

2012

Examining the use of social media among Four-H alumni in Louisiana

Kali Boudreaux Zammit

Louisiana State University and Agricultural and Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_theses



Part of the [Human Resources Management Commons](#)

Recommended Citation

Zammit, Kali Boudreaux, "Examining the use of social media among Four-H alumni in Louisiana" (2012).
LSU Master's Theses. 1409.

https://digitalcommons.lsu.edu/gradschool_theses/1409

This Thesis is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Master's Theses by an authorized graduate school editor of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

EXAMINING THE USE OF SOCIAL MEDIA AMONG FOUR-H ALUMNI IN LOUISIANA

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Science

in

The School of Human Resource Education and Workforce Development

By

Kali Boudreaux Zammit
B.A., Nicholls State University, 2008
May, 2012

© Copyright 2012
Kali Boudreaux Zammit
All Rights Reserved

ACKNOWLEDGEMENTS

Through my journey of pursuing a Master of Science degree from Louisiana State University, I have been truly blessed and grateful to have had overwhelming support and encouragement from my professors, colleagues, family, and friends. While maintaining a full-time position as a 4-H Youth Development Extension Agent, I have successfully completed graduate level courses and conducted valuable research studies with the help of many wonderful friends, to whom I am sincerely thankful.

First and foremost, I am honored to have had Dr. Krisanna Machtmes as my major professor and friend during this research process. After countless e-mail, phone, computer, and face-to-face conferences, I respect the loyalty and dedication that Dr. Machtmes has to research and to her students. She has offered her expertise, enthusiasm, and encouragement along the way, and I look forward to building upon this study and working with her in the future.

I would also like to thank Dr. Janet Fox and Dr. Earl Johnson for serving on my committee. They have provided their expertise and guidance during this research process, and I am truly grateful for their service and commitment to helping me along my journey. I also thank Melissa Cater and Katina Hester for helping with the development and launch of my online questionnaire. I also need to thank Christy Sorenson for her moral support and encouragement and in allowing her studies to serve as a basis for my advanced research.

Next, I must thank the LSU AgCenter for allowing me the opportunity and resources to pursue my goal of obtaining a Master of Science degree. To my co-workers at the St. Charles Parish LSU AgCenter office, I cannot thank you enough for your continued support and assistance to help our local St. Charles Parish 4-H program as I pursue my educational dream.

Last but not least, I thank my family and friends. To my husband, Blake, thank you for your patience, love, and support every day. To my family, especially my mother, thank you for your words of wisdom and support of my goals and aspirations to be a lifelong learner. To my friends, thank you for your belief in me. As many of you will continue to pursue your own goals, I will be there for you along your journey too.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
ABSTRACT	ix
CHAPTER	
1. INTRODUCTION	1
Rationale	3
Problem Statement	4
Purpose of the Study	5
Research Objectives	5
Significance	6
Limitations	7
Definitions of Terms	7
2. REVIEW OF RELATED LITERATURE	10
Introduction	10
Cooperative Extension Service	10
4-H Youth Development	11
Social Media Trends among Youth	12
Educating Youth through Social Media	13
3. METHODOLOGY	17
Purpose	17
Population and Sample	17
Ethical Considerations and Study Approval	17
Instrumentation	18
Questionnaire Pretesting	18
Data Collection	19
Limitation	21
Researcher's Role	21
4. RESULTS	23
Introduction	23
Objective One	23
Objective Two	28
Objective Three	42
5. CONCLUSIONS AND RECOMMENDATIONS	45
Purpose of the Study	45
Procedures	46
Summary of Major Findings	47
Conclusions, Implications, and Recommendations	51

REFERENCES	56
APPENDIX	
A. LOUISIANA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD (IRB) FOR PROTECTION OF HUMAN SUBJECTS APPROVAL LETTER	58
B. ZAMMIT SOCIAL MEDIA QUESTIONNAIRE INSTRUMENT	59
C. QUESTIONNAIRE PRE-NOTICE	66
D. QUESTIONNAIRE FIRST E-MAIL	67
E. QUESTIONNAIRE FIRST REMINDER.....	68
F. QUESTIONNAIRE SECOND REMINDER	69
G. QUESTIONNAIRE THIRD REMINDER	70
H. QUESTIONNAIRE FOURTH REMINDER	71
VITA.....	72

LIST OF TABLES

1. Response Rates by Wave	21
2. Age Distribution of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	24
3. Self-Identified Race / Ethnicity of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	25
4. Self-Identified Residence of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	25
5. Number of Years as a 4-H Member among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	26
6. Number of Years as a Parish 4-H Junior Leadership Club Member among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	27
7. Highest Level of Education Completed or Currently Enrolled among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	27
8. Ownership of Social Media Devices as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	28
9. Types of Social Media Currently Used by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	29
10. Number of Hours Per Day Spent Using Social Media Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	30
11. Primary Source Used to Access Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	31
12. Features that Attract 4-H Alumni to Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	31
13. Reasons that Discourage 4-H Alumni from Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	32
14. Reported Purposes that 4-H Alumni Use Social Media by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	33
15. Frequency of 4-H Alumni Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	34

16. Frequency of 4-H Alumni Using Social Media Tools as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	35
17. Reported Purposes that 4-H Alumni Use Twitter by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	36
18. Reported Purposes that 4-H Alumni Use Flickr by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire	37
19. Reported Purposes that 4-H Alumni Use YouTube by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	37
20. Reported Purposes that 4-H Alumni Use Facebook by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	38
21. Perceived Comfort in Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	39
22. Ranking of Preferred Social Media Tools as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	41
23. Perception of How Louisiana 4-H Alumni Like Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	43
24. Description of the Level of Agreement for Use of Social Media among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire.....	44

ABSTRACT

The purpose of this study was to examine the use and determine the preferred method of social media among 4-H alumni in Louisiana. Based on a review of literature, communicating with youth through social media has become a major trend and necessity, especially among 4-H Youth Development and Cooperative Extension Service professionals. The Zammit Social Media Questionnaire, a 24-item instrument that includes multiple choice, multiple answer, open-ended, ranking, and Likert scale questions, was developed and administered online to 161 Louisiana 4-H alumni who received the 2011 Louisiana 4-H Senior Honor Cord and provided usable e-mails. The final response count was 32, representing a 19.9% response rate.

The overall preferred method of social media among Louisiana 4-H alumni was Facebook and text messaging. A majority of 4-H alumni use their smart phones or personal computers to utilize social media. Some of the primary reasons that 4-H alumni use social media are to communicate friends, view photographs, and become updated with current events. Less than 13% of surveyed 4-H alumni use blogs, less than 7% use Google Circles or discussion boards, and less than 4% use Flickr. Overall, 100% of surveyed 4-H alumni use some form of social media.

Majority of the respondents were Caucasian, females, lived in rural areas, and have completed or are enrolled in a 4-year college program. They participated in 4-H for 9 years and were not a member of a parish 4-H Junior Leadership Club.

CHAPTER 1.

INTRODUCTION

According to a study conducted as part of the Pew Internet and American Life Project, “Some 93% of teens use the internet, and more of them than ever are treating it as a venue for social interaction – a place where they can share creations, tell stories, and interact with others” (Lenhart, Madden, Macgill, & Smith, 2007, p. 2). As technology advances, teenage youth become familiar with a new method of communication, thus creating new technological trends. In an age where e-mail was once the epitome of technological communication techniques, e-mailing has become a second form of communication compared to texting, instant messaging, and social networking, especially among teens (Lenhart, Madden, Macgill, & Smith, 2007). “Social networking is the number one activity on the web (eXtension Initiative, March 2010) and is replacing e-mail communication in the younger generations” (Robideau & Santl, 2011, p. 1).

Social networking can be defined as “the use of Web sites or other online technologies to communicate with people and share information, resources, etc.” (<http://dictionary.reference.com>). People are using forms of technology for social networking purposes. “Forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)” is called social media (<http://www.merriam-webster.com/dictionary>). In other words, people use sources of social media to social network, or communicate online with other people. Although not all teens participate in social media websites, social networking has become part of an American teen culture in a short span of time (Boyd, 2008).

Throughout the past few years, people spend much of their time online using social media. There are various forms of social media, including blogs, Facebook, and Twitter, all of

which are websites that can be used for social networking (Fuess, 2011). Most social networking sites have the option of creating a personalized, individual profile that may contain text, images, and videos for the public to view (Boyd, 2008). As Danah Boyd (2008) stated, “The social network site profile also contains comments from other members and a public list of the people that one identifies as Friends within the network” (p. 123). According to Pew Research Center (2010), “Nearly three quarters (72%) of online 18-29 year olds use these sites – similar to the rate among teens – with 45% doing so on a typical day” (“Social Media,” p. 18).

Knowing that social media has become a continuous trend among online users, organizations and businesses have joined the push to publicize and educate through social networking. “Companies and organizations are realizing that engaging in social media can allow for ‘highly participative’ interaction with customers and constituents which makes them feel more loyal and positive towards the company or organization performing the outreach (Culnan, 2010)” (Fuess, 2011, p. 7). As Fuess (2011) stated:

Particularly for non-profits, social media provide a new venue to marketing and outreach. Social media is a form of social marketing, on which many non-profits rely. Social marketing ‘uses traditional marketing strategies to create social change by maximizing audience response’ (Skelly, 2005). (p. 7).

As a non-profit organization, the Cooperative Extension Service currently uses social media to provide research-based information to a wide variety of clientele in order to increase its outreach and impact (Fuess, 2011). The Cooperative Extension Service can utilize social media to “raise awareness about programs, help educate the public, attract new constituents, and enhance communication” (Fuess, 2011, p. 9).

The 4-H Youth Development Program is one of the major programming areas within the Cooperative Extension Service. The mission of the 4-H Youth Development Program is as follows: “4-H empowers youth to reach their full potential, working and learning in partnership with caring adults” (National 4-H Council, 2011, para. 1). Considering the mission of the 4-H program, 4-H Extension Agents have the responsibility of partnering and communicating with youth in order to develop their basic life skills. In an effort to address the needs of youth, 4-H agents need to stay abreast of the current trends of youth, including the use of social media. 4-H agents must be willing to learn and implement current communication plans with youth using technology (Robideau & Santl, 2011). As researchers Robideau and Santl (2011) suggested, “If programs do not keep up with online learning and the evolving communication tools, young people and their families will gravitate toward other programs that do provide 21st Century learning experiences” (p. 1). Therefore, understanding the current communication trends of youth is vital to conducting a successful youth development program.

Rationale

The advancement of technology has changed how youth communicate and participate in various events. Technology has enhanced how youth learn and encouraged more action-based learning. Understanding the current trends in utilizing technology among youth is essential in addressing their needs and communicating with youth in today’s society. To continue to attract youth to 4-H, Extension professionals need to meet program and communication needs of youth. In order to do this, Extension professionals must first understand what technology 4-H youth use and how and why they use it. Gaining youth perspective is vital to gaining their support and understanding their current communication styles. As youth-adult partnerships take place, youth have the opportunity to gain confidence, ownership, and enhancement of their life skills (Flage,

Vettern, Schmidt, & Eighmy, 2010, Implications and Follow-up section, para. 2). Therefore, to further develop the life skills of youth, a questionnaire was developed to determine the current communication trends of youth to expand youth-adult partnerships among 4-H agents and 4-H youth.

Problem Statement

Technology and communication have become interchangeable terms for teens (Bovitz, 2007). Teenage youth are using technology as their primary form of communication. Teenagers naturally seek the approval of peers during adolescence, and technology has created an instantaneous method for teens to gain approval of friends through social media. Teens report that their friends have a major influence on the decisions that they make (Rhoades, Thomas, & Davis, 2009). Many social media websites set up profiles in which users identify “friends” with whom they communicate. Understanding why people use social media sites is important when trying to connect and influence social media users (Fuess, 2011). To address the needs and interests of youth, 4-H agents must adjust to the current communication trends of youth. Otherwise, the 4-H youth development program will lose its contact and connection to this generation of youth.

According to a study conducted by Mary Christina Sorenson (2011), a majority (88%) of Louisiana 4-H Extension agents use Facebook to communicate with their clientele and co-workers. According to Sorenson (2011), all respondents of the survey indicated that they currently communicate with their 4-H youth through text messaging and Facebook. These studies show that Louisiana 4-H Extension professionals are changing and adapting to the new needs of youth. However, 4-H agents do not know what youth want in terms of how they wish to

communicate with their 4-H agents. Therefore, this study provides Extension professionals with a summary of how 4-H youth currently communicate using social media.

Purpose of the Study

The purpose of the study was to examine the use and determine the preferred method in which 4-H alumni youth in Louisiana currently utilize social media. Adapting to the interests and trends of youth is critical in the youth development profession. By understanding the current technology trends of youth, 4-H agents can utilize social media according to the interests of youth in order to have a greater impact and disseminate educational information to a broader audience.

Research Objectives

1. To describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth Development Program on the following demographic characteristics:
 - a) Age
 - b) Gender
 - c) Race / Ethnicity
 - d) Residence
 - e) Number of years as a 4-H member
 - f) Number of years as a member of a parish 4-H Junior Leadership Club
 - g) Highest level of education completed or currently enrolled
 - h) Ownership of the following social media devices:
 - i. Cell phone
 - ii. Desktop or laptop computer
 - iii. iPad or similar tablet device

- iv. Smart phone
 - v. iPod or mp3 player
 - vi. Gaming device (such as an X-Box, Play Station, or Wii)
2. To describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth Development Program on the following social media characteristics:
- a) Types of social media currently used
 - b) Number of hours per day spent using social media
 - c) Primary source used for social media
 - d) Attraction to social media
 - e) Purpose of using social media
 - f) Use of selected social media
 - g) Perceived comfort in using social media
 - h) Ranking of preferred social media tool
 - i) Request for 4-H Facebook page features
3. To determine how Louisiana 4-H Alumni like to use social media as measured by the Zammit Social Media Questionnaire.

Significance

A primary focus of the 4-H Youth Development Program is to address the needs of youth by providing research-based, educational information and programs. As a change in the interests of youth occurs, so does the change in their needs. Therefore, the 4-H Youth Development Program must adapt to the needs of youth in order to further develop youth's life skills. Studies show that youth are currently utilizing social media as a popular form of communication for social interaction (Lenhart, Madden, Smith, & Macgill, 2007). As the Cooperative Extension

Service continues to emphasize utilizing social media, understanding the method in which youth utilize social media will assist 4-H agents in utilizing social media more effectively to communicate with youth.

The results of this study will indicate the method in which 4-H alumni youth are currently utilizing social media. These results will offer a basis in which 4-H agents can better utilize their time to communicate with youth in a more efficient manner. These results will also offer practical options for 4-H agents on how to educate youth using social media more effectively.

Limitations

The limitations of this study include the scope of the sample. The sample size is limited to Louisiana 4-H alumni members from the year 2011 who received the Louisiana 4-H Senior Honor Cord. Participants in the study included only those 4-H alumni who provided their e-mail addresses on the Louisiana 4-H Senior Honor Cord application or through Facebook contact. This study is also limited to Louisiana. Another limitation is that the recipients of the Louisiana 4-H Senior Honor Cord must have been a 4-H member for at least three years of their high school career and must have participated in at least one state 4-H event. Therefore, the results of this study may be skewed to reflect the opinions of youth who have been active in 4-H during their high school career.

Definitions of Terms

For the purpose of this study, the researcher has defined the following terms to be utilized throughout the study:

4-H: Refers to a rural and urban youth program sponsored by the U.S. Department of Agriculture, offering training in agriculture, home economics, conservation, citizenship, etc. through local organizations and other activities (<http://www.yourdictionary.com/4-h>).

4-H Extension Agent: Refers to a person who conducts and coordinates educational programs and activities of the 4-H program throughout a geographical area (researcher-defined).

Social networking: Refers to the use of Web sites or other online technologies to communicate with people and share information, resources, etc. (<http://www.merriam-webster.com/dictionary/social%20media>).

Social media: Refers to forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos) (<http://www.merriam-webster.com/dictionary/social%20media>). Examples of social media include but are not limited to texting, Facebook, Twitter, and YouTube.

Facebook: Refers to the name of a social-networking service and Web site, launched in 2004 (<http://dictionary.reference.com/browse/Facebook>).

“Like”: Refers to selecting on the “like” icon on Facebook, indicating that the person likes or agrees with a fan page, group page, comment, picture, video, etc. (researcher-defined).

Twitter: Refers to the name of a social-networking service and Web site that limits the length of messages one can post to a certain number of characters (<http://dictionary.reference.com/browse/Twitter>).

Texting or Text messaging: Refers to the act of sending a text message (<http://dictionary.reference.com/browse/texting>).

YouTube: Refers to a Web site on which subscribers can post video files (<http://dictionary.reference.com/browse/YouTube>).

Flickr: Refers to a form of social media used to post and view photos (researcher-defined).

Discussion Board: Refers to a form of social media in which an individual posts a comment or question for others to respond (researcher-defined).

Google Circles: Refers to a form of social media provided by Google that is used to communicate with circles of friends (researcher-defined).

Pinterest: Refers to a form of social media used to identify areas and ideas of interest and share with others on a personal pinboard or profile (researcher-defined).

MySpace: Refers to a social networking Web site based in Beverly Hills, California, USA (<http://dictionary.reference.com/browse/MySpace>).

Blog: Refers to a Web site containing the writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other Web sites (<http://dictionary.reference.com/browse/blogs>).

Life skills: Refers to the ability to cope with stresses and challenges of daily life, especially skills in communication and literacy, decision making, occupational requirements, problem-solving, time management and planning (<http://dictionary.reference.com/browse/life+skills>).

4-H youth: Refers to a 4-H member between the ages of 9 and 19 (researcher-defined).

4-H Junior Leadership Club: Refers to a 4-H community project club for 4-H members in middle and high school to develop leadership skills among teenage youth (researcher-defined).

CHAPTER 2.

REVIEW OF RELATED LITERATURE

Introduction

Using social media has become a major means of communication, especially among youth. This chapter provides researched literature that addresses social media trends among youth and educating youth through social media. This chapter also explains the structure of the Cooperative Extension Service and the 4-H Youth Development Program.

Cooperative Extension Service

As part of the nation's land-grant system, the Cooperative Extension Service has continued its tradition of "extension" or "reaching out" to address public needs by teaching and researching through non-formal education (Extension, 2011). Programs are administered on a local level through county and regional extension offices (Extension, 2011). Congress passed the Morrill Act of 1862, which established land-grant universities to teach citizens in the areas of "agriculture, home economics, mechanical arts, and other practical professions" (Extension, 2011, History section, para. 2). Around that time, studies show that 50% of the population in the United States lived in rural areas while 30% of the workforce worked in farming. Later in 1914, Congress passed the Smith-Lever Act, which "established the partnership between the agricultural colleges and the U.S. Department of Agriculture to provide for cooperative agricultural extension work" (Extension, 2011, History section, para. 2). According to the Act, the primary purpose of the Cooperative Extension System included the following: "developing practical applications of research knowledge [and] giving instruction and practical demonstrations of existing or improved practices or technologies in agriculture" (Extension, 2011, History section, para. 2).

Today, although less than two percent of Americans farm for a living, the Cooperative Extension System is still a vital part in helping “farmers grow crops, homeowners plan and maintain their homes, and children learn skills to become tomorrow’s leaders” (Extension, 2011, Introduction section, para. 4). Extension has adjusted to the change in times and continues to address the needs of its constituents, specifically in six major areas: 4-H Youth Development, Agriculture, Leadership Development, Natural Resources, Family and Consumer Sciences, and Community and Economic Development. In spite of the decreasing number of Extension offices and resources, Extension experts throughout each program continue to meet community needs through research and education.

4-H Youth Development

One major area of the Cooperative Extension System includes the 4-H Youth Development Program. As the nation’s largest youth development organization with over 100 years in existence, the 4-H Youth Development program has continued to provide youth with positive, hands-on educational opportunities, which guide youth to develop into productive citizens. The 4-H program “cultivates important life skills in youth that build character and assist them in making appropriate life and career choices” (Extension, 2011, Extension Today section, para. 1). Extension agents throughout the nation provide research-based, interactive educational programs for youth in order to develop their basic life skills.

Although 4-H was once known for simply cows and cooking, the program has adjusted to a multitude of specific needs and challenges that youth face. With over 175,000 youth participating in 4-H each year in Louisiana, the program continues to grow and meet the needs of youth (Louisiana 4-H, 2012). The 4-H program now focuses on three mission mandates, or areas of education: science, engineering and technology, citizenship, and healthy living. The 4-H

Youth Development Program is focused on addressing the needs of youth. As youth have changed with the times, so has the program. Regardless of the activity conducted, 4-H continues to teach youth how to become tomorrow's leaders through research and application of skills. The National 4-H Council (2011) stated, "As the youth development program of the nation's 109 land-grant universities and the Cooperative Extension System, 4-H fosters an innovative, 'learn by doing' approach with proven results" (Who We Are section, para. 3). The National 4-H Council (2011) continued by saying:

With 540,000 volunteers, 3,500 professionals, and more than 60 million alumni, the 4-H movement supports young people from elementary school through high school with programs designed to shape future leaders and innovators. Fueled by research-driven programming, 4-H'ers engage in hands-on learning activities in the areas of science, citizenship and healthy living. (Who We Are section, para. 4)

The 4-H program also offers volunteers the opportunity to become role models and work with youth after participating in volunteer orientation and training programs. Extension professionals and volunteers serve as caring adults, educators, and role models for youth by mentoring and encouraging young people to develop those necessary skills to become productive citizens and future leaders.

Social Media Trends among Youth

With the advancement of technology came the changing of communication trends, especially among youth. In 2007, a study was conducted to show that 87% of teenage youth ages 12-17 use the Internet, and 75% of online teens prefer to use instant messaging over regular e-mail (Bovitz). Youth are now using social networking websites to "share interests and hobbies, post bulletins, and share messages and comments" at an instantaneous rate (Bovitz, 2007, para.

1). As Bovitz (2007) stated, “For many teens, it’s a way to meet people, share things about themselves, and communicate with friends” (para. 7).

Studies show that teens enjoy learning about their friends by reading posts and information displayed on social networking sites (Bovitz, 2007). Communicating through social media has not only become a trend but an addictive way to communicate with others. As studies show, “An overwhelming majority of teens (84%) report owning at least one personal media device: a desktop or laptop computer, a cell phone or Personal Digital Assistant (PDA) (Lenhart, Madden, & Hitlin, 2005)” (Bovitz, 2007, para. 5). Youth now have more access to instant messaging devices due to social media being the latest trend.

Teenagers naturally seek the approval of their peers during adolescence, and by using instant social media websites, teenagers automatically receive feedback and comments from their peers. Rather than meeting with friends face-to-face at a mall or bowling alley, teens now meet online on a social networking website (Rhoades, Thomas, & Davis, 2009). Social media and “friends” have a major impact on how youth make decisions. Rennekamp (1990) conducted a study in which 51% of teenagers reported that their friends have a greater influence on their decision making as compared to their parents. With that being said, the communication among “friends” through social media plays an impact on the decisions that youth make.

Educating Youth through Social Media

Although the likes and interests of youth change with the latest trends, the mission of the 4-H Youth Development program remains the same: to educate youth through research-based, educational experiences and to help youth develop life skills in order to become productive citizens. Considering the limitation of resources, Extension professionals strive to be innovative in extending resources to the public in a variety of ways in order to reach the most clientele. One

way to reach a plethora of people is by researching communication habits. As Bovitz (2007) stated, “Understand that these types of communication are here to stay (Instant Messaging, text messages, MySpace, chat rooms, message boards, etc.)” (para. 13). By using technology and online communication, Extension professionals can broaden their opportunity to teach and network with their clientele in a positive and interactive manner.

Researcher Bovitz (2007) explained, “Educators and parents need to continue to stay aware and informed and to help teens understand appropriate ways of communicating and sharing information with others” (para. 14). Using social media is an easy and cost effective way to extend Extension’s educational reach and disseminate research-based information to the community (Kinsey, 2010). In today’s fast-paced society, face-to-face teaching is not always feasible. Online communication is a fast-paced way to educate a wide range of people. Asynchronous learning, which is online learning that is available at anytime, has become increasingly popular (Kinsey, 2010). This type of learning grants users the opportunity to learn information without time or location limitations.

One of the most popular social networking Web pages is Facebook. Facebook allows users to interact with others online by posting and sharing information, pictures, video clips, Web links, and much more. Facebook is an easy and useful way for Extension educators to disseminate information and communicate with clientele. What was once a cumbersome and expensive way to view video clips has now become an easy task thanks to social media. Extension educators can post video clips on Facebook and YouTube to promote educational programs or teach online users through video demonstrations. Using social media is not only a viable option but is also a necessity. As Case and Hino (2010) proclaimed, “In the evolving world of social media, educators have to contend with user groups that generate content quickly

and disseminate it widely” (p. 1). Extension educators now need visual and engaging ways of educating youth in order to keep up with their changing interests and needs. In addition to using Facebook for engaging youth and YouTube for displaying educational videos, Extension agents can also use educational blogs for volunteer training, staff development, and updating and sharing research-based information (Ashton, Galloway, & Bourdeau, 2010).

Using social media is a great way to disseminate information; however, it is not without its flaws and risks. Some users post inappropriate pictures and comments, and posting too personal of information can put some users at risk for Internet stalkers. On the other hand, the fact that youth are participating in such behavior shows that youth need direction and guidance on how and what to post. Researchers recommended that “educators start such pages in order to encourage appropriate content and correct information on events” (Rhoades, Thomas, & Davis, 2009, p. 5). As role models and mentors, Extension professionals have the responsibility of modeling appropriate behavior and providing a positive learning environment on social networking sites (Rhoades, Thomas, & Davis, 2009).

Extension educators should use social media to learn more about youth and to connect with youth. Researchers suggested, “Further research should also look at youth’s opinions of such networks and their benefits to 4-H and to staying in touch with friends” (Rhoades, Thomas, & Davis, 2009, p. 6). The effectiveness of the Cooperative Extension System and the 4-H program may depend on how the program aligns with what influences clientele” (Rennekamp, 1990). Rennekamp (1990) continued to say, “Consequently, 4-H and Extension must be aware of the sources and magnitude of these influences and create environments where positive influences dominate” (para 1.). Knowing that youth are influenced by friends through social media,

Extension agents can analyze the interests of youth and use social networking websites to provide a positive example of how social media can and should be used.

CHAPTER 3.

METHODOLOGY

Purpose

The purpose of this study is to examine the use and determine the preferred method in which 4-H alumni youth in Louisiana utilize social media. The results of this study will further implicate the best manner in which 4-H Extension agents should communicate with youth electronically to meet the demanding needs of youth.

Population and Sample

The target population of this study was 2011 4-H alumni in Louisiana. The accessible population was Louisiana 4-H alumni from 2011 who received the Louisiana 4-H Senior Honor Cord Award and whose e-mail addresses were provided. The 2011 Louisiana 4-H Senior Honor Cord Award was given to 319 recipients. Of the 319 Award recipients, the researcher obtained 172 e-mail addresses from contact information provided on the Louisiana 4-H Senior Honor Cord Award application. The researcher obtained an additional 16 e-mail addresses through Facebook contact. A total of 27 e-mail addresses were undeliverable or unusable. A final accessible population of 161 4-H alumni, whose e-mails were usable, was targeted for this study. This study was considered a census (100% sample) of all 2011 Louisiana 4-H alumni who provided usable e-mail address as 2011 Louisiana 4-H Senior Honor Cord recipients.

Ethical Considerations and Study Approval

Prior to collecting data, an application for exemption from institutional oversight was submitted to the Louisiana State University Institutional Review Board. The study was granted approval #HE12-8 (Appendix A).

Instrumentation

After conducting a thorough review of literature, the researcher determined that there is no current instrumentation that completely and successfully determines the preferred method of social media use among 4-H youth. Therefore, the Zammit Social Media Questionnaire was created to serve as the instrument to examine the use of social media among 4-H alumni youth in Louisiana for the purposes of this study (Appendix B).

The Zammit Social Media Questionnaire was developed to determine the frequency, sources, and reasoning in which 4-H members utilize social media. The instrument includes a variety of questioning techniques, including multiple choice, multiple answer, open-ended, ranking, and Likert scale. The first section of the questionnaire focused on asking basic questions regarding use and preference of social media through multiple choice and multiple answer questions. The second section of the questionnaire focused on comfort and preference of social media activities using multiple answer, ranking, Likert scale, and open-ended questions. The third section of the questionnaire included demographic questions to describe the population in terms of age, gender, race or ethnicity, residence, 4-H membership, 4-H Junior Leadership Club members, education, and ownership of social media devices.

The Zammit Social Media Questionnaire was analyzed for reliability, and the Cronbach's Alpha score was .964. According to Hair (2006), any score over 0.9 is considered outstanding reliability.

Questionnaire Pretesting

The instrument was reviewed by six subject-matter experts (SME's) to test the validity of the study. Four of the SME's have expertise in evaluation as graduate students of a graduate level evaluation methods course. Two of the SME's have expertise in the following areas:

evaluations, use of technology with youth, and the 4-H youth development program. Appropriate revisions were made to the Zammit Social Media Questionnaire as based on recommended feedback by the questionnaire pretesting participants regarding relevance, structure, and clarity of questions and instructions. Based on the feedback received, major changes to the questionnaire included adding updated social media sources to questions and changing the scope of Likert scales to reflect a range of use of social media.

Data Collection

The instrument used to collect research data was a questionnaire created through an online survey system (Zoomerang). This method of research is considered economical, convenient, and relative to the study. Using an online survey system aligns with the research objectives by using a form of social media (email) to distribute the questionnaire. Platform Louisiana 4-H alumni of 2011 who received the 2011 Louisiana 4-H Senior Honor Cord Award and provided a useable e-mail address were surveyed in this study.

Multiple contacts were made to increase the validity of the study (Dillman, 2007). The following process was used to collect data for the study:

1. Approximately one month prior to distributing the survey, the researcher sent a brief letter via e-mail to respondents regarding the study and requesting participation in the questionnaire (Appendix C). The researcher also contacted those participants who did not provide a usable e-mail address on their 2011 Louisiana 4-H Senior Honor Cord application through Facebook. The researcher sent a message to Facebook users regarding the study and requesting their participation in the questionnaire.
2. The Zammit Social Media Questionnaire was sent via e-mail approximately one month after the initial contact with respondents (Appendix D). The e-mail consisted of a cover

letter to request participation in the study and to provide instructions for completing the questionnaire. In order to track student response, the researcher sent a message to Facebook participants requesting a usable e-mail address in which they would receive a URL-link to complete the questionnaire. Those Facebook users who responded with an e-mail address were immediately sent an e-mail consisting of the same cover letter to request participation in the study and to provide instructions for completing the questionnaire.

3. One week after sending the questionnaire, the researcher sent a friendly reminder to all non-respondents via e-mail with a URL-link to the survey (Appendix E).
4. One day after sending the reminder e-mail, all non-respondents were sent another reminder e-mail emphasizing the importance of their participation in the survey along with a URL-link to the questionnaire (Appendix F).
5. One day after sending the second reminder e-mail, all non-respondents received a reminder e-mail requesting their participation in the survey (Appendix G). The researcher offered all respondents a chance to win one of three iTunes gift cards, which will be mailed to the selected recipients. The e-mail also emphasized the overall importance of their participation and its relation to the 4-H program along with a URL-link leading to the questionnaire.
6. Two days after sending the third reminder, the researcher sent all non-respondents a final e-mail notification to complete the questionnaire (Appendix H). The researcher emphasized the importance of participation in the questionnaire and restated that all questionnaire respondents will have the chance to win one of three iTunes gift cards for their participation in the study.

Upon completion of data collection, the researcher analyzed the data by reading and reviewing each questionnaire. Answers to the questionnaire were grouped into themes that emerged from the data. Result findings were confirmed through thorough analysis of data.

A total of 32 respondents completed the web-based questionnaire. The final response count was 32 responses out of a possible 161 respondent (19.9% response rate). The responses which are represented by response wave are presented in Table 1, which can be found on the subsequent page.

Table 1
Response Rates by Wave

Wave	n	Percentage ^a
First e-mailing	18	56
Second e-mailing	2	6
Third e-mailing	4	13
Fourth e-mailing	7	22
Fifth e-mailing	1	3
Total	32	100

^a Total rounded to 100%

Limitation

The 2011 Louisiana 4-H alumni Senior Honor Cord Recipient database contained only e-mail addresses. The lack of mailing addresses and phone numbers prevented the researcher from conducting a follow-up of non-respondents in this study. This is a limitation in which the researcher was not aware at the start of the study. The small sample size also limits the ability to generalize results to a larger population.

Researcher's Role

During the time of this research project, the research has been a 4-H Extension Agent in the Southern Region of the United States for three and one-half years. Prior to becoming a 4-H agent, she was a high school gifted English student teacher while fulfilling the requirements of her Bachelor of Arts degree in Education. During her student teaching experience, the researcher

thoroughly enjoyed teaching her students how to learn, grow, and experience different cultures through education. While teaching youth, especially those of a gifted nature, she had to constantly keep up with the changes in interests and learning styles. Having a background in education has helped the researcher to become an educator in youth development. As a teacher, educator, and researcher, she continues to fulfill her role of serving the educational needs of youth by adjusting to their needs and differences. By being creative and understanding their current needs and interests, the researcher can communicate with youth in a way in which they are both comfortable and more attentive to learning.

Since social networking is the current trend among youth, the researcher has continued to utilize social media in an effort to communicate with youth for educational purposes. The two primary forms of social media which she currently utilizes are e-mail and Facebook. She also sends text messages to communicate with 4-H youth on an occasional basis regarding upcoming events and details. Approximately one year ago, the researcher set up a Facebook account as a way to communicate with 4-H youth. As time has progressed, she has continued to update the 4-H Facebook profile to include pictures, event invitations, and inspirational YouTube videos. From creating and sharing instructional and educational online videos to eliciting online discussion among teenage issues and decision making topics, the opportunities to educate youth through social media are endless. Therefore, understanding the method in which youth prefer to use social media will help the researcher to understand the best way in which to educate 4-H youth to further develop their basic life skills.

CHAPTER 4.

RESULTS

Introduction

The primary purpose of this study was to examine the use and determine the preferred method of social media among 4-H alumni youth in Louisiana who graduated in 2011. A total of 32 respondents completed the web-based questionnaire. The final response count was 32 responses out of a possible 161 respondents (19.9% response rate). There were no partially completed surveys, so all 32 surveys were usable. The results of this study are presented in this chapter based on three research objectives.

Objective One

Objective one was to describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth Development Program on the following demographic characteristics:

- a) Age
- b) Gender
- c) Race / Ethnicity
- d) Residence
- e) Number of years as a 4-H member
- f) Number of years as a member of a parish 4-H Junior Leadership Club
- g) Highest level of education completed or currently enrolled
- h) Ownership of the following social media devices:
 - i. Cell phone
 - ii. Desktop or laptop computer
 - iii. iPad or similar tablet device

- iv. Smart phone
- v. iPod or mp3 player
- vi. Gaming device (such as an X-Box, Play Station, or Wii)

Age

Participants were asked to indicate their actual ages, in which they selected one of the following categories: 1) 17; 2) 18; 3) 19; 4) 20; 5) 21. The ages ranged from 18 to 20 years. The largest group of respondents indicated their age was 18 years ($\underline{n} = 13$, 48.2%). The second largest group indicated their age was 19 years ($\underline{n} = 12$, 44.4%). Table 2 illustrates the distribution of age of respondents.

Table 2
Age Distribution of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Age in Years	n	Percentage ^a
17	0	0.0
18	13	48.2
19	12	44.4
20	2	7.4
21	0	0.0
Total	27	100.0

Note: Five respondents failed to respond to the age item on the questionnaire.

^a Total rounded to 100.0%

Gender

The study participants were also described in terms of gender. Majority of the respondents indicated their gender as female ($\underline{n} = 22$, 68.75%) while 10 respondents (31.25%) indicated their gender as male.

Race / Ethnicity

The respondents were further described on the race and ethnicity variable. Majority of the respondents identified themselves as White ($\underline{n} = 24$, 77%). The second largest group identified

themselves as Black or African American ($n = 6$, 20%). Table 3 illustrates data regarding the race and ethnicity of the respondents.

Table 3
Self-Identified Race / Ethnicity of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Ethnicity	n	Percentage ^a
American Indian or Alaskan Native	0	0
Asian	1	3
Black or African American	6	20
Hawaiian or other Pacific Islander	0	0
White	23	77
Hispanic or Latino	0	0
Total	30	100

Note: Two respondents failed to respond to the race / ethnicity item on the questionnaire

^a Total rounded to 100%.

Residence

The respondents were also described in terms of their residence, or area in which they now reside. Majority of the respondents identified themselves as living on a farm or in a rural area ($n = 14$, 43.75%). The second largest group identified themselves as living in a town with a population under 10,000 people ($n = 8$, 25.00%). Table 4 illustrates data regarding the current residence of the respondents.

Table 4
Self-Identified Residence of Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Residence	n	Percentage ^a
Farm or rural area	14	43.75
Town under 10,000	8	25.00
Town and city 10,000 to 50,000	4	12.50
Suburb or city over 50,000	4	12.50
Central city over 50,000	2	6.25
Total	32	100.00

^a Total rounded to 100.00%

Number of Years as a 4-H member

Participants were asked to indicate the number of years in which they were a 4-H member. Participants selected one of the following choices: 1) 1; 2) 2; 3) 3; 4) 4; 5) 5; 6) 6; 7) 7; 8) 8; 9) 9; 10) 10 21. The number of years in which respondents were a 4-H member ranged from 3 to 10 years. The largest group of respondents indicated that they were a 4-H member for 9 years ($\underline{n} = 12$, 38.7%). The second largest groups indicated the same number of responses for being a 4-H member for 7 and 8 years ($\underline{n} = 5$, 16.1%). Table 5 illustrates the distribution of years in which respondents were 4-H members.

Table 5
Number of Years as a 4-H member among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Years as a 4-H member	n	Percentage ^a
1	0	0.0
2	0	0.0
3	1	3.2
4	2	6.5
5	2	6.5
6	1	3.2
7	5	16.1
8	5	16.1
9	12	38.7
10	3	9.7
Total	31	100.0

Note: One respondent failed to respond to the number of years as a 4-H member item on the questionnaire.

^a Total rounded to 100.0%

Number of Years as a Parish 4-H Junior Leadership Club Member

Participants were also asked to indicate the number of years in which they were a member of a parish 4-H Junior Leadership club. Participants could select one of the following choices: 1) 0; 2) 1; 3) 2; 4) 3; 5) 4; 6) 5; 7) 6; 8) 7; 9) 8. The number of years in which respondents were a parish 4-H Junior Leadership Club member ranged from 0 to 7 years. The largest group of respondents indicated that they were not a member of their Parish 4-H Junior

Leadership Club ($\underline{n} = 8$, 25%). Results show that the two second largest groups include the same number of respondents who indicated that they were a parish 4-H Junior Leadership Club member for 4 and 5 years ($\underline{n} = 7$, 22%). Table 6 illustrates the distribution of years in which respondents were Parish 4-H Junior Leadership Club members.

Table 6
Number of Years as a Parish 4-H Junior Leadership Club member among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Years as a 4-H member	n	Percentage ^a
0	8	25
1	1	3
2	2	6
3	2	6
4	7	22
5	7	22
6	4	13
7	1	3
8	0	0
Total	32	100

^a Total rounded to 100%

Highest Level of Education Completed or Currently Enrolled

Respondents identified their highest level of education in which they completed or are currently enrolled. The largest group of the respondents ($\underline{n} = 18$, 56%) reported completion or enrollment in a 4-year college program. The second largest group ($\underline{n} = 10$, 31%) reported completion of a high school diploma or GED. Table 7 illustrates data regarding the highest level of education completed or currently enrolled by the respondents.

Table 7
Highest Level of Education Completed or Currently Enrolled among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Level of Education	n	Percentage ^a
Less than High School	0	0
High School Diploma / GED	10	31
2 year college program	4	13
4 year college program	18	56
Technical school	0	0
Total	32	100

^a Total rounded to 100%

Ownership of Social Media Devices

Participants were asked to indicate their ownership of various social media devices, in which they were able to select ownership of more than one device if applicable. The largest number of respondents ($\underline{n} = 29$, 91%) reported that they own a desktop or laptop computer. The second largest number of respondents ($\underline{n} = 27$, 84%) reported that they own a smart phone. Table 8 illustrates data regarding ownership of social media devices.

Table 8
Ownership of Social Media Devices as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Social Media Device	n	Percentage ^a
Cell phone	20	63
Desktop or laptop computer	29	91
iPad or similar tablet device	5	16
Smart phone	27	84
iPod or mp3 player	22	69
Gaming device (such as X-box, Play Station, or Wii)	12	38
Total	32 respondents	

Note: Table 8 will not add up to 100% as respondents were able to select more than one response.

^a Percentage rounded to nearest %.

Objective Two

Objective two was to describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth Development Program on the following social media characteristics:

- a) Types of social media currently used
- b) Number of hours per day spent using social media
- c) Primary source used for social media
- d) Attraction to social media
- e) Purpose of using social media

- f) Use of selected social media
- g) Perceived comfort in using social media
- h) Ranking of preferred social media tool
- i) Request for 4-H Facebook page features

Types of Social Media Currently Used

Participants were asked to indicate the types of social media that they currently use, in which they could select more than one of the following categories: 1) Facebook; 2) Twitter; 3) Blogs; 4) Discussion Boards; 5) Text Messaging; 6) MySpace; 7) Flickr; 8) YouTube; 9) Google Circles; 10) Pinterest; 11) I do not use social media; 12) Other. The largest group of respondents indicated that they use Facebook ($\underline{n} = 30$, 94%). The second largest group indicated that they use text messaging ($\underline{n} = 26$, 81%). Table 9 illustrates the types of social media currently used by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 9
Types of Social Media Currently Used by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Type of Social Media	n	Percentage ^a
Facebook	30	94
Twitter	12	38
Blogs	4	13
Discussion Boards	2	6
Text Messaging	26	81
MySpace	0	0
Flickr	1	3
YouTube	16	50
Google Circles	2	6
Pinterest	12	38
I do not use social media	0	0
Other	1	3
Total	32 responses	

Note: Table 9 will not add up to 100% as respondents were able to select more than one response.

^a Percentage rounded to nearest %.

Number of Hours Per Day Spent Using Social Media

Participants were asked to indicate the number of hours in which they use social media. Participants could select one of the following categories: 1) I do not use social media; 2) Less than 1 hour per day; 3) 1-3 hours per day; 4) 4-6 hours per day; 5) 7-9 hours per day; 6) 10 or more hours per day. The largest group of respondents indicated that they use social media 1-3 hours per day ($\underline{n} = 16$, 50%). The second largest group indicated that they use social media 4-6 hours per day ($\underline{n} = 8$, 25%). Table 10 illustrates the number of hours spent using social media reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 10
Number of Hours per day spent using Social Media Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Hours per day	n	Percentage ^a
I do not use social media	0	0
Less than 1 hour per day	5	16
1-3 hours per day	16	50
4-6 hours per day	8	25
7-9 hours per day	2	6
10 or more hours per day	1	3
Total	32	100

^a Total rounded to 100%

Primary Source Used for Social Media

Participants were asked to indicate their primary source that they use for social media, in which they could select one of the following categories: 1) Cell phone; 2) Smart phone; 3) iPad; 4) Tablet other than iPad; 5) Personal computer (laptop, desktop); 6) Library or public computer; 7) I do not use social media; 8) Other. The largest group of respondents indicated that they use a smart phone to access social media ($\underline{n} = 16$, 50%). The second largest group indicated that they use a personal computer (laptop, desktop) to access social media ($\underline{n} = 8$, 25%). Table 11 illustrates the primary source used to access social media by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 11

Primary Source used to Access Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Social Media Source	n	Percentage ^a
Cell phone	7	22
Smart phone	16	50
iPad	1	3
Tablet other than iPad	0	0
Personal computer (laptop, desktop)	8	25
Library or public computer	0	0
I do not use social media	0	0
Other	0	0
Total	32	100

^a Total rounded to 100%

Attraction to Social Media

Participants were asked to indicate the features that attract them to using social media, in which they could select more than one of the following categories: 1) Games; 2) Applications for smart phones; 3) Pictures; 4) Discussion boards; 5) Instant access to information; 6) Videos; 7) Communicating with friends; 8) Viewing others' status; 9) Sharing / posting links; 10) I do not use social media; 11) Other. The largest group of respondents indicated that they are attracted to communicating with friends through social media ($\underline{n} = 23, 72\%$). The second largest group indicated that they are attracted to pictures through social media ($\underline{n} = 19, 59\%$). Table 12 illustrates the features that attract 4-H alumni to social media as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 12

Features that Attract 4-H Alumni to Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Features	n	Percentage ^a
Games	4	13
Applications for smart phones	11	34
Pictures	19	59
Discussion boards	3	9
Instant access to information	15	47
Videos	4	13

Communicating with friends	23	72
Viewing others' status	13	41
Sharing / posting links	8	25
I do not use social media	0	0
Other	3	9
Total	32 responses	

Note: Table 12 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Participants who do not use social media were asked to indicate reasons for not using social media. Participants could select more than one of the following categories: 1) I think social media is time consuming; 2) I do not know how to use social media; 3) I do not have access to a device (computer, smart phone, etc.) to use social media; 4) I am not a very social person; 5) I have privacy concerns with using social media; 6) Other. The largest group of respondents indicated that they think social media is time consuming ($n = 3$, 75%). The second largest groups with the same number of responses indicated that they have privacy concerns with using social media and do not know how to use social media ($n = 1$, 25%). Table 13 illustrates the reasons that discourage youth from using social media as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 13

Reasons that Discourage 4-H Alumni from Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Reasons	n	Percentage
I think social media is time consuming	3	75%
I do not know how to use social media	1	25%
I do not have access to a device (computer, smart phone, etc.) to use social media	0	0%
I am not a very social person	0	0%
I have privacy concerns with using social media	1	25%
Other	0	0%

Note: Table 13 will not add up to 100% as respondents were able to select more than one response. Percentages were developed using the number of respondents who participated in this question.

Purpose of Using Social Media

Participants were asked to indicate the purposes in which they use social media.

Participants could select more than one of the following categories: 1) To communicate with family and/or friends; 2) To become updated on events; 3) To become updated on friends' activities; 4) To meet new people; 5) To find people (old friends, classmates, etc.); 6) For playing online games; 7) For using applications for smart phones; 8) To promote a business / organization; 9) Other. The largest group of respondents indicated that they use social media for the purpose of communicating with family and/or friends ($n = 30$, 94%). The second largest group indicated that they use social media for the purpose of becoming updated on friends' activities ($n = 24$, 75%). Table 14 illustrates the purposes that 4-H alumni use social media as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 14

Reported Purposes that 4-H Alumni use Social Media by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Purposes	n	Percentage ^a
To communicate with family and/or friends	30	94
To become updated on events	21	66
To become updated on friends' activities	24	75
To meet new people	9	28
To find people (old friends, classmates, etc.)	21	66
For playing online games	6	19
For using applications for smart phones	11	34
To promote a business / organization	7	22
Other	0	0
Total	32 responses	

Note: Table 14 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Use of Selected Social Media

Participants were asked to indicate the frequency in which they use social media in the following ways: 1) Comment on other's profiles, photos, and/or videos; 2) "Like" pages; 3) Visit

pages that you “like”; 4) Post photos or videos; 5) View others’ photos; 6) View others’ videos; 7) Participate in a discussion board; 8) Play games using social media; 9) Send a text message to a friend; 10) Update your status on your social media profile. Participants were able to select one of the following choices for each activity: 1) Never; 2) Seldom (1-5 times per week or less); 3) Sometimes (6-10 times per week); 4) Often (11-15 times per week); 5) Very often (more than 15 times per week). The largest groups of respondents with the same number of responses indicated that they send text messages to friends very often and never participate in discussion boards ($n = 20, 67\%$). Table 15 illustrates the frequency of youth using social media as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 15
Frequency of 4-H Alumni using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Activity	Never	Seldom (1-5 times per week or less)	Sometimes (6-10 times per week)	Often (11-15 times per week)	Very often (more than 15 times per week)
Comment on others’ profiles, photos, and/or videos	22%	22%	38%	3%	16%
“Like” pages	16%	34%	28%	16%	6%
Visit pages that you “like”	34%	31%	16%	9%	9%
Post photos or videos	16%	55%	13%	6%	10%
View others’ photos	6%	16%	55%	10%	13%
View others’ videos	30%	20%	33%	10%	7%
Participate in a discussion board	67%	13%	17%	3%	0%
Play games using social media	63%	27%	7%	3%	0%
Send a text message to a friend	3%	10%	10%	10%	67%
Update your status on your social media profile	12%	47%	9%	16%	16%

Note: Percentage refers to percent of respondents who responded to each item. Percentages are rounded to the nearest percent.

Participants were asked to indicate the frequency in which they use the following social media tools: 1) Facebook; 2) Twitter; 3) Flickr; 4) YouTube; 5) MySpace; 6) Discussion Boards; 7) Blogs; 8) Google Circles; 9) Text messaging; 10) Pinterest. Participants were able to select one of the following choices for each social media tool: 1) Never; 2) Not often (1-2 times per month). The largest group of respondents indicated that they use text messaging continually (1-2 times per day) ($\underline{n} = 27, 87\%$). The second largest group of respondents indicated that they use Facebook continually (1-2 times per day) ($\underline{n} = 25, 78\%$). Table 16 illustrates the frequency of 4-H alumni using social media tools as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 16
Frequency of 4-H Alumni using Social Media Tools as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Social Media Tools	Never	Not often (1-2 times per month)	Sometimes (1-2 times per week)	Continually (1-2 times per day)
Facebook	3 9%	2 6%	2 6%	25 78%
Twitter	12 48%	3 12%	2 8%	8 32%
Flickr	21 100%	0 0%	0 0%	0 0%
YouTube	4 15%	7 26%	10 37%	6 22%
MySpace	22 96%	1 4%	0 0%	0 0%
Discussion Boards	18 75%	3 12%	3 12%	0 0%
Blogs	19 83%	1 4%	0 0%	3 13%
Google Circles	22 96%	1 4%	0 0%	0 0%
Text Messaging	0 0%	1 3%	3 10%	27 87%
Pinterest	14 54%	5 19%	4 15%	3 12%

Note: Percentage refers to percent of respondents who responded to each item. Percentages are rounded to the nearest percent.

Participants were asked to indicate the purposes in which they use Twitter. Participants could select more than one of the following categories: 1) To post updates; 2) To receive updates; 3) To follow favorite groups; 4) To meet new people; 5) I do not use Twitter; 6) Other. The largest group of respondents indicated that they do not use Twitter ($\underline{n} = 18$, 56%). The second largest group indicated that they use Twitter to post updates ($\underline{n} = 10$, 31%). Table 17 illustrates the purposes that 4-H alumni use Twitter as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 17
Reported Purposes that 4-H Alumni use Twitter by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Purposes	n	Percentage ^a
To post updates	10	31
To receive updates	9	28
To follow favorite groups	5	16
To meet new people	3	9
I do not use Twitter	18	56
Other	0	0
Total	32 responses	

Note: Table 17 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Participants were asked to indicate the purposes in which they use Flickr. Participants could select more than one of the following categories: 1) To post pictures; 2) To view pictures; 3) To copy photos for your own use; 4) To meet new people; 5) I do not use Flickr; 6) Other. The largest group of respondents indicated that they do not use Flickr ($\underline{n} = 31$, 97%). The second largest group indicated that they use Flickr to view pictures ($\underline{n} = 1$, 3%). Table 18 illustrates the purposes that youth use Flickr as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 18

Reported Purposes that 4-H Alumni use Flickr by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Purposes	n	Percentage ^a
To post pictures	0	0
To view pictures	1	3
To copy photos for your own use	0	0
To meet new people	0	0
I do not use Flickr	31	97
Other	0	0
Total	32 responses	

Note: Table 18 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Participants were asked to indicate the purposes in which they use YouTube. Participants could select more than one of the following categories: 1) To view videos; 2) To listen to music; 3) To post videos on YouTube; 4) To share links of YouTube videos; 5) For class projects or assignments; 6) To research how to do something; 7) I do not use YouTube; 8) Other. The largest groups of respondents indicated that they use YouTube to view videos and to listen to music ($\underline{n} = 22$, 69%). The second largest group indicated that they use YouTube to research how to do something ($\underline{n} = 9$, 28%). Table 19 illustrates the purposes that 4-H alumni use YouTube as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 19

Reported Purposes that 4-H Alumni use YouTube by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Purposes	n	Percentage ^a
To view videos	22	69
To listen to music	22	69
To post videos on YouTube	3	9
To share links of YouTube videos	5	16
For class projects or assignments	5	16
To research how to do something	9	28
I do not use YouTube	6	19
Other	0	0
Total	32 responses	

Note: Table 13 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Participants were asked to indicate the purposes in which they use Facebook. Participants could select more than one of the following categories: 1) To personalize your own profile; 2) To post pictures; 3) To view pictures; 4) To post videos; 5) To view videos; 6) To meet new people; 7) To interact with friends; 8) To interact with family; 9) To play games; 10) To post status updates; 11) To create event invitations; 12) To join group pages; 13) To make announcements; 14) To feel a sense of belonging; 15) To use Pinterest; 16) I do not use Facebook; 17) Other. The largest groups of respondents indicated that they use Facebook to interact with family ($n = 29$, 91%). The second largest group indicated that they use Facebook to interact with friends ($n = 28$, 88%). Table 20 illustrates the purposes that 4-H alumni use Facebook as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 20

Reported Purposes that 4-H Alumni use Facebook by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Purposes	n	Percentage ^a
To personalize your own profile	18	56
To post pictures	26	81
To view pictures	23	72
To post videos	5	16
To view videos	13	41
To meet new people	10	31
To interact with friends	28	88
To interact with family	29	91
To play games	5	16
To post status updates	21	66
To create event invitations	5	16
To join group pages	7	22
To make announcements	13	41
To feel a sense of belonging	7	22
To use Pinterest	4	13
I do not use Facebook	2	6
Other	0	0
Total	32 responses	

Note: Table 20 will not add up to 100% as respondents were able to select more than one response.

^a Percentages are rounded to the nearest %.

Perceived Comfort in Using Social Media

Participants were asked to indicate the level of comfort they feel when using social media in the following ways: 1) Posting pictures and/or videos; 2) Commenting on your own wall/profile; 3) Commenting on someone else's wall/profile; 4) Commenting on posted pictures or videos; 5) Having your picture on a 4-H Facebook page; 6) Having a video of you participating in a 4-H event on a 4-H Facebook page; 7) Interacting with your 4-H agent through social media. Participants were able to select one of the following choices for each activity: 1) Very uncomfortable; 2) Somewhat uncomfortable; 3) Somewhat comfortable; 4) Very comfortable; 5) N/A (I do not do this.). The largest group of respondents indicated that they feel very comfortable having a video of themselves participating in a 4-H event posted on a 4-H Facebook page ($\underline{n} = 20$, 65%). The second largest group of respondents indicated that they feel very comfortable posting pictures and/or videos through social media. ($\underline{n} = 20$, 62%). Table 21 illustrates the perceived comfort of 4-H alumni using social media as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 21

Perceived Comfort in using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Activity	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable	N/A (I do not do this)
Posting pictures and/or videos	0 0%	1 3%	5 16%	20 62%	6 19%
Commenting on your own wall/profile	0 0%	2 6%	6 19%	15 47%	9 28%
Commenting on someone else's wall/profile	0 0%	1 3%	8 25%	17 53%	6 19%

Commenting on posted pictures or videos	0 0%	2 6%	6 19%	17 53%	7 22%
Having your picture on a 4-H Facebook page	0 0%	1 3%	4 12%	19 59%	8 25%
Having a video of you participating in a 4-H event on a 4-H Facebook page	0 0%	0 0%	3 10%	20 65%	8 26%
Interacting with your 4-H agent through social media	1 3%	1 3%	5 16%	17 53%	8 25%

Note: Percentage refers to percent of respondents who responded to each item. Percentages are rounded to the nearest percent.

Ranking of Preferred Social Media Tool

Participants were asked to rank their preferred method of social media in order from favorite to least favorite. The Zammit Social Media Questionnaire created through Zoomerang was set up where the respondent selected a social media tool and dragged it to an adjacent box, in which the respondent could then use arrow keys to move each social media tool in its position from favorite at the top to least favorite toward the bottom. Respondents ranked the following social media tools: 1) Facebook; 2) Text messaging; 3) MySpace; 4) Discussion boards; 5) Blogs; 6) Twitter; 7) YouTube; 8) Flickr; 9) Google Circles; 10) Pinterest. The largest group of respondents indicated that text messaging was ranked #1 as a social media tool ($\underline{n} = 21$, 72%). The second largest group indicated that Facebook was ranked #1 as a social media tool ($\underline{n} = 10$, 31%). Table 22, which can be found on the following page, illustrates the ranking of preferred social media tools as reported by Louisiana 4-H Alumni that completed the Zammit Social Media Questionnaire.

Table 22

Ranking of Preferred Social Media Tools as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Tool	1	2	3	4	5	6	7	8	9	10
Facebook	10	16	4	0	0	0	0	0	0	0
Text messaging	21	5	3	0	0	0	0	0	0	0
MySpace	0	0	3	2	4	4	0	3	1	6
Discussion boards	0	0	0	6	4	4	5	1	1	1
Blogs	0	0	1	3	5	6	4	2	1	0
Twitter	0	5	3	4	1	2	2	4	4	0
YouTube	0	2	10	7	6	1	2	0	0	0
Flickr	0	0	0	0	0	2	5	7	5	3
Google Circles	0	0	0	1	4	1	3	4	8	2
Pinterest	0	2	6	4	1	2	1	1	2	9

Note: Numbers reflect the number of responses for each item. Ranking #1 is the highest ranking and #10 is the lowest ranking.

Request for 4-H Facebook Page Features

Participants were asked to identify the features that they would like to see on a 4-H Facebook page. Participants responded in an open-ended format. Common responses included incorporating features such as pictures and updated events on a 4-H Facebook page. The responses are as follows:

- The pictures
- Pictures of the members from all over the state
- I would like to see all of the current events, upcoming contests, results from any contests, pictures, etc.
- I would like just more general info., and I feel that there should be more events posted from all the regions, not just statewide
- Events
- Events, information for volunteers, and more information about how to help at state events and other events

- Current events and pictures of the last events
- Past and present event photos, videos, and updates on events
- Upcoming events, recent events, pictures, and videos
- Weekly updates on events related to 4-H
- More information, videos, pictures, and important messages
- I would like to see updates on things that 4-H'ers have been doing and events that are coming up
- Community service projects, pictures of different programs, updates, and dates of events
- More articles about outstanding 4-H'ers making real changes in their communities
- Interaction statewide
- Discussion board
- Do not use or have Facebook

Objective Three

Objective three was to determine how Louisiana 4-H Alumni like to use social media as measured by the Zammit Social Media Questionnaire.

Participants were presented with a list of social media activities and were directed to rate the extent to which they liked doing each activity based on a four-point Likert-type scale: 1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree, and 5= N/A (I do not do this).

Participants responded to the following list of activities: 1) Responding to event invitations on Facebook; 2) Commenting on others' photos or videos; 3) Viewing others' photos; 4) Playing games through social media; 5) Watching posted videos online; 6) Participating in discussion boards; 7) Viewing 4-H updates through social media; 8) Communicating with my 4-H agent through social media; 9) Being identified in 4-H photos or videos posted online. The two largest

groups of respondents indicated that they agree with liking to communicate with their 4-H agent through social media and liking to view others' photos ($n = 15, 47\%$). Table 23 illustrates the perception of how Louisiana 4-H Alumni like using social media as reported by the respondents.

Table 23

Perception of How Louisiana 4-H Alumni Like Using Social Media as Reported by Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Activity	SD	D	A	SA	N/A
Responding to event invitations on Facebook	4 12%	6 19%	12 38%	6 19%	4 12%
Commenting on others' photos or videos	3 10%	5 16%	13 42%	7 23%	3 10%
Viewing others' photos	1 3%	2 6%	15 47%	8 25%	6 19%
Playing games through social media	11 38%	3 10%	7 24%	4 14%	4 14%
Watching posted videos online	3 9%	3 9%	12 38%	9 28%	5 16%
Participating in discussion boards	7 22%	5 16%	10 31%	3 9%	7 22%
Viewing 4-H updates through social media	4 13%	0 0%	13 42%	11 35%	3 10%
Communicating with my 4-H agent through social media	3 9%	2 6%	15 47%	9 28%	3 9%
Being identified in 4-H photos or videos posted online	2 6%	2 6%	10 31%	13 41%	5 16%

Note: Percentage refers to percent of respondents who responded to each item. Percentages are rounded to the nearest %.

The respondents' preference of social media score was determined by a summation of the scores for each activity. The following scale was created by the researcher to aid in the interpretation of the responses: 1 – 1.75= strongly disagree, 1.76 – 2.50= disagree, 2.51 – 3.25= agree, and 3.26 – 4.00= strongly agree.

As part of the analysis, the mean and standard deviation of the response to each activity item in the Zammit Social Media Questionnaire was calculated. The item that received the

highest level of agreement from respondents was “I like viewing others’ photos” with a mean 3.15 (SD= 0.73). The item that received the second highest level of agreement from respondents was “I like being identified in 4-H photos or videos posted online” with a mean of 3.25 (SD= 0.89). Using the interpretive scale, both were in the “agree” range. The item with the lowest level of agreement was “I like playing games through social media” with a mean of 2.16 (SD= 1.18). The item with the second lowest level of agreement was “I like participating in discussion boards” with a mean of 2.36 (SD= 1.04). The response to both items fell within the “disagree” range. Overall, the response to most items (7 items) fell within the “agree” range on the interpretive scale. Table 24 below illustrates the mean scores and standard deviation for each item representing respondent’s level of agreement with preference in using social media.

Table 24

Description of the Level of Agreement for Use of Social Media among Louisiana 4-H Alumni that Completed the Zammit Social Media Questionnaire

Zammit Social Media Questionnaire Items	n	M ^a	SD	Category ^b
I like responding to event invitations on Facebook	28	2.71	.97	A
I like commenting on others’ photos or videos	28	2.86	.93	A
I like viewing others’ photos	26	3.15	.73	A
I like playing games through social media	25	2.16	1.18	D
I like watching posted videos online	27	3.00	.96	A
I like participating in discussion boards	25	2.36	1.04	D
I like viewing 4-H updates through social media	28	3.11	.99	A
I like communicating with my 4-H agent through social media	29	3.03	.90	A
I like being identified in 4-H photos or videos posted online	28	3.25	.89	A

Note: Mean and Standard deviation are rounded to the nearest hundredth.

^a Response scale: 1 = strongly disagree (SD), 2 = disagree (D), 3 = agree (A), and 4 = strongly agree (SA)

^b Interpretive scale: 1 – 1.75= SD, 1.76 – 2.50= D, 2.51 – 3.25= A, and 3.26 – 4.00= SA

CHAPTER 5.

CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The overall purpose of this study was to examine the use and determine the preferred method in which 4-H alumni youth in Louisiana utilize social media. Specifically, the study addressed the following objectives:

1. To describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth

Development Program on the following demographic characteristics:

- a) Age
- b) Gender
- c) Race / Ethnicity
- d) Residence
- e) Number of years as a 4-H member
- f) Number of years as a member of a parish 4-H Junior Leadership Club
- g) Highest level of education completed or currently enrolled
- h) Ownership of the following social media devices:
 - i. Cell phone
 - ii. Desktop or laptop computer
 - iii. iPad or similar tablet device
 - iv. Smart phone
 - v. iPod or mp3 player
 - vi. Gaming device (such as an X-Box, Play Station, or Wii)

2. To describe 4-H alumni youth affiliated with the 2011 Louisiana 4-H Youth Development Program on the following social media characteristics:
 - a) Types of social media currently used
 - b) Number of hours per day spent using social media
 - c) Primary source used for social media
 - d) Attraction to social media
 - e) Purpose of using social media
 - f) Use of selected social media
 - g) Perceived comfort in using social media
 - h) Ranking of preferred social media tool
 - i) Request for 4-H Facebook page features
3. To determine how Louisiana 4-H Alumni like to use social media as measured by the Zammit Social Media Questionnaire.

Procedures

This study targeted Louisiana 4-H alumni. However, the accessible population was Louisiana 4-H alumni who received the Louisiana 4-H Senior Honor Cord Award in 2011 and whose e-mail addresses were available on their Senior Honor Cord application or supplied through Facebook contact.

The instrument used in this study, the Zammit Social Media Questionnaire, consisted of 24 items, including multiple choice, multiple answer, open-ended, ranking, and Likert scale questions. The questionnaire was reviewed by subject-matter experts (SME's) to establish face and content validity. The researcher also sought feedback from graduate students in a graduate

level evaluation methods course to determine relevance, structure, and clarity of questions in the questionnaire.

The Zammit Social Media Questionnaire was developed and administered via an online survey system (Zoomerang). A total of 161 Louisiana 4-H alumni who provided usable e-mail addresses were requested to participate in the study. The final response count was 32, representing a 19.9% response rate.

Summary of Major Findings

Objective One

- Age – The ages ranged from 18 to 20 years. The largest group of respondents indicated their age was 18 years ($\underline{n} = 13$, 48.2%). The second largest group indicated their age was 19 years ($\underline{n} = 12$, 44.4%).
- Gender – Majority of the respondents indicated their gender as female ($\underline{n} = 22$, 68.75%) while 10 respondents (31.25%) indicated their gender as male.
- Ethnicity / Race – Majority of the respondents identified themselves as White ($\underline{n} = 24$, 77%). The second largest group identified themselves as Black or African American ($\underline{n} = 6$, 20%).
- Residence – Majority of the respondents identified themselves as living on a farm or in a rural area ($\underline{n} = 14$, 43.75%). The second largest group identified themselves as living in a town with a population under 10,000 people ($\underline{n} = 8$, 25.00%).
- Number of years as a 4-H member – The number of years in which respondents were a 4-H member ranged from 3 to 10 years. The largest group of respondents indicated that they were a 4-H member for 9 years ($\underline{n} = 12$, 38.7%). The second largest groups indicated the same number of responses for being a 4-H member for 7 and 8 years ($\underline{n} = 5$, 16.1%).

- Number of years as a parish 4-H Junior Leadership Club member – The largest group of respondents indicated that they not a member of their Parish 4-H Junior Leadership Club ($\underline{n} = 8, 25\%$). Results show that the two second largest groups include the same number of respondents who indicated that they were a parish 4-H Junior Leadership Club member for 4 and 5 years ($\underline{n} = 7, 22\%$).
- Highest level of education completed or currently enrolled – The largest group of the respondents ($\underline{n} = 18, 56\%$) reported completion or enrollment in a 4-year college program. The second largest group ($\underline{n} = 10, 31\%$) reported completion of a high school diploma or GED.
- Ownership of social media devices – The largest number of respondents ($\underline{n} = 29, 91\%$) reported that they own a desktop or laptop computer. The second largest number of respondents ($\underline{n} = 27, 84\%$) reported that they own a Smart phone.

Objective Two

- Types of social media currently used – The largest group of respondents indicated that they use Facebook ($\underline{n} = 30, 94\%$). The second largest group indicated that they use Text Messaging ($\underline{n} = 26, 81\%$).
- Number of hours per day spent using social media – The largest group of respondents indicated that they use social media 1-3 hours per day ($\underline{n} = 16, 50\%$). The second largest group indicated that they use social media 4-6 hours per day ($\underline{n} = 8, 25\%$).
- Primary source used for social media – The largest group of respondents indicated that they use a smart phone to access social media ($\underline{n} = 16, 50\%$). The second largest group indicated that they use personal computer (laptop, desktop) to access social media ($\underline{n} = 8, 25\%$).

- Attraction to social media
 - The largest group of respondents indicated that they are attracted to communicating with friends through social media ($\underline{n} = 23, 72\%$). The second largest group indicated that they are attracted to pictures through social media ($\underline{n} = 19, 59\%$).
 - The largest group of respondents indicated that they think social media is time consuming ($\underline{n} = 3, 75\%$). The second largest groups with the same number of responses indicated that they have privacy concerns with using social media and do not know how to use social media ($\underline{n} = 1, 25\%$).
- Purpose of using social media – The largest group of respondents indicated that they use social media for the purpose of communicating with family and/or friends ($\underline{n} = 30, 94\%$). The second largest group indicated that they use social media for the purpose of becoming updated on friends' activities ($\underline{n} = 24, 75\%$).
- Use of selected social media
 - The largest groups of respondents with the same number of responses indicated that they send text messages to friends very often and never participate in discussion boards ($\underline{n} = 20, 67\%$).
 - The largest group of respondents indicated that they use text messaging continually (1-2 times per day) ($\underline{n} = 27, 87\%$). The second largest group of respondents indicated that they use Facebook continually (1-2 times per day) ($\underline{n} = 25, 78\%$).
 - The largest group of respondents indicated that they do not use Twitter ($\underline{n} = 18, 56\%$). The second largest group indicated that they use Twitter to post updates (\underline{n}

= 10, 31%).

- The largest group of respondents indicated that they do not use Flickr ($\underline{n} = 31$, 97%). The second largest group indicated that they use Flickr to view pictures ($\underline{n} = 1$, 3%).
- The largest groups of respondents indicated that they use YouTube to view videos and to listen to music ($\underline{n} = 22$, 69%). The second largest group indicated that they use YouTube to research how to do something ($\underline{n} = 9$, 28%).
- The largest groups of respondents indicated that they use Facebook to interact with family ($\underline{n} = 29$, 91%). The second largest group indicated that they use Facebook to interact with friends ($\underline{n} = 28$, 88%).
- Perceived comfort in using social media – The largest group of respondents indicated that they feel very comfortable having a video of themselves participating in a 4-H event posted on a 4-H Facebook page ($\underline{n} = 20$, 65%). The second largest group of respondents indicated that they feel very comfortable posting pictures and/or videos through social media. ($\underline{n} = 20$, 62%).
- Ranking of preferred social media tool - The largest group of respondents indicated that text messaging was ranked #1 as a social media tool ($\underline{n} = 21$, 72%). The second largest group indicated that Facebook was ranked #1 as a social media tool ($\underline{n} = 10$, 31%).
- Request for 4-H Facebook Page Features – Majority of the open-ended responses focused on including pictures and updated events on the 4-H Facebook Page.

Objective Three

- The two largest groups of respondents indicated that they agree with liking to communicate with their 4-H agent through social media and liking to view others' photos

($n = 15$, 47%).

- The item that received the highest level of agreement from respondents was “I like viewing others’ photos” with a mean 3.15 (SD= 0.73). The item that received the second highest level of agreement from respondents was “I like being identified in 4-H photos or videos posted online” with a mean of 3.25 (SD= 0.89). Using the interpretive scale, both were in the “agree” range. The item with the lowest level of agreement was “I like playing games through social media” with a mean of 2.16 (SD= 1.18). The item with the second lowest level of agreement was “I like participating in discussion boards” with a mean of 2.36 (SD= 1.04). The response to both items fell within the “disagree” range. Overall, the response to most items (7 items) fell within the “agree” range on the interpretive scale.

Conclusions, Implications, and Recommendations

Conclusion One

The respondents to this study were predominantly white (77%), teenage adults (average age was 18-19 years), female (69%), lived in farm or rural areas (44%), were 4-H members for 9 years (38%), were 4-H Junior Leadership members for 0 years (25%), completed or enrolled in a 4-year college program (56%), and owned a desktop or laptop computer (91%). In general, the demographics of this study have similarities to the appearance of the Louisiana 4-H population. According to the 2010-2011 Louisiana 4-H State Report, a majority of 4-H members are Caucasian (57%) females (52.9%) (Fox, 2011).

Whereas the study provides valuable information about the use and preferred method of social media among Louisiana 4-H alumni, the results present a challenge. The results of this study apply to a small percentage of the Louisiana 4-H population who are 18-19 years old,

white, female, enrolled in a 4-year college program, and have vested membership in the 4-H program. The results of this study may not reflect the current use of social media among 13-15 year old Louisiana 4-H members. It is recommended that this study be conducted with a more general youth population, which may be diverse with regards to the demographic variables tested in this study.

Conclusion Two

The results of the study indicated that all (100%) of the 4-H alumni who participated in the study use some form of social media. A majority of the 4-H alumni in this study use Facebook (94%) and text messaging (81%), in which they use Facebook (78%) and text messaging (87%) at least 1-2 times per day. Facebook (33%) and text messaging (72%) were also among the top two ranked preferred methods of social media. The study also shows that 4-H alumni are generally not using MySpace (0%), Flickr (3%), Google Circles (6%), Discussion Boards (6%) and Blogs (12%). The top five social media tools that 4-H alumni are currently using are as follows: 1) Facebook (94%); 2) Text messaging (81%); 3) YouTube (50%); 4) Twitter (38%); 5) Pinterest (38%).

The implication of these results is that teenage youth prefer to use Facebook and text messaging to any other type of social media. Another inference is that a majority of 4-H youth are not using the Louisiana 4-H Flickr page since only one respondent (3%) acknowledged use of Flickr.

The recommendation is that this survey be administered to a more diverse population to confirm or adjust the results of the preferred method of social media among Louisiana 4-H youth. Another recommendation is for the Louisiana 4-H program to explain its intended use for Flickr to 4-H youth or post pictures to a more accessible and used form of social media, such as

Facebook. Louisiana 4-H agents could utilize popular social media methods, such as Facebook, text messaging, Twitter, and YouTube to capture the attention of its intended audience for promotional and educational purposes. Extension 4-H agents could make YouTube videos of educational 4-H events, such as “How to” videos for competing in contests, and post the videos to Facebook for 4-H youth and parents to view. Posting recognition videos and pictures also helps youth to feel a sense of belonging and potential members to gain an understanding of the 4-H Youth Development organization. By utilizing the social media tools that youth currently use and being proactive in using new forms of technology, 4-H agents will develop and partnership with youth by communicating with them through their preferred method of communication—social media.

Conclusion Three

The results of this study confirmed the belief that youth use social media for social interaction with friends. A majority of respondents indicated that the reason they use social media is as follows: 1) To communicate with family and/or friends (94%); 2) To become updated on friends’ activities (75%); 3) To become updated on events (66%); and 4) To find people (old friends, classmates, etc.) (66%).

In addition to communicating with people, the study indicates that 4-H alumni also use social media to post and view pictures. When asked what attracts 4-H alumni to social media, a simple majority of respondents identified pictures (59%). A majority of respondents also indicated that they use Facebook to post pictures (81%) and to view pictures (72%). Posting pictures to the 4-H Facebook page (47%) was one of the main responses of surveyed participants. Participants also requested to post updated and current events to the 4-H Facebook page (59%).

The recommendation is that the Louisiana 4-H Facebook page be linked to all parish 4-H Facebook pages. Another recommendation is for 4-H agents to begin or continue posting updated events, pictures, and recognition of 4-H members on social media websites, especially Facebook. Since youth view using social media as a primary form of communication, 4-H agents should be proactive in communicating with youth through social media. Extension agents can be proactive by posting upcoming events and recognizing 4-H youth through posting updates, pictures, and videos to social media websites.

Conclusion Four

The results of this survey indicated a need for an accurate and reliable Louisiana 4-H alumni database. When creating this study, the researcher inquired about an updated 4-H alumni database, which does not accurately portray updated information on recent Louisiana 4-H graduates. The researcher then requested contact information on the recent 4-H alumni. The most recent 4-H alumni database included names and e-mail addresses for 4-H members who received the 2011 Louisiana 4-H Senior Honor Cord Award. The researcher did not have access to mailing addresses for any of the 4-H alumni.

The recommendation is for the Louisiana 4-H program to develop an updated 4-H alumni database that includes updated contact information including the name, e-mail address, mailing address, phone numbers, and parish of 4-H membership for each 4-H alumnus. Having an updated 4-H alumni database would provide the Louisiana 4-H program an opportunity to contact 4-H alumni to be volunteers, financial contributors, and research participants. Another recommendation is for the Louisiana 4-H program to encourage 4-H members to participate in 4-H-related surveys and questionnaires. Another recommendation is for the Louisiana 4-H Program to provide staff training on the importance of inputting accurate, updated contact

information into the enrollment system. Another option for obtaining current information on 4-H alumni is to create a social media platform for 4-H alumni in addition to having email and mailing addresses for 4-H alumni. For example, Louisiana 4-H could establish a Facebook page for 4-H alumni, in which the Facebook page administrator could send information regarding being a volunteer, donor, or research participant to all 4-H alumni on the site. Allowing parental access to inputting updated contact information in a 4-H enrollment system would be another possible option for collecting current data on 4-H members and 4-H alumni.

REFERENCES

- 4-H. (n.d.) In *Your Dictionary's online dictionary*. Retrieved from <http://www.yourdictionary.com/4-h>
- Ashton, C., Galloway, R., & Bourdeau, V. (2010). Can Blogging Benefit Staff & Youth in 4-H Camp Programs. *Journal of Extension*, 48, 4. Retrieved from <http://www.joe.org/joe/2010august/iw6.php>
- Bovitz, L. (2007). In Their Own Words—Understanding the Communication Styles of Teens. *Journal of Extension*, 45, 2. Retrieved from <http://www.joe.org/joe/2007april/tt1.php>
- Boyd, D. *Why Youth ♥ Social Network Sites: The Role of Networked Publics in Teenage Social Life*. (2008). Retrieved on November 7, 2011 from <http://www.mitpressjournals.org/doi/abs/10.1162/dmal.9780262524834.119>
- Case, P., & Hino, J. (2010). A Powerful Teaching Tool: Self-Produced Videos. *Journal of Extension*, 48, 1. Retrieved from <http://www.joe.org/joe/2010february/tt3.php>
- Dictionary.com. Retrieved from <http://dictionary.reference.com>
- Dillman, D. A. (2007). *Mail and Internet Surveys: The Tailored Design Method* (2nd ed.). Hoboken: John Wiley & Sons Inc.
- Extension*. (April 2011). Retrieved November 9, 2011 from <http://www.nifa.usda.gov/qlinks/extension.html>
- Flage, L., Vetter, R., Schmidt, M., & Eighmy, M. (2010). Can Adults Accept Youth as Equal Partners in Communities?. *Journal of Extension*, 48, 1. Retrieved from <http://www.joe.org/joe/2010february/rb5.php>
- Fox, J. (2011). *Louisiana 4-H Statistics 2010-2011*. (State Report). Louisiana State University, Louisiana 4-H Youth and Family Development.
- Fuess, L. C. (2011). *An Analysis and Recommendations of the Use of Social Media within the Cooperative Extension System: Opportunities, Risks, and Barriers*. (Unpublished master's thesis). Cornell University, NY.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate Data Analysis* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Kinsey, J. (2010). Five Social Media Tools for the Extension Toolbox. *Journal of Extension*, 48, 5. Retrieved from <http://www.joe.org/joe/2010october/tt7.php>

- Lenhart, A., Madden, M., Macgill, A., & Smith, A. (2007). Teens and Social Media. Pew Research Center's Internet & American Life Project. Retrieved from <http://www.pewinternet.org/Reports/2007/Teens-and-Social-Media.aspx>
- Louisiana 4-H: About 4-H. Retrieved on January 18, 2012 from www.lsuagcenter.com/en/4H/about_4H/
- Merriam-Webster.com. Retrieved from <http://www.merriam-webster.com/dictionary>
- National 4-H Council. (2011). About 4-H. Retrieved November 9, 2011 from <http://www.4-h.org/about/>
- Rennekamp, R. A. (1990). Influences on Teen Decisions. *Journal of Extension*, 28, 3. Retrieved from <http://www.joe.org/joe/1990fall/rb3.php>
- Rhoades, E., Thomas J., & Davis, A. (2009). Social Networking Among Youth: How Is 4-H Represented? *Journal of Extension*. 47, 5. Retrieved from <http://www.joe.org/joe/2009october/a6.php>
- Robideau, K. & Santl, K. (April 2011). *Strengthening 4-H Communications Through Technology*. Retrieved December 14, 2011 from <http://www1.cyfernet.org/FRConf2011/sc/2011-Robideau-Strengthen.pdf>
- Skelly, J. (2005). Social Marketing: Meeting the Outreach Challenges of Today. *Journal of Extension*, 43, 1. Retrieved from <http://www.joe.org/joe/2005february/iw1.php>
- Social Media and Young Adults. Pew Research Center's Internet & American Life Project. Retrieved from <http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>
- Sorenson, M. C. (2011). *A Qualitative Study of 4-H State and Field Faculty Use of Social Media to Communicate with Youth, Volunteers, and Stakeholders*. Retrieved September 15, 2011 from <http://etd.lsu.edu/docs/available/etd-04272011-121244/>
- Teens, kindness and cruelty on social network sites. Pew Research Center's Internet & American Life Project. Retrieved from <http://www.pewinternet.org/Press-Releases/2011/Teens-and-social-media.aspx>

APPENDIX A

LOUISIANA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD (IRB) FOR PROTECTION OF HUMAN SUBJECTS APPROVAL LETTER



LSU AgCenter Institutional Review Board (IRB)
Dr. Michael J. Keenan, Chair
School of Human Ecology
209 Knapp Hall
225-578-1708
mkeen@agctr.lsu.edu

Application for Exemption from Institutional Oversight

All research projects using living humans as subjects, or samples or data obtained from humans must be approved or exempted in advance by the LSU AgCenter IRB. This form helps the principal investigator determine if a project may be exempted, and is used to request an exemption.

- Applicant, please fill out the application in its entirety and include the completed application as well as parts A-E, listed below, when submitting to the LSU AgCenter IRB. Once the application is completed, please submit the original and one copy to the chair, Dr. Michael J. Keenan, in 209 Knapp Hall.
- A Complete Application Includes All of the Following:
 - (A) The original and a copy of this completed form and a copy of parts B through E.
 - (B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1 & 2)
 - (C) Copies of all instruments and all recruitment material to be used.
 - If this proposal is part of a grant proposal, include a copy of the proposal.
 - (D) The consent form you will use in the study (see part 3 for more information)
 - (E) Beginning January 1, 2009: Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing and handling data, unless already on file with the LSU AgCenter IRB.
Training link: (<http://grants.nih.gov/grants/policy/hs/training.htm>)

1) Principal Investigator: Krisanna Machtmes Rank: Associate Professor
Student? Y/N No
Dept: School of Human Resource Education & Workforce Dev Ph: 225-578-7844 E-mail: kmachtmes@agcenter.lsu.edu

2) Co-Investigator(s): please include department, rank, phone and e-mail for each

- If student as principal or co-investigator(s), please identify and name supervising professor in this space

Kali Zammitt grad student - supervisor K. Machtmes, PhD

3) Project Title: Social Media Use of Alumni 4H Members

4) Grant Proposal? (yes or no) No If Yes, Proposal Number and funding agency _____
Also, if Yes, either: this application completely matches the scope of work in the grant Y/N _____

OR

more IRB applications will be filed later Y/N _____

5) Subject pool (e.g. Nutrition Students) 4-H Alumni

- Circle any "vulnerable populations" to be used: (children < 18, the mentally impaired, pregnant women, the aged, other). Projects with incarcerated persons cannot be exempted.

6) PI signature _____ **Date _____ (no per signatures)

****I certify that my responses are accurate and complete.** If the project scope or design is later changed I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU AgCenter institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at the LSU AgCenter for three years after completion of the study. If I leave the LSU AgCenter before that time the consent forms should be preserved in the Departmental Office.

Committee Action: Exempted ☒ Not Exempted _____ IRB# NE12-8

Reviewer Michael Keenan Signature Michael Keenan Date 4-2-2012

APPENDIX B

ZAMMIT SOCIAL MEDIA QUESTIONNAIRE INSTRUMENT

Welcome to the Zammit Social Media Questionnaire!

Thank you for participating in this survey. Your feedback is important.

The survey will only take a few minutes to complete. When answering each question, think about how you used social media as a 4-H member. Your participating in this survey will help 4-H Agents to communicate with 4-H members in a more effective way.

Consent Script:

The purpose of this research study is to examine the use of social media by 4-H Alumni. Your participation in this study will help us determine how 4-H youth are using social media and to help develop new programs with 4-H youth who use social media. Please answer the following questions based on your use of Social Media when you were enrolled in 4-H.

Completion of this survey will serve as voluntary consent to participate in this study. It should take about ten minutes of your time. This study is being conducted by Dr. Krisanna Machtmes and Kali Zammit. Please contact Dr. Machtmes at 225-578-5748 if you have any questions about the survey. This study was approved by the LSU AgCenter IRB and if you have questions about subjects' rights or other concerns, you may contact Dr. Michael Keenan, Chair, School of Human Ecology, 209 Knapp Hall, 225.578.7108.

Thank you again for your participation and support of Louisiana 4-H!

1. What types of social media do you currently use? (Select all that apply.)

- ☐ Facebook
 - ☐ Twitter
 - ☐ Blogs
 - ☐ Discussion Boards
 - ☐ Text Messaging
 - ☐ MySpace
 - ☐ Flickr
 - ☐ YouTube
 - ☐ Google Circles
 - ☐ Pinterest
 - ☐ I do not use social media
 - ☐ Other, please specify
-

2. How many hours do you spend using social media (such as Facebook, Twitter, blogs, discussion boards, text messaging, MySpace, Flickr, YouTube, Google Circles, Pinterest, etc.)?

- ☐ I do not use social media
- ☐ Less than 1 hour per day

- ☐ 1-3 hours per day
- ☐ 4-6 hours per day
- ☐ 7-9 hours per day
- ☐ 10 or more hours per day

3. What is the primary source that you use for social media?

- ☐ Cell phone
 - ☐ Smart phone
 - ☐ iPad
 - ☐ Tablet other than iPad
 - ☐ Personal computer (laptop, desktop)
 - ☐ Library or public computer
 - ☐ I do not use social media
 - ☐ Other, please specify
-

4. What attracts you to use social media? (Select all that apply.)

- ☐ Games
 - ☐ Applications for smart phones
 - ☐ Pictures
 - ☐ Discussion boards
 - ☐ Instant access to information
 - ☐ Videos
 - ☐ Communicating with friends
 - ☐ Viewing others' status
 - ☐ Sharing/Posting links
 - ☐ I do not use social media
 - ☐ Other, please specify
-

5. If you do not use social media, what causes you not to use social media? (Select all that apply. Skip this question if you use social media.)

- ☐ I think social media is time consuming.
 - ☐ I do not know how to use social media.
 - ☐ I do not have access to a device (computer, smartphone, etc.) to use social media.
 - ☐ I am not a very social person.
 - ☐ I have privacy concerns with using social media.
 - ☐ Other, please specify
-

6. How often do you do the following using social media?

	Never	Seldom (1-5 times per week or less)	Sometimes (6-10 times per week)	Often (11-15 times per week)	Very Often (more than 15 times per week)
Comment on others' profiles, photos, and/or videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

"Like" pages	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Visit pages that you "like"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Post photos or videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
View others' photos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
View others' videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Participate in a discussion board	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Play games using social media	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Send a text message to a friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Update your status on your social media profile	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. For what purpose(s) do you use social media? (Select all that apply.)

- ☐ To communicate with family and/or friends
- ☐ To become updated on events
- ☐ To become updated on friends' activities
- ☐ To meet new people
- ☐ To find people (old friends, classmates, etc.)
- ☐ For playing online games
- ☐ For using applications for smart phones
- ☐ To promote a business / organization
- ☐ Other, please specify

8. How comfortable do you feel using social media for the following?

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable	N/A (I do not do this.)
Posting pictures and/or videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Commenting on your own wall/profile	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Commenting on someone else's wall/profile	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Commenting on posted pictures or videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Having your picture on a 4-H Facebook page	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Having a video of you participating in a 4-H event on a 4-H Facebook page	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Interacting with your 4-H agent through social media	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9. I like the following...

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A (I do not do this.)
Responding to event invitations on Facebook	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Commenting on others' photos or videos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Viewing others' photos	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Playing games through Social Media	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Watching posted videos online	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Participating in Discussion Boards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Viewing 4-H updates through Social Media	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Communicating with my 4-H Agent through Social Media	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Being identified in 4-H photos or videos posted online	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

10. How often do you use the following Social Media?

	Never	Not often (1-2 times per month)	Sometimes (1-2 times per week)	Continually (1-2 times per day)
Facebook	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Twitter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Flickr	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
YouTube	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
MySpace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Discussion Boards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Blogs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Google Circles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Text messaging	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Pinterest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

11. For what purpose(s) do you use Twitter? (Select all that apply.)

- ☐ To post updates
- ☐ To receive updates
- ☐ To follow favorite groups
- ☐ To meet new people
- ☐ I do not use Twitter
- ☐ Other, please specify

.....

12. For what purpose(s) do you use Flickr? (Select all that apply.)

- ☐ To post pictures
 - ☐ To view pictures
 - ☐ To copy photos for your own use
 - ☐ To meet new people
 - ☐ I do not use Flickr
 - ☐ Other, please specify
-

13. For what purpose(s) do you use YouTube? (Select all that apply.)

- ☐ To view videos
 - ☐ To listen to music
 - ☐ To post videos on YouTube
 - ☐ To share links of YouTube videos
 - ☐ For class projects or assignments
 - ☐ To research how to do something
 - ☐ I do not use YouTube
 - ☐ Other, please specify
-

14. For what purpose(s) do you use Facebook? (Select all that apply.)

- ☐ To personalize your own profile
 - ☐ To post pictures
 - ☐ To view pictures
 - ☐ To post videos
 - ☐ To view videos
 - ☐ To meet new people
 - ☐ To interact with friends
 - ☐ To interact with family
 - ☐ To play games
 - ☐ To post status updates
 - ☐ To create event invitations
 - ☐ To join group pages
 - ☐ To make announcements
 - ☐ To feel a sense of belonging
 - ☐ To use Pinterest
 - ☐ I do not use Facebook
 - ☐ Other, please specify
-

15. Rank your preferred method of Social Media in order that you like them from favorite to least favorite.

Facebook	➡	Drag items here to rank them
Text Messaging	➡	
MySpace	➡	
Discussion Boards	➡	

Blogs	➡	
Twitter	➡	
YouTube	➡	
Flickr	➡	
Google Circles	➡	
Pinterest	➡	

16. What features would you like to see on a 4-H Facebook page?

.....

.....

.....

.....

17. Demographics: Select your age as of January 1, 2012.

- ☐ 17 years old
- ☐ 18 years old
- ☐ 19 years old
- ☐ 20 years old
- ☐ 21 years old
- ☐ Other, please specify

.....

18. Demographics: Indicate your gender.

- ☐ Male
- ☐ Female

19. Demographics: Indicate your race/ethnicity

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hawaiian or other Pacific Islander
- ☐ White
- ☐ Hispanic or Latino

20. Demographics: Select the area in which you live.

- ☐ Farm or rural area
- ☐ Town under 10,000
- ☐ Town and city 10,000 to 50,000
- ☐ Suburb or city over 50,000
- ☐ Central city over 50,000

21. Demographics: Select the number of years that you were a 4-H member.

- ☐ 1 year
- ☐ 2 years

- ☐ 3 years
 - ☐ 4 years
 - ☐ 5 years
 - ☐ 6 years
 - ☐ 7 years
 - ☐ 8 years
 - ☐ 9 years
 - ☐ 10 years
 - ☐ Other, please specify
-

22. Demographics: Select the number of years that you were a member of your parish 4-H Junior Leadership Club.

- ☐ 1 year
 - ☐ 2 years
 - ☐ 3 years
 - ☐ 4 years
 - ☐ 5 years
 - ☐ 6 years
 - ☐ 7 years
 - ☐ 8 years
 - ☐ I am not and have not ever been in the parish 4-H Junior Leadership Club.
 - ☐ Other, please specify
-

23. Demographics: Select the highest level of education that you have achieved or are currently enrolled.

- ☐ Less than High School
- ☐ High School Diploma / GED
- ☐ 2 year college program
- ☐ 4 year college program
- ☐ Technical school

24. Demographics: Select the devices in which you own below. (Select all that apply.)

- ☐ Cell phone
- ☐ Desktop or laptop computer
- ☐ iPad or similar tablet device
- ☐ Smart phone
- ☐ iPod or mp3 player
- ☐ Gaming device (such as an X-Box, Play Station, or Wii)

Thank you for participating in this survey!

APPENDIX C

QUESTIONNAIRE PRE-NOTICE

Dear 2011 Louisiana 4-H Alumnus,

My name is Kali Zammit, and I am currently an Assistant Extension 4-H Agent in St. Charles Parish in Louisiana. I am gathering information for my Master's of Science thesis study on the Use of Social Media Among 4-H Youth.

As a former 4-H member in Louisiana, you understand the importance of communication. As times have changed, so have our methods of communication. Using social media has become a major means of communication among today's society.

To better understand how 4-H members communicate, I have developed a questionnaire to measure how you used social media when you were a 4-H member. These results will help 4-H agents to communicate with 4-H members in a more effective manner.

You will receive an e-mail within a few days with a link to the online questionnaire. I need your help with this effort. When answering the questionnaire, you will be asked to think about how you used social media when you were in 4-H. I hope that you will share your views on how you used social media as a Louisiana 4-H member.

If you are receiving this e-mail and you are not a 2011 Louisiana 4-H Alumnus, this is because your child provided this e-mail to Louisiana 4-H when applying for the 2011 4-H Senior Honor Cord in which he/she received. Please forward this e-mail to the right person. I appreciate your help with this project.

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

APPENDIX D
QUESTIONNAIRE FIRST E-MAIL

Dear 2011 Louisiana 4-H Alumnus,

You recently received an e-mail from Kali Zammit, the Assistant Extension 4-H Agent in St. Charles Parish in Louisiana, requesting your participation in a study on the Use of Social Media Among 4-H Youth.

The results of you participating in this questionnaire will help 4-H agents to communicate with 4-H members in a more effective manner.

When answering the questionnaire, you are asked to think about how you used social media when you were in 4-H. If for some reason you are not a 2011 Louisiana 4-H Alumnus, please respond to this e-mail and let me know.

To complete the questionnaire, please click on the link below:

<http://www.zoomerang.com/Survey/WEB22EM4ZVUJEB>

The questionnaire will take approximately 5-10 minutes to complete.

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

APPENDIX E
QUESTIONNAIRE FIRST REMINDER

Dear 2011 Louisiana 4-H Alumnus,

You recently received an e-mail from me, Kali Zammit, the Assistant Extension 4-H Agent in St. Charles Parish, requesting your participation in a study of the Use of Social Media Among 4-H Youth.

This is a friendly reminder to please complete the survey if you have not already done so. We need your participation to for an accurate measure of how 4-H members use social media to help Louisiana 4-H.

The results of you participating in this questionnaire will help 4-H Agents to communicate with 4-H members in a more effective manner.

When answering the questionnaire, you are asked to think about how you used social media when you were in 4-H. If for some reason you are not a 2011 Louisiana 4-H Alumnus, please respond to this e-mail and let me know.

To complete the questionnaire, please click on the link below:

<http://www.zoomerang.com/Survey/WEB22EM4ZVUJEB>

The questionnaire will take approximately 5-10 minutes to complete.

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

APPENDIX F
QUESTIONNAIRE SECOND REMINDER

Dear 2011 Louisiana 4-H Alumnus,

This is a friendly reminder to please complete the Zammit Social Media questionnaire if you have not already done so.

The Louisiana 4-H program REALLY needs your participation for an accurate measure of how 4-H members use social media. Please take a few minutes to complete the survey below.

<http://www.zoomerang.com/Survey/WEB22EM4ZVUJEB>

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

APPENDIX G

QUESTIONNAIRE THIRD REMINDER

Dear 2011 Louisiana 4-H Alumnus,

I realize that you have received a few e-mails from me requesting your participation in the Use of Social Media questionnaire. Your participation in this survey is very important to the improvement of the 4-H program.

Please note that everyone who completes the survey will have a chance to win one of three iTunes gift cards, which will be mailed to the winners. **Please complete the survey below by Saturday, April 14, 2012 for your chance to win a free iTunes gift card!!!**

<http://www.zoomerang.com/Survey/WEB22EM4ZVUJEB>

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

APPENDIX H

QUESTIONNAIRE FOURTH REMINDER

Dear 2011 Louisiana 4-H Alumnus,

This is a final friendly reminder that if you have not already taken the Zammit Social Media Questionnaire, please do so by tomorrow, Saturday, April 14, 2012.

Please note that everyone who completes the survey will have a chance to win one of three iTunes gift cards, which will be mailed to the winners. **Please click on the link below and take a few minutes to complete the questionnaire by Saturday, April 14, 2012 for your chance to win a free iTunes gift card!!!**

<http://www.zoomerang.com/Survey/WEB22EM4ZVUJEB>

Thank you for your cooperation and support to help the Louisiana 4-H program!

Sincerely,

Kali B. Zammit
Assistant Extension 4-H Agent
Louisiana 4-H Youth and Family Development Program
985-785-4473
kzammit@agcenter.lsu.edu

VITA

Kali Boudreaux Zammit is the daughter of Danny M. Boudreaux and Edna B. Boudreaux. She was born in Raceland, Louisiana. She graduated from Central Lafourche High School in 2003. Kali then earned her Bachelor of Arts degree in English education with a minor in mathematics from Nicholls State University in Thibodaux, Louisiana, in 2008. Kali met her husband, Blake Matthew Zammit, at Nicholls State University while in college. They married in May 2009 and now live in Raceland, Louisiana, with their adopted puppy, Zoe Zammit. In May 2012, Kali will receive her Master of Science degree from the School of Human Resource Education and Workforce Development with a focus on agricultural and extension education and youth development.

After graduating from Nicholls State University, Kali was hired by the Louisiana State University Agricultural Center to be the Assistant Extension Agent in 4-H Youth Development for St. Charles Parish. She has served in this position for the past four years and has qualified to be promoted to Associate Extension Agent beginning in July 2012.

Kali is a member of the St. Charles Parish Coordinating Council of Service Organizations, member of the St. Hilary of Poitiers Catholic Church community, and volunteer of the Southeast Louisiana Chapter of the American Red Cross. She also serves on various local, regional, and state committees within the LSU AgCenter. Kali is Co-chair of the State 4-H Professional Development Committee, in which she plans and presents professional development opportunities to her co-workers on a state level.

Currently, Kali is a member of National Association of Extension 4-H Agents (NAE4-HA), Louisiana Association of Extension 4-H Agents (LAE4-HA), and Phi Kappa Phi Honor Society. She currently serves as the LAE4-HA Reporter and Chair of the LAE4-HA News and

Views Committee. Kali was awarded the 2011 LAE4-HA Communicator Award for her monthly 4-H newsletter, promotional brochure, and media presentation. She also received the LAE4-HA Cecil McCrory scholarship in 2011. In August 2012, Kali will help to plan the Annual LAE4-HA Convention and present an educational workshop or session.