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4-H CONTEST WINNERS IN UTAH: RISK AND PROTECTIVE FACTORS

by

Ann E. Henderson

A thesis submitted in partial fulfillment
of requirements for the degree

of

MASTER OF SCIENCE

in

Family and Human Development

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1999

ABSTRACT

4-H Contest Winners in Utah: Risk and Protective Factors

by

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Utah State University, 1999

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This study describes levels of asset development and involvement in at-risk behaviors among 4-H youth. To collect the data, 202 4-H teens participating in the 1996 Utah State 4-H Contests completed surveys. Results reveal numerous differences between males and females. Females scored significantly higher on 18 of 29 assets. Males reported significantly higher levels of involvement on 8 of 10 at-risk behaviors. Significant differences existed between types of 4-H clubs on 4 of 29 assets and 1 of 10 at-risk behaviors. No significant differences were found based on grade in school, years in 4-H, number of 4-H project areas, and number of 4-H events. The study revealed that these 4-H members have developed personal assets related to family, education, individual skills, and involvement in positive activities. The majority have never participated in at-risk activities (drugs - 90%; sexual intercourse - 85%; criminal activities - 80%; and alcohol or

shoplifting - 77%). These 4-H youth are laying solid foundations for their futures.

(111 pages)

ACKNOWLEDGMENTS

Completion of this thesis would not have been possible without the contribution of many individuals. I would like to thank the Utah State 4-H Office for the financial support provided to collect the data for this project. I would especially like to thank my committee, Drs. Glen Jenson, Brent Miller, and Jean Lown, for their support, patience, and encouragement throughout the entire process.

Special thanks are extended to my family, friends, and colleagues who offered continuing support and encouragement and helped me to keep working through the challenges that arose. I could not have done it without you.

Ann E. Henderson

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CHAPTER I

STATEMENT OF THE PROBLEM

The focus on the problems of youth has intensified since the early 1990s. The nation has become increasingly concerned about teen use of alcohol and drugs, juvenile crime, gang activities, and early sexual involvement leading to sexually transmitted diseases and births to adolescent parents. The limited financial resources available have generally been allocated to intervention and treatment programs with minimal funding being invested in prevention efforts. Researchers continue to explore how and why youth become involved in at-risk behaviors. Intervention efforts have focused on identifying the characteristics of youth at greatest risk and developing programs to support them. Prevention efforts have sought to protect youth from involvement in at-risk behaviors by assisting them to make appropriate decisions.

Most research has focused on youth who are experiencing difficulties. Risk and protective factors have been identified and their interactions analyzed to increase understanding of the processes that lead young people to involvement in at-risk behaviors. Recommendations have suggested strengthening ties between youth, their families, and the community in which they live. The efforts of prevention and treatment focus on just 25% of youth while little has been done to address the needs of the remaining three fourths (Dryfoos, 1990). Peter Benson (1993), a leader in helping communities support and encourage the development of young people, contends that rather than emphasizing problems, communities need to focus on promoting qualities that

will equip all youth to successfully make their way through adolescence into adulthood. These qualities, or assets as Benson calls them, include having a meaningful relationship with at least one non-parental adult; being able to plan ahead, set goals, and make decisions; surrounding one's self with friends who are succeeding; being involved in extracurricular school and community activities; religious activities; and community service. Benson (1993) found a direct, inverse relationship between the number of assets young people report and their involvement in at-risk behaviors. The more assets youth have, the less likely they will be to become involved in at-risk behaviors. It is here where the opportunity lies to support and encourage both the youth who are involved in at-risk behavior and those who are not. All young people need to be loved and nurtured (the processes through which assets are developed). Everyone, not just the professionals, can be involved in helping young people build assets. With support from the community, school, church, youth organizations, and family, all youth, not just those not entrenched in at-risk behavior, benefit.

The 4-H program is a youth organization that focuses on youth development. Members of 4-H participate in 4-H clubs where they learn skills by doing projects under the direction of an adult volunteer 4-H leader and Extension professionals. The 4-H program offers many opportunities to help youth build assets. Members of 4-H clubs learn skills and responsibility by raising animals, babysitting, gardening, preparing meals, and a variety of other projects. They practice decision making, planning, and goal setting skills as they select feed for an animal, plan a nutritious meal for their family, or display

display something they have made at the county fair. Through involvement in 4-H projects, members develop skills that can last a lifetime, and become assets in their everyday lives.

There is a need to better understand how the 4-H program enhances asset development in youth. This exploratory study assesses levels of asset development and involvement in at-risk behaviors among 4-H youth competing in the state 4-H contests. Results provide benchmark data about 4-H youth that will increase the understanding of Extension staff and 4-H volunteers about strengths of these 4-H members and areas where support is needed most. It also provides a foundation for training 4-H leaders, parents, and Extension professionals to encourage asset development among 4-H members.

The purpose of this study is twofold. The first objective was to develop an instrument to measure the levels of asset development and involvement in at-risk behaviors among 4-H youth. The second objective was to describe this group of 4-H youth contest winners and analyze similarities and differences in asset development scores and levels of involvement in at-risk behaviors by gender, grade level, type of 4-H club affiliation, number of years in 4-H, number of 4-H project areas, and number of 4-H events and activities participated in.

CHAPTER II

LITERATURE REVIEW

Introduction

The at-risk behavior of youth has created challenges for today's society. The costs are high for supporting teens raising children, for treating young people with substance abuse problems, for incarcerating and rehabilitating juvenile criminals, and for providing remedial education for those lacking basic skills. The sense of safety once experienced in neighborhoods has decreased as gang activity and related crimes have become more prevalent. The strength and ability of the young people who will be future leaders has been threatened by increasing stress, family dysfunction, and lack of education. This situation has created the need for society to understand the at-risk behaviors and strengths of youth. To address this need, research has been, and needs to be, focused on at-risk behaviors, resiliency, risk factors, protective factors, and developmental assets.

At-Risk Behaviors

Drug and Alcohol Use

National data. During the past two decades, rates of youth involvement in at-risk behaviors like drug and alcohol use, antisocial and criminal behavior, and early sexual experience have varied. Drug and alcohol use peaked in 1979 when about 14% of the teenage population age 12 and older were current drug users (National Clearinghouse for

Alcohol and Drug Information, 1998). Data from the National Longitudinal Study of Adolescent Health (Blum & Rinehart, 1997) indicate that 25% of adolescents are current smokers. About 10% of the girls and boys report smoking six or more cigarettes a day. Alcohol consumption more frequent than once per month is reported by 17.9% of teens nationally and nearly 10% of the teens admit to drinking at least one day a week. Twenty-five percent of teens say they have smoked marijuana at least once in their lives. Nearly 13% of the teens say they have smoked marijuana at least once during the previous month and 6% indicate using marijuana four or more times in the past month.

Utah data. The 1995 Youth Risk Behavior Surveillance System survey of high school students in Utah, documented in Measures of Child Well-Being in Utah 1998 (Haven, 1998), revealed that 17% of students reported smoking cigarettes on one or more of the past 30 days. Alcohol consumption of at least one drink of alcohol on one or more of the past 30 days was reported by 22.4% of the students. About 21% of the students reported using marijuana one or more times during their life and 5.5% reported using any form of cocaine one or more times during their life. Use of other illicit drugs one or more time during their life was reported by 11.7% of students.

A survey of Utah teens in grades 7 through 12 in a semi-rural county (Jenson & Lee, 1994) indicated that 7% of the teens smoked tobacco daily, 15% had smoked tobacco but were not currently smoking, and 69% had never smoked tobacco. When asked about alcohol consumption, 5% of the teens reported drinking alcohol daily or weekly and 11% had drunk alcohol but were not currently using alcohol. One percent of

the students reported using marijuana daily while 5% had used marijuana but were not using it currently.

Antisocial and Criminal Behavior

National data. The Forum on Child and Family Statistics (1998) reported that between 1980 and 1989, the serious violent juvenile crime rate fluctuated between 29 and 40 crimes per one thousand juveniles 12 to 17 years of age. In 1993 the rate peaked at 52 crimes per one thousand juveniles. Since then, the rate has steadily dropped to 36 crimes per one thousand juveniles in 1996. A survey of antisocial and criminal behavior (Blum & Rinehart, 1997) indicated that over 10% of males and over 5% of females report having committed a violent act in the past year. Over 12% of the students say they have carried a weapon to school in the past month.

Utah data. Jenson and Lee (1994) found that 6% of Utah students reported having used a weapon to hurt someone and 5% reported bringing a gun to school. When asked about shoplifting, 11% of the students reported shoplifting once while 30% reported shoplifting two or more times. When asked about stealing merchandise valued at less than \$50, 10% reported stealing once and 14% reported stealing two or more times.

Early Sexual Experience

National data. Early sexual involvement by teens results in nearly one million teen pregnancies each year (National Network for Child Care, 1998). "Children of

adolescent mothers are more likely than children of later child bearers to have health and cognitive disadvantages and to be neglected or abused" (National Network for Child Care, 1998, p.1). "The preliminary birth rate for the United States was fifty-four live births per one thousand women aged fifteen to nineteen, down twelve percent from 1991 when the rate was sixty-two. Teen birth rates are higher today than in the mid 1980's when the rate was at its lowest point, 50-53 births per one thousand teens age fifteen to nineteen" (Teen Birth Rates Down, 1998, p. 4). Early sexual involvement, studied in the National Longitudinal Study of Adolescent Health (Blum & Rinehart, 1997), indicated that 49.3% of the high school students reported having had sexual intercourse. About the same percentage of 7th-12th grade females and males (37-40%) reported having had sexual intercourse.

Utah data. In Utah, early sexual involvement resulted in 4,276 births to young women age 19 and under in 1995 (Haven, 1997). The birth rate for teens 15 to 19 in 1994 was 42.7 births for every one thousand teens (Haven, 1997). The Jenson and Lee survey of Utah teens (1994) indicated that 16% of the teens reported having had sexual intercourse, 10% within the past 3 months, and that 84% of the teens had never had sexual intercourse.

Gender Differences

Clark (1995) found that there were differences in problem behaviors between adolescent boys and girls. Boys tended to act out their problems. They reported more

delinquent acts, taking more physical risks, engaging in frequent and unprotected sex, and consuming large amounts of alcohol and other drugs. Adolescent girls, on the other hand, tended to deal with problems by turning inward. They reported more sexual and physical abuse, emotional stress, poorer body images, disordered eating, and suicide attempts.

Multifaceted Approach to Understanding

At-Risk Behavior

In an effort to better understand youth and the reasons for their involvement in at-risk behaviors, researchers have explored a number of different possibilities. They have considered the characteristics of people who succeeded despite the negative odds, the conditions and characteristics shared by those involved in at-risk behavior and the supports that appeared to keep young people from becoming involved in at-risk behavior. Initially, at-risk behaviors were studied separately. Researchers addressed the use of drugs and alcohol, involvement in antisocial behavior, and early sexual activity in isolation. In time it became clear that youth involved in one at-risk behavior were often involved in others, and that the spectrum of at-risk behaviors shared risk factors and protective factors in common (Clark, 1995; Coie et al., 1993; Laub & Lauritzen, 1994). Huizinga, Loeber, and Thornberry (1993) found that most young people who used drugs were also delinquent and that the majority of sexually active youth and pregnant adolescents were also delinquent, used alcohol or drugs, or both. These commonalities

led Robins and Ratcliff (1980) and Gottfredson and Hirschi (1990) to conclude that there may be a single syndrome made up of a broad variety of antisocial behaviors.

Resilience

Victor Frankl (1992) was one of the first to try to understand why some people survive highly stressful situations while others do not. Frankl, a Jewish psychiatrist held prisoner in Nazi concentration camps during World War II, observed the characteristics of the survivors first hand. Frankl described the survivors as tenacious and resourceful. The survivors "lost all scruples in their fight for existence; they were prepared to use every means, honest and otherwise, even brutal force, theft and betrayal of their friends, in order to save themselves" (Frankl, 1992, p. 19). The survivors had a goal, a purpose, a reason for living. Their desire to return to family and friends or a cherished career or cause of great importance, fueled their will to survive. Prisoners who "were able to retreat from their terrible surroundings to a life of inner riches and spiritual freedom" also "seemed to survive camp life better than those of robust nature" (Frankl, 1992, p. 47). Thoughts, dreams, and memories provided a haven from the horror of everyday living. Survivors also maintained their independence of mind and the ability to make choices. They chose to comfort others, to give away their last piece of bread and refused to let the terrible conditions dictate the way they would respond to their situation. The survivors of the concentration camps were resilient individuals who survived despite terrible suffering.

Resilience is described by Benard (1995) as "a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity" (p. 1). Garnezy (1993) cited the Oxford English Dictionary to define resilience as "the tendency to rebound or recoil...to spring back...the power of recovery" (p. 129). Richardson, Neiger, Jensen, and Kumpfer (1990) defined resiliency as a process rather than a state or characteristic. "Resiliency is the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills than prior to the disruption that results from the event" (Richardson et al., 1990, p. 34). Resiliency has also been described as a "construct used to describe the quality in children who, though exposed to significant stress and adversity in their lives, do not succumb to the school failure, substance abuse, mental health problems, and juvenile delinquency predicted for them" (Finley, 1994, p. 34).

During the 1970s and 1980s researchers looked for characteristics and conditions related to specific at-risk behaviors that would aid in the identification of at-risk individuals so involvement in the at-risk behaviors could be reduced or prevented. These characteristics and conditions became known as risk factors. Risk factors are defined as individual attributes or characteristics, and/or environmental or situational conditions that increase the likelihood that an individual will become involved in at-risk behaviors or increase a child's vulnerability to negative developmental outcomes (Werner, 1990b).

Risk Factors

In Clark's (1995) summary, risk factors were categorized as individual-, family-, peer-, school-, and community-related. Individual-related risk factors included early initiation of behavior, early antisocial behavior, rebelliousness, social isolation, hyperactivity, hedonistic or self-serving values, stress, and overexposure to television. Family-related risk factors included poor parental monitoring; uninvolved, inconsistent parenting; unsupervised after-school time; unclear family values, expectations, and rewards; and low religiosity. Peer-related risk factors included association with peers involved in similar behaviors, negative peer pressure, low resistance to peers and being more motivated by peers than by family or teachers. School-related risk factors included academic failure, low expectations, being behind in school level, low commitment to school, absenteeism, school transitions, and desire to drop out. Community-related risk factors included low socioeconomic status, high density urban community, complacent/permissive laws and norms, low neighborhood attachment, community disorganization and high mobility, and media influences.

As the field of resiliency evolved, Newcomb and Felix-Ortiz (1992), and Laub and Lauritsen (1994) tried to explain why those who possessed risk factors were able to cope successfully rather than participate in at-risk behaviors. Finley (1994) noted that some individuals born into risky circumstances became healthy and well adjusted adults.

The characteristics that allowed individuals to cope successfully enhanced resistance to at-risk behaviors. These characteristics increased individual ability to adapt

to difficult situations or prevented, limited, or reduced the effects of risk factors and negative circumstances. Coie et al. (1993) defined protective factors as conditions that improve individual resistance to risk factors and disorder. Beyond resistance, Garmezy (1993) and Werner (1990a) described the role of protective factors as helping individuals learn to adapt and develop competency in dealing with stressful events. Jessor, Van Den Bos, Vanderryn, Costa, and Turbin (1995) concluded that "scientific attention should be broadened beyond its traditional preoccupation with risk factors to encompass variations in protection as well" (p. 931).

Protective Factors

Protective factors as summarized by Clark (1995) include the individual-related protective factors: problem-solving skills, intellectual ability, self-esteem, self-efficacy, personal responsibility, social and interpersonal skills, time at home, the value of helping people, religious commitment, strong ability to use faith, concern for the poor, value of sexual restraint, high degree of optimism, coping skills, perceptions that experiences are constructive, the ability to gain other people's positive attention, cares about other's feelings, assertiveness skills, decision-making skills, friendship-making skills, and positive view of personal future. Family-related protective factors include close relationships with at least one person, family support, parental standards, parental discipline, parental monitoring, parental communication, and a parent who is a social resource. Peer-related factors include having a close friend and positive peer influence. School-related factors

include achievement motivation, educational aspiration, school performance, homework, parent involvement, positive school climate, involvement in extracurricular activities, and involvement in music. Community-related factors include belonging to a supportive community; bonding to family, school, and other institutions; other adult resources and communication; involvement in community organizations; and involvement in church or religious institutions.

In conceptualizing protective factors, Newcomb and Felix-Ortiz (1992) posited that risk factors and protective factors were not necessarily opposites. They perceived risk and protective factors as separate and distinct variables that operate independently and need to be examined separately. Coie et al. (1993) described the complex relationship between protective factors and at-risk behaviors. Protective factors may "decrease dysfunction, buffer against the effects of a risk factor, disrupt the mediational chain through which a risk factor operates or prevent the initial occurrence of the risk factor" (Coie et al., 1993, p. 1014).

Protective factors decrease involvement in at-risk behaviors. Jessor et al. (1995) found that (a) protective factors are associated with lower levels of involvement in at-risk behavior, and (b) protective factors moderate the relationship between risk factors and problem behavior. Grossman et al. (1992) found that protective factors were (a) powerful predictors of adaptation independent of risk, (b) highly context specific, and (c) different for males and females. Protective factors, specifically cohesion; locus of control; and communication with father, mother, and a significant adult were significantly

correlated with risk scores (Grossman et al., 1992). For females lower risk was associated with more internal locus of control and better communication with mother and father. Lower risk in males was associated with better communication with father. The findings of Grossman et al. (1992) also indicated that protective factors were predictive of adaptation of 14-year-old youth, even when controlling for risk. Each protective factor measured predicted one or more outcome variable. Cohesion and communication with mother (independent of risk) predicted all four outcomes (mood, deviance, self-esteem, grades) for girls and two of four outcomes (deviance and self-esteem) for boys (Grossman et al., 1992). Locus of control predicted all four outcome variables for girls and two of four outcome variables for boys after risk was taken into account (Grossman et al., 1992).

Werner (1990a) described the importance of considering developmental stages (from infancy through early and middle childhood to late adolescence and young adulthood) in assessing the impact of risk and protective factors. The introduction of stressful life events at each developmental stage increased vulnerability while the presence of protective factors enhanced resilience. The balance between stressful life events and impact of protective factors changed with each stage of the life cycle and with the gender of the individual.

Jessor et al. (1995) concluded that protective factors play an important and pivotal role in adolescent development and need to be included in studying adolescent

problem behavior. Protective factors increase the ability to predict the occurrence of at-risk behavior. They also explain why some individuals succeed despite negative odds.

Benson (1993) identified an extensive list of protective factors that enable individuals to successfully cope with stressful events. He promoted the development of these protective factors, which he termed assets, in youth. Instead of focusing on the characteristics that youth lack, Benson (1993) focused on what individuals have going for them. In his 1993 Portrait of 6th-12th Grade Youth, Benson described the relationship between deficits, assets, and at-risk indicators. Assets are viewed as positive attributes, deficits as neutral factors, and at-risk indicators as negative attributes. Benson promoted deficit prevention and asset development. According to Benson (1993), deficits are liabilities which do no permanent harm but make harm more possible. Time spent at home alone, self-serving values, overexposure to television, drinking parties, stress, physical and sexual abuse, social isolation, parental addiction, and negative peer pressure were 10 deficits identified by Benson (1993). A summary table of the 10 deficits and their definitions is included in Appendix A.

Developmental Assets

An asset is something of value which supports positive development. Benson (1993) identified 30 assets. He divided them into two groups: (1) internal assets, those an individual possesses, and (2) external assets, those in the environment in which the individual lives. Internal assets fall into three subgroups: (a) educational commitment, (b)

positive values, and (c) social competence. Educational commitment includes achievement motivation, educational aspiration, school performance, and homework. Positive values include the importance of helping people, concern about world hunger, caring about people's feelings, and valuing sexual restraint. Social competence includes assertiveness skills, decision-making skills, friendship-making skills, planning skills, self-esteem, and a positive view of personal future. External assets also fall into three subgroups: (a) support, (b) control, and (c) structured time use. Support includes family support, having parent/s as social resources, communication with parent/s, other adults as resources, communication with other adults, parent involvement in schooling, and positive school climate. Control includes parental standards, parental discipline, parental monitoring, time at home, and positive peer influence. Structured time use includes involvement in: music, school extracurricular activities, community organizations or activities, and church or synagogue. A summary table of all assets with their definitions is included in Appendix B.

At-risk behaviors are "choices that potentially limit psychological, physical, or economic well-being during adolescence or adulthood" (Benson, 1993. p. 39). At-risk behaviors include: use of alcohol, tobacco, and illicit drugs; sexual activity; depression and attempted suicide; antisocial behavior; school absenteeism or desire to drop out; driving or riding while drinking; nonuse of seat belts; and bulimia.

Benson (1993) showed that deficits are strongly linked to at-risk behavior. Students reporting that they did not have the deficit "negative peer pressure" had 2.7 at-

risk indicators. If they had the deficit "negative peer pressure," they reported 9.2 at-risk indicators. This pattern held for all 10 deficits in the study although there were fewer at-risk indicators reported for other deficits. Reducing the number of deficits young people experience can reduce their involvement in at-risk behaviors.

An inverse relationship between the number of assets young people reported and the number of at-risk indicators reported was also identified in Benson's (1993) research. The effect of the assets appeared to be cumulative. The more assets students had, the fewer at-risk indicators they reported. Strategies aimed at increasing assets can reduce involvement in at-risk behavior.

Another finding from Benson's (1993) study showed that some assets are more strongly associated with preventing at-risk behaviors than others. Three of the six asset types--two internal (educational commitment and positive values) and one external (control) were particularly powerful in preventing at-risk behaviors. It is interesting to note that self-esteem was one of the weakest of the 30 assets in explaining at-risk behavior and that the asset "values sexual restraint" is strongly associated with prevention, even in areas that have nothing to do with sexuality. Benson attributes this to the fact that valuing sexual restraint may represent a larger group of internalized values related to control of personal behavior.

The importance of a comprehensive approach in youth development was demonstrated when four assets representing sectors of the community (family support, positive school climate, involvement in extracurricular activities in the community and at

school, and involvement in a church or synagogue) were correlated with at-risk behaviors. With these four assets present, students reported fewer at-risk behaviors. It is likely that coordinated efforts among family, school, community and church would produce stronger results in reducing at-risk behavior.

Another prevention dynamic relates to pro-social behavior. Involvement in projects and programs to help others is associated with lower at-risk behavior rates. Girls involved in helping other people one or more hours per week reported 2.2 at-risk indicators, while girls who spent no time in helping others reported 2.9 at-risk indicators. The results were similar for boys. Those who helped others one or more hours per week reported 2.9 at-risk indicators while those who did not report helping others reported 3.4 at-risk indicators. Involving young people in service learning opportunities promotes asset development and reduces involvement in at-risk behaviors.

In determining the current level of success in promoting the well-being of youth, Benson (1993) defines well-being using four criteria youth must have. These are possessing: (a) 20 of the 30 assets, (b) two or fewer of the 10 deficits, (c) two or fewer of the 20 at-risk behaviors, and (d) involvement in pro-social behavior at least one hour per week. In evaluating the sample in the study Benson (1993) found that only ten percent of the students studied met all four criteria. Results showed that younger students are more likely to meet all four criteria than older students, and that girls are more likely to meet the four criteria than boys. Results revealed only small differences between those of different racial and ethnic backgrounds.

Benson (1993) recommended that society (a) make an effort to reduce the number of deficits experienced by youth, (b) implement strategies to increase the number of assets attained by youth, (c) increase the involvement of youth in service-learning projects and programs, and (d) take a comprehensive community approach in which families, schools, communities, and churches work together to promote the well-being of youth. The need for collaboration among and support from all the domains of an adolescent's world (family, school, community, and church) is reiterated by Bogenschneider, Small, and Riley (1992) representing the national youth organization 4-H, by Finley (1994) from the perspective of rural educators, by the Northeast Regional Center for Drug-Free Schools and Communities (Sherker & McDonough, 1993), and by Blyth and Roehlkepartain (1993) from the Search Institute's national initiative Healthy Communities, Healthy Youth.

As members of the community, youth development programs can make an important developmental contribution to youth. Their programs offer educational and recreational activities that help to enhance knowledge, personal skills, and abilities. They provide opportunity for youth to interact with non-parental adults and may provide opportunities for serving others. These organizations support the positive development of all youth, not just those experiencing difficulties.

4-H as an Asset Builder

The national 4-H youth development program is administered by the Cooperative Extension System of the United States Department of Agriculture. It is available in every state and county nationwide. The 4-H program is focused on helping youth become capable, competent, and caring citizens. The program provides experiential learning through a broad range of projects. Projects, activities, and events provide opportunities for youth to develop confidence, self-esteem, responsibility, and skills in planning, decision making, goal setting, public speaking, and serving others. The program is led by volunteers and encourages the involvement of parents and families. Leadership and volunteerism are fostered in the youth and adults who participate.

Developmentally, 4-H provides a variety of opportunities for members to develop and enhance protective factors and assets. Participation in 4-H projects, activities, and events helps 4-H members experience success, build self-esteem, and develop planning, decision making, and goal-setting skills. Parent/child relationships are strengthened when parents and children work together on 4-H projects. Volunteer 4-H leaders may provide a supportive relationship for 4-H members in their club and help to meet the need that young people have for relationships with non-parental adults. Involvement in 4-H, especially for older 4-H members, may provide many opportunities to develop and maintain friendships with 4-Hers from across their state or across the nation.

The 4-H program can provide support to 4-H members and their families in the community domain. For this reason, it is important to understand more about 4-H members, the strengths they have, the problems they face, and the ways in which 4-H influences them. With this knowledge the 4-H program can more effectively play its role in supporting the positive development of today's youth.

CHAPTER III

METHOD

Instrument Development

The instrument developed for this study blended components of the Utah Teen Survey (Jenson & Lee, 1990) and 30 developmental assets identified by the Search Institute (Benson, 1993). Demographics from the Utah Teen Survey were modified for the new instrument and items assessing 4-H involvement were added. Scales from the Utah Teen Survey were used to assess the assets of family support, parent communication, self-esteem, optimism about the future, parents as resources, and other adults as resources. The Utah Teen Survey also provided questions to measure substance use, early sexual experience, and antisocial/criminal behavior. Additional questions were developed to assess the presence of the other 23 developmental assets. The study instrument was pretested with a group of adolescents of similar age to the study population. Unclear questions were reworded to improve clarity and extraneous questions were dropped to reduce the length of the questionnaire and shorten the time required to complete it. The final instrument consisted of eighty items in ten sections. The copy of the instrument is included in Appendix C.

Section one, "About Yourself," asked questions about demographic information (gender, age, grade in school, parent's marital status) and information about 4-H involvement (years in 4-H, type of 4-H club, number of project areas experienced

and participation in 4-H events or activities). Educational motivation; academic grades; future educational plans; time spent in extracurricular activities, doing homework, and participating in music; and skills in making friends, making decisions, and planning were assessed in section two titled "School."

"Questions About You," the third section, assessed self-esteem and optimism about the future. Involvement with family was explored in the fourth section, "Family," by focusing on leisure time spent away from family, involvement of parents in school and 4-H activities, fairness and enforcement of family rules, expectations about appropriate conduct, and parental monitoring. "Feelings About Your Family," section five, asked about levels of parental love and support, in-depth communication with parents, and participation in worship services.

Section six, "Alcohol and Other Drug Use," asked about frequency of substance use. "Personal Issues and Problems," section seven, considered the amount of advice and support adults provide in the teen's life. The importance of postponing sexual activity until marriage and current levels of sexual involvement were assessed in section eight, "Sexuality." Antisocial behaviors and the ability of teens to stand up for themselves and their beliefs were assessed in "Other Behaviors," found in section nine. Items in this section asked about involvement in shoplifting, breaking and entering, vehicle theft, destroying private and personal property, physical fights, running away from home, and ability to stand up for one's self and beliefs. Section ten, "Your Community," assessed interest in solving world problems, caring about other people,

time spent helping people outside the family, time spent participating in community organizations or activities for youth, and the degree of safety felt in the community, home, and school.

Sample

All youth ($N = 351$) participating in the 1996 Utah state 4-H contests were invited to participate in the study. Parental releases were not obtained for 149 youth so they were excluded from the study. Surveys were completed by 202 4-H teens whose parents had given consent. Three surveys were eliminated due to random marking, leaving 199 useable surveys. Teens attending the State 4-H Contests were selected to participate because they had earned a first place ranking in their county's 4-H contest. There were 55 (27.5 %) males and 145 (72.5 % females). Ages ranged from 13 to 18 and the teens had just completed either the 9th, 10th, 11th, or 12th grade. The sample represented 25 of the 29 counties in Utah.

Design

This study involved the completion of the 80-item self-report questionnaire by 4-H teens attending the state 4-H contests. Two weeks prior to the state contests, letters were sent to parents and Extension professionals. The letter to parents explained when and how the survey would be administered and how confidentiality would be maintained. Copies of the questionnaire and parental consent form were enclosed. See Appendix C

and Appendix D for a copy of the questionnaire, parent letter, and consent form. Parents were encouraged to review the survey and decide if they would allow their child to participate. A similar letter was sent to Extension professionals. It explained when and how the survey would be administered and how confidentiality would be maintained. In addition, Extension professionals were requested to collect signed parental consent forms from the youth before departing for the state 4-H contests; to administer the questionnaire upon arrival at the contests; and return consent forms, questionnaires, pencils, and scantron sheets to researchers when questionnaires were complete. See Appendix E for a copy of the letter. Follow-up reports were promised to parents and Extension professionals when data analysis was complete. The report will include suggestions for parents, 4-H leaders, and Extension professionals on how to help 4-H youth build assets.

Packets containing instructions and supplies for administering the questionnaire were prepared for Extension professionals. On July 25, 1996, packets were distributed at the state contest registration site and administered by Extension professionals in the area surrounding the dormitories where teens would be staying. Upon completion, the packets, including consent forms, were returned to researchers in the registration area. As a small thank-you, coupons for free ice cream cones were given to teens completing the questionnaire, and to the adults administering the questionnaire.

This cross-sectional study captures the characteristics of these 4-H youth at one point in time. Its descriptive nature seeks to depict how these youth perceive themselves,

their families, schools, communities, and futures. Levels of asset development and involvement in at-risk behaviors were included. The dependent variables in the study were levels of asset development and involvement in at-risk behavior. Independent variables included gender, grade in school, type of 4-H club affiliation, number of years in 4-H, number of project areas, and number of 4-H events and activities participated in. Active parental permission was required and obtained for 4-H youth to participate in the study. No questions were asked on the questionnaire that might jeopardize confidentiality.

Hypotheses

The following null hypotheses were tested:

1. There is no statistically significant difference between males and females in asset development or involvement in at-risk behaviors.
2. There is no statistically significant difference between grade levels in asset development or involvement in at-risk behaviors.
3. There is no statistically significant difference between youth involved in different types of 4-H clubs in asset development or involvement in at-risk behaviors.
4. There is no statistically significant difference in asset development or involvement in at-risk behaviors between youth based on the number of years they have been involved in 4-H.

5. There is no statistically significant difference in asset development or involvement in at-risk behaviors between youth based on the number of 4-H project areas they have been involved in.

6. There is no statistically significant difference in asset development or involvement in at-risk behavior between youth based on the number of 4-H events and activities they have participated in.

Analysis of Data

Data from the study were prepared and analyzed using the SPSS program (Statistical Package for the Social Sciences). First, variable names and labels were created and entered into the program. Items expressed in negative terms were recoded so all items were stated in positive terms.

Cronbach alphas were calculated to estimate internal consistency for scales measuring the assets "positive view of personal future," "self-esteem," "family love and support," and "parents accessible for advice and support" to determine the degree to which they were measuring the same quality. The asset "positive view of personal future" (questions 18, 19, 20, 23, 24, and 28) had a Cronbach alpha of .75; "self-esteem" (questions 21, 22, 25, 26, and 27) had a Cronbach alpha of .62; "family love and support" (questions 35, 36, 38, 39, 41, 42, 44, 45, 47, and 48) had a Cronbach alpha of .65; and "parents accessible for advice and support" (questions 37, 40, 43, 46, and 49) had a Cronbach alpha of .65. The values for the Cronbach alphas were adequate.

Scales with multiple questions for one asset were recoded and summed to provide one value for each asset. Item scores were standardized to facilitate comparison.

Analysis of variance, chi-square, and t tests were used to analyze the similarities and differences in asset development and involvement in at-risk behaviors among 4-H teens. Comparisons were made based on gender, grade in school, type of 4-H club affiliation, year in 4-H, number of 4-H project areas, and number of 4-H events and activities which teens had participated in.

CHAPTER IV

RESULTS

Description of the Sample

A total of 199 4-H teens from 25 of Utah's 29 counties completed the Utah 4-H Teen Survey. This group represented 56.7% of the 351 teens attending the Utah state 4-H contests in July 1996. The useable sample was 27.1% male and 72.9% female, which is similar to the ratio of males and females participating in 4-H events. The teens ranged in age from 13 to 17 with the majority (94.9%) being 15, 16, or 17. All youth were in the 9th through 12th grades in school with the majority (90.4%) being in grades 9, 10, 11.

Most of these state 4-H contest sample participants (89.4%) have been members of 4-H for 3 or 4 years and have completed projects in three or four of the nine project areas. They belonged to individual (17.6%), family (29.1%), neighborhood (26.6%), and community (26.1%) 4-H clubs. These 4-H members have been moderately involved in 4-H events and activities like county fair, 4-H camp, state and national 4-H trips, and 4-H teen councils (85.9% participating in three or four of the 10 possible events or activities).

Two-parent families that have not experienced the disruption of divorce were the norm for 84.9% of these 4-H teens. Teens saw their parents as loving and supportive (84.5%), and as accessible resources for advice and support (98.5%). According to

teens, standards for appropriate behavior were set by parents (93.5%) and family rules were perceived to be fair and reasonable and enforced (93%). Teens feel that their parents monitor where they were and who they were with (94%). Teens also described their parents as very or somewhat involved in school activities evidenced by monitoring progress and attending parent teacher conferences (85.7%) and in 4-H activities (83.3%). The majority of teens (76.9%) spent one or two nights per week away from home for fun or recreation without other family members. The teens reported that 94% of their parents usually asked where they were going, whom they would be with, and how long they would be gone.

These 4-H teens describe themselves as very or somewhat motivated to do well in school (94.9%) and plan to continue their education after high school (84.9%). Most (70.4%) spent less than 1 hour to 2 hours each day doing homework. The majority had grades that were mostly As and Bs (89.1%). In addition to academics, about 91% of these teens spent one or more hours per week participating in extracurricular school activities, with 49% spending more than 5 hours. About one third (37%) spent one or more hours per week playing an instrument in a band or orchestra, practicing a musical instrument, or singing in a choir.

These teens saw themselves as very or somewhat good at making decisions (90.9%) and good or usually good at planning (89.4%). They felt fairly confident about their ability to make friends, with 93% describing themselves as very or somewhat good at making friends. About 86% of these teens spent one or more hours each week

helping people outside their family, with about one third spending three or more hours each week. Over 90% of teens spent at least one hour per week involved in community organizations or activities with 50% of teens spending three or more hours per week and about 40% of teens participating in three or more organization or activities. These teens were also actively involved in religious activities with 75% attending religious worship services once a week or more.

When assets were ranked by level of attainment scores, "values sexual restraint," "school performance," "educational aspiration," and "assertiveness skills" were listed among the top five assets for both males and females in the sample. Males' level of attainment scores on assets exceeded 75% on 14 of the 29 assets. Females exceeded the 75% level on 15 of the 29 assets. See Table 1 for additional details.

As could be expected most of these teens were not involved in at-risk behavior measured by the instrument. The majority have never used tobacco (88.4%), alcohol (77.4%), marijuana (91%), or other illegal drugs (91%). Some had tried these substances or used them less than monthly (tobacco 8.5%, alcohol 17.2%, marijuana 4%, other illegal drugs 3.5%). When asked how important it was to postpone becoming sexually active prior to marriage, 91.9% said it was very or somewhat important to them. The majority of teens (84.9%) reported that they had never had sexual intercourse while 9% reported that they had. Six percent of the teens did not answer the question. The majority of teens had also never been involved in shoplifting (76.9%), breaking into a house or business to steal (91%), taking a vehicle without permission (82.4%), purposely

Table 1

Ranked Listing of Developmental Assets for the Entire Sample, Males, and Females

Entire sample		Males		Females	
% of possible score	Developmental asset	% of possible score	Developmental asset	% of possible score	Developmental asset
94.00	Values sexual restraint	87.30	Values sexual restraint	96.50	Values sexual restraint
90.40	School performance	85.60	Involved in church or synagogue	92.60	Parental standards
90.20	Educational aspiration	85.50	School performance	92.40	Educational aspiration
89.70	Parental standards	84.20	Education aspiration	92.20	School performance
89.10	Assertiveness skills	82.40	Assertiveness skills	91.60	Assertiveness skills
89.00	Involved in church or synagogue	82.10	Achievement motivation	91.30	Cares about people's feelings
88.40	Achievement motivation	82.10	Parental monitoring	90.70	Achievement motivation
87.60	Parental monitoring	81.90	Parental standards	90.30	Involved in church or synagogue
87.20	Cares about people's feelings	81.30	Parent as a resource	89.70	Parental monitoring
86.40	Friendship making skills	80.70	Positive school climate	89.20	Friendship making skills
85.90	Parent as resource	80.20	Decision making skills	87.60	Parent as a resource
83.70	Parent discipline	78.80	Friendship making skills	85.50	Parent discipline
82.80	Planning skills	78.70	Parent discipline	85.00	Parent involved in school
82.80	Parent involved in school	76.90	Planning skills	85.00	Planning skills

(table continues)

Entire sample		Males		Females	
% of possible score	Developmental asset	% of possible score	Developmental asset	% of possible score	Developmental asset
82.70	Positive school climate	76.40	Cares about people's feelings	83.50	Positive school climate
78.20	Decision-making skills	76.40	Parent involvement in school	79.60	Is concerned about world hunger
77.40	Self-esteem	73.80	Self-esteem	78.70	Self-esteem
77.30	Is concerned about world hunger	71.20	Is concerned about world hunger	77.40	Decision-making skills
71.00	Positive view of personal future	70.00	Involved in school extra-curricular activities	71.70	Positive view of personal future
69.20	Involved in school extra-curricular activities	69.30	Positive view of personal future	70.80	Homework
68.90	Parent communication	67.80	Family support	70.20	Other adult communication
68.20	Homework	67.70	Involved in music	69.40	Parent communication
67.30	Other adult communication	67.50	Parent communication	69.00	Involved in school extra-curricular activities
66.90	Time at home	65.10	Time at home	67.50	Time at home
66.90	Family support	64.70	Other adult resources	67.20	Involved in community organizations and activities

(table continues)

Entire sample		Males		Females	
% of possible score	Developmental asset	% of possible score	Developmental asset	% of possible score	Developmental asset
66.00	Involved in community organizations or activities	63.00	Involved in community organizations and activities	66.50	Family support
65.60	Other adult resources	61.30	Homework	65.90	Other adult resources
65.40	Involved in music	59.60	Other adult communication	64.40	Involved in music
58.00	Values helping people	49.60	Values helping people	61.10	Values helping people

damaging or destroying property (82.9%), physical fighting (81.4%), or running away from home (87.4%).

When level of involvement in at-risk behaviors was ranked, "shoplifting," "taking a vehicle without permission," "physical fighting," and "alcohol use" were listed among the top five behaviors for both males and females. Level of involvement scores for at-risk behaviors exceeded the 25% level for 9 of the 10 at-risk behaviors for males and 1 of the 10 for females. See Table 2 for additional details.

Hypothesis Testing

Hypothesis 1 stated: There is no statistically significant difference between males and females in asset development or involvement in at-risk behaviors. Results indicate that males and females had statistically significantly different mean asset scores on 18 of the 29 assets measured. Females reported higher mean scores on all 18 assets that were significantly different. Statistically significant differences were found on external assets "view parents as accessible resources for advice and support," "communication with non-parental adults," "parent involvement in school," "parents have standards for appropriate conduct," "parents discipline when rules violated," and "parental monitoring." Females also reported higher mean scores for internal assets "achievement motivation," "educational aspiration," "school performance," "homework," "values helping people," "is concerned about world hunger," "cares about people's feelings," "values sexual restraint," "assertiveness skills," "friendship making skills," "planning skills," and "high

Table 2

Ranked Listing of At-Risk Behaviors for the Entire Sample, Males, and Females

Entire sample		Males		Females	
% of possible score	At-risk behavior	% of possible score	At-risk behavior	% of possible score	At-risk behavior
27.20	Shoplifting	34.80	Shoplifting	25.30	Physical fighting
26.80	Physical fighting	34.00	Purposely damaged or destroyed public or private property	24.90	Use alcohol
26.50	Taken a vehicle without permission	31.30	Taken a vehicle without permission	24.70	Taken a vehicle without permission
26.00	Use alcohol	30.90	Physical fighting	24.30	Shoplifting
25.40	Purposely damaged or destroyed public or private property	28.90	Use alcohol	23.60	Use tobacco
24.00	Use tobacco	28.70	Broken into a home or business with intent to steal	22.30	Run away from home
23.60	Run away from home	27.00	Run away from home	22.20	Purposely damaged or destroyed public or private property
23.10	Use other drugs	26.80	Use other drugs	22.10	Use marijuana
23.00	Use marijuana	25.60	Use marijuana	21.70	Use other drugs
22.60	Broken into a home or business with intent to steal	24.90	Use tobacco	20.40	Broken into a home or business with intent to steal

self-esteem." The sum of the single item asset scores also revealed a statistical significance between the males and females with females having higher mean scores.

Statistical results are reported in Table 3 and Table 4.

Statistically significant differences were revealed between males and females on eight of the ten at-risk behaviors. Males reported higher mean scores on the "use of alcohol," "other illegal drugs," "shoplifting," "breaking into a home or business to steal," "vehicle theft," "purposely damaging or destroying property," "physical fighting," and "running away from home." See Table 5 for statistical results. Since the number of teens having experienced sexual intercourse was so small, no statistical tests were done. Frequency data for the at-risk behavior "having had sexual intercourse" are reported in Table 6. Hypothesis 1, that there are no significant differences in asset development and involvement in at-risk behavior between males and females, was rejected.

Null hypothesis 2 stated: There is no statistically significant difference between grade levels in asset development or involvement in at-risk behaviors. The results support this hypothesis. No two grades had statistically significant differences at the .05 level in asset development or involvement in at-risk behaviors. Statistical results are reported in Tables 7, 8, 9, and 10.

Null hypothesis 3 stated: There is no statistically significant difference between youth involved in different types of 4-H clubs in asset development or involvement in at-risk behaviors. The results supported this hypothesis. Asset development in general was

Table 3

Comparison of Composite Asset Scores by Gender

Asset	Gender				t	p
	Female (n = 143-145)		Male (n = 54)			
	M	SD	M	SD		
Family support	3.33	.53	3.39	.44	.78	.44
Parent as resource	4.38	.84	4.07	.93	-2.27	.02*
Parent communication	3.47	.69	3.38	.67	-.86	.39
Other adult resource	3.29	.89	3.24	1.02	-.39	.70
Involved in community organizations and activities	3.36	1.02	3.15	1.17	-1.25	.21
Self-esteem	3.15	.36	2.95	0.45	-3.22	.00**
Positive view of personal future	2.87	.43	2.77	0.50	-1.29	.20

*p < .05, **p < .01

Table 4

Comparison of Single-Item Assets by Gender

Asset	Gender				t	p
	Female (n = 92-145)		Male (n = 41-54)			
	M	SD	M	SD		
Other adult communication	3.51	1.38	2.98	1.57	-2.31	.02*
Parent involvement in school	3.40	.80	3.06	1.07	-2.43	.02*
Positive school climate	3.34	.77	3.23	.89	-.88	.38
Parental standards	3.70	.60	3.28	.85	-3.93	.00***
Parent discipline	3.42	.57	3.15	.90	-2.53	.01*
Parental monitoring	3.59	.63	3.28	.66	-2.96	.00**
Time at home	2.70	.79	2.60	.91	-.74	.46
Involved in music	2.58	1.00	2.71	.98	.70	.48

(table continues)

Asset	Gender				t	p
	Female (n = 92-145)		Male (n = 41-54)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Achievement motivation	3.63	.55	3.28	.69	-3.63	.00***
Educational aspiration	4.62	.75	4.21	1.17	-2.90	.00**
School performance	4.61	.76	4.28	.90	-2.57	.01*
Homework	2.83	.88	2.45	.82	-2.73	.01**
Values helping people	3.06	1.31	2.48	1.30	-2.75	.01**
Is concerned about world hunger	3.18	.64	2.85	.93	-2.86	.01**
Cares about people's feelings	3.65	.55	3.06	.80	-5.82	.000***
Values sexual restraint	3.86	.47	3.49	.93	-3.66	.000***
Assertiveness skills	3.66	.58	3.30	.86	-3.45	.001**

(table continues)

Asset	Gender				t	p
	Female (n = 92-145)		Male (n = 41-54)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Decision-making skills	3.10	.57	3.21	.72	1.12	.26
Friendship-making skills	3.57	.59	3.15	.86	-3.88	.00***
Planning skills	3.40	.72	3.07	.70	-2.86	.01**
Sum of single item assets	2.18	7.40	-5.85	10.34	-6.07	.00***

*p < .05, **p < .01, ***p < .001

Table 5

Comparison of At-Risk Behaviors by Gender

At-risk behavior	Gender				t	p
	Female (n = 145)		Male (n = 54)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Use tobacco	1.18	.62	1.25	.62	.65	.52
Use alcohol	1.24	.32	1.44	.69	1.98	.05*
Use marijuana	1.10	.42	1.28	.81	1.96	.05
Use other illegal drugs	1.08	.50	1.34	.83	2.63	.01**
Shoplifting	1.22	.62	1.74	.99	4.44	.00***
Broken into home or business with intent to steal	1.02	.14	1.43	.91	5.30	.00***
Taken a vehicle without permission	1.24	.70	1.57	1.12	2.47	.01*
Purposely damaged or destroyed public or private property	1.11	.39	1.70	1.14	5.40	.00***
Physical fighting in the last year	1.26	.83	1.55	.93	2.06	.04*
Run away from home	1.11	.46	1.35	.78	2.64	.01**

*p < .05, **p < .01, ***p < .001

Table 6

Comparison of Sexual Activity by Gender

Gender	Sexual intercourse				Total <u>n</u>
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
Female	12.00	8.60	127.00	91.40	139.00
Male	6.00	12.50	42.00	86.50	48.00
Total	18.00	9.60	169.00	90.40	187.00

Note. Frequency data were reported here because 25% of cells (1) had an expected cell count of less than 5.

Table 7

Comparison of Composite Asset Scores by Grade

Assets	Grade								F	p
	9 th		10 th		11 th		12 th			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Family support	3.29	.47	3.39	.57	3.31	.49	3.53	.43	1.40	.24
Parent as resource	4.24	.94	4.39	.84	4.30	.86	4.13	.81	.59	.62
Parent communication	3.45	.69	3.45	.63	3.50	.75	3.43	.70	.06	.98
Other adult resource	3.26	.87	3.38	.95	3.31	.98	2.87	.91	1.54	.21
Involved in community organizations and activities	3.17	1.08	3.48	.97	3.31	.97	3.08	.95	1.30	.28
Self-esteem	3.09	.35	3.12	.39	3.10	.49	3.01	.29	.45	.72
Positive view of personal future	2.79	.42	2.82	.49	2.92	.45	2.99	.43	1.46	.23

Table 8

Comparison of Single-Item Assets by Grade

Asset	Grade								F	p
	9 th		10 th		11 th		12 th			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Other adult communication	3.13	1.40	3.40	1.54	3.78	1.14	3.11	1.73	1.95	.12
Parent involvement in school	3.37	.88	3.31	.92	3.27	.81	3.17	1.04	.28	.84
Positive school climate	3.22	.78	3.29	.84	3.50	.73	3.29	.92	1.03	.38
Parental standards	3.60	.73	3.68	.56	3.46	.87	3.47	.70	.93	.43
Parent discipline	3.40	.71	3.39	.63	3.27	.71	3.26	.73	.49	.69
Parental monitoring	3.43	.77	3.59	.56	3.55	.50	3.42	.77	.80	.50
Time at home	2.75	.82	2.59	.85	2.63	.81	2.74	.81	.49	.69
Involved in music	2.76	.93	2.64	1.04	2.43	.96	2.50	1.10	.71	.55

(table continues)

Assets	Grade									
	9 th		10 th		11 th		12 th		F	p
	(n = 72)		(n = 64-65)		(n = 40-41)		(n = 19)			
<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>			
Involved in school extracurricular activities	3.19	1.35	3.75	1.31	3.56	1.35	3.42	1.43	1.97	.12
Involved in church or synagogue	4.53	1.07	4.60	.98	4.33	1.27	3.95	1.55	1.88	.13
Achievement motivation	3.58	.52	3.54	.69	3.43	.68	3.58	.51	.61	.61
Educational aspiration	4.59	.84	4.43	.98	4.51	.87	4.53	.91	.34	.80
School performance	4.49	.83	4.65	.68	4.53	.92	4.26	.87	1.16	.33
Homework	2.77	.87	2.59	.90	2.93	.86	2.58	.84	1.41	.24
Values helping people	2.63	1.27	3.08	1.38	3.10	1.28	2.78	1.33	1.83	.14
Is concerned about world hunger	3.08	.71	3.13	.78	3.10	.72	2.95	.85	.29	.83
Cares about people's feelings	3.44	.72	3.53	.67	3.59	.68	3.32	.58	.89	.45

(table continues)

Assets	Grade								F	p
	9 th		10 th		11 th		12 th			
	M	SD	M	SD	M	SD	M	SD		
Values sexual restraint	3.76	.66	3.77	.66	3.82	.51	3.58	.84	.60	.62
Assertiveness skills	3.47	.75	3.63	.60	3.63	.67	3.53	.77	.71	.55
Decision-making skills	3.10	.59	3.16	.65	3.13	.69	3.16	.50	.12	.95
Friendship-making skills	3.50	.63	3.46	.69	3.49	.78	3.21	.79	.91	.44
Planning skills	3.31	.74	3.29	.81	3.37	.62	3.26	.65	.12	.95
Sum of single-item assets	-4.1	8.80	.83	9.07	.65	8.62	10.46	2.40	.97	.41

Table 9

Comparison of At-Risk Behaviors by Grade

At-risk behavior	Grade								F	p
	9 th		10 th		11 th		12 th			
	M	SD	M	SD	M	SD	M	SD		
Use tobacco	1.15	.49	1.31	.88	1.10	.31	1.21	.42	1.11	.35
Use alcohol	1.22	.61	1.29	.66	1.40	.71	1.42	.61	.89	.45
Use marijuana	1.14	.59	1.15	.59	1.18	.50	1.16	.50	.04	.99
Use other illegal drugs	1.13	.61	1.13	.45	1.30	.91	1.05	.23	1.01	.34
Shoplifting	1.31	.71	1.29	.74	1.43	.87	1.68	.89	1.50	.22
Broken into home or business with intent to steal	1.13	.47	1.09	.42	1.18	.68	1.21	.63	.38	.77
Taken a vehicle without permission	1.35	.88	1.34	.82	1.33	.97	1.21	.54	.14	.93

(table continues)

At-risk behavior	Grade								F	p
	9 th		10 th		11 th		12 th			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Purposely damaged or destroyed public or private property	1.22	.66	1.22	.60	1.49	1.05	1.12	.54	1.44	.23
Physical fighting in the last year	1.32	.82	1.25	.64	1.40	1.01	1.63	1.30	1.02	.38
Run away from home	1.19	.55	1.08	.33	1.28	.78	1.26	.81	1.14	.33

Table 10

Comparison of Sexual Activity by Grade

Grade	Sexual intercourse				Total
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
9th	6.00	8.60	64.00	91.40	70.00
10th	5.00	8.30	55.00	91.70	60.00
11th	4.00	11.00	32.00	88.90	36.00
12th	3.00	5.20	16.00	84.20	19.00
Total	18.00	9.70	167.00	90.20	185.00

Note. Frequency data were reported here because 25% of cells (2) had an expected cell count of less than 5.

not significantly different between 4-H members in different types of 4-H clubs. See Table 11 and Table 12 for statistical results. Exceptions include significant differences in self-esteem, parent discipline, involvement in church or synagogue, and school performance. For the asset self-esteem members of community clubs reported significantly higher levels of self-esteem than members of all other club types. Statistically significant differences also exist between family club members and both community club members and neighborhood club members for the asset "parental discipline." Mean scores for community and neighborhood club members were similar (3.46 and 3.47) and significantly higher than mean scores for family club members (3.12).

For the asset "involved in church or synagogue" there were significant differences between members of community clubs and members of all other club types with community club members having the lowest mean score for this asset (3.98). Members of individual clubs ranked highest (4.71), followed by family club members (4.63) and neighborhood club members (4.53). When asked about their motivation to do well in school, members of family and neighborhood clubs were significantly different. Neighborhood club members reported higher levels of motivation to do well in school (3.72) than members of family clubs (3.36). For the asset "school performance," neighborhood club members were significantly different than individual or family club members. Neighborhood club members reported higher grades in school (4.79) compared to individual club members (4.44) and family club members (4.28). When single-item asset scores were standardized and summed, statistically significant

Table 11

Comparison of Composite Asset Scores by 4-H Club Type

Asset	4-H club type								F	p
	Individual (n = 35)		Family (n = 56-58)		Neighborhood (n = 53)		Community (n = 51-52)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Family support	3.32	.51	3.41	.53	3.34	.41	3.29	.57	.63	.60
Parent as resource	4.19	.94	4.32	.87	4.53	.67	4.09	.97	2.49	.06
Parent communication	3.42	.71	3.48	.70	3.55	.70	3.33	.65	.92	.43
Other adult resource	3.26	.85	3.51	.95	3.18	.84	3.12	1.01	1.97	.12
Involved in community organizations and activities	3.13	.99	3.37	1.08	3.29	1.04	3.36	1.14	.44	.73
Self-esteem	3.04	.33	3.07	.40	3.03	.37	3.22	.42	2.71	.05*
Positive view of personal future	2.97	.39	2.75	.46	2.90	.41	2.79	.51	2.35	.07

*p < .05

Table 12

Comparison of Single-Item Assets by 4-H Club Type

Asset	4-H club type								F	p
	Individual (n = 35)		Family (n = 57-58)		Neighborhood (n = 53)		Community (n = 51-52)			
	M	SD	M	SD	M	SD	M	SD		
Other adult communication	3.17	1.51	3.21	1.52	3.57	1.37	3.42	1.42	.77	.51
Parent involvement in school	3.29	.79	3.27	.98	3.43	.75	3.26	1.00	.45	.72
Positive school climate	3.24	.83	3.26	.84	3.48	.68	3.23	.87	1.03	.38
Parental standards	3.60	.74	3.52	.73	3.68	.64	3.56	.73	.51	.67
Parent discipline	3.37	.73	3.12	.84	3.47	.54	3.46	.54	3.29	.02*
Parental monitoring	3.54	.56	3.44	.76	3.59	.57	3.46	.67	.58	.63
Time at home	2.63	.84	2.60	.84	2.66	.73	2.82	.87	.77	.51
Involved in music	2.55	.96	2.62	.91	2.62	1.09	2.67	1.02	.07	.98

(table continues)

Asset	4-H club type									
	Individual (<u>n</u> = 35)		Family (<u>n</u> = 57-58)		Neighborhood (<u>n</u> = 53)		Community (<u>n</u> = 51-52)		F	p
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Involved in school extracurricular activities	3.44	1.28	3.48	1.35	3.53	1.31	3.37	1.47	.12	.95
Involved in church or synagogue	4.71	.89	4.63	.90	4.53	1.15	3.98	1.39	4.30	.01**
Achievement motivation	3.54	.70	3.36	.67	3.72	.46	3.53	.58	3.23	.02*
Educational aspiration	4.71	.80	4.25	1.13	4.60	.69	4.55	.83	2.36	.07
School performance	4.44	1.05	4.28	.94	4.79	.45	4.55	.70	3.89	.01**
Homework	2.59	.86	2.66	.87	2.76	.92	2.87	.86	.86	.47
Values helping people	2.86	1.35	2.64	1.20	3.04	1.45	3.06	1.32	1.41	.33
Is concerned about world hunger	3.06	.81	3.18	.69	3.00	.73	3.12	.78	.56	.65
Cares about people's feelings	3.67	.54	3.42	.82	3.57	.50	3.35	.73	1.82	.15
Values sexual restraint	3.77	.74	3.67	.72	3.90	.36	3.71	.72	1.35	.26

(table continues)

Asset	4-H club type									
	Individual (\bar{n} = 35)		Family (\bar{n} = 57-58)		Neighborhood (\bar{n} = 53)		Community (\bar{n} = 51-52)		F	p
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Assertiveness skills	3.43	.82	3.56	.66	3.66	.52	3.57	.78	.80	.50
Decision-making skills	3.00	.54	3.17	.63	3.21	.46	3.08	.77	1.04	.38
Friendship-making skills	3.38	.65	3.35	.79	3.57	.57	3.50	.73	1.07	.36
Planning skills	3.23	.69	3.21	.70	3.47	.64	3.31	.85	1.42	.24
Sum of single item assets	-4.8	9.61	-2.12	10.41	2.75	6.80	-2.0	8.48	2.81	.04*

* $p < .05$, ** $p < .01$, *** $p < .001$

differences in mean asset scores were found between 4-H members in neighborhood clubs and members in family clubs. Members of neighborhood clubs had overall higher scores.

Null hypothesis 3 was also supported for at-risk behaviors. Involvement in at-risk behavior was not significantly different statistically for 4-H members belonging to different types of 4-H clubs with one exception. Community club members were significantly more involved in physical fighting than members of any other type of 4-H club. Statistical results are reported in Table 13 and Table 14.

Null hypothesis 4 stated: There is no statistically significant difference in asset development or involvement in at-risk behaviors between youth based on the number of years they have belonged to 4-H. This hypothesis was supported. There were no statistically significant differences at the .05 level in asset development or involvement in at-risk behavior for 4-H youth based on the number of years they had been a 4-H member. See Tables 15, 16, and 17 for statistical results.

Null hypothesis 5 stated: There is no statistically significant difference in asset development or involvement in at-risk behaviors between youth based on the number of 4-H project areas they have been involved in. This hypothesis was supported. There were no statistically significant differences in asset attainment or involvement in at-risk behavior for 4-H youth based on the number of 4-H project areas they had been involved in with one exception. 4-H members who had been involved in three to four project areas were significantly different statistically than those that had been involved in

Table 13

Comparison of At-Risk Behaviors by 4-H Club Type

At-risk behavior	4-H club type								F	p
	Individual (n = 34-35)		Family (n = 56-57)		Neighborhood (n = 53)		Community (n = 50-52)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Use tobacco	1.11	.68	1.20	.59	1.09	.35	1.37	.79	1.99	.12
Use alcohol	1.26	.66	1.30	.60	1.17	.47	1.46	.80	1.89	.13
Use marijuana	1.26	.78	1.18	.60	1.02	.14	1.19	.60	1.55	.20
Use other illegal drugs	1.26	.78	1.25	.83	1.02	.14	1.12	.48	1.67	.18
Shoplifting	1.46	1.01	1.29	.62	1.30	.64	1.44	.87	.65	.59
Broken into home or business with intent to steal	1.20	.72	1.18	.51	1.04	.19	1.14	.60	.93	.47
Taken a vehicle without permission	1.35	.95	1.28	.77	1.19	.65	1.50	1.00	1.27	.28

(table continues)

	4-H club type									
	Individual (n = 34-35)		Family (n = 56-57)		Neighborhood (n = 53)		Community (n = 50-52)		F	p
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
At-risk behavior										
Purposely damaged or destroyed public or private property	1.37	.91	1.35	.74	1.19	.71	1.20	.57	.86	.46
Physical fighting in the last year	1.26	.70	1.20	.48	1.13	.59	1.77	1.29	6.39	.00***
Run away from home	1.17	.62	1.21	.56	1.08	.33	1.26	.74	.93	.43

***p < .001

Table 14

Comparison of Sexual Activity by 4-H Club Type

4-H club type	Sexual intercourse				Total <u>n</u>
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
Individual	3.00	9.40	29.00	90.60	32.00
Family	6.00	11.10	48.00	88.90	54.00
Neighborhood	2.00	3.80	50.00	96.20	52.00
Community	7.00	14.60	41.00	85.40	48.00
Total	18.00	9.70	168.00	90.30	186.00

Note. Frequency data were reported here because 25% of cells (2) had an expected cell count of less than 5.

Table 15

Comparison of Composite Asset Scores and Sum of Single-Item Assets by Years in 4-H

Asset	Years in 4-H										F	p
	Less than 2 (n = 19)		3-4 (n = 25)		5-6 (n = 59-61)		7-8 (n = 69)		9-10 (n = 23)			
	M	SD	M	SD	M	SD	M	SD	M	SD		
Family support	3.26	.62	3.35	.52	3.30	.46	3.40	.53	3.37	.44	.47	.79
Parent as resource	3.76	1.02	4.44	.85	4.31	.86	4.33	.87	4.35	.76	2.02	.09
Parent communication	3.25	.71	3.23	.71	3.45	.65	3.57	.68	3.42	.74	1.60	.18
Other adult resource	3.26	.81	3.23	.85	3.28	.93	3.32	1.02	3.16	.85	.15	.97
Involved in community organizations and activities	3.32	1.16	3.18	1.03	3.25	1.10	3.35	1.06	3.41	.96	.22	.93
Self-esteem	3.08	.41	3.18	.46	3.10	.40	3.05	.38	3.16	.31	.66	.62
Positive view of personal future	2.72	.59	2.95	.42	2.89	.45	2.82	.46	2.77	.36	1.11	.35
Sum of single item assets	-1.20	9.25	-4.46	10.46	.29	8.87	-.55	9.58	1.76	6.18	.37	.83

Table 16

Comparison of At-risk Behaviors by Years in 4-H

At-risk behavior	Years in 4-H											F	p
	1 or 2 (n = 18-19)		3 or 4 (n = 24-25)		5 or 6 (n = 59-60)		7 or 8 (n = 68-69)		9 or 10 (n = 23)				
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>			
Use tobacco	1.42	.96	1.16	.47	1.15	.40	1.27	.79	.00	.00	1.51	.20	
Use alcohol	1.37	.76	1.16	.37	1.37	.71	1.35	.70	1.09	.29	1.23	.30	
Use marijuana	1.37	.76	1.00	.00	1.17	.62	1.19	.63	1.00	.00	1.69	.15	
Use other illegal drugs	1.21	.71	1.13	.45	1.13	.50	1.16	.66	1.17	.83	.08	.99	
Shoplifting	1.22	.94	1.28	.61	1.52	.97	1.35	.66	1.22	.52	1.01	.40	
Broken into home or business with intent to steal	1.21	.54	1.04	.20	1.18	.62	1.15	.58	1.00	.00	.83	.51	
Taken a vehicle without permission	1.42	1.02	1.20	.65	1.48	1.06	1.29	.75	1.13	.46	.99	.41	

(table continues)

At-risk behavior	Years in 4-H										F	p
	1 or 2 (n = 18-19)		3 or 4 (n = 24-25)		5 or 6 (n = 59-60)		7 or 8 (n = 68-69)		9 or 10 (n = 23)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Purposely damaged or destroyed public or private property	1.53	1.26	1.08	.40	1.39	.85	1.19	.55	1.17	.39	1.77	.14
Physical fighting in the last year	1.26	.56	1.21	.83	1.43	.95	1.38	.89	1.22	.85	.49	.74
Run away from home	1.26	.65	1.17	.48	1.14	.47	1.20	.66	1.17	.65	.21	.93

Table 17

Comparison of Sexual Activity by Years in 4-H

Years in 4-H	Sexual intercourse				Total <u>n</u>
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
1 or 2	4.00	22.20	14.00	77.80	18.00
3 or 4	1.00	4.30	22.00	95.70	23.00
5 or 6	6.00	10.30	52.00	89.70	58.00
7 or 8	7.00	10.90	57.00	89.10	64.00
9 or 10	0.00	0.00	22.00	100.00	22.00
Total	18.00	9.70	167.00	90.20	185.00

Note. Frequency data were reported here because 30% of cells (3) had an expected cell count of less than 5.

five or more project areas for the asset “parents are accessible resources for advice and support”. Those with involvement in five or more project areas reported higher mean scores for this asset. For statistical results see Tables 18, 19, and 20.

Null hypothesis 6 stated: There is no statistically significant difference in asset development or involvement in at-risk behavior between youth based on the number of 4-H events and activities they have participated in. This hypothesis was supported. There were two exceptions to this statement. First there was a statistically significant difference between 4-H members who had participated in one or two 4-H events and those who had participated in three or four, five or six, or seven or more for the asset “family life provides a high level of love and support.” Those participating in more than two events had similar and higher mean scores. Second, there was a statistically significant difference in involvement in shoplifting between 4-H members who participated in one or two 4-H events and those who participated in three or four, or five or six events. Those participating in one or two 4-H events had higher mean scores on involvement in shoplifting. See Table 21, 22, and 23 for statistical results.

Table 18

Comparison of Composite Asset Scores and Sum of Single-Item Assets by Number of 4-H Project Areas

Asset	Number of project areas						F	p
	1-2 (n = 66-67)		3-4 (n = 64)		5 or more (n = 64-65)			
	M	SD	M	SD	M	SD		
Family support	3.36	.54	3.33	.48	3.34	.51	.09	.92
Parent as resource	4.28	.91	4.09	.94	4.49	.73	3.39	.04*
Parent communication	3.36	.71	3.56	.66	3.43	.70	1.31	.27
Other adult resource	3.23	.83	3.13	.99	3.49	.94	2.57	.08
Involved in community organizations and activities	3.41	1.03	3.21	1.12	3.29	1.04	.57	.57
Self-esteem	3.08	.38	3.10	.46	3.10	.32	.05	.95
Positive view of personal future	2.86	.51	2.84	.44	2.82	.41	.14	.87
Sum of single item assets	-26	9.10	-1.14	10.08	1.40	7.86	1.31	.27

*p < .05

Table 19

Comparison of At-Risk Behaviors by Number of 4-H Project Areas

At-risk behavior	Number of 4-H project areas						F	p
	1 or 2 (n = 66-67)		3 or 4 (n = 63-64)		5 or more (n = 63-64)			
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Use tobacco	1.12	.45	1.30	.75	1.18	.64	1.40	.25
Use alcohol	1.24	.55	1.42	.71	1.23	.66	1.79	.17
Use marijuana	1.13	.46	1.23	.73	1.08	.45	1.29	.28
Use other illegal drugs	1.08	.40	1.23	.68	1.16	.72	1.07	.34
Shoplifting	1.26	.79	1.50	.84	1.33	.69	1.67	.19
Broken into home or business with intent to steal	1.05	.27	1.25	.67	1.11	.54	2.65	.07
Taken a vehicle without permission	1.25	.73	1.33	.90	1.31	.79	.17	.84

(table continues)

Number of 4-H project areas

	1 or 2 (<u>n</u> = 66-67)		3 or 4 (<u>n</u> = 63-64)		5 or more (<u>n</u> = 63-64)		<u>F</u>	<u>p</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
At-risk behavior								
Purposely damaged or destroyed public or private property	1.27	.81	1.30	.64	1.25	.74	.08	.92
Physical fighting in the last year	1.27	.77	1.35	.81	1.41	1.02	.41	.66
Run away from home	1.12	.45	1.21	.48	1.22	.77	.54	.58

Table 20

Comparison of Sexual Activity by Number of 4-H Project Areas

4-H project areas	Sexual intercourse				Total <u>n</u>
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
1 or 2	5.00	7.60	61.00	92.40	66.00
3 or 4	8.00	13.60	51.00	86.40	59.00
5 or more	4.00	6.80	55.00	93.20	59.00
Total	17.00	9.20	167.00	90.80	184.00

Note. Frequency data were reported here because of the small number of participants having experienced sexual intercourse.

Table 21

Comparison of Composite Asset Scores and Sum of Single-Item Assets by Number of 4-H Events

Asset	Number of 4-H events								F	p
	1-2 (n = 27)		3-4 (n = 67-68)		5-6 (n = 53)		7 or more (n = 49-50)			
	M	SD	M	SD	M	SD	M	SD		
Family support	3.02	.57	3.42	.54	3.39	.41	3.38	.46	4.76	.00**
Parent as resource	3.87	1.06	4.33	.88	4.42	.80	4.35	.79	2.60	.05
Parent communication	3.15	.62	3.51	.76	3.54	.64	3.44	.66	2.19	.09
Other adult resource	3.23	1.03	3.25	.90	3.39	.93	3.25	.91	.33	.80
Involved in community organizations and activities	3.43	1.09	3.25	1.05	3.25	1.15	3.37	1.00	.28	.84
Self-esteem	3.04	.31	3.10	.43	3.09	.38	3.13	.40	.30	.82
Positive view of personal future	2.73	.57	2.89	.41	2.88	.44	2.80	.45	1.11	.35
Sum of single item assets	-3.49	10.60	.23	7.67	1.14	10.05	.40	8.52	1.69	.17

**p < .01

Table 22

Comparison of At-Risk Behaviors by Number of 4-H Events

At-risk behavior	Number of 4-H events								F	p
	1 or 2 (n = 26-28)		3 or 4 (n = 67-68)		5 or 6 (n = 52-53)		7 or more (n = 48-49)			
	M	SD	M	SD	M	SD	M	SD		
Use tobacco	1.44	1.01	1.19	.68	1.17	.47	1.10	.31	1.84	.14
Use alcohol	1.56	.97	1.24	.52	1.25	.52	.13	.68	1.80	.15
Use marijuana	1.33	.79	1.06	.29	1.19	.62	1.14	.61	1.67	.18
Use other illegal drugs	1.33	.88	1.06	.39	1.21	.69	1.13	.61	1.47	.22
Shoplifting	1.73	1.28	1.18	.46	1.34	.71	1.45	.79	3.62	.01*
Broken into home or business with intent to steal	1.07	.27	1.10	.55	1.17	.55	1.16	.55	.35	.79
Taken a vehicle without permission	1.67	1.30	1.21	.68	1.26	.59	1.31	.85	2.15	.10

(table continues)

	Number of 4-H events									
	1 or 2 (<u>n</u> = 26-28)		3 or 4 (<u>n</u> = 67-68)		5 or 6 (<u>n</u> = 52-53)		7 or more (<u>n</u> = 48-49)		F	p
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
At-risk behavior										
Purposely damaged or destroyed public or private property	1.48	1.12	1.19	.68	1.30	.67	1.22	.55	1.11	.35
Physical fighting in the last year	1.42	.95	1.24	.67	1.36	.95	1.43	.98	.59	.63
Run away from home	1.19	.56	1.25	.73	1.12	.43	1.14	.50	.65	.59

*p < .05

Table 23

Comparison of Sexual Activity by Number of 4-H Events

Number of 4-H Events	Sexual intercourse				Total <u>n</u>
	Yes		No		
	<u>n</u>	%	<u>n</u>	%	
1 or 2	2.00	8.30	22.00	91.70	24.00
3 or 4	6.00	9.40	58.00	90.60	64.00
5 or 6	3.00	5.90	48.00	94.10	51.00
7 or more	7.00	14.90	40.00	85.10	47.00
Total	18.00	9.70	168.00	90.30	186.00

Note. Frequency data were reported here because 37.5% of cells (3) had an expected cell count of less than 5.

CHAPTER V

SUMMARY AND DISCUSSION

Asset Development

This study revealed that the 4-H teens surveyed have a lot going for them. Their families were supportive and involved. About 85% of these teens lived in two-parent families that have not experienced disruption by divorce. Teens see their parents as loving, supportive, and accessible as resources for advice and support. According to the teens, standards for appropriate behavior were set by parents; family rules were perceived as fair, reasonable, and enforced; and parents monitored where children were and whom they were with. Parents of these teens were seen as involved in school activities, like monitoring progress and attending parent-teacher conferences and involved in 4-H.

These 4-H youth valued education. They reported that their grades were mostly As and Bs, and they described themselves as motivated to do well in school. About 85% of the 4-H teens surveyed planned to continue their education after high school. This figure parallels educational attainment statistics in Utah. In 1990, 15% of persons 25 years old and over had not graduated from high school while 27.2% have completed high school and 57.9% have attended college, or completed associate, bachelor's, or graduate degrees (National Center for Educational Statistics, 1997). These 4-H teens also saw themselves as good at planning and making decisions, and had confidence in

their ability to make friends. About one third were involved in musical experiences such as taking lessons, playing in a band or orchestra, singing in a choir, or performing.

These 4-H youth were involved in a variety of wholesome community activities. Most (91%) participated in extracurricular school activities at least one hour per week, and 49% spent five or more hours weekly in school-sponsored activities. Community organizations and events involved 90% of 4-H youth at least one hour per week and 50% are involved for three or more hours. About 85% of these young people spent one or more hours weekly helping others outside their families and one third invested three or more hours each week. About 75% of these 4-H youth participated in worship services one or more times per week. These 4-H youth were involved, participating in worthwhile activities, giving of themselves and developing skills that will serve them for years to come.

Where does 4-H fit into this picture? The 4-H program is only one of many activities in which this sample participated. Most have been involved in 4-H for 3 or 4 years of the 6 to 9 years possible. They have completed projects in three or four of the nine project areas and have participated in three or four of 10 possible events and activities.

At-Risk Behavior

In terms of involvement in substance use, nearly 90% of these 4-H teens reported that they had never used tobacco, marijuana, or other illegal drugs. About 77%

reported that they had never used alcohol. Following his 1997 survey of Utah students, Bahr et al. (1999) reported that 85.1% had never used tobacco, 90.2% had never used marijuana, and 81.2% had never used alcohol. With the exception of a higher rate of alcohol use, these 4-H teens are using drugs at a rate that is comparable to their peers. In considering early sexual experience, over 91% of 4-H teens said it was important to postpone becoming sexually active prior to marriage and 85% reported they had never had sexual intercourse. Nationally, Blum and Rhinehart (1997) indicated that 49.3% of high school students reported having sexual intercourse and in Utah, Jenson and Lee (1994) reported that 16% of teens surveyed reported having had sexual intercourse. Though much lower than the national rate for early sexual experience, 4-H teens and their Utah peers have experienced sexual intercourse at similar rates. In looking at juvenile crime, more than 80% of teens had never broken into a house or business to steal, taken a vehicle without permission, purposely damaged or destroyed property, run away from home, or gotten into a physical fight. About 77% had never been involved in shoplifting. It is interesting to note that more of these teens had been involved in criminal behavior (20%) than in using tobacco, marijuana, and other drugs (10%). A higher percentage (25%) had experimented with alcohol and shoplifting than with other at-risk behaviors.

Gender Differences

Gender was the only variable in which statistically significant differences were found in asset development and involvement in at-risk behavior. Females had higher

mean scores than males on 86% of all assets. A higher mean score indicates a higher level of attainment. Males had higher mean scores on only 4 of the 29 assets, "family support," "involved in music," "involved in school extracurricular activities," and "decision making skills." Males, on the other hand, had higher mean scores on 82% of at-risk behaviors that were significantly different statistically than females. A higher mean score indicates a higher level of involvement in the at-risk behavior. Males had higher mean scores than females for all at-risk behaviors though the differences were not statistically significant for the at-risk behaviors "use tobacco" and "use marijuana." These results support Benson's (1993) findings that females had more assets and fewer at-risk behaviors than males.

4-H Club Affiliation Differences

Overall there were few mean asset scores that showed a statistically significant difference based on the type of 4-H club a youth belonged to. There were five assets that did have statistically significant differences in means, however. Members of community 4-H clubs had mean scores on the asset "self-esteem" that were significantly higher statistically than members of individual 4-H clubs. For the asset "achievement motivation," members of neighborhood 4-H clubs had mean scores that were significantly higher statistically than members of family 4-H clubs. Members of neighborhood 4-H clubs also had mean scores for the asset "school performance" that were significantly different statistically than members of individual or family 4-H clubs. For the asset

"involvement in church or synagogue," members of community 4-H clubs had mean scores that were significantly lower statistically than members of individual, family, or neighborhood 4-H clubs. Members of 4-H family clubs had lower mean scores on the asset "parental discipline" that were significantly different statistically than members of neighborhood or community 4-H clubs.

Limitations

The homogeneity of this study's sample makes generalizing results problematic. The 4-H teens who completed the survey were not average teens. They came from families where they received love and support, where parents and teens communicated and where parents set reasonable limits and were involved in their children's lives. The teens were generally good students, they valued education, and they were involved in a variety of positive activities at school, in the community, and at church. The majority had never been involved in the spectrum of at-risk behaviors teens often explore. This sample was a select group of 4-H achievers and did not represent all 4-H teens or teens as a whole. Another limitation is the small sample size. This study reports the responses of only 199 4-H teens in Utah and, though typical of the 4-H program, the sample had a disproportionately smaller number of males (27%) than females (73%). Both of these factors limit the feasibility of making generalizations about 4-H teens and the teen population as a whole. Although nearly 60% of the sample completed the survey, the characteristics of those who did not complete the survey are unknown. There may have

been some inherent differences that would have affected the results of the study if they had participated. Another limitation of this study relates to the design of the survey instrument in which levels of attainment for 22 of the assets were measured using only one item/question. These single-item measures may not adequately assess the complex nature of the individual assets. Further refinement of the instrument is recommended. Finally, the environment in which the survey was completed may have been distracting to the 4-H teens as they worked on the survey. Surveys were completed in an outdoor area where many people were coming into the registration area and teens were waiting for their advisors to complete the registration process. This may have led to inaccurate responses, random marking of answer sheets, and a lack of concentration, which may affect the data reported to some degree.

Future Research

Future research opportunities for relating the contribution of the 4-H program to asset development and the prevention of at-risk behavior in 4-H members are numerous. It would be beneficial to document the level of asset development and involvement in at-risk behavior among a random sample of 4-H members on a county, state, regional, or national level. This would provide a benchmark for comparing 4-H teens developmentally and geographically to assess needs and develop programs to encourage asset development and prevention of at-risk behavior. It would also be interesting to compare levels of asset development and involvement in at-risk behaviors among 4-H members, youth in other youth organizations, and youth who are not involved in youth

organizations to determine the impact of the 4-H program and other community youth programs on adolescent development. A study looking at 4-H's impact on asset development and involvement in at-risk behavior of youth over their 4-H career would help to confirm or refute the positive effect that is often attributed to involvement in the 4-H program. It would also be interesting to assess the impact that 4-H volunteers and parents, trained in asset development techniques, can have on the levels of asset attainment and involvement in at-risk behaviors.

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APPENDICES

Appendix A. Developmental Assets

Developmental Assets
External Assets

Asset Type	Asset Name	Asset Definition
SUPPORT	1. Family Support	Family life provides high levels of love and support
	2. Parent	Student views parent/s as accessible resources for advice and support
	3. Parent communication	Student has frequent, in-depth conversations with parent/s
	4. Other adult resources	Student has access to non-parent adults for advice and support
	5. Other adult communication	Student has frequent, in-depth conversation with non-parent adults
	6. Parent involvement in school	Parent/s are involved in helping student succeed in school
	7. Positive school climate	School provides a caring, encouraging, environment
CONTROL	8. Parental standards	Parent/s have standards for appropriate conduct
	9. Parent discipline	Parent/s discipline student when a rule is violated
	10. Parental monitoring	Parent/s monitor "where I am going and with whom I will be"
	11. Time at home	Student goes out for "fun and recreation" three or fewer nights per week
	12. Positive peer influence	Student's best friends model responsible behavior
STRUCTURED	13. Involved in music	Student spends 1 hour or more per week in music training or practice
TIME USE	14. Involved in school extra-curricular activities	Student spends 1 hour or more per week in school sports, clubs or organizations
	15. Involved in community organizations or activities	Student spends 1 hour or more per week in organizations or clubs outside school
	16. Involved in church or synagogue	Student spends 1 hour or more per week attending programs or services

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Developmental Assets

Internal Assets

Asset Type	Asset Name	Asset Definition
EDUCATIONAL COMMITMENT	1. Achievement motivation	Student is motivated to do well in school
	2. Educational aspiration	Student aspires to pursue post-high school education, (e.g., trade school, college, vocational program)
	3. School performance	Student reports school performance is above average
	4. Homework	Student reports 6 hours or more of homework per week
POSITIVE VALUES	5. Values helping people	Student places high personal value on helping other people
	6. Is concerned about world hunger	Student reports interest in helping reduce world hunger
	7. Cares about people's feelings	Student cares about people's feelings
	8. Values sexual restraint	Student values postponing sexual activity
SOCIAL COMPETENCE	9. Assertiveness skills	Student reports ability to "stand up for what I believe"
	10. Decision-making skills	Student reports "I am good at making decisions"
	11. Friendship-making skills	Student reports "I am good at making friends"
	12. Planning skills	Student reports "I am good at planning ahead"
	13. Self-esteem	Student reports high self esteem
	14. Positive view of personal future	Student is optimistic about his/her personal future

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Appendix B. Developmental Deficits

Developmental Deficits

Deficit Name	Deficit Definition
1. Alone at home	Student spends 2 hours or more per day at home without an adult
2. Hedonistic values	Student places high importance on self-serving values
3. TV overexposure	Student watches TV 3 hours or more per day
4. Drinking parties	Student frequently attends parties where peers drink
5. Stress	Student feels under stress or pressure "most" or "all" of the time
6. Physical abuse	Student reports at least one incident of physical abuse by an adult
7. Sexual abuse	Student reports at least one incident of sexual abuse
8. Parental addiction	Student reports a parent "has a serious problem with alcohol or drugs"
9. Social isolation	Student feels a consistent lack of care, support and understanding
10. Negative peer pressure	Most close friends are involved in chemical use and/or are in frequent trouble at school

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Appendix C. Utah 4-H Teen Survey

UTAH 4-H TEEN SURVEY
Information Sheet

Purpose:

The purpose of this survey is to learn more about Utah's senior 4-Hers, the number and type of assets they have, their involvement in "problem behaviors" and their feelings about themselves, their families, schools and communities.

Confidentiality:

The answers to the survey will be seen only by the evaluation team. No names will be associated with the answers provided. Data will be reported for the group as a whole.

Participation is Voluntary:

Participation in this research survey is voluntary. Participants have the right to refuse to participate and the right to withdraw at any time.

Procedures:

Participants will be asked to answer question on the attached survey. The survey takes about 20 minutes to complete.

Risks/Discomforts:

There are no known risks for participation in this study. Some questions about family life or individual feelings and experiences may make some people uncomfortable. If this occurs the individuals may skip the questions causing the discomfort.

Benefits:

Survey data will provide a view of senior 4-H teens in Utah. Extension Educators, 4-H Leaders and 4-H parents will use the information to increase understanding of 4-H teens to develop effective programs and provide opportunities to assist 4-Hers to expand their personal assets.

If there are questions:

If there are questions regarding the rights of participants in this research project, or if individuals have other questions about the project, they may contact Ann Henderson (801 734-2031 days or 801 723-5418 evenings) or Glen Jenson (801 797-1542).

PLEASE KEEP THIS SHEET FOR YOUR RECORDS.

The Utah 4-H Teen Survey

Directions: Thanks for your willingness to take a few minutes to fill out this survey. It is designed to help us paint a picture of 4-Hers like you in Utah. Please do not put your name anywhere on the form. **Please put all your answers on the blue scantron form using a soft leaded pencil.** Start answering the questions with question number one. Please answer all questions. Thank you for helping us gather information on 4-Hers in Utah.

ABOUT YOURSELF

Please mark the answer that best describes you on the scantron form.

4. What is your sex?
 - A. Male
 - B. Female

5. How old are you?

A. 13	D. 16
B. 14	E. 17 or older
C. 15	

3. What grade did you just complete?

A. 9 th grade	C. 11 th grade
B. 10 th grade	D. 12 th grade

4. What is the marital status of your parents?

A. Married (first marriage for both parents)	D. Widowed (One of your parents died.)
B. Remarried	E. They never married
C. Divorced/separated	

5. How many years have you been in 4-H?

A. 1 or 2	D. 7 or 8
B. 3 or 4	E. 9 or 10
C. 5 or 6	

6. Which type of 4H club listed below best describes your 4-H club?
 - A. Individual Club - you, working alone on a project
 - B. Family Club - parents as leaders, brothers and sisters as members
 - C. Neighborhood Club - 4-H leaders and club members live in the same area and do similar projects
 - D. Community Club - 4-H leader/s and club members live in the same town or section of a larger city, hold club meetings as a large group and work on projects, usually in smaller groups

7. Of the nine areas listed below, how many areas have you done 4-H projects in?
 - A. **Citizenship and Civic Education** - voter awareness, service projects
 - B. **Consumer and Family Sciences** - child care, sewing/clothing, home environment, consumer education
 - C. **Communication and Expressive Arts** - public speaking, talent contest
 - D. **Environmental Ed. and Earth Sci.** - geology, soils, water, forestry, wild life, shooting sports, recycling.
 - E. **Healthy Lifestyle Education** - foods and nutrition, fitness, stress management, safety, bicycle safe.
 - F. **Personal Development** - career exploration, leadership skills, literacy, personal development
 - G. **Plants** - crops, weeds, gardening
 - H. **Animals** - beef, sheep, swine, horse, pets, rabbits
 - I. **Science and Technology** - veterinary & animal science, entomology, computer, automotive, rocket

A. 1 - 2	D. 7 - 8
B. 3 - 4	E. 9
C. 5 - 6	

TURN PAGE OVER FOR QUESTION 8.

17. How would you describe your planning skills?

- A. I am good at planning and get things done on time.
- B. I am usually good at planning but sometimes miss deadlines or am late.
- C. I don't plan ahead most of the time and often turn things in late.
- D. I never plan ahead and just deal with things when they come up.

Many of the question in the rest of this survey will ask you whether you agree or disagree with a statement. The choices below mean the following: "Strongly Agree" is how you really feel, "Agree" is how you feel most of the time, "Disagree" is if you disagree with the statement most of the time, and "Strongly Disagree" is if you disagree with the statement all of the time. Mark the letter on the answer sheet that goes with each choice.

QUESTIONS ABOUT YOU

		Strongly Agree	Agree	Disagree	Strongly Disagree
18. There is really no way I can solve some of the problems I have	18.	A	B	C	D
19. Sometimes I feel that I'm being pushed around in life.	19.	A	B	C	D
20. I have little control over the things that happen to me.	20.	A	B	C	D
21. I can do just about anything I really set my mind to.	21.	A	B	C	D
22. I often feel helpless in dealing with the problems of life.	22.	A	B	C	D
23. What happens to me in the future mostly depends on me.	23.	A	B	C	D
24. There is little I can do to change many of the important things in my life.	24.	A	B	C	D
25. I am curious and exploring, open to new experiences.	25.	A	B	C	D
26. I am active, energetic, and lively.	26.	A	B	C	D
27. I rely on myself more than others.	27.	A	B	C	D
28. Most of the time I feel it doesn't pay to try hard because things never turn out.	28.	A	B	C	D

PLEASE MAKE SURE YOU RECORD YOUR NEXT ANSWER ON NUMBER 29.

FAMILY

29. How many nights per week do you go out without other family members for fun and recreation?

- A. None
- B. 1 night
- C. 2 nights
- D. 3 nights
- E. 4 or more nights

30. How involved is at least one of your parents in school activities like monitoring your progress, attending parent teacher conferences and other school activities?

- A. Very involved
- B. Somewhat involved
- C. Uninvolved
- D. Very uninvolved

31. How involved are your parents in 4-H?

- A. Very involved
- B. Somewhat involved
- C. Uninvolved
- D. Very uninvolved

32. Have your parents made it clear to you what they consider appropriate conduct for a person your age?

- A. Very Clear
- B. Somewhat clear
- C. Not very clear
- D. Very unclear

33. Do your family's rules that are enforced, seem to be fair and reasonable?

- A. Very fair and reasonable
- B. Somewhat fair and reasonable
- C. Not very fair and reasonable
- D. Not fair and reasonable

TURN PAGE OVER FOR QUESTION 34.

PERSONAL ISSUES AND PROBLEMS

How much SUPPORT and ADVICE do each of these adults provide in your life?

	A Not any	B Very little	C Some	D Quite a bit	E A great amount
55. Mother	A	B	C	D	E
56. Father	A	B	C	D	E
57. Grandparent	A	B	C	D	E
58. Aunt, uncle or other relative	A	B	C	D	E
59. Teacher, coach, or school counselor	A	B	C	D	E
60. Minister, Bishop, Priest, Rabbi	A	B	C	D	E
61. Church youth group leaders	A	B	C	D	E
62. 4-H leader	A	B	C	D	E
63. Extension agent	A	B	C	D	E

PLEASE MAKE SURE YOU RECORD YOUR NEXT ANSWER ON NUMBER 64.

64. How many adults, not including your parents do you feel you could have frequent in-depth conversations with?
- | | |
|-------------|---------------------|
| A. None | D. 3 adults |
| B. 1 adult | E. 4 or more adults |
| C. 2 adults | |

SEXUALITY

65. How important is it for you to postpone becoming sexually active prior to marriage?
- | | |
|-----------------------|-------------------------|
| A. Very important | C. Not really important |
| B. Somewhat important | D. Unimportant |
66. Have you ever had sexual intercourse?
- A. Yes
B. No

OTHER BEHAVIORS

Please let us know how much you are involved in the following activities.

	A Never	B One time	C Two times	D Three times	E Four or more times
67. Taken something from a store on purpose without paying for it.	A	B	C	D	E
68. Broken into a house or business with the intent to steal?	A	B	C	D	E
69. Taken a vehicle without the owner's permission.	A	B	C	D	E
70. Purposely damaged or destroyed public or private property that didn't belong to you?	A	B	C	D	E
71. Been in a physical fight in the last year?	A	B	C	D	E
72. Run away from home?	A	B	C	D	E

PLEASE MAKE SURE YOU RECORD YOUR NEXT ANSWER ON NUMBER 73.

73. When I'm around other people, I am able to stick up for myself and my beliefs.
- | | |
|------------------|----------------------|
| A. Very true | C. Occasionally true |
| B. Somewhat true | D. Never |

Appendix D. Parent Letter and Consent Form

July 15, 1996

Dear 4-H Parents,

We believe that 4-H is a program that provides positive opportunities for young people and helps them develop strengths that benefit them throughout their lives. Young people surveyed nationally by the Search Institute in Minneapolis demonstrated that the more assets a young person possesses the less likely they were to use drugs and alcohol, do poorly in school, commit antisocial acts and become involved sexually.

We have an exciting opportunity to complete a similar survey of Utah's senior 4-Hers. This survey would help us paint a picture of 4-Hers, the number and type of assets they have, their involvement in "problem behaviors" and their feelings about themselves, their families, schools and communities. Based on this information 4-H leaders and parents can explore ways in which we can provide additional support to young people.

During the State 4-H Contests July 25-27, 1996 we would like to survey the 4-Hers in attendance. The survey would be completed during registration and would take 20 minutes. Information provided by individual 4-H teens would be confidential. No questions will be asked that would enable anyone to identify an individual's response. In reporting the results of the study the data will be summarized for the group as a whole. We would like your 4-H teen to participate in the survey. A copy of the Utah 4-H Teen Survey is enclosed. Please take time to look it over and sign the attached consent/non-consent form. Then, deliver it to your USU Extension Agent as your county group meets to depart for Logan July 24 or 25, 1996.

When the results of the survey have been analyzed you will receive a follow-up report on the findings of the study and some ideas about what you can do as a parent and 4-H leader to support our young people. If you have questions about the survey please feel free to call Ann Henderson at 801 734-2031 (daytime) or 801 723-5418 (evening).

Sincerely,

Glen Jenson, Ph.D.
USU Extension Specialist
Family and Human Development Leader

John Paul Murphy
Acting State 4-H Program

Ann Henderson
USU Extension Educator
Box Elder County

THE UTAH 4-H TEEN SURVEY
CONSENT FORM

Parent's Name _____

County _____

I _____ APPROVE
_____ DISAPPROVE of my son/daughter_____
4-H Teen's Name
completing the Utah 4-H Teen Survey at the 1996 State 4-H Contests July 25-27, 1996._____
Parent's Signature_____
Date**PLEASE COMPLETE THIS FORM AND DELIVER IT TO THE EXTENSION
AGENT IN YOUR COUNTY WHEN YOUR COUNTY GROUP MEETS TO
DEPART FOR THE STATE 4-H CONTEST JULY 24 OR 25, 1996.**

Appendix E. Letter to Extension Educators

TO: Extension Educators with 4-H Responsibilities
FROM: Ann Henderson, Glen Jenson, Ph.D., John Paul Murphy
SUBJECT: Teen Survey at State 4-H Contests
DATE: July 10, 1996

The 4-H program provides positive opportunities for young people and helps them develop strengths that benefit them throughout their lives. Young people surveyed nationally by the Search Institute in Minneapolis demonstrated that the more assets a young person possesses the less likely they were to use drugs and alcohol, do poorly in school, commit antisocial acts and become involved sexually.

We have an exciting opportunity to complete a similar survey of Utah's senior 4-Hers. This survey would help us paint a picture of 4-Hers, the number and type of assets they have, their involvement in "problem behaviors" and their feelings about themselves, their families, schools and communities. Based on that information Extension Agents, 4-H leaders and parents can explore ways in which we can provide additional support to young people.

During the State 4-H Contests July 25-27, 1996 we would like to survey the 4-Hers in attendance. The survey would be completed during registration and would take 20 minutes. Information provided by individual 4-H teens is confidential and the results of the study will be summarized for the group as a whole.

I would like to ask for your support in completing the following tasks.

1. COLLECT SIGNED CONSENT FORMS FROM EACH 4-H TEEN ATTENDING THE STATE 4-H CONTESTS BEFORE YOU DEPART FOR LOGAN ON JULY 24 or 25, 1996.

An explanation of the project, a copy of the survey and consent form will be sent to parents of 4-H teens participating in the contests July 15, 1996. A

copy of the consent form and the survey is included for your information. The consent form may be copied if someone has lost or misplaced the form they were sent. You may want to have a few extra copies on hand the morning you depart for parents or teens who have lost or forgotten theirs.

2. When you arrive in Logan PICK UP SURVEYS, PENCILS, SCANTRON SHEETS, CARDBOARD SHEETS AND ICE CREAM COUPONS in the State 4-H Contest registration area.

DISTRIBUTE SURVEYS, PENCILS AND SCANTRON SHEETS AND CARDBOARD SHEETS TO THE TEENS FROM YOUR COUNTY WHO HAVE PARENTAL CONSENT to complete the survey.

Have them complete the survey while your county is registering for the Contests. We suggest that the chaperones from your county help your group get started with the survey, maintain order so the group can concentrate and answer questions 4-Hers might have.

3. DISTRIBUTE ICE CREAM COUPONS TO 4-H TEENS AS THEY RETURN COMPLETED SCANTRON SHEETS AND SURVEYS TO YOU.
4. RETURN CONSENT FORMS, SURVEYS, PENCILS, SCANTRON SHEETS AND LEFT OVER ICE CREAM COUPONS to Ann Henderson in the registration area.

When the results of the survey have been analyzed you will receive a follow-up report on the findings of the study and some ideas about what you can do as an Extension Educator to provide additional support to our 4-Hers. If you have questions about the survey or the process please feel free to contact Ann Henderson by phone at 801 734-2031 (daytime) or 801 723-5418 (evening), by E-mail at annh@ext.usu.edu or by FAX at 801 734-2018.