and non-4-H youth.
- Consent forms and a Parent Questionnaires will be mailed to each participant.
 - Each parent must fill out a consent forms before the youth can participate in the study
- If a school or after school program is chosen the school will receive a \$50 gift certificate to Barnes and Noble for their participation. This communication will come directly between the school/after school program and Tufts University.
- The youth who participate will be entered in a National drawing to win an Apple IPOD.
 - This prize will be drawn and the youth will be emailed or telephoned based on the information that they provide on the front of their survey
- It is possible to purchase prizes with the stipend that is provided by Tufts University for Data Collectors
 - Groups that have already complete data collection have used this money to purchase gift certificates to Hastings or Best Buy and T-Shirts that the kids could win the day of the data collection.

The youth will also receive a small prize, such as 4-H wrist bracelets, etc.

The Materials

The following is a list of materials and descriptions for each that will be apart of the Texas 4-H PYD Study

- Parent Packet- the parent packet is the document that consists of the following forms that will be given to each parent of students that are participating.
 - Consent Forms- The consent form is required by both the Texas A&M IRB and the Tufts University IRB in order for the child to participate. Each IRB requires a different form; both forms must be signed and filled out by parents in order for the child to participate.
 - Assent Forms- Texas A&M IRB requires a separate youth assent form to be signed by the youth along with the consent form. This form can be signed the day of the collection (with younger youth it might be necessary to explain what this form is to them.)
 - Parent Questionnaire- this document is a brief survey for the parents to fill out to collect data and information that is necessary and viable to the study that the youth may not know or understand. This survey is available in both English and

Spanish (Spanish copies must be asked for specifically by the set date explained in the next section)

- Student Questionnaire- A survey instrument that looks at different areas of youth development through means of sections that look at area of information about themselves and their feelings, their family, their activities, and their community.
 - The front page of the questionnaire will ask youth for their name and address this information will not be linked with the youth but will be used to provide them with a number.
 - The front of the questionnaire will also have a section for Site ID. Our Site ID for the state of Texas is 163. Have the youth fill this in when you are explaining instructions
- Data Collection Forms- These forms include:
 - Data Collection Information- this form is where the names of data collectors, number of participants, time started, time ended, brief summary of collection and any problems that occurred during the collection
 - Data Collector Assurance Form- This form is for the lead data collector to sign and assure that the results and forms are correct to the best of their knowledge
 - Data Collection Protocol- This form will give the data collector information that needs to be done prior, right before, during, and after the collection.
 - Questions Form- This form is for any questions that the youth may ask during the survey.
 - Leader Information Form- This form is to be filled out by an adult leader of the group so that more information on the group maybe given and used in the survey (there are additional forms if the group participated previously in Health Rocks)
 - Tax Form- This is for each of the data collectors to fill out in order for them to be paid for their collection.
- All of these items will be packaged at the Texas 4-H office and shipped to the County Extension Office.

Site Preparation

- **The Following are steps that need to be completed in order to set up a site and have the information necessary for data collection:**
- Choose a group or groups to work with.
 - This might be partnering with a local school system

- Local after school program,
- 4-H activity or other program that helps to meet the requirements of both 4-H and non-4-H youth.
- It is necessary though to realize that this needs to be a specifically planned effort because the survey takes approximately an hour to complete.
- Meet with members of the group or groups that you will be partnering with (this could be meeting with the After School Coordinator or the School Principal or other depending on the type of site(s) you have selected.)
- Choose a date(s). Make sure to contact the groups that you are working with to make sure these dates also work with them and can be added into their schedule as well.
- Once date is selected coordinate with the group that you are administering the survey with to find out how many youth are participating and the best possible way to send home parent packets.
 - Options for consent packets depending on the type of program
 - Mail to each youth that will participating a parent packet (if this is the option local postage must be covered by the County Extension Office)
 - If in a school or after school setting-send home with each youth a packet of information and have a set deadline to bring back the consent form (the deadline help assure that all youth participating have a signed consent form to participate)
- Identify number of youth participating approximately 30 days before collection.
 - Send this number to Erika Bonnett via email at edbonnett@ag.tamu.edu. (This time amount is necessary so that Tufts University can be notified and both the parent packets and questionnaires can be sent.)
 - **This must be done in advance**
- Once received, parent packets and student questionnaires, as well as supplies (pencils, bracelets for giveaway, granola bar for snack, and data collection forms) will be sent to your office.
- Each site will have a lead data collector—this can be a County Extension agent, a classroom teacher, a volunteer, after school programmer, etc. This will be the person that will make sure that the data collection runs smoothly and will be in contact with the Erika at the State 4-H Office. This person will receive a stipend of \$100.

- If the data collection is large or it is necessary to have an outside person, it is also possible to have Erika Bonnett, from the Texas 4-H Office or a member from Tufts University to come out to help with the collection.
- Each site, depending on size can have up to three assistant data collectors also. Each of these assistants will earn \$75 each for the data collection.
 - The maximum number of assistants is three.
 - This will vary depending on group size.
- Once the data collection has been complete all materials will be boxed up in the box that they were sent in and mailed back to Erika Bonnett at the State 4-H Office.
 - This information includes:
 - Consent Forms (both Texas Consent Form and Tufts University Consent Form)
 - Assent Form
 - Student Questionnaires
 - Extra Materials and Supplies
 - Data Collection Materials and Forms
 - This information will be mailed to:
 - Erika Bonnett
 - Texas 4-H and Youth Development
 - 7607 Eastmark Dr.
 - Suite 101
 - College Station, TX 77840
- This should be mailed back to Erika Bonnett **NO LATER THAN ONE WEEK AFTER THE COLLECTION.**

ANY QUESTIONS? FEEL FREE TO CONTACT DR. JEFF HOWARD OR ERIKA BONNETT AT THE TEXAS 4-H OFFICE AT (979) 845-6533 OR BY EMAIL AT J-HOWARD@TAMU.EDU OR EDBONNETT@AG.TAMU.EDU

APPENDIX C

TEXAS 4-H STUDENT ASSENT LETTER

4-H Study of Positive Youth Development

I have been asked to take part in a research study. I understand the study is interested in finding out about the kind of things that are important to youth. There will be questions about me, the kinds of things I do, my school, my health, my family and my friends.

I understand that I will be filling out a survey form which may take as long as 90 minutes. I understand that I will be asked questions that I may not feel good about answering but that my responses will be a secret from everyone and no one will be able to know which survey is mine.

By participating in this survey, my answers will help researchers who work with children to know more about ways to help kids grow up to be good people. I will not receive any payment for completing the survey.

This study is confidential (people will not be able to tell which survey was mine) and the records will be kept private. There will be nothing on the survey which will link me to the study or to any of the reports which will be made. Research records will be stored securely and only Dr. Jeff Howard will have access to the records.

If I decide to fill out the survey, I do not have to fill out any part of the survey that makes me feel uncomfortable. I can quit filling out the survey at any time. My grades or my school standing will not be affected by whether I participate or not. I can contact Dr. Jeff W. Howard, Associate State Program Leader for 4-H and Youth at (979) 845- 6533 (j-howard@tamu.edu) or Erika Bonnett, Masters Degree Graduate Student at (979) 458-4227 (edbonnett@ag.tamu.edu) with any questions me or my family may have.

This research project has been reviewed by the Institutional Review Board- Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, I can contact the Vice-President for Research at (979) 845-8585 (mbuckley@tamu.edu.)

I have read the above information. I have asked questions and have received answers to my questions. I have been given a copy of this consent document to keep with me. By signing this document, I agree to participate in the study.

Signature of Student and Date

Signature of Principal Investigator

Questions or concerns may be directed to: Erika Bonnett, MS, Graduate Student
(845) 979-6533

APPENDIX D

TEXAS 4-H PARENT CONSENT LETTER

4-H Study of Positive Youth Development

Your child has been asked to participate in a research study. I understand the study is interested in finding out about the kind of things that are important to youth. There will be questions about your child, the kinds of things your child does, their school, their health,, their family and their friends.

Your child will be filling out a survey form which may take as long as 90 minutes. Students will be asked questions which involve sensitive subject matters in topics such as physical development, family and personal relationships, and activities outside of school. In addition, we are asking parents to complete a brief survey to receive some information that is difficult for children to provide, but extremely important to this study.

By participating in this survey, student's answers will help researchers who work with children to know more about ways to help kids grow up to be good people. No payments will be made for completing the survey.

This study is confidential and the records will be kept private. There will be nothing on the survey which will link your child to the study or to any of the reports which will be made. Research records will be stored securely and only Dr. Jeff Howard will have access to the records.

Your child is not required to fill out any part of the survey that makes them feel uncomfortable. They can quit filling out the survey at any time. Student grades or standing will not be affected by whether I participate or not. I can contact Dr. Jeff W. Howard, Associate State Program Leader for 4-H and Youth at (979) 845- 6533 (j-howard@tamu.edu) or Erika Bonnett, Masters Degree Graduate Student at (979) 458-4227 (edbonnett@ag.tamu.edu) with any questions me or my family, may have.

This research project has been reviewed by the Institutional Review Board- Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, I can contact the President for Research at (979) 845-8585 (mbuckley@tamu.edu).

I have read the above information. I have asked questions and have received answers to my questions. I have been given a copy of this consent document to keep with me. By signing this document, I agree that my child may participate in the study.

Signature of Parent and Date

Signature of Principal Investigator

Questions or concerns may be directed to: Erika Bonnett, Masters of Science Graduate Student
(979) 845-6533

APPENDIX E

POSITIVE YOUTH DEVELOPMENT QUESTIONNAIRE DESIGNED BY TUFTS
UNIVERSITY

In Revised Format:

**STUDENT
QUESTIONNAIRE**

We hope that you will answer all questions. However, you may skip any questions that you do not wish to answer. Please answer all questions honestly. Fill in ONE circle to answer each question. Mark the answers that feel right when you first read them.

Confidentiality procedure: All of your answers will be kept confidential. We will not discuss the information you provide with your parents, your school or anyone else. As soon as we receive your questionnaire, we will assign it an ID number. We will then remove the top page with your name on it from your questionnaire so that your answers are not linked with your name. Thank you for your help!

What is your name?

First name
.....
.....
Middle Name or
Initial.....
.....
Last
Name.....
.....
..

What is your

Number and street, road,
avenue etc.
.....

Apartment number
.....
.....
Town/City
.....
.....
State.....
.....
..
Zip code
.....
.....

**What is your telephone
number at home (area
code first)?**

**Do you have access to
the internet?**

Yes
No

Site ID

**What is your email
address?**

**Name of School or
program:**

**Name of your
parent/guardian**
**Some questions in this
survey ask about your
parents. In this survey,
the term “parents” refers
to the adult or adults
who are
most responsible for
raising you now. They
could be your parents,
foster parents,
stepparents, or
relatives/guardians. If
you have both natural**

**parents and stepparents,
answer for the one who
is most important in
raising you.**

**PLEASE READ THE
INSTRUCTIONS FOR
EACH SECTION.
IF YOU DO NOT
UNDERSTAND
SOMETHING, PLEASE
ASK US.
ABOUT ME**

1. I am a:

Male
Female

**2.a What month were
you born?**

January
February.....
March
April
May
June
July.....
August
September.....
October
November.....
December.....

**2.b What day were
you born?****2.c What year were you
born?****3. What is your current
grade?**

5th grade
6th grade
7th grade
8th grade
9th grade
10th grade

11th grade
 Other (please specify):

4. What is your race/ethnicity?

Asian, Asian American or Pacific Islander, including Chinese Japanese and others
 Black or African American
 Hispanic or Latino/a, including Mexican American, Central American, and others
 White, Caucasian, Anglo, European American; not Hispanic
 American Indian/Native American
 Multiethnic or multiracial (more than one race or ethnicity, please specify below)
 Other (write in):

5. What is your religion?

None
 Protestant (Baptist, Methodist, etc.)
 Catholic
 Jewish
 Buddhist
 Hindu
 Muslim
 Other religious affiliation (please specify):

6 What school will you be attending in September 2006?

7. School location

City

 State

8. Use the numbers below to indicate how much you agree or disagree with each statement.

1. I have spent time trying to find out more about my ethnic group, such as its

history, traditions and customs.

- (4)
Strongly agree
- (3)
Agree
- (2)
Disagree
- (1)
Strongly disagree
- 2. I am active in organizations or social groups that include mostly members of my own ethnic group.....
- 3. I have a clear sense of my ethnic background and what it means for me.
- 4. I think a lot about how my life will be affected by my ethnic group membership.
- 5. I am happy that I am a member of the group I belong to.
- 6. I have a strong sense of belonging to my own ethnic group.
- 7. I understand pretty well what my ethnic group membership means to me.
- 8. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.....
- 9. I have a lot of pride in my ethnic group.
- 10. I participate in cultural practices of my own group, such as special food, music, or customs.
- 11. I feel a strong attachment towards my

own ethnic group.....

12. I feel good about my cultural or ethnic background.

9. What languages do you speak in your daily life (check all that apply)?

English
 Spanish
 Chinese
 Russian
 Vietnamese
 Creole
 Other (please specify):

10. If you often use languages other than English, what language do you usually:

Speak at home?.....

 Spanish Chinese Russian
 Vietnamese Creole Other
 Use with your parents?

 Use when you talk (or think) to yourself?.....
 Use at school?

Use for talking with your friends?.....
 Use with your brothers and sisters?.....

11. How well do you:

Speak English?

 Not at all Not well Well Very Well
 Read English?.....

 Understand English?.....

12. How tall are you?

Feet
Inches

13. How much do you weigh?

14. How many hours of sleep per night do you usually get (on average)?

- 4-5 hours
- 6-7 hours
- 8-9 hours
- 10 or more hours

15. When was the last time you were seen by a doctor or other health professional (NOT including the school nurse)?

- In the last year
- 1 year ago
- 2 years ago
- 3-4 years ago
- 5-6 years ago
- Over 6 years ago

16. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?

- In the last year
- 1 year ago
- 2 years ago
- 3-4 years ago
- 5-6 years ago
- Over 6 years ago

17. How do you describe your weight?

- Very underweight
- Slightly underweight
- About the right weight
- Slightly overweight
- Very overweight

18. Which of the following are you trying to do about your weight?

- Lose weight
- Gain weight
- Stay the same weight
- I am not trying to do anything about my weight

19. If you are trying to lose or gain weight, how are you trying to do this (please mark all that apply)?

- Through your eating habits (eating less/more)
- Through exercise
- Other (please specify):

20. Please fill in boxes below about the people who currently live in the same house or apartment with you. If you live in more than one home, please describe the household where you spend more time.

- Father.....
-
- 1 2 3 4 5 or more
- Stepfather.....
-
- Mother.....
-
- Stepmother.....
-
- Adoptive parent.....
-
- Foster parent.....
-
- Brother.....
-
- Stepbrother.....
-
- Sister.....
-
- Stepsister.....
-
- Cousin.....
-
- Grandparent.....
-
-

Aunt and/or uncle.....

.....
Adults who are not your relatives

Children who are not your relatives.....
21. What is the most important/meaningful thing that you do? Why?

22. How much do you agree or disagree with the following?

1. At school, I try as hard as I can to do my best work.
.....
.....
Strongly Disagree Disagree Not Sure Agree Strongly Agree
2. It is against my values to drink alcohol while I am a teenager.....
.....
3. It is against my values to have sex while I am a teenager.....
.....
4. On the whole, I like myself.
5. At times, I think that I am no good at all.....
6. All in all, I am glad I am me.....
7. I feel I do not have much to be proud of.
.....
.....
8. Sometimes, I feel like my life has no purpose.
.....
.....
9. When I am an adult, I'm sure I will have a good life.
.....
.....
10. I care about the school I go to.....

11. I often think about doing things so that people in the future can have things better.....

12. It is important to me to contribute to my community and society.....

13. It's not really my problem if my neighbors are in trouble and need help.

14. If I had to choose between helping to raise money for a neighborhood project and enjoying my own free time, I'd keep my freedom.

23. If you imagine yourself doing really well in all areas of your life, what would you be like? What sort of things would you do?

24. How important is each of the following to you in your life?

1. Getting to know people who are of a different race than I am.

- Not Important*
- Somewhat*
- Important Not Sure*
- Quite*
- Important*
- Extremely*
- Important*

2. Helping other people.....

3. Helping to make the world a better place to live in.

4. Giving time and money to make life

better for other people.....

5. Helping to reduce hunger and poverty in the world.....

6. Helping to make sure all people are treated fairly.

25. How important is each of the following to you in your life?

1. Speaking up for equality (everyone should have the same rights and opportunities).

- Not Important*
- Somewhat*
- Important Not Sure*
- Quite*
- Important*
- Extremely*
- Important*

2. Doing what I believe is right, even if my friends make fun of me.

3. Standing up for what I believe, even when it's unpopular to do.

4. Telling the truth, even when it's not easy.

5. Accepting responsibility for my actions when I make a mistake or get in trouble.

6. Doing my best, even when I have a job I don't like.....

26. Think about the people who know you

well. How do you think they would rate you on each of these?

1. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day).

- Not at all*
- like me A little like me*
- Somewhat*
- like me Quite like me*
- Very much*
- like me*

2. Thinking through the possible good and bad results of different choices before I make decisions.

3. Being good at planning ahead.

4. Caring about other people's feelings.

5. Feeling really sad when one of my friends is unhappy.....

27. Think about the people who know you well. How do you think they would rate you on each of these?

1. Being good at making and keeping friends.

- Not at all I*
- ike me A little like me*
- Somewhat*
- like me Quite like me*
- Very much*
- like me*

2. Respecting the values and beliefs of people who are of a different race or

- culture than I am.

 ..
 3. Knowing a lot about people of other races.

 4. Enjoying being with people who are of a different race than I am.

 5. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous.

 6. Staying away from people who might get me in trouble.

 ..

28. How well does each of these statements describe you?

1. I don't feel sorry for other people when they are having problems.....

Not Well
 1 2 3 4
Very Well
 5
 2. When I see someone being taken advantage of, I want to help them.
 3. It bothers me when bad things happen to **good** people.

 4. It bothers me when bad things happen to **any** person.

 5. When I see someone being treated unfairly, I don't feel sorry for them.....
 6. I feel sorry for other people who don't

- have what I have.

 ..
 7. When I see someone being picked on, I feel sorry for them.

 8. It makes me sad to see a person who doesn't have friends.

 9. When I see another person who is hurt or upset, I feel sorry for them.

How do you decide which things in life are important for you? How do you go about accomplishing what you want in life? In this section, we present examples of two different ways people might behave. Imagine that there are two people talking about what they would do in a particular situation. We would like you to decide which person is most similar to you - in other words, which one behaves most like you would. To which person are you most similar? Choose Person A or Person B for each item.

- Person A OR Person B**
1.
I concentrate all my energy on a few things I divide my energy among many things.....
2.
I take things as they come and carry on from there.

I consider exactly what is important for me.....

- 3.**
When I do not succeed right away at what I want to do, I don't try other possibilities for very long.....

I keep trying as many different possibilities as are necessary to succeed at my goal.
4.
When something does not work as well as before, I get advice from experts or read books.....

When something does not work as well as before, I am the one who knows what is best for me.

5.
Even if something is important to me, it can happen that I don't invest the necessary time or effort.

For important things, I pay attention to whether I need to devote more time or effort.

6.
When I want to achieve something difficult, I wait for the right moment and the best opportunity.....

When I want to achieve something difficult, I don't want to wait long for the very best opportunity.....

7.

I don't think long about how to realize my plans, I just try it.....

I think about exactly how I can best realize my plans.....

8.
I make every effort to achieve a given goal. I prefer to wait for a while and see if things will work out by themselves.....

9.
Even in difficult situations, I don't burden others.....

When things aren't going so well, I accept help from others.....

**Person A OR Person B
10.**

When I have started something that is important to me, but has little chance at success, I make a particular effort.
When I start something that is important to me, but has little chance at success, I usually stop trying.....

11.
I am always working on several goals at once.....

I always focus on the one most important goal at a given time.....

12.
Even when I really consider what I want in

life, I wait and see what happens instead of committing myself to just one or two particular goals.....

When I think about what I want in life, I commit myself to one or two important goals. ..

13.
When I decide upon a goal, I stick to it..... I can change a goal again at any time.....

14.
When I want to get ahead, I don't have a tendency to look at how others have done it. ...
When I want to get ahead, I also look at how others have done it.....

15.
When things don't work the way they used to, I look for other ways to achieve them.
When things don't work the way they used to, I accept things the way they are.....

16.
When I can't do something as well as I used to, then I ask someone else to do it for me.
When I can't do something as well as I used to, I accept the change.....

17.
When something doesn't work as well as usual, I look at how others do it.
When something doesn't work as well as usual, I don't spend much time thinking about it.....

18.

I always pursue goals one after the other.....
I always pursue many goals at once, so that I easily get bogged down.....

ABOUT MY ACTIVITIES
We want to know how often you participate in the following community clubs or activities outside of school. Please mark the answer that best describes your participation during this school year or the upcoming summer. If you never participated or no longer participate in the club, program, or activity please mark "Never."

1. Attend a 4-H Camp?
Yes No

2. Community Programs
4-H Clubs
.....
Never
Once a Month of Less
A Couple Times a Month
Once a Week
A Few Times a Week Every Day
Type of Club
4-H After School Programs
.....
Boy Scouts / Girl Scouts
.....
YMCA / YWCA.....
.....
Big Brother / Big Sister.....
..
Boys & Girls Clubs
.....

Local Youth Center

3. Community Sports / Physical Activities: Organized Team Sports / Athletics Outside of School
 Soccer.....

Never
Once a
Month or
Less
A Couple
Times a
Month
Once a
Week
A Few
Times a
Week Every Day
 Hockey

 Football

 Baseball

 Basketball

 Cheerleading.....

 Lacrosse

 Other

 (specify):

4. Community Sports / Physical Activities: Other Organized Sports / Athletics Outside of School
 Gymnastics

Never
Once a
Month of
Less

A Couple
Times a
Month
Once a
Week
A Few
Times a
Week Every Day
 Martial Arts

 Skating

 Other

 (specify):

5. Arts
 Theater Troupe or Theater Group.....
Never
Once a
Month or
Less
A Couple
Times a
Month
Once a
Week
A Few
Times a
Week Every Day
 Painting, Drawing, Sketching Lessons.....
 Music Lessons, or Musical Group.....
 Photography.....

 Dance Lessons / Dance Group.....
 Voice / Singing Lessons.....

 Other

 (specify):

6. Service Activities
 Volunteering Your Time (at a hospital, day care center, food bank, youth program,

community service agency)

Never
Once a
Month or
Less
A Couple
Times a
Month
Once a
Week
A Few
Times a
Week Every Day
 Mentoring / Peer Advising.....
 .
 Tutoring
 others.....

Other Activities
 Paid Work

 Go Out with your friends with no set plans.....

Religious Activities
 Attending Religious Services (at a church, synagogue, mosque, or other religious or spiritual place)

 Religious Education (at a religious school, academy, seminary, etc.)

 Religious Youth Group.....
 ..
 Other

 (specify):

Next, we would like to know how often you participate in the following school clubs or activities. Please mark the answer that best describes your

participation over the last school year. If you never participated please mark "Never."

7. School Clubs or Activities

- School Chorus/ Chorale Group.....
- Never*
- Once a Month or Less*
- A Couple Times a Month*
- Once a Week*
- A Few Times a Week Every Day*
- School Band / Orchestra.....
-
- School Newspaper
- School Government
- Drama Club.....
-
- Academic Club (language, history, etc.)
- Hobby club (chess, stamps, coins, etc.)
- School Sports Teams, Please List (for example: football, baseball, soccer, basketball, tennis, swimming, cheerleading, etc.)
- Other
-
- (specify):
- Other
-
- (specify):
- Other
-
- (specify):

Other

.....

(specify)

8. During the last 12 months, how many times have you been a leader in a group or organization?

- Never*
- Once*
- Twice*
- 3-4 times*
- 5 or more times*

9. Please indicate how often each of the following reasons might keep you from participating more often in special community or school activities or functions (for example: dances, sporting events, clubs, etc.).

- I don't have enough money.....
- Never Rarely Sometimes Often Very Often*
- I don't have the necessary transportation
- My parents don't approve or support the activity
-
- I have too many responsibilities at home.....
- I am working at a paid job
-
- Recreation centers are not open when I want to use them.....
-

10. On an average school day, how many hours do you spend on the following activities?

- Working on homework
- Never*

Less than 1 Hour 1-2 Hours 3-4 Hours 5-6 Hours 7 or More Hours

Watching TV

-
- Playing video games.....
-
- On the Internet (not including for school or video games)
-
- Doing chores.....
-
- Reading for personal interest.....
- Practicing a skill (musical instrument, lessons).....
-
- Exercising or being physically active.....

How often do you do the following things?

11. Helping Others ("Helping" includes any activity that you are not required to do but you do to improve things or make things easier for other people.)

- Help out at home.....
-
- Never Seldom Sometimes Often Very Often*
- Help out at your school
- Help out at your church, synagogue, or other place of worship.....
-
- Help a friend.....
-

Help a neighbor.....

 Help someone you don't know.....
 Help make your city or town a better place for people to live.....

12. Personal Activities

Wear a helmet when riding a bike, roller blading, roller skating, skate boarding, etc.....
Never Seldom Sometimes Often Very Often
 Wear a seat belt when riding in a car or truck

Wear sunscreen when you are outside for more than one hour on a sunny day

13. How many times a week do you:

Eat dinner prepared at home?
1 2 3 4 5 6 7
 Eat dinner prepared at fast food restaurants (such as McDonald's, Burger King, Taco Bell)?.....

 Eat dinner with members of your family?.....

14. For the following, please indicate where you may have participated in the following Anti-Smoking / Healthy Decision Making programs.

Health
 Rocks!.....

Never Had It Had It in School Had It Outside of School

Dare

 Tobacco
 Freeways.....

 Great Body
 Shop.....

 Here's Looking at You.....

 Second Step

 2 Take 10

 Other

 (Specify):.....

15. How often have you felt this way during the past week?

1. I was bothered by things that usually don't bother me

Rarely or None of the Time (less than 1 day)
Some or a Little of the Time (1-2 days)
Occasionally or a Moderate Amount of Time (3-4 days)
Most or All of the Time (5-7 days)
 2. I did not feel like eating; my appetite was poor.....

 3. I felt that I could not shake off the blues, even with help from my family or friends.

 4. I felt that I was just as good as other

people.

 5. I had trouble keeping my mind on what I was doing.

 6. I felt depressed

 7. I felt that everything I did was an effort
 8. I felt hopeful about the future.
 9. I thought my life had been a failure.....
 10. I felt fearful.

 11. My sleep was restless.

 12. I was happy.

 13. I talked less than usual.
 14. I felt lonely.....

 15. People were unfriendly.....

 16. I enjoyed life.....

 17. I had crying spells.

 18. I felt sad.

 19. I felt that people disliked me.
 20. I could not get "going."

16. What does it mean to you to be a religious young person?

17. How well does your answer to the previous question about what it means to be a religious young person describe you?

Not well
 1 2 3 4
Very Well
 5

18. What does it mean to you to be spiritual?

19. How well does your answer to the previous question about what it means to be a spiritual young person describe you?

Not well
 1 2 3 4
Very Well
 5

These days, many people your age are involved in their communities. Young people become involved because of issues that need attention (e.g., pollution, poverty) or out of an interest in trying to make their community a better place to live, for example, by building recreational facilities and teen centers. Below are a list of items that ask you about your involvement in your community.

20.

1. I believe I can make a difference in my community.

1
Strongly Disagree
 2
Disagree
 3
Uncertain
 4
Agree
 5

Strongly Agree

2. By working with others in the community I can help make things better.
 3. People like me and my family can influence political decisions.

4. I talk to my parents/guardians about politics.

5. I'm interested in my parents'/guardians' opinions about politics.....

6. My parents/guardians encourage me to express my opinions about politics and current events, even if they are different from their views.

...

7. I talk to my friends about politics.....

8. I'm interested in my friends' opinions about politics

.....

9. My friends encourage me to express my opinions about politics, even if they are different from their views.....

21.

10. Express your views in front of a group of people

.....

1
I Definitely Can't
 2
I Probably Can't

3
Maybe
 4
I Probably Can
 5
I Definitely Can

11. Write an opinion letter to a local newspaper.

.....

12. Call someone on the phone that you had never met before to get their help with the problem.

.....

13. Contact an elected official about the problem.

.....

14. Contact or visit someone in government who represents your community.....

.....

15. Contact a newspaper, radio, or TV talk show to express your opinion on an issue.....

.....

16. Sign an e-mail or written petition.

22.

17. In a typical week, how often do you watch the local news on TV for information on politics and current events?

.....

.....

1
Most of the Time
 2
Some of the Time
 3
Only Now and

Then

4

Hardly at All

18. In a typical week, how often do you watch national TV news or cable shows (such as CNN) for information on politics and current events?

19. In a typical week, how often do you listen to news about politics and current events on the radio?

20. In a typical week, how often do you read a newspaper for information on politics and current events?

21. In a typical week, how often do you read news on the Internet about politics and current events?

ABOUT MY FAMILY

1. How much do you agree or disagree with the following?

1. I get along with my parents

Strongly Disagree Disagree Not Sure Agree Strongly Agree

2. My parents give me help and support when I need it.....

3. My parents often tell me they love me.

4. I have lots of good conversations with my parents

5. In my family, I feel useful and

important

6. If I break one of my parent's rules, I usually get punished

7. In my family, there are clear rules about what I can and cannot do.

8. My parents spend a lot of time helping other people

9. My parents push me to be the best I can be.

2. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?

Yes Probably I'm not sure Probably not No

3. How often does one of your parents...

1. Help you with your school work?

2. Talk to you about what you are doing in school?

3. Ask about your homework?

4. Go to meetings or events at your school?

4. How often does each statement describe your experiences with your mother during the past year?

1. My mother makes me feel better after talking over my worries with her.

Never Seldom Sometimes Often Always

2. My mother sees my good points more than my faults.

3. My mother speaks to me in a warm and friendly voice

4. My mother understands my problems and worries.....

5. My mother is able to make me feel better when I am upset.....

6. My mother cheers me up when I am sad

7. My mother has a good time with me

8. My mother tells or shows me that she likes me just the way I am.

5. Indicate how often the following are true for you.

1. My parent(s) know where I am after school.....

Never Seldom Sometimes Often Always

2. If I am going to be home late, I am expected to call my parent(s) to let them

know.....
.....

3. When I go out at night, my parent(s) know where I am.....
.....

4. My parent(s) know how I spend my money.....
.....

5. My parent(s) know the parent(s) of my friends.....
.....

6. My parent(s) know who my friends are

7. I tell my parent(s) who I'm going to be with before I go out.....
.....

8. I talk to my parent(s) about the plans I have with my friends.....
.....

ABOUT THE ADULTS I KNOW

1. Not including your parents or teachers, how many adults have you known for one or more years who...

1. Give you lots of encouragement whenever they see you?
.....

0 1 2 3 or 4 5 or More
2. You look forward to spending time with?
.....
.....

3. Talk with you at least once a month?

4. Spend a lot of time helping other people?
.....
.....

5. Do things that are wrong or

dangerous?
.....
.....

2. Other than your parents, is there at least one other adult you would feel able to talk to if you were having problems in your life?

No
Yes, for at least some of my problems
Yes, for most or all problems

ABOUT MY NEIGHBORHOOD

1. How much do you agree or disagree with the following?

1. I'm given lots of chances to make my town or city a better place in which to live.

Strongly Disagree Disagree Not Sure Agree Strongly

2. In my neighborhood, there are lots of people who care about me.

3. Adults in my town or city make me feel important
.....
.....

4. Adults in my town or city listen to what I have to say.....
.....

5. In my town or city, I feel like I matter to people.
.....
.....

6. If one of my neighbors saw me do something wrong, he or she would tell one of my parents.
.....
.....

2. About how long have you lived in your current neighborhood?

Less than one year
1-2 years
2-3 years
3-4 years
4-5 years
More than 5 years
I don't know or I am not sure

3. How many times have you moved in the last ten (10) years?

1 time
2 times
3 times
4 times
5 times or more

4. How long have you lived in the United States?

All my life
10 or more years
5-9 years
1-4 years

5. How often do you feel afraid of...

10. Walking around your neighborhood?

Never
Once in a While Sometimes Often Always

11. Getting hurt by someone at your school?
.....
.....

12. Getting hurt by someone in your home?
.....
.....

ABOUT MY SCHOOL

1. What grades do you earn in school?

Mostly below D's
Mostly D's
About half C's and half D's
Mostly C's
About half B's and half C's
Mostly B's
About half B's and half A's
Mostly A's

2. How much do you agree or disagree with the following?

2. My teachers really care about me.

Strongly Disagree Disagree Not Sure Agree

Strongly Agree

3. I get a lot of encouragement at my school.....

4. Students in my school care about me.....

5. In my school, there are clear cut rules for what students can and cannot do.

6. If I break a rule at school, I'm sure I'll get in trouble

7. Teachers at school push me to be the best I can be

3. How often do you...

10. Feel bored at school?

Never Once in a While Sometimes Often Always

11. Come to classes without bringing paper or something to write with?

12. Come to classes without your homework finished?

13. Come to classes without your books?

ABOUT MY FUTURE

1. 1. What is the highest level of education that you believe you will actually complete? (Or, how far do you believe you will go in school?)

8th grade or less

High school diploma / G.E.D.

Trade / vocational school

4-year college - Bachelor degree

Degree after college

Not sure

What are the reasons? Why do you think this?

2. It is interesting to think about the job or occupation you would most want to have. If you were completely able to choose any job you wanted, what would it be?

3. What occupation are you most likely to enter? That is, looking into the future from where you are now and what you are doing in school now, what occupation do you think you are most likely to take up

after you have finished your education?

Why? What are the reasons?

4. Think about how you see your future. What are your chances for the following?

1. Graduate from high school.....

Very Low Low About 50/50

High Very High

2. Learn a trade (hairdresser, mechanic, plumber, etc.).

3. Go to college.....

4. Have a job that pays well.

5. Have a job you like doing.....

6. Be involved in community service.....

7. Have a happy family life.....

8. Be able to live wherever you want.....

9. Be able to buy the things you need.....

10. Be able to do things you want

11. Be respected in the community.....

12. Be involved helping other people.....

13. Have friends you can count on.....

14. Be healthy

15. Be safe.....

16. Be active in a religious community.....

17. Spend time in prayer or spiritual reflection

Please fill in one circle for the answer that best describes what is happening to you.

ONLY FOR GIRLS ONLY FOR BOYS

1. Would you say that your growth in height:

Has not yet begun to spurt ("spurt" means more growth than usual)

Has barely started

Is definitely underway

Seems completed

2. And how about the growth of body hair

("body hair" means underarm

and pubic hair)? Would you say that your body

hair has:

Not yet started growing

Has barely started growing

Is definitely underway

Seems completed

3. Have you noticed any skin changes, especially pimples?

Not yet started showing changes

Have barely started showing changes

Skin changes are definitely underway

Skin changes seem completed

4. Have your breasts begun to grow?

Not yet started growing

Have barely started changing

Breast growth is definitely underway

Breast growth seems completed

5. Do you think your development is any earlier or later than most other girls your age?

Much earlier

Somewhat earlier

About the same

Somewhat later

Much later

6. Have you gotten your period yet?

No

Yes

1. Would you say that your growth in height:

Has not yet begun to spurt

("spurt" means more growth than usual)

Has barely started

Is definitely underway

Seems completed

2. And how about the growth of body hair ("body hair" means underarm and pubic hair)? Would you say that your body hair has:

Not yet started growing

Has barely started growing

Is definitely underway

Seems completed

3. Have you noticed any skin changes, especially pimples?

Not yet started showing changes

Have barely started showing changes

Skin changes are definitely underway

Skin changes seem completed

4. Have noticed a deepening of your voice?

Not yet started changing

Has barely started changing

Voice change is definitely underway

Voice change seems completed

5. Have you begun to grow hair on your face?

Not yet started growing hair

Has barely started growing hair

Facial hair growth is definitely underway

Facial hair growth seems completed

6. Do you think your development is any earlier or later than most other boys your age?

Much earlier

Somewhat earlier

About the same

Somewhat later

Much later

How do you usually behave when you encounter new people, events, or things in your world?

1. For each of the following sentences please say if the sentence is usually true for you; is more true than false for you; is more false than true for you; or is usually false for you. There are no "right" or "wrong" answers because all people behave in different ways.

1. It takes me a long time to get used to a new thing in the home.

.....

Usually FALSE

More FALSE

than True

More TRUE

than False Usually TRUE

2. Once I am involved in a task, nothing can distract me from it.....

3. I persist at a task until it's finished

4. I can make myself at home anywhere.....

5. I can always be distracted by something else, no matter what I may be doing.

.....

6. I stay with an activity for a long time

7. I usually move toward new objects shown to me.....

.....

8. It takes me a long time to adjust to new schedules.....

.....

9. If I am doing one thing, something else occurring won't get me to stop.

10. My first reaction is to reject something new or unfamiliar to me.

.....

11. Changes in plans make me restless

12. Things going on around me cannot take me away from what I am doing.

13. Once I take something up, I stay with it

.....

.....

14. I am hard to distract

15. On meeting a new person, I tend to move toward him or her

16. It takes me no time at all to get used to new people.....

.....

17. I move toward new situations.....

18. When things are out of place, it takes me a long time to get used to it.....

19. I resist changes in routine.....

20. My first response to anything new is to move my head toward it.

2. During the last 12 months, have you ever done any of the following?

1. Smoked cigarettes
.....

*Never Once or Twice
Occasionally Regularly*

2. Used chewing tobacco or snuff

3. Drank beer, wine, wine coolers, or liquor - more than just a few sips

4. Sniffed glues, sprays or gases.....

5. Used marijuana (grass, pot) or hashish (hash, hash oil).
.....

6. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine.

7. Taken steroid pills or shots without a doctor's prescription.....
.....

3. Are there people in your household (not including yourself) who smoke cigarettes?

*No
Yes*

4. Do you think you will be smoking when you're in high school?

*No
Yes*

5. Individuals differ in whether they approve or disapprove of people

doing certain things. Do YOU

approve or disapprove of people your age who smoke cigarettes?

I strongly disapprove

I disapprove

I neither approve nor

disapprove

I approve

I strongly approve

6. How much pressure do you feel from your friends and schoolmates to smoke cigarettes?

No pressure

A little

Some

A lot

7. During the last 12 months, have you ever done any of the following?

1. Stolen something from a store

*Never 1 Time 2 Times 3-4
Times*

5 or More

Times

2. Gotten into trouble with the police.....

3. Hit or beat up someone.....

...

4. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.).

5. Carried a weapon (such as a gun, knife, club, etc.).
.....

..

8. Among the people you consider to be your closest friends, how many would you say...

1. Smoke cigarettes occasionally or regularly?
.....

.....

None A Few Some Most All

2. Drink alcohol once a week or more?

3. Have used drugs such as marijuana or cocaine?
.....

.....

4. Get into trouble at school?

9. How true is each of these statements for you?

1. I trust my friends
.....

Never True Seldom True

Sometimes

True Often True Always True

2. I feel my friends are good friends.....

3. My friends care about me.....

4. My friends are there when I need them.....

A child is **BEING BULLIED** when another child, or a group of children, says or does nasty and unpleasant things to him or her. It is also bullying when a child is teased repeatedly in a way he or she does not like or when he or she is deliberately left out of things. But it is **NOT BULLYING** when two children of about the same strength or power argue or fight. It is also **NOT BULLYING** when teasing is done in a friendly and playful way.

1. In the past couple of months:

1. How often have you taken part in bullying another child or other children?

*Never
Only Once or
Twice
2 or 3 Times
a Month
About Once a
Week
Several*

Times a Week

2. How often have you been bullied?.....
3. How often have you been teased about your religion?
.....
4. How often have you been teased about your race?
.....
5. How often have you been teased about your looks or speech?.....
6. How often have you been the subject of false rumors or lies?.....
7. How often have you been ignored or left out of things on purpose?.....
8. How often have you been called mean and hurtful names?
.....
9. How often have you been teased in a hurtful way?.....
10. How often has your money or other things been taken away or damaged?
11. How often have you skipped school to avoid being bullied?
.....
12. How often have you seriously thought about skipping school to avoid being bullied?.....

2. How would you most likely react if you saw the following things happen to a child and this child was

not able to protect himself or herself?

The child is:

1. teased about his or her religion.....
I'd Be Very Upset
I'd Be a Bit Upset
I Would Not Feel One Way or the Other
I'd Sort of Like It
I'd Like It a Lot
2. teased about his or her race
3. teased about his or her looks or speech.....
4. hit, slapped, or pushed.....
- ..
5. the subject of false rumors or lies
6. ignored or left out of things on purpose
7. called mean and hurtful names.....
8. teased in a hurtful way
9. has his/her money or other things taken away or damaged.
.....
10. the subject of sexual jokes, comments, or gestures?
.....

FILL IN ONLY ONE RESPONSE FOR EACH PAIR OF SENTENCES

1. Some teenagers feel that they are just as smart as others their age.
.....
Really True for Me Sort of True for Me
BUT
Other teenagers aren't so sure and

wonder if they are as smart.....
.....

2. Some teenagers find it hard to make friends.
.....
Really True for Me Sort of True for Me
BUT
For other teenagers it's pretty easy.....
...
3. Some teenagers do very well at all kinds of sports.
.....
Really True for Me Sort of True for Me
BUT
4. Some teenagers are not happy with the way they look.
.....
Really True for Me Sort of True for Me
BUT
Other teenagers are happy with the way they look.....
5. Some teenagers feel that they are ready to do well at a part-time job.....
.....
Really True for Me Sort of True for Me
BUT
Other teenagers feel that they are not quite ready to handle a part-time job.
.....
6. Some teenagers feel that if they are

romantically interested in someone, that person will like them back.

Really True for Me Sort of True for Me

BUT
 Other teenagers worry that when they like someone romantically, that person won't like them back.

Other teenagers don't feel that they are very good when it comes to sports.....

7.
 Some teenagers usually do the right thing.....

Really True for Me Sort of True for Me

BUT
 Other teenagers often don't do what they know is right

8.
 Some teenagers are able to make really close friends.....

Really True for Me Sort of True for Me

BUT
 Other teenagers find it hard to make really close friends.....

9.
 Some teenagers are often disappointed with themselves.....

Really True for Me Sort of True for Me

BUT
10.
 Some teenagers are pretty slow in finishing their school work.....

Really True for Me Sort of True for Me

BUT
 Some teenagers can do their school work more quickly.....

11.
 Some teenagers have a lot of friends.

Really True for Me Sort of True for Me

BUT
 Other teenagers don't have very many friends

12.
 Some teenagers think they could do well at just about any new athletic activity.....
 ...

Really True for Me Sort of True for Me

BUT
 Other teenagers are afraid they might not do well at a new athletic activity.

Other teenagers are pretty pleased with themselves.....

13.
 Some teenagers wish their body was different.

Really True for Me Sort of True for Me

BUT

Other teenagers like their body the way it is.

14.
 Some teenagers feel that they don't have enough skills to do well at a job

Really True for Me Sort of True for Me

BUT
 Other teenagers feel that they do have enough skills to do a job well.

 ...

15.
 Some teenagers are not dating the people they are really attracted to.

Really True for Me Sort of True for Me

BUT
16.
 Some teenagers often feel guilty about certain things they do.....

Really True for Me Sort of True for Me

BUT
 Other teenagers hardly ever feel guilty about what they do.....

17.
 Some teenagers can be trusted to keep secrets that their friends tell them.

Really True for Me Sort of True for Me

BUT
 Other teenagers have a hard time keeping

secrets that their friends tell them.
.....

18.
Some teenagers don't like the way they are leading their life.....

Really True for Me Sort of True for Me

BUT
Other teenagers do like the way they are leading their life.....

Other teenagers are dating those people they are attracted to.
.....

19.
Some teenagers do very well at their class work.....

Really True for Me Sort of True for Me

BUT
Other teenagers don't do very well at their class work.
.....

20.
Some teenagers are very hard to like
.....

Really True for Me Sort of True for Me

BUT
Other teenagers are really easy to like.
.....

21.
Some teenagers feel that they are better than others their age at sports.
.....

Really True for Me Sort of True for Me

BUT
22.

Some teenagers wish their physical appearance was different.....

Really True for Me Sort of True for Me

BUT
Other teenagers like their physical appearance the way it is.
.....

23.
Some teenagers are proud of the work they do on jobs they get paid for.
.....

Really True for Me Sort of True for Me

BUT
For other teenagers, getting paid is more important than feeling proud of what they do.
.....

24.
Some teenagers feel that people their age will be romantically attracted to them.
.....

Really True for Me Sort of True for Me

BUT
Other teenagers worry about whether people their age will be attracted to them.
.....

Other teenagers don't feel they can play as well.
.....

25.
Some teenagers are usually pleased with the way they act.
.....

Really True for Me Sort of True for Me

BUT
Other teenagers are often ashamed at the way they act.
.....

26.
Some teenagers don't really have a close friend to share things with.
.....

Really True for Me Sort of True for Me

BUT
Others teenagers do have a close friend to share things with.
.....

27.
Some teenagers are happy with themselves most of the time.
.....

Really True for Me Sort of True for Me

BUT
28.
Some teenagers have trouble figuring out the answers in school.
.....

Really True for Me Sort of True for Me

BUT
Other teenagers almost always can figure out the answers.....

29.
Some teenagers are popular with others their age.
.....

Really True for Me Sort of True for Me

BUT
Other teenagers are not very popular.
.....

30.
Some teenagers don't do well at new outdoor games.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers are good at new games right away.....
.....

Other teenagers are often not happy with themselves.....
.....

31.
Some teenagers think that they are good looking.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers think that they are not very good looking.
.....
.....

32.
Some teenagers feel like they could do better at work they do for pay.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers feel that they are doing really well at work they do for pay.
.....
.....

33.
Some teenagers feel that they are fun and interesting on a date.
.....
.....

Really True for Me Sort of True for Me

BUT

34.
Some teenagers do things they know they shouldn't do.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers hardly ever do things they know they shouldn't do.....
.....

35.
Some teenagers find it hard to make friends they can really trust.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers are able to make close friends they can really trust.
.....
.....

36.
Some teenagers like the kind of person they are.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers often wish they were someone else.....
.....

Other teenagers wonder about how fun and interesting they are on a date.
.....
.....

37.
Some teenagers feel that they are pretty intelligent.....
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers question whether they are intelligent.....
.....

38.
Some teenagers feel that they are socially accepted.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers wished that more people their age accepted them.
.....
.....

39.
Some teenagers do not feel that they are very athletic.
.....
.....

Really True for Me Sort of True for Me

BUT
40.
Some teenagers really like their looks.
.....
.....

Really True for Me Sort of True for Me

BUT
Other teenagers wish they looked different.
.....
.....

41.
Some teenagers feel that it's really important to do the best you can on paying jobs.....
.....
.....

Really True for Me Sort of True for Me

BUT

Other teenagers feel that getting the job done is what really counts.....

42.

Some teenagers usually don't get asked out by people they would like to date.

Really True for Me Sort of True for Me

BUT

Other teenagers do get asked out by people they really want to date.

Other teenagers feel that they are very athletic.....

43.

Some teenagers usually act the way they

know they are supposed to.

Really True for Me Sort of True for Me

BUT

Other teenagers often don't act the way they are supposed to.

44.

Some teenagers don't have a friend that is close enough to share really personal thoughts with.

Really True for Me Sort of True for Me

BUT

Other teenagers do have a friend that they can share personal thoughts and feelings

with.....

45.

Some teenagers are very happy being the way they are.....

Really True for Me Sort of True for Me

BUT

Other teenagers wish they were different.

VITA

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Education

Master of Science Texas A&M University, December 2006
College Station, TX
Major: Agricultural Education
Specialization: Youth Development

Bachelor of Science West Virginia University, December 2004
Morgantown, WV
Major: Agriculture and Environmental Education
Specializations: Communications, Leadership, and Extension

Professional Experience

**August 2005-
September 2006** Texas A&M University

4-H and Youth Development
College Station, Texas
Graduate Assistant

Assignments Texas Positive Youth Development Study
Kids with Biz Ideas-CYFAR GRANT curriculum

**June 2004/2005-August
2004/2005** Airfield 4-H Center

Virginia Cooperative Extension
Wakefield, VA

**September 2004-
December 2004** Doddridge County Extension Office
West Virginia University Cooperative Extension
West Union, WV

Educational and Professional Honors and Activities

Vice President: Agricultural Education Graduate Student Society, 2005-2006

Member: Agricultural Education Graduate Student Society, 2005-2006

Member: Alpha Tau Alpha, 2002-2004

Member: Gamma Beta Phi 2003-2004

Member: Golden Key National Honorary 2003-Present

Award: Outstanding Freshman Achievement Award- 2002 (Golden Key)

Award: Outstanding Sophomore Achievement Award- 2003

Member: National Society Collegiate Scholars 2003-2006

Dean' List: Undergraduate, Fall 2002,2004, Spring 2003

Presidents' List: Undergraduate, Spring 2002