The Effects of a Non-Competitive Awards Program on the Motivation of 4-H Members.

Norma Jean Roberts
Louisiana State University and Agricultural & Mechanical College

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THE EFFECTS OF A NON-COMPETITIVE AWARDS PROGRAM ON THE MOTIVATION OF 4-H MEMBERS

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ON THE MOTIVATION OF 4-H MEMBERS

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
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requirements for the degree of
Doctor of Education

in
The Interdepartmental Program of Education

by
Norma Jean Roberts
B.S., Louisiana State University, 1960
M.S., Louisiana State University, 1968
December 1981
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ABSTRACT

The problem investigated in this study was to test the effect of a non-competitive awards program on the motivation of 4-H members. The objectives of the study were to compare the results of the non-competitive awards program with those of a competitive awards program in four major areas. These were:

1. Completion of project records.
2. Project knowledge and skills acquired.
3. Plans to reenroll in 4-H.
4. Development of a more positive attitude about 4-H experiences.

Data on project record completion were compared according to grade in school, years in 4-H, sex, race, and place of residence to determine if results varied according to these characteristics of the members.

The sample for the study consisted of 1,113 youth in 23 experimental 4-H clubs and 1,025 in 23 control clubs. Of these 1,096 were in grades 4-6, 627 in grades 7-9, and 413 in grades 10-12. The sample was drawn by stratified random clusters proportionately distributed in the seven parishes of the Eastern Area in the Louisiana Cooperative Extension Service.
Statistical analysis was made using the chi-square test with significance set at the .05 level. Findings indicated significant differences between the experimental and the control members in 16 of the 43 comparisons tested. Indications were that the project completion award was most effective in encouraging project record completions with first year members and 4-6 grade level females, blacks and residents of towns and cities.

It was found that members who completed project records reported learning more at all grade levels. Members who reported receiving project help had significantly greater project completions at the 4-6 and 7-9 grade levels. Plans for reenrollment were not significantly affected by the experimental awards program.

A significant difference was found between grade level and liking 4-H contests, although 81 to 93 percent of the youth at all levels indicated they liked contests. The greatest percent liking contests was at the 10-12 grade level.

Members at all grade levels indicated in significant numbers a desire for an annual project completion award, with the greatest interest being shown by those at the 4-6 grade level.
CHAPTER I

INTRODUCTION

The 4-H Program of the Cooperative Extension Service originated at the beginning of the 20th Century as a result of a need to improve life in rural areas of America. Four-H introduced improved methods of farming and homemaking through "learn-by-doing" activities. Designed for boys and girls to learn new skills to take home to their parents, the first projects were home canning of tomatoes and raising corn and hogs.

The Smith-Lever Act of 1914 established the Agricultural Extension Service within the United States Department of Agriculture. The state offices were to be a part of the Land Grant College system. The purpose of the Extension Service was to diffuse useful and practical information in agriculture, home economics, and related subjects to those who were not university residents. The goal was to get information from the university and experiment station base out to the people through informal educational methods.

The Agricultural Extension Service was developed through a cooperative memorandum of understanding and support between the Federal, State and County governments--thus the name change to the Cooperative Extension Service. Agents who conduct informal youth education programs are located in each
parish/county seat in the United States. According to the 1981 Louisiana Enrollment Report, there were 170 agents conducting 4-H programs for approximately 80,000 boys and girls. Two-thirds of these youth were Caucasian, and one-third black and other minority races. Farm youth make up about 15 percent of the membership; 50 percent of the members live in small towns, 15 percent in towns of 10,000 to 50,000 population, and 20 percent in central cities and their suburbs.

Four-H Clubs in Louisiana are organized almost entirely within the schools. Youth are eligible to join in the fourth grade and can continue to hold membership until they graduate from high school. Of the total members, 55 percent are in grades 4-6, 33 percent in grades 7-9, and 12 percent in grades 10-12.

Four-H activities are centered around individual project work of the members with many varied opportunities and activities directed toward the attainment of project goals. In addition, 4-H Clubs help to develop leadership, citizenship and community study and service projects. Club meetings and project workshops are conducted by approximately 8,500 volunteer adult and teen leaders who are recruited and trained by the Extension Agents. There are over 1,600 4-H Clubs in Louisiana.

According to H. C. Sanders (1966) former Director of the Louisiana Extension Service, "the important notion
is simply that in 4-H as in all educational programming, the educational tools are means to an ultimate end or objective, not the end in themselves."

Background of the Problem

Some 4-H members leave the program after their first year of membership and this drop-out rate increases with each successive year. The overall loss is about 14,000 from the fifth grade to the twelfth grade. The largest decline in membership, about 3,500, is noted between the sixth and seventh grades which is about the time students move from elementary to junior high school.

Traditionally, competitive activities have been used in the 4-H to motivate members to complete project work. Studies of 4-H drop-outs indicate that an over-emphasis on competitive activities which limit the number who can receive recognition may contribute to their leaving the program (Extension Studies, 1974; Letlow, 1961; Roberts, 1968; Doughty, 1976). These studies also reported relatively low participation in competitive activities among members. Four-H project work which has the potential for making valuable contributions to youth development often goes uncompleted. It is possible that the lack of interest in competing with other members is a major cause of failure to complete projects and 4-H drop-outs.
Statement of the Problem

The problem investigated in this study was to test the effects of a non-competitive awards program on the motivation of 4-H members. The objectives of the study were to compare the results of the non-competitive awards program with those of a competitive awards program in four major areas. These were:

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Data on project record completion were compared according to grade in school, years in 4-H, sex, race and place of residence to determine if results varied according to these characteristics of the members.

This was a pilot study conducted in the Eastern Administrative area of Louisiana. The area consists of the seven parishes (counties) of West Feliciana, East Feliciana, St. Helena, Tangipahoa, Washington, East Baton Rouge and Livingston.

Definition of Terms

4-H Member: An individual who enrolls in a 4-H Club.
4-H Project: The unit of work that a member selects to pursue in a club year.

4-H Club Year: The school year during which one is a 4-H member.

4-H Project Requirements: The activities given in each project book as necessary for project completion.

4-H Project Record: A report of project accomplishments on a printed form which is completed by the 4-H member.

4-H Leader: An adult who gives leadership to a 4-H Club on a voluntary basis.

4-H Agent: An adult who is employed by the Cooperative Extension Service to give leadership to the 4-H program in a parish.

Administrative Area: One of nine groups of six to eight parishes in Louisiana.

Competition: As used in this study refers to act of trying to achieve more than someone or something else.

Non-competitive: As used in this study, refers to awards available to all who achieve a standard of performance. It is not necessary to achieve more than someone else to receive the award.

Motivation: Generally used by educators to describe those procedures that can:

(a) arouse and insight behavior;
(b) give direction or purpose to behavior;
(c) continue to allow behavior to persist; and
(d) lead to choosing or preferring a particular behavior (Wlodkowski, 1977).

Extrinsic Motivation: Motivation which comes from something or someone outside the individual (Wlodkowski, 1977).

Intrinsic Motivation: Motivation from the pleasure or value associated with the activity itself (Wlodkowski, 1977).

**Significance of the Study**

This study could provide information which would help to increase the reenrollment rate of 4-H members as well as improve the quality of the 4-H member's experiences. If it is determined that recognition of members at the local club level for completion of a project has a more positive effect than competitive recognition alone, it is possible that an incentive or award program of the type tested in this study could be made available.

The drop-outs from 4-H are a serious problem for several reasons. The Extension Service, through 4-H, is charged with the responsibility of conducting educational programs in Home Economics, Agriculture and related subjects for youth in each parish in the State. A program which does not attract and maintain the interest of youth
is not meeting that charge. Youth become members of 4-H because they are attracted by the program. If something in the program discourages them or causes them to leave the program, it is important to know what it is and to find ways to correct it.

It is probable that there are other factors in the 4-H program which could be more or less responsible for discontinued membership. The recognition factor was singled out for the study because of the repeated references to this as a problem in 4-H research studies.

It is recognized that the individualized recognition used in this study is a form of competition. The difference from competitive awards traditionally offered in 4-H is that there is no limit on the number of awards so that all who complete the project requirements will receive recognition. A danger in this type of awards program is that it is possible that only a few will fail to receive the award, and these few will be more discouraged than if they were among many who failed to win in competition for limited awards.

The further significance of this study is that it tested this individual recognition awards program with a sample of current 4-H members. If it is determined that this type of program will not serve the desired purpose, the study will have prevented 4-H from devoting time and money to an ineffective program. It will also eliminate
one possibility from the many that could be proposed in an effort to find a solution to the drop-out problem.

It is recognized that even if this proposed award structure is effective in accomplishing the objectives of this study, it will be only a partial solution to the problem. Efforts to improve the 4-H program for the best interest of the youth it serves must be continued in other areas that also appear to be problems from 4-H research. Some of the needs include adequate well-trained volunteer leaders, relevant project materials, and 4-H professionals who are competent in conducting a well-rounded youth development program.

No 4-H research could be found that actually tested the motivational effects of awards as incentives. All 4-H studies located were opinion surveys. The conceptual framework for this study was developed from information in these 4-H studies and from research on motivation from other disciplines.
CHAPTER II

REVIEW OF RELATED LITERATURE

This review of related literature begins with some of the basic motivational research that deals with general motivation of people. Studies related to intrinsic and extrinsic motivation, and the origin of motivation are included. Motivation by competitive awards and incentives is reviewed in studies reported in the second part of the review. Studies specifically related to 4-H Club awards programs are reported in the final section of the review. Findings in this research are summarized and related to this study of 4-H awards in the final summary and conceptual framework section.

Introduction

One of the most perplexing questions in education today is how to motivate students to want to learn. An educator who has the answer to this question has the key to being a successful teacher. Most educators, whatever their theoretical or philosophical background, agree that learning cannot occur without motivation. Many different techniques are used in classrooms and other educational settings with varying degrees of effectiveness. Some
teachers use rewards such as gold stars, certificates or special privileges. These are often paired with punishments such as poor grades, loss of privileges or extra assignments. Some of these techniques work for some students, but no one technique seems to work for all. Some say that extrinsic rewards are not effective and may even be harmful to children. They say that the only real motivation for learning must come from within the individual. Teachers ask if there is anything they can do to put that motive into the child, or is he or she doomed to failure if it does not already exist. Is it possible to use some type of outward reward to spark the development of that inner desire to learn?

Insight into this dilemma can be found in research that addresses these questions; however, one should be forewarned that the answers are complex and inconclusive. Even with that in mind, there is much to be gained from a knowledge of the growing field of information concerning motivation for learning.

**Studies of Basic Motivation**

Motivation is the result of many forces within the individual which form a part of the personality. The motivational style for each individual is acquired early in life, and it continues to develop and change throughout life. Although a person's style of motivation is deep
rooted, it can change or be changed by people and events. Biological, genetic, and child rearing factors all play a large role in developing this motivational style (Kowitz, 1975).

Some early research reported that both age and sex-linked differences have significant influence upon motivation. McClelland (1965) reported that these differences are also culturally linked, and that because cultural behavior is learned, it is more malleable than sex-linked roles that are genetically determined.

One popular approach to explaining human motivation is Maslow's hierarchy of human needs (1970). The hierarchy was developed mostly from clinical case studies and consists of eight successive steps that must be taken in progressive order. The physiological or survival needs must be met first. This basic need is followed by safety needs. When these needs are met the individual is free to pursue belonging and love, followed by esteem, then self-actualization needs to satisfy the potentials of one's self. These are followed by the satisfaction of cognitive needs to know and understand and aesthetic needs to perceive beauty, elegance, and splendor. An individual is motivated to fulfill these needs in this order. A lower level must be met before an individual is ready or feels motivated to achieve the next higher need. Furthermore, Maslow says that we will not make changes
or participate in a new activity if we perceive it to be threatening or if we are uncertain about the benefits we will receive. When we are satisfied with what we are doing and unsure of the new activities, we are not likely to want to try the new activities. There are two factors involved—a desire for growth and a desire for safety. Maslow states that safety factors are always strongest. We will tend to continue an activity in which we feel safe or comfortable rather than change to something we feel is threatening. As educators, we must make growth desirable and psychologically safe. We must make staying with the familiar uncomfortable and trying the new unthreatening.

Thomas (1970) says that all human beings have four basic wishes or desires—security, new experience, recognition and response. He tells us that these four desires affect all our actions, and if we know which need is predominant, we can affect the motivation of those with whom we are working. Security is defined as being free from fear of uncertainty and the unknown. The desire for new experience motivates us to try new ideas or activities so long as we do not perceive them as threatening. Recognition is expressed as the desire to "be somebody" in the eyes of others. Response is explained as the desire to seek close, personal relationships
with other people. A person will act to satisfy the need that is dominant at the time. By understanding the individual with whom we are working, we can provide the climate for this need satisfaction. Thus, we will appear to have motivated that person, when in effect, he was motivated by his own needs.

Skinner (1971) studied the use of aversive stimuli or punishment as motivation. He found that when a particular performance is followed by unpleasantness, it does not result in unlearning or forgetting the behavior; however, it does stop a behavior pattern or sequence. If, during this period of low response, desirable behavior can be rewarded, the probability of the undesirable pattern being used at a later time is reduced. If the punishment is too intense, it can result in the learner attempting to avoid all contact with the source of the punishment.

In his report, "Motive Analysis for the Persuader," Howell (1969) points out that motives are sources of energy within the individual that move or motivate him to pursue selected alternatives. He tells us that each person has a set of motives that give him the energy to move from bed in the morning and pursue his daily activities. We do not give people motives, they already have them. People do things for their reasons, not ours, and we must plug into the energy already there. To persuade
people we must provide them with rewards that they find attractive because of their present needs. Although people have very different motive structures, progress has been made in recent years toward a general description of what makes people tick. Howell uses an adaptation of Maslow's hierarchy of needs for his explanation. He says the key to human motivation is the sequential arrangement of needs. Some needs take priority over others, and the more basic needs must be satisfied first. The needs are ordered as physiological, security, social, esteem and prestige.

Hall (1960) discusses the participation motive in his book, *Dynamics of Group Action*. He defines participation as "sharing an opinion" and lists two keys to participation: 1) knowledge of the things that need to be done, and 2) recognition for one's efforts. He tells us that participation is the reason for forming a group, for selecting and training officers and leaders, for building a program, and having meetings. If we do not get participation, all our efforts are futile. High quality participation is a skill that can only be learned through practice, and it will not be high quality unless it produces results. Those who want to encourage participation must involve the group in planning what is to be done so they become fully aware of what is to be done, and must recognize efforts of those who achieve results.
Most theories of human motivation are essentially theories of learning and personality; however, another approach derives from the economic system of the culture. While this approach recognizes motivation as an integral part of each individual's personality and as a learned pattern of behavior, it proposes that the foundation of motivation stems more from the economics of society rather than from the biological nature of the individual and his interactions with the environment. This theory is especially interesting today because in our affluent society we are finding that traditional forms of motivation such as competition and financial reward are often not as effective as they once were. Kowitz (1975) gives us an effective summary of this theory which includes population growth, economics, and motives. When population is small with little or no growth encouraged and there is a submarginal economy, people tend to be tradition bound. This is evidenced in primitive societies. In time, if there is rapid population growth and an expanding economy, an achievement motive and strong moral restraints develop. As this stage advances, there tends to be little or no population growth, an affluent economy and people who are more affiliation or other-directed rather than achievement motivated.

Business and management are finding evidence that we may now be in this advanced stage of development with respect to motivation. Yankelovich (1978) tells us, "No
question will dominate the workplace in the 1980's more than how to revamp incentives to match the new motivations of workers." He says that today, millions of Americans who hold jobs find the present incentive system so unappealing that they are no longer motivated to hard work. Identity with a company and a good salary are no longer enough. Employees want a sense of self-esteem and conviction of one's worth as an individual. They are seeking self-fulfillment and recognition as an individual person. The children of these young adults in the work force have acquired these same values, which brings us to the realization of the need for a reevaluation of motivational incentives in education and other youth serving agencies.

**Intrinsic/Extrinsic Motivation**

The casual use of a variety of classroom systems of reward to control disruptive behavior or to increase academic achievement has recently been criticized by some researchers as being one of the chief threats to the desire to learn. Others have found no empirical basis for the contention that extrinsic rewards decrease intrinsic motivation and frequently warn against a premature condemnation of all reward systems. Nevertheless, the goal of responsible educational programs must be to produce individuals capable of autonomous learning, and any reward system that increases the learner's dependence on artificial rewards will most likely detract from that goal.
Bates (1979) discusses four theoretical approaches to the study of intrinsic and extrinsic motivation:

1. Behavioral Contrast: This theory draws from animal research. It tells us that an animal trained to perform a task on dual schedules of reinforcement will decrease response on both schedules when in one schedule, the reinforcement is discontinued.

2. Self-perception: This theory tells us that motivation is a product of acculturation. It predicts that rewards will decrease the probability of future task participation if the reward is withdrawn, because individuals will perceive that they performed the task for the reward.

3. Overjustification Hypothesis: Similar to the self-perception theory, this theory predicts that intrinsic interest of individuals in an activity will be undermined by inducing them to engage in that activity as an explicit means to an extrinsic goal.

4. Personal Causation: This theory suggests that individuals who accomplish a task for personal reasons will develop intrinsic motivation, whereas those who do something for extrinsic rewards see themselves as pawns under the control of extrinsic motivators. It predicts that intrinsic motivation will decrease if an extrinsic reward is obtained.

These theories predict that extrinsic reward conditioning will decrease intrinsic motivation to accomplish
a task only for the personal satisfaction derived from it.

In a test of the "overjustification hypothesis," Lepper, Greene, and Nisbett (1973) showed that the introduction of an extrinsic reward for performing an already interesting activity caused a significant decrease in intrinsic motivation. Children who played with Magic Markers with the expectation of receiving an external reward did not spend as much subsequent free time on the activity as did children who were not given a reward or those who were unexpectedly offered the reward. Also, the quality of drawings made by the children with the markers was significantly poorer in the group that expected the reward than either of the other two groups.

Calder and Staw (1975) conducted another experiment to determine the interaction between extrinsic and intrinsic motivational systems. In their study, male college students were asked to solve one of the two sets of puzzles identical except for the potential of intrinsic interest. One set was pictorial and provocative, while the other was blank and neutral. Half of the students were promised $1.00 for 20 minutes of work on the puzzles, while the other half had no mention of money. Results were that for the interesting puzzle the promise of money caused a reduction in task satisfaction. In the case of the neutral puzzle, the promise of money increased task satisfaction.
They concluded that in situations where the behavior is interesting or intrinsically motivating, adding a reward becomes what might be called overly sufficient justification and decreases intrinsic motivation. However, in instances where the behavior is not relatively interesting in and of itself, the addition of an external reward increases task satisfaction.

Staw (1976) in his review of research on intrinsic and extrinsic motivation reports that although there is some value in extrinsic rewards for encouraging activities which are not rewarding in themselves, rewards may cause the extinction of these desired activities in situations where no reward is offered. He concludes that there exists the possibility of destroying intrinsic motivation for enjoyable tasks if learners are conditioned to respond only when rewards are offered. Rewards can be effective in encouraging work on undesirable tasks, but these should be used with caution. Relating this to the classroom, it is likely that some subjects offer more or less intrinsic motivation to students than others.

Gottfried (1979) addressed this topic in her presentation at the Annual Convention of the American Psychological Association. She reported findings of her study to determine the relationship between intrinsic motivation for school learning and school achievement. The hypothesis
tested was that intrinsic motivation is differentially correlated with achievement in corresponding subject areas for fourth and seventh grades. Results supported predictions that intrinsic motivation for school learning is differentiated by subject area, and that intrinsic motivation within specific subjects is a significant component of school achievement beyond the variance attributable to IQ.

In related work, Nossholder (1979) studied the effects of externally-mediated goal setting on intrinsic motivation in the performance of a laboratory assembly task. College male subjects were randomly assigned to two conditions of goal setting (assigned vs. no goals) and two conditions of critical task interest (interesting vs. boring). The results showed that under interesting task conditions, assigning specific, difficult goals reduced subsequent task interest, persistence, and satisfaction, while under boring task conditions assigning specific, difficult goals increased subsequent task interest only. This study also points out the importance of recognizing the possibility for intrinsic motivation in activities where goal-setting is to be used for motivational purposes.

The evidence presented makes one wonder if possibly the answer to the learning motivation question lies in making learning more fun. The California Early Childhood Education Program (1977) studied the effects of the use of
puzzles, games, and other instructional adjuncts in 72 second and third grade classrooms during reading and math classes and as free time activities. Results showed negative relationships among the use of instructional adjuncts and student performance. It was concluded that the motivational value of instructional adjuncts was slight and that they provide a cosmetic method for quickly achieving the appearance of individualization.

The Teacher as the Motivator

Jean Piaget is world-renowned primarily due to his comprehensive research in children's thought patterns and his general theory of intellectual development. Piaget (1977) has written the following about "interest" of the child which may provide insight into learner motivation.

"...all work on the part of intelligence rests on an interest. Interest is nothing other, in effect, than the dynamic aspect of assimilation. As Dewey demonstrated with such profundity, true interest appears when the self identifies itself with ideas or objects, when it finds in them a means of expression and they become a necessary form of fuel for its activity. When the active school requires that the student's effort should come from the student himself instead of being imposed, and that this intelligence should undertake authentic work instead of accepting pre-digested knowledge from outside, it is therefore simply asking that the laws of all intelligence should be respected."

Nucci and Gordon (1979) present an interpretation of the Piagetian perspective as it relates to the education of adolescents. They suggest eight points.

1. The teaching of specific information or educational content should be coordinated with student's
ability meaningfully to comprehend what is being taught.

2. Content should be perceived as relevant by both teachers and students.

3. Teachers should recognize the inseparability of cognition and affect (social and emotional).

4. The social climate of the classroom should be such as to encourage students to interact with one another, answer questions freely, and challenge each other's ideas and explanations.

5. Teachers must be alert to content which can be taught directly and knowledge which students must construct on their own.

6. Curricula should foster student activity and thinking.

7. Teachers should ask questions that cause students to discover inadequacies in their own thinking.

8. Evaluation of student performance should be based upon both the answers that students give and the reasoning that they use.

Another interpretation of Piaget's view of the educator's role in education is presented by Lewis (1979). Lewis summarizes Piaget's writings and concludes it is the teacher who is the motivator in the classroom. The bottom line is that it is not necessarily what is taught, but how it is taught that makes the real difference in teaching.
Lau (1974) studied student motivation in the Kamehameha Early Education Program in Honolulu. Motivation of students taught by teachers who had received training in social skills was compared with motivation of the same students under other teachers. Results showed that students were significantly more highly motivated to learn in those classes taught by teachers who had received the training.

This evidence tells us that teachers need more than knowledge of the subject to be effective. They need social skills in working with people. They need to care about their students to the extent that they adapt lessons to the real life needs of their students. It is important that they have the patience to help students discover information for themselves instead of the easier and faster method of providing all facts and testing on their return as presented. It means that teachers must allow student interaction and questioning, even of their own knowledge. Based on this research, what teachers do to and with students may be much more important than what they know about the subject being taught.

Sprinthall and Mosher (1979) report on eight characteristics of outstanding developmental educational programs.

1. They fill genuine needs for both youth and society, involving students in significant tasks that both the youth and society recognize as important.
2. They offer active learning in an age of spectatorship.

3. They offer challenge, providing youth a chance to do something not only meaningful but also difficult.

4. They promote maturity and responsibility, stimulating growth on several levels—developmental, interpersonal, as well as cognitive. The youth learn to make decisions, share in governance, and perform leadership roles.

5. They relate theory to practice and demand more learning to guide further practice.

6. They give youth a glimpse of the real options available in the adult world.

7. They represent delicate working partnerships between youth and adults.

8. They offer a community experience—a sense of belonging to an extended family and the exhilaration that comes from being associated with significant others.

According to Sprinthall and Mosher (1979) such experiences as these induce personal, intellectual, and ethical growth. Teachers who can accomplish these meaningful experiences for and with youth must have certain characteristics. According to the National Commission on Resources for Youth (1974), characteristics of an effective adult with youth development are:

1. The adult must be a facilitator, vs. a teacher or director, who helps young people achieve their goals.
2. They serve as adult models, vs. teenagers in action.

3. They take young people seriously and believe in their capacity.

4. They give precedence to individual development over other project results.

5. They can "seize the moment" to help more youth to action and inspire them to set high goals for themselves.

Motivation is important in the science of management in the business world, and that science can provide helpful information to educators or anyone else who is responsible for motivating people. The January letter of The National Bank of Canada (1980) gives us an excellent description of motivation. "Motivation is treating people with respect for their individuality and consideration for their feelings. It means giving them a chance to show what they can do even if it is sometimes inconvenient. It means encouraging and helping them to develop to their fullest potential."

The Student as the Motivator

Students come into the classroom from varied backgrounds and degrees of motivation. Some are there because they have to be there and appear to be interested in nothing. It is helpful to the teacher to be aware of where students are "coming from" to be able to help them. Some
terms commonly used to describe student motivation are self-concept, level of aspiration, and achievement motive. Research in these areas lends some insight into student differences.

Maehr (1979) studied the effects of sociocultural and motivation variables in achievement patterns of 7,000 Illinois school children. Results indicated that: (1) sociocultural background directly affects motivation and performance, and (2) motivational efforts serve to reinforce or enhance the performance of these children.

Miller and Crano (1980) tell us that despite the conventional wisdom that schools cannot overcome the effects of socioeconomic status and race on academic achievement, there is a growing body of literature indicating that school climate and students' sense of control of their environment are strongly correlated with achievement. Five school strategies are suggested for changing the school climate by concentrating on the students' sense of futility: (1) use of academic team games, (2) effective reinforcement techniques, (3) improved test taking skills, (4) confronting low academic performance by convincing the student to take personal responsibility for achievement outcomes, and (5) confronting racism by focusing on individual responsibility for success. They suggest that motivation is a highly alterable situation-specific learning variable, and that an understanding of the problem of
achievement and motivation requires analysis at both the level of social system and at the individual level.

Feingold (1979) tells us that motivation is an instructional task, not an end. He describes the importance of self-regard in framing achievement behavior in terms of concepts of self-concept enhancement as follows:

1. The more reasons an individual has in advance to believe that he or she can be successful, the more the educational attempts to achieve that motive are likely to succeed.

2. The more an individual perceives that developing a motive is consistent with the demands of reality and reason, the more educational attempts designed to develop that motive are likely to succeed.

3. The more clearly the individual can see how he can achieve the goal, the more likely he is to develop the motive.

4. The more an individual can perceive the newly conceptualized motive as important in self-image, the more the motive is likely to influence his future thoughts and actions.

Another body of research related to level of aspiration gives evidence about how academic successes and failures can influence a learner's motivation. Level of aspiration is defined as that level of future performance on a familiar task that an individual expects to reach.
It also appears that that level will influence not only the learner's choice of tasks but also the zest with which the task will be approached (Wlodkowski, 1977). Gibson (1976) summarizes research on level of aspiration with three basic conclusions:

1. Success generally leads to a raising of the level of aspiration, and failure to a lowering.

2. The effects of failure on level of aspiration are more variable than those of success.

3. The stronger the success, the greater the probability of a rise in the level of aspiration; the stronger the failure, the greater the probability of a lowering.

The implication of this research for teaching is that the teacher can facilitate learner enthusiasm by structuring activities which will provide for a high degree of student success. This is not to say that students should never fail, because this would provide a distorted image of reality, but that the chance for success should be within the realm of possibility.

Achievement motivation is another widely researched area in the study of student motivation. It is defined as one's functional display of a concern for excellence in work that one values. A person's need for achievement is inferred from that individual's striving for excellence and progress, doing things better, faster, or in general competing (Alschuler, 1973). Researchers have discovered
that individuals with high achievement motivation tend to act in certain characteristic ways, for example:

1. They are interested in excellence for its own sake rather than the rewards it brings.

2. They prefer situations in which they can take personal responsibility for the outcomes of their efforts.

3. They set goals carefully after considering the probabilities of success of a variety of alternatives.

4. They are more concerned with the medium-to-long range future than persons with low achievement motivation.

Achievement motivated learners are self-confident, moderate risk-takers, and want immediate concrete feedback on their efforts. Those persons also know how to utilize their environment and can tolerate delayed gratification of personal goals. With respect to these findings, numerous achievement motivation training programs have taken place in the United States since 1965. They teach students how to behave in the manner usually found in achievement motivated students which usually centers around fostering such basic values as independence, acceptance of personal responsibility for the consequences of one's action, and mastery of the environment according to standards of excellence. These programs seem to have had positive effects in increasing learner motivation according to various research reports (Alschuler, 1973).
Motivation by Competition

Motivation by external factors or extrinsic means can serve as a stimulus to elicit specific desired responses. These extrinsic motivators are called incentives. The design and use of incentives must be closely related to the intrinsic motivation of an individual to be effective. Management or control of incentives is extremely important to assure that the desired outcome is achieved.

There are three types of goal structures which may be used in education--cooperative, competitive, and individualistic. In a cooperative goal structure, a group of individuals work together for the common goal of the group. A competitive goal structure may be based on a one against one situation, or it may be an individual trying to achieve a standard or exceed his own record. This later type is the individualistic goal structure. All of these may be interrelated or may involve only one type of goal structure (Johnson, 1975).

Competition as a goal structure is a widely used incentive which has received much attention and study recently. Earlier studies of the effects of competition praised the healthy aspects of goal setting and striving to do one's best. However, they have warned that an over-development of competition can lead to personality problems for competitors. Jersild (1963) reports that competition is healthy when it is undertaken in the spirit of
fun or to test developmental progress. It is unhealthy when it turns from adventuresome self-discovery to low self-esteem when the individual must endlessly "prove his worth" by surpassing others. It is unhealthy if it is self-defeating, such as if the need to excel is so strong that he can't enjoy anything for its own sake, or when it antagonizes the person it was designed to impress. There are many different points of view on this subject which vary from the conviction that awards and recognition should seldom be used in an educational program to the idea that awards add zest and should be used wherever possible.

Traditionally, an interpersonal competitive goal structure in which students are expected to out-perform their peers has been used in American education. There is evidence that: (1) most students perceive school as being competitive, (2) American children are more competitive than children from other countries, (3) American children become more competitive the longer they are in school or the older they become, (4) Anglo-American children are more competitive than other American children, and (5) urban children are more competitive than rural children (Johnson, 1975).

In their studies of competition in the classroom, Nelson and Kagan (1972) found that the tendency for children to compete in conflict-of-interest situations often interferred with their capacity for adaptive cooperative problem solving. They found that American students so
seldom cooperate spontaneously on the experimental tasks that it appears that the environment provided for these children is barren of experiences that would sensitize them to the possibility of cooperation. Not only do American children engage in irrational and self-defeating competition, but the Anglo-American child is willing to reduce his own reward in order to reduce the reward of a peer. The socialization of American children into competitive attitudes and orientation is so pervasive that Staub (1971) found American children often believe that helping a person in distress is inappropriate and will be disapproved by others.

The Gesell Institute (Gesell, 1965) has done extensive research on competitive interests of children ages 10 to 16. He reported that at age 10 the majority of children are not competitive because they indicate they are aware of how hard it is for those who lose. By age 11, the children have become highly competitive, and this off and on pattern continues. At age 12, children were competitive in certain situations like sports but not in studies. They indicated they liked to win only sometimes. Again at 13, children were found to be as competitive. By age 15, there was a decline in competition to about 50 percent interest with the most competitive being the larger muscular ones. Sixteen-year-olds said they were interested in competition, but did not want to be on top all of the time.
A study by Steigleder and Weiss (1978) examined the motivational properties of competition rather than competitive behavior. They found that people will learn an instrumental response, the reinforcement for which is the termination of competition. This was done with an experiment which involved learning to throw a switch. They say if people can learn switch throwing in escape training, maybe they can learn responses such as resignation or devalued self-esteem to escape or avoid competition.

In a study which involved 64 first grade students in math and reading drill tasks under cooperative and competitive goal structures, it was found that individuals in cooperative groups performed significantly better. On story problems the cooperative group individuals solved more problems but not significantly more. They concluded that most classroom tasks produce better results if done cooperatively (Johnson, 1979).

A similar study (Hulten, 1976) was made to determine the relative contribution of team competition and peer group sessions to the effectiveness of a classroom instructional technique. Three hundred seventh grade math students were involved in the experiment comparing team and individual award systems. An external control group was used. Dependent variables were a standard test and four student attitude scales. Results showed that team competition students improved significantly more on the test, attached more importance to game success, and had a
higher level of peer group interest and peer pressure to do well than did individual competition. The team competition group had significantly greater improvement on test scores, reported a higher expectancy of success at the game, and were more satisfied with the results. It was concluded that the team reward structure is more important than group practice sessions. In terms of expectancy value theory, team structure alters students' perceived probability of success without affecting the importance of that success.

Goodman and Crouch (1978) reviewed literature which indicated that competition has a detrimental effect on variables of level of aspirations, goal achievement, problem solving, aggressive behavior, and interpersonal communications, all of which are relevant to effective learning. In their study it was assumed that traditional classroom learning is competitive because of curve grading. They set up an experimental class of 28 graduate students in management science to study the learning effects of changing the environment from a competitive to a cooperative one. Competition for grades was replaced by criterion referenced requirements. Relative performance played no part; however, cooperation in the learning groups was rewarded with grades. This was determined by peer and self-evaluation. Results showed that this course when rated with other courses provided for a greater amount learned, greater enjoyment, and lessened anxiety. An evaluation
of the method of grading for cooperative behavior showed a need to revise this method so that 50 percent was for the student's own work and 50 percent for the work of the others in the learning group.

A study of 76 intercollegiate swimmers from three universities involved in individual and group competition was conducted to determine effects of affiliation-related motives. Approval-oriented swimmers had faster speeds in group rather than individual competition. Rejection-threatened swimmers had slower speeds in group compared with individual races (Sorrentino, 1978).

Slavin (1977) studied the effects of student teams on academic performance, mutual attraction, and attitudes compared with individual results. The teams had greater effects on mutual attraction and student attitudes than did the individual comparison; however, it was not determined if relative academic performance improved.

Another study compared cooperative, competitive and independent learning environments with reference to the effect on helping students acquire skills and information taught. In this study, no evidence was gathered to show that it made a difference whether students worked in groups or individually or whether or not they received payoffs (Ryan, 1979).

A study of the effects of different goal structures on task performance of children seven to nine years of age
was conducted by French and others at the University of Minnesota (French, 1977). In this study four instructional sets were employed:

1. Promotive, or equal awards to each.
2. Individualistic, rewards based on individual performance.
3. Contrient-promotive - winner take all for six weeks and equal awards for six weeks.
4. Contrient - individualistic - winner take all for six weeks and individual performance for six weeks.

Performance under the promotive condition was superior to performance in others during the first six weeks. Promotive conditions improved the performance during the second half in the group that had received contrient instructions earlier, but not to levels reached under continuous promotive conditions. No age variation was found.

What is it that provides the incentive to motivate? Does the incentive of a prize produce measurable changes in the behavior of children? Zubin (1932) found that: (1) the incentive of a prize produces measurable changes in at least certain types of behavior, i.e., increased speed of work in simple mental functions, and (2) there is a slight association between the grade status and gain due to incentives. Classroom incentives call forth a response for maximum exertion only from the few very able pupils while the majority, knowing their chances for excelling
are limited, fail to be motivated to do their very best. Since general success is dependent on the individual putting forth his best efforts, it would seem desirable to provide each pupil with many opportunities for exerting his maximum efforts and for being rewarded for doing so, according to Zubin.

Chan (1978) found that children who are more highly achievement motivated persist more after failure. Children with low achievement motivation do not persist after failure and receive little incentive from awards. Chan concludes that the child's approach to a task may be as important to his success or failure as is his knowledge.

Weinberg and Jackson (1979) conducted an investigation to determine the effect of monetary rewards and success or failure on intrinsic motivation of males and females competing on a motor task. They found that success produced more intrinsic motivation than failure. Those with success found the task more interesting and enjoyable. No relationship was found to sex or the reward.

Any competitive activity will produce winners, but it will also produce losers. In most cases there are more losers than winners. What are the effects on those who lose? Atkinson (1978) tells us that people have a tendency to avoid failure. When there is an expectancy that some act will lead to failure, there is a negative incentive value. He says that until we know how to affect the personality to discourage the motive to avoid failure, it
would appear that manipulation of the strength of expectancy of success is the most feasible means of bringing about changes in achievement oriented motivation. Atkinson suggests ability grouping for motivational value.

Gardner (1970) has also conducted research into the effects of failure on the self-concept of the young child and adolescent. He found that a child who consistently experiences defeat develops a defense mechanism in order to save his feelings about his shortcomings and will stop trying.

"What Rewards Do Students Want?" is the title of a study conducted by Barbara Ware in the Dallas, Texas School System (Ware, 1978). This study revealed that the rewards students say they want most are reaching personal goals, scholarships, and peer approval. Wanted least were winning a contest, being chosen to be on special programs, and cash awards. When teachers were asked to rate the same 15 rewards as they thought students would, the teachers rated reaching a personal goal and scholarships at the bottom of the list. The study concluded that if personal growth, cooperation, and individual achievement are being increasingly sought for their intrinsic value, and the extrinsic awards that schools provide are not held in high esteem, then teachers and school systems need to provide activities that encourage and recognize each student for his cooperative and individual achievement.
Situational mandates determine the type and intensity of competition. When the rewards being sought are not restricted in terms of number, the competition will be against some external standard. Anyone who can show the desired competency will receive one of the rewards. In contrast, when the rewards are in short supply, competition becomes more intense and more individual. The criterion for success is not attached to an external, objective set of behaviors, but becomes relative to the skills of the participants. The less competent will be eliminated. Those who achieve the final rewards may be performing near minimum or far beyond. Thus, when awards are given to those who perform better than the others, fewer persons will compete at each successive trial. The advantage of unlimited rewards is that it assures a minimum and sets no limit of the number who can achieve it. The disadvantage of this structure is that when awards are limited, the losers are in the majority, but when rewards are unlimited, losers or those who fail to achieve minimum may be a minority and may feel worse about this failure (Kowitz, 1975).

**Studies of 4-H Awards Programs**

Awards and incentives used in the 4-H Club Program have been the subject of much controversy over the years with this question focusing more sharply in the last five to ten years. Several studies have been
conducted on this topic which tend to agree that in many instances 4-H activities have become overly competitive.

Sabrosky (1963) reported on a long-term study conducted in the 13 western region states of the United States. In this study it was found that there were significant differences between the expressed ideas and beliefs of extension professionals and lay people. Extension professionals wavered between competitive-mindedness and neutrality toward competition. Proportionately more lay people than the professionals tended to be competitive-minded. Older 4-H members were more competitive-minded than lay adults or the professionals. The statement, "4-H members learn more when competition is involved than when it is not," brought responses indicating that this was debatable among extension professionals. Lay leaders indicated they believed this statement to be true. Extension professionals and lay people believed that good citizenship was one benefit gained from competition. The more tenure the lay leaders had, the more regulation and contest-minded they were.

In a more recent study of attitudes of 4-H lay leaders toward competition, Treat (1976) found responses significantly related to education. As the level of education increased, so did mean intrinsic attitude scores. There was also a significant relationship between attitudes toward competition and place of residence. Attitude scores toward competition were highest for rural non-farm
residents. The mean score for urban residents was significantly different from those who resided in all other areas. Age, sex, and tenure of the lay leaders were not significantly related to any of the attitude scores.

Conoley (1977) conducted a study using Treat's attitude scale on a national scale with Extension professionals. He found attitudes significantly related to level in the organization and region of the United States. Tenure was found to significantly affect attitudes favoring extrinsic incentives but did approach significance on competition with males being more competitive-minded. It was found that professionals in the southern region were more competition-minded.

A study of 4-H programs was conducted by the Pennsylvania 4-H staff to determine ways to improve 4-H (Extension Studies, 1974). In the area of competition, those former 4-H'ers who were most likely to cite, "no activities of interest" or "did not like leaders" were the same youth who responded that 4-H places too much emphasis on competition. Another response of the former 4-Hers surveyed as to what could have been changed to have caused them to remain in 4-H was, "if they would have less competition and picking out special kids."

Studies of 4-H in Louisiana were found to indicate similar problems with regard to competition or recognition. Dolan (1956) did a comparative analysis of 4-H members and drop-outs in senior, rural clubs in East Baton Rouge
Parish. Differences were found in that drop-outs had fewer live animal projects, received fewer visits from agents and leaders, and received inadequate personal recognition although awards won were about the same.

Another study of younger 4-H drop-outs in Bienville and Claiborne Parishes was conducted by Letlow (1961). It was reported that 76 percent of Claiborne Parish drop-outs and 78 percent of those in Bienville had not participated in any 4-H contests. Eighty-three percent of the 4-H members of the two parishes had not received any type of award or recognition.

A study by Roberts (1968) in Caddo Parish of older 4-H members showed that 64 percent had never participated in a 4-H contest, and 63 percent had not won a check or ribbon in 4-H. Forty-two percent indicated that the 4-H awards program should be changed to levels of achievement to recognize those who work hard but do not win. Fifty-eight percent preferred to leave it on a competitive basis because "the world is competitive."

The question of 4-H contest participation and recognition of members came up again in a study conducted in the urban schools of Bossier Parish by Doughty (1976). Significant findings were that:

1. Girls participated more than boys.
2. There was an increase in participation but a decrease in total enrollment with an increase in age.
3. Those with higher academic grades were more likely to participate.

4. Participation was higher among those who said they enjoyed contests.

5. Club members who indicated they were planning to reenroll had higher participation levels.

6. Level of participation was positively related to winning awards.

Doughty recommended that special attention be given to first year members and more encouragement be given to passive members. Of the 354 youth in the study, 66 percent had not been awarded a certificate, 72 percent had not won a ribbon, and 94 percent had not received a trophy. One-third did not take part in any activity or complete a project.

**Summary of Literature and Conceptual Framework**

This review of research in motivation has explored several aspects of motivation that all seem to point to the same conclusion, that motivation of people is a complex problem. Insights from motivational research will help to make positive advances.

**Summary of Literature**

Studies of basic motivation have provided information that points to several general conclusions about motivation of people:
1. Human motivation is a complex part of each individual's personality.

2. Individual motivation is shaped by the interaction between external forces and internal needs of the person.

3. Needs form a hierarchy in which lower level needs must be met before upper level needs can be satisfied.

4. Different people are motivated in different ways. Some are more achievement motivated, while others are more affiliation motivated.

5. Individuals will make the decision whether or not to participate in an activity on the basis of advantages and disadvantages or safe vs. threatening situations.

6. In the affluent society in which we live people tend to be less achievement motivated and more personal-identity directed.

Research on intrinsic and extrinsic motivation indicates that extrinsic rewards can be effective in encouraging work or learning that which would not otherwise be attractive or interesting. The use of extrinsic rewards in situations that are already interesting in their own right will probably lessen the intrinsic motivation that would be there naturally. Also, caution should be used with extrinsic rewards because if a student becomes
conditioned to these, learning may stop when the student leaves school or some other situation in which the awards were offered. In other words, extrinsic rewards have their place, but they should be used with caution.

Competition for incentives or awards is often used as an extrinsic form of motivation. The research on competition leads to the following conclusions:

1. Incentives and awards are extrinsic motivators.
2. Cooperation, competition, and individual goal structures may be used as incentives.
3. Competition can become overly intense and cause personality problems in competitors.
4. Children under 11 years of age are not competitive by nature.
5. Learning in cooperative groups has been shown to be more effective than individual competitive learning situations.
6. There is a tendency to withdraw from a situation in which one sees little chance for success or in which one has previously failed.
7. Students say they are motivated to reach personal goals more than to win contests.

Incentives and awards are used in 4-H clubs to motivate members to achieve the goals of the organization. These organizational goals are based on the perception of the needs and interests of the youth 4-H serves. The
goals are of two major types—achievement related and affiliation related. Achievement goals include the acquisition of skills and knowledge, while affiliation goals promote the acquisition of positive attitudes toward self and a feeling of self-worth—"4'H's mission is to help young people become self-directing, productive and contributing members of society" (4-H in Century III, 1976).

The incentives and awards in 4-H are typically related to contests although motivation studies indicate that not all people are motivated by competition; in fact, it is threatening to some to be expected to compete. Research has shown that people in an affluent society like ours today, tend to be less achievement motivated and more personal-identity motivated. Studies indicate a tendency for those who are low-achievement motivated to withdraw from competitive situations. Research also indicates a tendency to withdraw from situations in which one sees little chance for success or in which one has previously failed.

Research in 4-H shows that although Extension professionals are concerned about competition emphasis in 4-H, lay leaders and older members favor it. Other evidence indicates that younger 4-Hers are not competitive-minded. Studies show that among young 4-H members, 60 to 70 percent do not receive any type of award or
recognition. In one study reviewed, 83 percent of the 4-H drop-outs had received no award or recognition.

Conceptual Framework

It appears that the emphasis in 4-H on competition for a limited number of awards results in a narrowing down of membership to those who enjoy and excel in competitive activities. This is evidenced by the high dropout rate after the first few years in 4-H coupled with the professed lack of interest in competition among the majority of young members. The older youth who have stayed in 4-H and leaders of greater tenure, research indicates, are more competitive-minded.

Another possible factor in this declining interest in competitive activities is the change in 4-H clientele. In the early days, members were mostly middle income, caucasian, rural youth. Today, 4-H is reaching out to include urban, non-caucasian, low socio-economic level youth. Research shows that Anglo-American youth are more competitive-minded than youth of other races and nationalities. It also indicates that urban youth have been found to be less competitive. Low socio-economic level youth would be expected to be less competitive due to lower self-confidence and self-esteem.

The challenge to 4-H is to determine if revising the traditional incentive programs will motivate a more
varied range of youth. Should there be more of a balance among competitive, individualistic, and cooperative goal structures? This study does not advocate that 4-H discontinue competitive activities, but it attempts to test whether alternative incentives and awards should be offered for those who choose not to compete. This alternative must carry with it prestige equal to that presently given those who excel in competition if it is to be effective.
CHAPTER III

RESEARCH METHODOLOGY

A study to test the motivational results of a non-competitive 4-H project completion award was conducted. The study consisted of an experiment from which data were obtained followed by a survey questionnaire.

In the experimental portion of the study the experimental clubs received a written notice explaining that each club member who completed the requirements for one project and submitted a project record by the end of the club year would receive an award. The notice was prepared by the experimenter for distribution in November with a reminder notice in January.

These two notices were the only variation in treatment and instructions given the experimental and control clubs. The usual parish contests and awards were available for both. In April, when the project records were due, the experimenter evaluated the work reported by both groups. Project requirements given in each project book were used as criteria. Awards for completing the requirements were presented to the members earning them in the experimental clubs. Awards consisted of an
embroidered 4-H clover patch and a certificate called the "Clover Award." Awards were free of charge to the members.

After these and all other parish awards for the club year had been presented, both groups completed a brief survey questionnaire. The purpose of the survey was to obtain data on grade level, years in 4-H, sex, race, and place of residence; and to evaluate 4-H experiences in areas related to major areas of concern in the study which were:

1. Project record completion.
2. Project knowledge and skills.
3. Plans for continued membership in 4-H.
4. Attitude concerning 4-H activities.

The survey questions were validated by representatives of the state 4-H staff and agents of the sample parishes. It was then pretested with the Galvez 4-H Club in Ascension Parish. Revisions needed as indicated by the pretest were made.

**The Sample**

The Eastern Area of the Cooperative Extension Service was selected for the study. The seven parishes in this area are East Feliciana, West Feliciana, East Baton Rouge, St. Helena, Livingston, Tangipahoa and Washington. The 4-H agents in each parish developed a
list of clubs and club membership for categories of elementary, junior high, and high school. Clubs that did not fit into these classifications or that were atypical for some other reason were excluded from the list. Numbers were assigned to the clubs, and a random drawing of numbers was used to select a stratified random cluster sample. The sample was drawn to include no less than five percent of the members in each grade level category in each parish for both the experimental and the control group. The three grade level categories used were 4-6 grade, 7-9 grade and 10-12 grade. When necessary, club memberships were totaled until the five percent figure was reached or exceeded. In no parish was less than one club at each level included in either group. The drawn sample consisted of 1,113 youth in 23 experimental clubs and 1,025 members in the same number of control clubs. Of the sample members, 1,096 were elementary, 627 junior high and 415 high school.

Data for the experimental study were based on these figures, since the study began at the beginning of the club year. The number of respondents to the survey was lower because it included only those who attended the last meeting of the club year.
Method of Obtaining Data

Determination of project completions was based on the project requirements stated in each project book. Project records were reviewed by the experimenter to determine who had completed their project requirements. These results were used in the analysis of results in the experimental part of the study.

Data concerning demographic information and the attitudinal effects of this non-competitive award program were obtained through the use of a survey questionnaire. This was administered to all experimental and control 4-H members in the study at the last meeting of the year after all awards had been presented.

Method of Analyzing Data

Results of the experimental and the survey parts of the study were analyzed separately. For the experimental portion the number of project record completions from the experimental clubs were compared with those from the control clubs. The reason for comparison was to determine whether the non-competitive award which had been offered to the experimental club members had encouraged more experimental than control group members to complete project records. Data were analyzed according to grade level categories.
The chi-square test was used to determine if the observed or actual results varied from the hypothetically expected results more than would probably be due only to chance. The null hypothesis that no real difference existed between groups was used in a test of significance. In the chi-square test for significance, if the computed chi-square value was greater than the table value at the .05 level of probability, the differences being compared were considered to be statistically significant. This indicated that in only five percent of the cases would these results result from chance alone.

Data from the survey portion of the study were analyzed to compare responses of the experimental and the control group members. In this part of the study those members indicating project record completion were analyzed according to years in 4-H, sex, race, place of residence and grade level. Analysis was also made of responses to questions related to the other objectives of the study which were:

- Project knowledge and skills acquired.
- Plans to reenroll in 4-H.
- Attitude about 4-H experiences.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

This chapter presents data from the two methods of research conducted. The experimental research data will be presented first, followed by the survey data. The experimental phase was conducted to determine the results of an experimental non-competitive 4-H awards program on 4-H project record completions. This was followed by a survey to acquire additional information relative to: 1) the characteristics of 4-H members with whom the experiment was most successful; 2) the opinions of the members regarding project knowledge and skills learned; 3) the effect of project completion on reenrollment plans; and 4) attitudes about 4-H contests and awards.

Experimental Study Data

The experimental study began in November of 1980, and continued through April of 1981. The participants in the study were all those who were enrolled in 4-H in the sample clubs in November, 1980. The number of 4-H Club participants who actually completed the club year was less than the sample taken in November. For the purpose of the experiment, the beginning enrollment figures were used.
since the study actually included them at the onset. All participants had an equal chance for success, and those who failed to complete the club year were considered as non-completions along with those who were still participating but failed to submit the record of a completed project.

These data were analyzed by grade level in keeping with the divisions from which the sample was determined. The grade levels 4-6, 7-9, and 10-12 represent the divisions of the majority of 4-H Clubs which are Elementary, Junior High and High School.

The "4-H Clover Award" which consisted of an embroidered badge and a certificate was offered to members of the experimental clubs if they submitted completed 4-H project records at the end of the club year. Table I compares the results of this award for the experimental members with the control members for whom this award was not available.

For the 4-6 grade level 36 percent of the 574 members in the experimental group, and 32 percent of the 522 control group members submitted completed project records. A chi-square value of 1.633 showed that there was not a statistically significant difference at the .05 level of probability, between the treatment groups at this grade level.
TABLE I

A Comparison of 4-H Members who Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>$X^2$</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>206 (574)¹</td>
<td>36</td>
<td>167 (522)</td>
<td>32</td>
</tr>
<tr>
<td>7-9</td>
<td>157 (335)</td>
<td>47</td>
<td>90 (292)</td>
<td>31</td>
</tr>
<tr>
<td>10-12</td>
<td>51 (204)</td>
<td>25</td>
<td>99 (211)</td>
<td>47</td>
</tr>
</tbody>
</table>

¹The number in parentheses is the total number of sample members from which the percentage was determined for each cell. It includes both those who did and who did not submit completed project records. This will be given in all tables that omit the "no" responses.

²Probabilities less than .05 will be indicated in all tables by N.S. for non-significant. Those from .05 to .01 will be indicated at actual level. Those less than .01 will be shown as .01.
Experimental members in the 7-9 grade level had a 47 percent completion rate as compared with a 31 percent rate for the control members. The chi-square value of 16.780 indicated a statistically significant difference for this grade level at the .01 level of probability. The larger number of project record completions in the experimental group than in the control group was more than would be expected by chance alone.

High school members in the 10-12 grade level in the experimental group had a 25 percent completion rate as compared with a 47 percent rate for the control members. A chi-square value of 24.059 indicated a statistically significant difference at the .01 level. The difference was that more of the control members successfully completed project records than did the experimental members. The null hypothesis of equal probability was rejected.

Survey Data

This part of the study was conducted through a questionnaire administered at the end of the club year in April or May depending on the parish schedule. Since the purpose of the survey was to secure information about the total club year experience of the members, it was necessary that it be administered after all contests were completed, and all awards presented. In some cases this required a special meeting for this purpose. Although this was agreed
upon at the beginning of the club year, there were considerable conflicts with attendance at this meeting which was reflected in the reduction of respondents from the original enrollment sample. Fortunately, the parish percentages which made up the original sample remained about the same. Variations from the original sample population were no greater than four percent for five parishes. West Feliciana sample respondents dropped from 10 percent to one percent due to communication problems when the agent conducting the study was transferred to another parish. East Feliciana, a neighboring parish, increased in total sample representation by the same nine percent. Total survey respondents by grade level were greater in percentage for the fourth through sixth grades, increasing by 17 percent, while the seventh through ninth, and tenth through twelfth grade levels decreased by nine and eight percent respectively.

All reasons are not known for the decline in attendance at this last 4-H meeting, but Table II indicates that there was a greater percent at that meeting who had completed project records than was found in the experimental study shown in Table I.

A comparison of Table II with Table I shows a total increase in the percentage completing project records from 36 percent to 58 percent. It should be noted that completions in Table I were verified by the experimenter, while
TABLE II

A Comparison of 4-H Members who Reported Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>$\chi^2$</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (N)</td>
<td>%</td>
<td>N (N)</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>221 (387)</td>
<td>57</td>
<td>193 (365)</td>
<td>53</td>
</tr>
<tr>
<td>7-9</td>
<td>80 (134)</td>
<td>60</td>
<td>66 (90)</td>
<td>73</td>
</tr>
<tr>
<td>10-12</td>
<td>34 (53)</td>
<td>64</td>
<td>40 (70)</td>
<td>57</td>
</tr>
</tbody>
</table>
Table II is the response given to the question by the members themselves. Due to the variation found in the two modes of data collection, the difference between the experimental and control groups in Table II is not statistically significant at any of the three grade levels. The difference for levels 7-9 and 10-12 were found to be significant at the .01 level in Table I. No conclusions can be drawn from the sample variation, however there seems to be some indication that successful completion of project records is related to completion of the club year.

Slight variations will be evident in the total sample size on survey responses due to some questions being left blank by some respondents. These were removed from the sample before data were tabulated.

**Characteristics of Members Who Reported Completed Project Records**

**Sex of Respondents.** Sex of respondents was considered a possible factor in the response to the non-competitive "Clover Award." As indicated by Table III, 52 percent of all male members completed 4-H project records. At the 4-6 grade level, 47 percent reported completed records, 67 percent at the 7-9 grade level, and 60 percent at the 10-12 grade level. The completion rate difference between the experimental and control groups was not statistically significant at the .05 level for males at any of the grade levels. A larger percentage
TABLE III

A Comparison of Male 4-H Members who Reported Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>(X^2)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>N = 62 (150) % 41</td>
<td>N = 71 (137) % 52</td>
<td>3.154</td>
<td>N.S.</td>
</tr>
<tr>
<td>7-9</td>
<td>N = 29 (48) % 60</td>
<td>N = 29 (38) % 76</td>
<td>1.771</td>
<td>N.S.</td>
</tr>
<tr>
<td>10-12</td>
<td>N = 9 (18) % 50</td>
<td>N = 17 (25) % 68</td>
<td>.765</td>
<td>N.S.</td>
</tr>
</tbody>
</table>
of males in the control group than in the treatment group reported completed project records. For males at the 4-6 grade level, 41 percent of the experimental members and 52 percent of the control group reported completing project records. For the 7-9 grade level, completions reported were 60 percent of the experimental group and 76 percent in the control group. At the 10-12 grade level, 50 percent of the experimental group, and 68 percent of the control group reported completing project records.

Table IV shows the comparison of reported project record completions for female members. Among the females the total completions were 412 or 60 percent. For the 4-6 grade level, a total of 60 percent reported completions. This included 67 percent of the experimental members and 53 percent of the control members for that grade level. A chi-square value of 7.831 indicated that there was a statistically significant difference at the .01 level between treatment groups, with the experimental treatment yielding more project record completions for females in the 4-6 grade level. Reported record completions for the other grade levels were not found to be significantly different. At the 7-9 grade level, 60 percent of the experimental group and 71 percent of the control group completed project records. Results for the 10-12 grades were 71 percent completions for the experimental group as compared with 51 percent for the control group.
TABLE IV

A Comparison of Female 4-H Members who Reported Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>( \chi^2 )</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>156 (233) 67</td>
<td>120 (227) 53</td>
<td>7.831</td>
<td>.01</td>
</tr>
<tr>
<td>7-9</td>
<td>52 (86) 60</td>
<td>36 (51) 71</td>
<td>1.021</td>
<td>N.S.</td>
</tr>
<tr>
<td>10-12</td>
<td>25 (35) 71</td>
<td>23 (45) 51</td>
<td>2.593</td>
<td>N.S.</td>
</tr>
</tbody>
</table>
Race of Respondents. The 4-H Program is attempting to reach more black youth. In an effort to evaluate the impact of the "Clover Award" by race, the respondents were asked to circle black, white or other. No response was given by fifteen youth so these were eliminated from the sample. The "other" racial category was indicated by nine youth. Since this was too small a number for statistical analysis, these were combined with the white racial group. Table V shows the results for the black respondents.

A total of 204 black respondents reported that they had completed 4-H project records which was 51 percent of the total black survey respondents. Blacks in the experimental group at the 4-6 grade level reported a 54 percent completion rate as compared with 40 percent for blacks in the control group. A chi-square value of 4.755 indicated a significant difference between these groups at the .02 level of probability. The hypothesis of no difference was rejected and the conclusion drawn that the experimental treatment was the reason for more reported completions. At the 7-9 grade level the results were reversed. With 51 percent in the experimental group, and 81 percent in the control group reporting completions. A chi-square value of 7.563 indicated this difference was statistically significant at the .01 level.

The 10-12 grade level members reported a 64 percent completion rate in the experimental group, while 38 percent
TABLE V

A Comparison of Black 4-H Members who Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>X²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>72 (133) 54</td>
<td>55 (137) 40</td>
<td>4.755</td>
<td>.02</td>
</tr>
<tr>
<td>7-9</td>
<td>21 (41) 51</td>
<td>33 (40) 83</td>
<td>7.563</td>
<td>.01</td>
</tr>
<tr>
<td>10-12</td>
<td>9 (14) 64</td>
<td>14 (37) 38</td>
<td>1.901</td>
<td>N.S.</td>
</tr>
</tbody>
</table>
of those in the control group reported completions. This was not statistically significant.

A comparison between treatments was made for white respondents. Table VI shows a total of 420 or 61 percent project record completions. The completion rate by grade level ranged from 59 to 70 percent with the 4-6 grade level being smallest and the 10-12 grades greatest. Completion rates of treatment groups did not show a statistically significant difference for the three grade levels, however, the greatest difference between treatment groups was at the 10-12 grade level with 63 percent in the experimental group, and 79 percent in the control group reporting completed project records.

Place of Residence. Four-H programs and awards had their origin with farm youth. The program has expanded to include youth from all areas, so there is a need for evaluation to determine if the program is relevant for all youth regardless of place of residence. To determine the effect of the "Clover Award" for youth from different residences, a comparison was made by grade level and treatment group for three residential areas as shown in Table VII. Residences in towns or cities were reported by 556 or 51 percent of the survey respondents. In this residential group there was a 55 percent overall completion rate. At the 4-6 grade level 61 percent of the experimental and 49 percent of the control respondents reported completed project records. A chi-square value of 5.180 indicated a statistical


TABLE VI

A Comparison of White 4-H Members who Reported Completed Project Records by Grade Level and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>$X^2$</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>144 (248)</td>
<td>58</td>
<td>134 (224)</td>
<td>60</td>
</tr>
<tr>
<td>7-9</td>
<td>60 (92)</td>
<td>65</td>
<td>32 (49)</td>
<td>65</td>
</tr>
<tr>
<td>10-12</td>
<td>24 (38)</td>
<td>63</td>
<td>26 (33)</td>
<td>79</td>
</tr>
</tbody>
</table>
TABLE VII
A Comparison of 4-H Members who Reported Completed 4-H Project Records by Place of Residence, Grade Level, and Treatment Group Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Residing in Towns or Cities</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
<td>( \chi^2 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>130 (213)</td>
<td>61</td>
<td>113 (231)</td>
<td>49</td>
</tr>
<tr>
<td>7-9</td>
<td>21 (45)</td>
<td>47</td>
<td>18 (24)</td>
<td>75</td>
</tr>
<tr>
<td>10-12</td>
<td>14 (22)</td>
<td>64</td>
<td>10 (21)</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Residing in Rural Non-Farm Areas</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
<td>( \chi^2 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>44 (93)</td>
<td>47</td>
<td>48 (94)</td>
<td>51</td>
</tr>
<tr>
<td>7-9</td>
<td>45 (61)</td>
<td>74</td>
<td>35 (49)</td>
<td>71</td>
</tr>
<tr>
<td>10-12</td>
<td>14 (19)</td>
<td>74</td>
<td>15 (28)</td>
<td>54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Residing on a Farm</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
<td>( \chi^2 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>43 (75)</td>
<td>57</td>
<td>28 (36)</td>
<td>78</td>
</tr>
<tr>
<td>7-9</td>
<td>15 (28)</td>
<td>54</td>
<td>11 (15)</td>
<td>73</td>
</tr>
<tr>
<td>10-12</td>
<td>6 (12)</td>
<td>50</td>
<td>15 (20)</td>
<td>75</td>
</tr>
</tbody>
</table>
significance at the .02 level of probability that this difference was the result of the different treatments. At the 7-9 grade level control group members reported a 75 percent completion rate as compared with 47 percent of the experimental group. A chi-square value of 4.025 indicated this was significant at the .04 level of probability. The difference for the 10-12 grade level group was not significant for the town and city group.

Respondents who lived out of town, but not on a farm accounted for 32 percent of the survey respondents. These members reported a project record completion rate of 58 percent. The completion rate of 49 percent for the 4-6 grade level was lower than the 55 percent of the town and city group, but higher for the 7-9 and 10-12 grade levels. Neither of the treatment groups by grade level comparisons for the rural, non-farm residents were found to be significantly different.

Farm residents made up 17 percent of the survey respondents. In this group there was reported a 63 percent project record completion rate. For all grade levels a greater percent of the control group respondents completed records, however there was not a statistically significant difference at the .05 level of probability.

Years in 4-H. Years in 4-H are not necessarily related to grade level, however, most first year members are in the fourth grade. The response to years in 4-H was
analyzed to determine if this had any relationship to the effectiveness of project completion awards. Table VIII shows that the first year members in the experimental group reported a 56 percent project record completion rate as compared with a 45 percent completion rate for the first year 4-H members in the control group. A chi-square value of 5.330 indicated a statistically significant difference at the .02 level of probability between treatment groups. The first year experimental group members had a higher project completion rate than those in the control group. The completion rate difference was not statistically significant for either treatment group with more than one year in 4-H.

Project Knowledge and Skills

Amount Learned in Projects. The question of whether there is any relationship between project record completion and the amount a 4-H'er learns from a project is often asked. Respondents were asked to indicate the amount they thought they had learned and this was compared with project record completions as shown in Table IX.

Table IX gives only the responses of those who completed project records, however, the omissions are indicated by the balance of percentage points for each grade level. At the 4-6 grade level 63 percent of those who indicated they had learned very much had completed project records. A similarly high percentage of those in
TABLE VIII

A Comparison of 4-H Members who Reported Completed Project Records by Years in 4-H and Treatment Group, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Years in 4-H</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>$\chi^2$</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>135 (241)</td>
<td>56</td>
<td>99 (221)</td>
<td>45</td>
</tr>
<tr>
<td>2-4</td>
<td>166 (281)</td>
<td>59</td>
<td>150 (235)</td>
<td>64</td>
</tr>
<tr>
<td>5 or more</td>
<td>35 (56)</td>
<td>63</td>
<td>51 (74)</td>
<td>69</td>
</tr>
</tbody>
</table>


TABLE IX

A Comparison of 4-H Members who Reported Completed 4-H Project Records According to Amount Members Thought They Had Learned in Projects by Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Amount Learned in Projects</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Much</td>
<td>%</td>
<td>A Little</td>
<td>%</td>
<td>Nothing</td>
</tr>
<tr>
<td>4-6</td>
<td>350 (556)</td>
<td>63</td>
<td>48 (138)</td>
<td>35</td>
<td>4 (41)</td>
</tr>
<tr>
<td>7-9</td>
<td>119 (159)</td>
<td>75</td>
<td>24 (54)</td>
<td>44</td>
<td>1 (8)</td>
</tr>
<tr>
<td>10-12</td>
<td>47 (70)</td>
<td>67</td>
<td>27 (48)</td>
<td>56</td>
<td>0 (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the 7-9 and 10-12 grade levels had completed project records. Ten percent of the 4-6 graders who said they had learned nothing had completed project records as did 13 percent in the 7-9 grade level and none for the 10-12 grades. This means that 90 percent of the 4-6 graders who said they learned nothing had not completed records. This is also true of 87 percent of the 7-9 graders and 100 percent of the 10-12 graders. The chi-square value at each grade level indicated a statistically significant difference at the .01 level in the amount members thought they had learned in projects between those who reported completing project records and those who did not. The indication is that completing project records made a real difference in the amount members reported they had learned in projects.

**Project Help Received.** The amount learned by a member in a project is often increased by a knowledgeable person who helps the member. This person may be the organizational leader, a teacher, a parent, or some other community resource person. The necessity for project assistance is sometimes questioned, so a comparison was made of 4-H members by project completions and help received as shown in Table X.

At the 4-6 grade level 64 percent who reported receiving project help from a 4-H leader and completed a project record. This also means that 36 percent of those
### TABLE X

A Comparison of 4-H Members who Reported Completed Project Records by Help Received with Project Work and Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4-H Leader</th>
<th>Teacher</th>
<th>Parent</th>
<th>Other Person</th>
<th>No One</th>
<th>(X^2)</th>
<th>(P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>92 (144)</td>
<td>58</td>
<td>158 (219)</td>
<td>33 (57)</td>
<td>89 (261)</td>
<td>74.040</td>
<td>.01</td>
</tr>
<tr>
<td>7-9</td>
<td>51 (69)</td>
<td>44 (56)</td>
<td>9 (18)</td>
<td>33 (68)</td>
<td>49</td>
<td>17.565</td>
<td>.01</td>
</tr>
<tr>
<td>10-12</td>
<td>14 (23)</td>
<td>67</td>
<td>16 (22)</td>
<td>7 (11)</td>
<td>35 (63)</td>
<td>2.130</td>
<td>N.S.</td>
</tr>
</tbody>
</table>
who received help from a leader did not complete a project record. The largest percentage by type of help related to completed projects was from parents which was 72 percent. At all three grade levels between 50 percent and 78 percent of those who received help also reported completing a project record. In cases where no help was received, a smaller percentage reported project record completions. This had the greatest effect at the 4-6 grade level where only 34 percent of those indicating "no help" completed a project and 66 percent who received no help did not complete a project. A chi-square value of 74.040 indicated a statistically significant difference at the .01 level between help received and project record completions at the 4-6 grade level.

The situation was similar for the 7-9 grade level with 49 percent of those who received no help completing a record, while that grade level had an overall 65 percent completion rate. A chi-square value of 17.565 indicated a statistically significant difference at the .01 level between help received and project record completions.

At the 10-12 grade level the difference in completion levels by those who did and did not receive help was not as great as it was for lower grade levels. A chi-square value of 2.130 indicated there was not a statistically significant difference between whether or not help was received and project record completion.
Reason for Non-Completion. Survey respondents who did not complete project records were asked to indicate their reason for non-completion. Table XI shows a comparison of their reasons by grade level.

There were 421 who responded to this item which was to be answered only by those who had not completed a project record. At the 4-6 grade level, a total of 309 responded of whom 40 percent indicated they found the requirements too hard. Another 42 percent indicated that no project work had been done, while 18 percent indicated there was some other reason.

From those in the 7-9 grade level, 68 responded to the question. Responses by percentage were similar to those in the 4-6 grade level. Forty percent indicated, "too hard," 40 percent, "no work" and 20 percent, "other reason."

The major variation in response to this item came from the 10-12 grade level. Of these older members, 18 percent indicated the requirements were too hard, 34 percent said they had not done any work, while 48 percent said they had other reasons. Those who claimed other reasons were asked to tell what they were. Reasons given were mostly related to a lack of time or understanding.

A chi-square value of 25.096 indicated a statistically significant difference at the .01 level between grade level, and reasons for not completing project records. The
TABLE XI

A Comparison of 4-H Members by Reason for Failure to Complete a Project Record by Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Reason for Failure</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>X²</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too Hard</td>
<td>124</td>
<td>27</td>
<td>8</td>
<td>25.096</td>
<td>.01</td>
</tr>
<tr>
<td>No Work</td>
<td>130</td>
<td>27</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>55</td>
<td>14</td>
<td>21</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Percentages are calculated based on the total number of respondents at each grade level.
difference was mainly the decrease in the percentage who thought the requirements were too hard as they reached the 10-12 grade level. This was accompanied by an increase in the percentage of those indicating reasons other than "too hard" or "no work."

**Plans to Join 4-H Next Year**

Respondents in both treatment groups were asked to indicate if they planned to join 4-H next year. The entire group including project record completions and those not having completions was included in this analysis to test the effect of the two different treatments. Table XII shows that the treatments gave similar results as far as plans for joining 4-H next year were concerned.

At the 4-6 grade level 78 percent of the experimental members and 77 percent of the control members who responded to the survey planned to join 4-H next year. A chi-square value of .459 indicated no statistically significant difference between treatment groups. Of the 7-9 graders, 80 percent of the experimental group and 82 percent of the control group indicated plans to join 4-H again. A chi-square value of 1.967 indicated this was not a statistically significant difference.

In the 10-12 grade level, a slightly lower percentage of the experimental group, 74 percent, than the control group, 84 percent, indicated plans to join 4-H next year. A chi-square value of 2.258 showed no statistically significant difference here.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>X²</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4-6</td>
<td>300 (384)</td>
<td>78</td>
<td>275 (358)</td>
<td>77</td>
</tr>
<tr>
<td>7-9</td>
<td>106 (133)</td>
<td>80</td>
<td>72 (88)</td>
<td>82</td>
</tr>
<tr>
<td>10-12</td>
<td>39 (53)</td>
<td>74</td>
<td>58 (69)</td>
<td>84</td>
</tr>
</tbody>
</table>
Attitudes Concerning 4-H Contests and Awards

4-H Contests. Survey respondents were asked to report their preferences in the area of contests and awards. Table XIII shows the opinion of respondents concerning 4-H contests by grade level.

At the 4-6 grade level there were 730 responses of which 82 percent gave a positive response toward contests. A similar 81 percent of 217 at the 7-9 grade level also indicated that they liked 4-H contests. For the 10-12 grade level an even more positive 93 percent indicated they liked 4-H contests. A chi-square value of 10.100 indicated a .05 level of probability that there was a statistically significant difference among the three grade levels. The indication is that a larger percent of 10-12 graders like 4-H contests than those in the two lower grade levels.

Annual Project Completion Award. In an effort to determine if 4-H members would like to receive annual recognition for project completion, respondents were asked to indicate their preference regarding this. Table XIV shows the results compared by grade level. Responses at the 4-6 grade level show 87 percent of the 746 members desiring an annual award for project completion. This type of award was desired by 85 percent of the 7-9 grade level respondents and 83 percent of the 10-12 graders. A chi-square value of 11.552 indicated a statistically significant
TABLE XIII

A Comparison of 4-H Members by Their Attitude Concerning 4-H Contests by Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Like 4-H Contests</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>X²</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>601</td>
<td>82</td>
<td>175</td>
<td>81</td>
<td>111</td>
</tr>
<tr>
<td>Uncertain</td>
<td>92</td>
<td>13</td>
<td>31</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE XIV

A Comparison of 4-H Members by Their Desire to Receive An Award Each Year for Completing a Project And Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Desire Award</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>(X^2)</th>
<th>(P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>649</td>
<td>190</td>
<td>102</td>
<td>11.562</td>
<td>.05</td>
</tr>
<tr>
<td>Uncertain</td>
<td>67</td>
<td>29</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
difference at the .05 level of probability with the 4-6 graders indicating a greater number desiring an annual project completion recognition. It should be noted that there was a desire for this type of award from 83 to 87 percent for all three grade levels.

Type of Award Preferred. Awards of different types are available for use in member recognition. In an effort to determine the type preferred by members, respondents were asked to indicate their preference as shown in Table XV. From a 66 to a 76 percent preference was indicated by the three grade levels for medals as awards. The second preference indicated was for ribbons at 15 to 22 percent for the three grade levels. Third was cloth badges with a three to nine percent preference and fourth, certificates were preferred by from three to six percent. There was a slight variation among the three grade levels, however, a chi-square value of 12.497 indicated this was not statistically significant at the .05 level.
### TABLE XV

A Comparison of 4-H Members by Type of Award Preferred and Grade Level, Eastern Area, Louisiana, 1981

<table>
<thead>
<tr>
<th>Awards Preferred</th>
<th>Grade Level</th>
<th></th>
<th></th>
<th></th>
<th>x²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-6</td>
<td>%</td>
<td>7-9</td>
<td>%</td>
<td>10-12</td>
<td>%</td>
</tr>
<tr>
<td>Medals</td>
<td>530</td>
<td>71</td>
<td>147</td>
<td>66</td>
<td>93</td>
<td>76</td>
</tr>
<tr>
<td>Certificates</td>
<td>45</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Cloth Badges</td>
<td>45</td>
<td>6</td>
<td>20</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Ribbons</td>
<td>127</td>
<td>17</td>
<td>49</td>
<td>22</td>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: N.S. stands for Not Significant.
CHAPTER V

SUMMARY AND CONCLUSIONS

The major problem investigated in this study was to evaluate an incentive program that recognized 4-H members for their individual achievements apart from competitive activities. The research consisted of an experimental study followed by a survey questionnaire. Objectives of the study were to determine if recognition of 4-H members for submitting a completed 4-H project record would motivate more of them than competitive recognition alone:

1. To submit completed project records to their club leader.

2. To acquire more project knowledge and skills by completing the project requirements.

3. To choose to continue to be active in 4-H the following year.

4. To develop a more positive attitude about their 4-H experiences.

Data were analyzed by grade level in school, years in 4-H, sex, race and place of residence where it was determined these were relevant to the question under consideration.

Significance of the study was that it could provide information which would help to increase the reenrollment
rate of 4-H members as well as improve the quality of the 4-H member's experiences. Both 4-H member drop-outs and the low rate of project completions are problems in 4-H.

SUMMARY OF FINDINGS

Forty-three statistical comparisons were made to determine statistically significant differences at the .05 level of probability. Differences found to be significant will be reported first, followed by those that were non-significant.

Significant Findings

Significant differences were found in sixteen of the comparisons tested. These are listed below with the level of significance for each test. A level of probability of .05 was considered significant. For these comparisons the null hypothesis of equal probability was rejected.

Experimental Data:

1. Comparison between treatment groups of project record completions at the 7-9 grade level showed 47 percent experimental and 31 percent control group completions. A chi-square value of 16.780 indicated statistical significance at the .01 level. Experimental group members had a significantly higher project completion rate.
2. Comparison between treatment groups of project record completions at the 10-12 grade level showed 25 percent experimental and 47 percent control group completions. A chi-square value of 24.059 indicated statistical significance at the .01 level. Control group members had a significantly higher project completion rate.

Survey Data:

1. Comparison between treatment group females at the 4-6 grade level who reported completed project records showed 67 percent of the experimental members and 53 percent of the control members reporting completions. A chi-square value of 7.831 indicated a .01 level of probability of statistical significance. Significantly more female members at the 4-6 grade level in the experimental group reported completed project records than in the control group.

2. Comparison between treatment group black members at the 4-6 grade level who reported completed project records showed 54 percent experimental and 40 percent control members reporting completions. A chi-square value of 4.755 indicated statistical significance at the .02 level. Significantly more black members at the 4-6 grade level in the experimental group reported completed project records than in the control group.
3. Comparison between treatment group black members at the 7-9 grade level who reported completed project records showed 51 percent of the experimental and 83 percent of the control members reporting completions. A chi-square value of 7.563 indicated statistical significance at the .01 level. Significantly more black control group members reported completed project records than experimental members.

4. Comparison between treatment group members residing in towns and cities at the 4-6 grade level showed 61 percent of the experimental members and 49 percent of the control members reporting completions. A chi-square value of 5.180 indicated statistical significance at the .02 level. Significantly more members residing in towns or cities at the 4-6 grade level in the experimental group reported completed project records than did control group members.

5. Comparison between treatment group members residing in towns and cities at the 7-9 grade level showed 47 percent experimental, and 75 percent control group members reporting completions. A chi-square value of 4.025 indicated statistical significance at the .04 level. Significantly more members residing in towns or cities at the 7-9 grade
level in the control group reported completed project records than did experimental group members.

6. Comparison between treatment group members who reported completed project records in their first year in 4-H showed 56 percent of the experimental members, and 45 percent of the control members reporting completions. A chi-square value of 5.330 indicated significance at the .02 level. Significantly more first year members in the experimental group reported completed project records than control group members.

7. Comparison between 4-H members by reported project record completion and amount believed learned in projects at the 4-6 grade level showed that 63 percent of those who said they learned very much reported completed records while 90 percent of those who said they learned nothing had not reported completed project records. A chi-square value of 71.823 indicated statistical significance at the .01 level. Significantly more members who completed project records said they learned very much in their projects and significantly more members who did not complete project records said they learned nothing.

8. Comparison between 4-H members by reported project record completion and amount learned in
projects at the 7-9 grade level showed that 75 percent of those who said they learned very much reported completed project records, while 87 percent of those who said they learned nothing had not reported completed records. A chi-square value of 26.808 indicated statistical significance at the .01 level. Significantly more members in grades 7-9 who reported completed project records said they learned very much in their projects, while significantly more members who did not report completed project records said they learned nothing.

9. Comparison between 4-H members by reported project record completion and amount learned in projects at the 10-12 grade level showed that 67 percent of those who said they learned very much had reported completed project records, while 100 percent of those who said they learned nothing had not reported completed project records. A chi-square value of 9.281 indicated a statistical significance at the .01 level. Significantly more 10-12 grade members who reported completed project records said they learned very much in their projects, while significantly more who did not report completed project records said they learned nothing.

10. Comparison of members who reported completed project records by help received showed
that at the 4-6 grade level those who had received help with project work had a 58 to 72 percent reported completion rate, while those who did not had a 34 percent reported completion rate. A chi-square value of 74.040 indicated a statistical significance at the .01 level. Significantly more members who received project help reported completed project records at the 4-6 grade level.

11. Comparison of members who reported completed project records by help received showed that at the 7-9 grade level those who received help with project work had a 50 to 79 percent reported completion rate, while those who did not, reported a 49 percent rate. A chi-square value of 17.565 indicated statistical significance at the .01 level. Significantly more members who received project help reported completed project records at the 7-9 grade level.

12. Comparison of members who did not report completed project records by reason and grade level showed that for the 4-6 graders, 40 percent thought it was too hard, 42 percent did no work and 18 percent had other reasons. In the 7-9 grade level a similar 40 percent said it was too hard, 40 percent did no work and 20 percent had other reasons. For the 10-12 grade level, 18 percent said it was too hard, 34 percent, no work and
48 percent, other. A chi-square value of 25.096 indicated a statistical significance at the .01 level. Significantly more of the 4-6 and 7-9 graders gave as reasons for non-completion, too hard and no work, while the 10-12 graders gave mostly other reasons.

13. Comparison between the degree to which members said they liked 4-H contests by grade level showed responses at the 4-6 and 7-9 grade level were similar. The 4-6 graders responded with 82 percent, yes, and 18 percent, uncertain or no. The 7-9 graders responded with 81 percent, yes, and 19 percent, uncertain or no. The 10-12 graders responded 93 percent, yes and seven percent uncertain or no. A chi-square value of 10.100 indicated a statistical significance at the .05 level. Significantly more 10-12 graders than either 4-6 or 7-9 graders liked 4-H contests.

14. Comparison of members by their desire to receive an annual project completion award by grade level showed that at the 4-6 grade level, 87 percent said yes and 13 percent said uncertain or no. At the 7-9 grade level, 85 percent said yes and 15 percent said uncertain or no. At the 10-12 grade level, 83 percent said yes and 17 percent said uncertain or no. A chi-square value of 11.562
indicated statistical significance in this comparison at the .05 level. Significantly more members said that they liked 4-H contests at the 10-12 grade level than at the two lower grade levels.

**Non-Significant Findings**

Twenty-seven statistical comparisons did not indicate significant differences. For these the null hypothesis of equal probability was accepted.

**Experimental Data:**

Comparison of experimental and control group members who completed project records at the 4-6 grade level.

**Survey Data:**

1. Comparison of experimental and control group members who reported completed project records at the 4-6, 7-9, and 10-12 grade levels.

2. Comparison of male experimental and control group members who reported completed project records at the 4-6, 7-9 and 10-12 grade levels.

3. Comparison of female experimental and control group members who reported completed project records at the 7-9 and 10-12 grade levels.

4. Comparison of black experimental and control group members who reported completed project records at the 10-12 grade level.
5. Comparison of white experimental and control group members who reported completed project records at the 4-6, 7-9 and 10-12 grade levels.

6. Comparison of those residing in towns and cities in the experimental and control groups who reported completed project records at the 10-12 grade level.

7. Comparison of those residing in rural non-farm areas in the experimental and control groups who reported completed project records at the 4-6, 7-9 and 10-12 grade levels.

8. Comparison of those residing on farms in the experimental and control groups who reported completed project records in the 4-6, 7-9 and 10-12 grade levels.

9. Comparison of experimental and control group members who reported completed project records with 4-H membership tenure of 2-4 and five or more years.

10. Comparison of members who reported completed project records who had received help and those who had not in the 10-12 grade level.

11. Comparison of experimental and control members who plan to join 4-H next year in the 4-6, 7-9 and 10-12 grade levels.

12. Comparison of members by type of award preferred and grade level.
Discussion and Conclusions

Conclusions drawn from the data analysis are reported in this section according to the four major objectives of the study.

Project Record Completions

The first objective of the study was to test a non-competitive awards program as to its motivational value in encouraging 4-H members to complete 4-H project records. This was tested by an experimental study where awards were offered at the beginning of the year and results determined at the end.

Statistical analysis of the experimental data using the chi-square test indicated significant differences in 4-H project record completions between the control group and experimental group members at the 7-9 and the 10-12 grade levels. At the 7-9 grade level the experimental members who were offered the "Clover Award" for project record completion had significantly more project record completions than the control group members who were not offered the award. At the 10-12 grade level significantly more of the control group members than experimental members completed records. The difference in project record completions between treatment groups at the 4-6 grade level was not statistically significant.

These results indicated that the non-competitive "Clover Award" as most effective in motivating the 7-9
grade level members to complete project records. It seemed to have a reverse effect for the 10-12 grade level members. The 4-6 grade level experimental members who would have been expected from the review of literature to have the greatest completion rate based on the non-competitive nature of this age group actually had about equal results with the control group members.

Survey data analysis provided additional insight into the characteristics of those members for whom the "Clover Award" seemed most motivating toward project record completion. Female members at the 4-6 grade level in the experimental group reported significantly higher project record completion rates than control members at that grade level. Again at the 4-6 grade level, black members who were offered the "Clover Award" reported significantly higher project record completion rates. There was a significant reverse effect for the black 7-9 grade level members with fewer reported completions in the experimental group.

Another member characteristic which showed significant differences was place of residence. Members who lived in towns or cities as opposed to more rural areas reported significantly higher completion rates in the experimental than in the control group at the 4-6 grade level. A significant reverse difference was found for the 7-9 grade level urban members. Other place of residence and grade level comparisons were not significantly different.
The survey portion of the study depended upon reported project completions from members attending the meeting when the survey questionnaire was administered. Responses indicated that the "Clover Award" motivated certain segments of the 4-6 grade level members to complete project records. These were the female members, black members and members residing in more urban areas. The review of literature indicated that people of lower socio-economic backgrounds, blacks and people from urban areas are less competitive. These results are in agreement with this former research.

The results of the experimental and survey studies were not in total agreement with regard to the 7-9 grade level members. In the experimental study the 7-9 grade level members had significantly more completions than the control members. In the survey study which was analyzed by grade level groupings, it was found that the 7-9 grade level members who were black and who were urban had significantly lower completion rates in the experimental group. This seems to indicate that the "Clover Award" if offered to the 7-9 grade level members could have the effect of discouraging project record completion. Four-H studies reviewed indicated that as the 4-H membership gets older there is the indication that those who have remained in 4-H are the ones who have enjoyed and excelled in competitive activities.
Another 4-H tenure related response was found among first year members. These members had significantly greater project completion rates in the group that was offered the non-competitive award for project completion. This also supports the studies reviewed that indicated members who are not successful after their first year in 4-H tend to drop out of the 4-H program. Since the "Clover Award" appeared to motivate project completions for first year members, this could be an important finding that would serve as a method for retaining the first year members in 4-H for successive years.

**Project Knowledge and Skills**

Members who reported project record completions indicated more knowledge and skills learned from projects at significant levels for all grade levels.

These results seemed to indicate the importance of project record completion to members learning information about their projects. Emphasis on 4-H record completion should strengthen the educational efforts of the 4-H Club program.

Members receiving project help reported significantly more project record completions than those who received no help at the 4-6 and 7-9 grade levels. The greatest number of members who received help was those who had parental help. This group also had the highest project record completion rate.
This seems to indicate that more emphasis should be given to encouraging parents to help their children with their projects since this appears to be the most effective type of project assistance. There is also an indication that members in the 4-6 and 7-9 grade levels need help from someone if they are to complete project records.

Reasons given for not completing project records indicated significant differences between the 4-6 and 7-9 grade levels and the 10-12 grade levels. In the two lower grade levels most said it was too hard or that they did no work, while at the 10-12 grade level other responses were given.

These results seem to support the results on help received discussed previously. The 4-6 and 7-9 grade level members indicated that they needed help to complete project records because they were too hard or for some other reasons they did not do any project work.

### Plans to Reenroll in 4-H

Plans to reenroll in 4-H were not significantly different for treatment groups at any grade level. This seems to indicate that positive or negative results of the award treatment did not have an effect on plans to reenroll. It says that members like 4-H, whether or not they learn project information. The question that must be answered is this: Are the participatory aspects of 4-H membership sufficient to meet the goals of the 4-H program? This answer should dictate the program emphasis.
Attitudes Concerning 4-H Contests and Awards

Attitudes concerning 4-H contests and awards should give direction to program planning in these areas. A significant difference was indicated between grade level and liking 4-H contests. Although all levels indicated they liked contests by 81 to 93 percent. The greatest percent that liked contests was in the 10-12 grade level with 93 percent.

These results seem to indicate that 4-H contests are an effective motivational method for most members. It should also be noted that the remaining members were uncertain or did not like contests. If the 4-H program is to appeal to all members, there should be some consideration given to those who do not like contests. These results are in agreement with the review of research which found that the youth who had the longest tenure in 4-H were those who were most competitive.

Members at all grade levels significantly indicated a desire for an annual project completion award. This interest was greatest for the younger members.

These results seemed to indicate a need to offer an annual project completion award to all members. This need is greatest for the younger members.

Type of awards preferred by all members were medals, followed by ribbons, cloth badges and then certificates. The variation of award preferences among grade levels was not significant.
These results seem to indicate that the award medals which are available to 4-H agents should be used as much as possible. Some agents do not request medals that are available at no cost through the National 4-H Council from project sponsors. Also, more award ribbons could be used as motivational awards. There seems to be no need to develop a 4-H cloth badge as was tested in the "Clover Award" since the traditional 4-H awards of medals and ribbons were preferred.

Recommendations

On the basis of the analysis of the results of this study, the following recommendations are offered for consideration when planning 4-H youth programs.

1. A project completion award should be made available to the 4-6 grade level members. Preferably, this award should be an award medal or ribbon. This should be expected to be most motivational for first year members; those living in towns or cities; female members; and black members. The purpose of this award should be related to more project record completions and more project knowledge and skills being learned.

2. Project record completion should be given emphasis in the 4-H program if the goal of members learning project skills and knowledge is to be emphasized.
3. Increased emphasis should be given to "4-H Parent Programs" so that the parent-member relationship can be strengthened. Parents should be made aware of the project requirements their children are expected to complete, and should be encouraged to help. Training of parents should be conducted where project skills required make training necessary. Emphasis should be given to parent training over project leader training, although parents may grow into project leaders or teachers of other parents.

4. Project books and records should be made easier for members to understand and complete. Requirements should be clearly stated for the appropriate grade level.

5. The Cooperative Extension Service should develop a clear statement of the purpose of 4-H so that program emphasis can be directed to achieve that purpose. Program evaluation should be made on the basis of the stated purpose of 4-H.

6. Four-H contests should continue to be used to motivate members. Additionally, other types of motivation should be developed for the smaller but still important group of members who are not motivated by contests.

**Suggestions for Further Study**

Further study should be conducted on the following questions which came out of this study.
1. What is the reason for the decline in 4-H Club membership during a club year?

2. Would a progressive rank or name be effective in motivating members to remain in 4-H as they go to junior high and high school?

3. Will parents be more willing to agree to participate in project training to help their own child than they would to be a project leader for a group of children?

4. Does recognition of first year members for project record completion have a significant effect on their actual reenrollment in successive years?

5. Does recognition of 4-6 grade level members for project record completion have a significant effect on the actual reenrollment of urban residents, girls and blacks in successive years?
REFERENCES
REFERENCES


105


<table>
<thead>
<tr>
<th>Parish</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
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<td>Clinton Upper - 29</td>
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Grand Total - Exp. = 1113 + Cont. = 1025 = 2,138 total.
TO: Agents Doing 4-H Work in the Eastern Area  
RE: 4-H Awards Pilot Test

Dear Co-Worker:

Parishes in the Eastern Area have been selected for a pilot test of a 4-H Awards program. The award of a certificate and a fabric "patch clover" will be awarded to each 4-H member who completes one 4-H project and submits a record this year. The idea is to award good work apart from the competitive awards we have for 4-H'ers. The purpose is to motivate those children who would never receive recognition otherwise.

This new award will also have three levels or ranks of awards to distinguish between different age levels in school.

I'd like to offer this award to 5 percent of your 4-H members. These would be selected by drawing club groups at random. In each parish I would select at least one elementary, junior high and high school club.

To select these clubs I need your help and agreement to participate in this pilot.

I need a list of your clubs with the total enrollment of each and the grades included in each. If you do not have this year's enrollment, I can use last years if you think it'll be about the same.

The list is needed by October 20 so clubs can be selected and I can get some Award Announcement letters to you for their November meeting.

The pilot will be evaluated in April by a study of results and a short evaluation for each 4-H member.

Thank you for your assistance and cooperation. I'm looking forward to piloting this award and hope the results will be valuable to your 4-H program in the future. Of course, I'll share all results with you.

Sincerely,

Norma O. Roberts  
Specialist (4-H)

cc: Dr. Lamendola  
A Progressive Agriculture for a Permanent Republic  
LOUISIANA STATE UNIVERSITY & A. & M. COLLEGE, U.S. DEPARTMENT OF AGRICULTURE, AND LOUISIANA PARISHES COOPERATING

The Louisiana Cooperative Extension Service follows a non-discriminatory policy in programs and employment.
Reply Requested by October 20 to Norma Roberts.

Please list your 4-H Clubs below.

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<th>Club or School</th>
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If you have more than 50 clubs, please continue the list on other paper.
Dear 4-H’er:

Your 4-H year has just started. You have chosen your projects and we hope you will enjoy learning about them.

A new award called the "Clover Award" can be earned by each person in your 4-H Club this year.

You do not have to win this award.

To earn it you must:

1. Complete at least one 4-H Project based on instructions in the project book.

2. Turn in a completed 4-H Record Book with the project record sheet. (newscollections, letters and pictures are not required)

This award will be made at the last 4-H meeting to all those who earn it. It will be a "Clover Award" certificate, and an embroidered "4-H Clover" you will be able to purchase for about 50¢ if you would like.
Dear 4-H'er:

The 4-H "Clover Award" can be earned by each person in your 4-H Club this year.

To receive this award you must:

1. Complete at least one 4-H Project based on instructions in the project book.

2. Turn in a completed 4-H Record Book with the project record sheet. (newsclippings, letters and pictures are not required)

This award will be made at the last 4-H meeting to all those who earn it. It will be a "Clover Award" certificate and an embroidered "4-H Clover" patch. (no charge)
**Name of School _________________**

**4-H Survey**

*(Experimental Group)*

This is not a test. There are no right or wrong answers. Please answer each question to help us make 4-H as good as possible for you. *(Survey conducted by Norma Roberts, State 4-H Staff, LSU)*

**Instructions:** Circle your answer.

**Example:** Are you a 4-H'er?  
A **Yes**  
B **No**

1. **Which are you?**  
A Boy  
B Girl

2. **What is your race?**  
A Black  
B White  
C Other

3. **What grade in school are you in?**  
A 4-6  
B 7-9  
C 10-12

4. **Where do you live?**  
A Town or city  
B Out of town, not on a farm  
C On a farm

5. **How many years have you been in 4-H?** *(include this school year as one year)*  
A 1  
B 2-4  
C 5 or more

6. **Did you turn in a 4-H project record this school year?**  
A Yes  
B No

7. **Did you receive the 4-H Clover Award this school year?**  
A Yes  
B No

8. **Did you receive any other 4-H Award this school year?**  
A Yes  
B No

9. **Would you like to receive a different 4-H Award each year for completing a 4-H Project?**  
A Yes  
B Uncertain  
C No
10. Which kind of 4-H Award would you like most? 

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>Medals</td>
<td>Certificates</td>
<td>Cloth Badges</td>
<td>Ribbons</td>
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</table>

11. Would you like to receive awards of rank for years in 4-H? 

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

12. Did you ever enter a 4-H Contest? 

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

13. Do you like to enter 4-H Contests? 

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<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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14. Did you complete a 4-H project this school year? 

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<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

15. Did you work on a 4-H project this school year? 

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<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

16. Did you learn things from your 4-H projects this school year? 

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<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

17. Did you learn things from your 4-H meetings this school year? 

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<th>A</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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</table>

18. Do you feel good about what you did and learned in 4-H this year? 

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<tr>
<th>A</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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19. Do you like 4-H? 

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<th>A</th>
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<tr>
<td>Yes</td>
<td>Un-certain</td>
<td>No</td>
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20. Do you think you will join 4-H next year? 

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<th>A</th>
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<td>Yes</td>
<td>Un-certain</td>
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ANSWER ONLY IF YOU DID NOT COMPLETE A 4-H PROJECT

21. Why didn't you complete a 4-H project? 

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<td>Didn't</td>
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project book
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<td>Too</td>
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<tr>
<td>Hard</td>
<td>do pro-ject</td>
<td>work</td>
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22. Why didn't you turn in a 4-H Project Record?
This is not a test. There are no right or wrong answers. Please answer each question to help us make 4-H as good as possible for you. (Survey conducted by Normal Roberts, State 4-H Staff, LSU)

Instructions: Circle your answer

Example: Are you a 4-H'er?  
A Yes  B No

1. Which are you?  
A Boy  B Girl

2. What is your race?  
A Black  B White  C Other

3. What grade in school are you in?  
A 4-6  B 7-9  C 10-12

4. Where do you live?  
A Town or City  B Out of town, not on a farm  C On a farm

5. How many years have you been in 4-H? (include this school year as one year)  
A 1  B 2-4  C 5 or more

6. Did you turn in a 4-H project record this school year?  
A Yes  B No

7. Did you receive an award for completing a 4-H project this school year?  
A Yes  B No

8. Did you receive any other 4-H Award this school year?  
A Yes  B No

9. Would you like to receive a different 4-H Award each year for completing a 4-H project?  
A Yes  B Un- certain  C No
10. Which kind of 4-H Award would you like most?
   A Medals  B Certificates  C Cloth Badges  D Ribbons

11. Would you like to receive awards of rank for years in 4-H?
   A Yes  B Un-  C No certain

12. Did you ever enter a 4-H Contest?
   A Yes  B Un-  C No certain

13. Do you like to enter 4-H Contests?
   A Yes  B Un-  C No certain

14. Did you complete a 4-H project this school year?
   A Yes  B Un-  C No certain

15. Did you work on a 4-H project this school year?
   A Yes  B Un-  C No certain

16. Did you learn things from your 4-H projects this school year?
   A Yes  B Un-  C No certain

17. Did you learn things from your 4-H meetings this school year?
   A Yes  B Un-  C No certain

18. Do you feel good about what you did and learned in 4-H this year?
   A Yes  B Un-  C No certain

19. Do you like 4-H?
   A Yes  B Un-  C No certain

20. Do you think you will join 4-H next year?
   A Yes  B Un-  C No certain

**********

ANSWER ONLY IF YOU DID NOT COMPLETE A 4-H PROJECT

21. Why didn't you complete a 4-H project?
   A No  B Didn't  C Other understand project book
   Help
22. Why didn't you turn in a 4-H project Record?

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VITA

The author, Norma Jean Odom Roberts, was born in Eunice, Louisiana, St. Landry Parish, on July 5, 1938. She graduated from Eunice High School in May of 1956 and enrolled in Louisiana State University in the fall of 1956. A Bachelor of Science degree in Vocational Home Economics Education was awarded to her in June of 1960.

On June 12, 1960, she was married to Arthur L. Roberts, III, of Shreveport, Louisiana. In August of 1960, Arthur entered the United States Army as a 2nd Lieutenant in Ordnance. During the two years of active military service, they lived in Aberdeen, Maryland; Columbus, Georgia; and Augsburg, Germany, during which time she did substitute teaching and taught chemistry and general science for one year.

In August of 1963, she returned to Shreveport, Louisiana with her husband. On April 10, 1963, she began a career with the Cooperative Extension Service as Assistant Home Demonstration Agent for Caddo Parish working with the 4-H Club program. She served in this capacity until June of 1967 when she was promoted to Associate Home Demonstration Agent for Caddo Parish.

On January 1, 1968, they moved to Baton Rouge, Louisiana, where she accepted a position as Assistant State
4-H Club Agent. In May of 1968, she completed the Master of Science degree in Extension Education at LSU. She was promoted to Associate State 4-H Agent in 1971 and Specialist (4-H) in 1977.

Graduate studies began again in 1976 when she was given the opportunity by the National 4-H Council and Eli Lilly and Company to attend the University of Minnesota, Center for Youth Development and Research to participate in a nationwide youth worker institute. She returned and enrolled in graduate courses in Education and Home Economics at Louisiana State University. After several years of study, she applied and was accepted as a candidate for the degree of Doctor of Education with a major in Curriculum and Instruction - Secondary Education and a minor in Home Economics - Family Life and Environment.

The Floyd S. Edmiston Distinguished Extension Service Award was presented to her by the LSU Alumni Federation in 1978. She received the Distinguished Service Award from the Louisiana Association of Extension 4-H Agents in 1981.
EXAMINATION AND THESIS REPORT

Candidate: Norma Jean Roberts

Major Field: Education

Title of Thesis: THE EFFECTS OF A NON-COMPETITIVE AWARDS PROGRAM ON THE MOTIVATION OF 4-H MEMBERS

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

November 18, 1981