

ABSTRACT

ANDERSON, JESSICA ANN. The Impact of Livestock Exhibition on Youth Leadership Life Skill Development. (Under the direction of Dr. Jacklyn Bruce).

The purpose of this study was to determine the impact of livestock exhibition on youth leadership life skill development from the participant's perspective. The population for this study consisted of 201 youth, ages 16-21, who exhibited livestock in a Junior Show at the 2010 North Carolina State Fair. A control group was utilized, with youth of similar age. Students enrolled in introductory level courses at North Carolina State University were used to compare to those youth who do exhibit livestock.

The Youth Leadership Life Skill Development Scale was directly administered as a questionnaire. Of 201 possible livestock exhibition participants, 139 usable surveys were obtained for a response rate of 69%. Of 122 possible non-livestock participants, all 122 surveys were collected for a 100% response rate.

The participants reported on skills, each a line on the instrument, as a result of their livestock exhibition. Livestock exhibitors reported a total of 13 skills as "a lot of gain" with mean scores above a 2.50. The top three items identified for the livestock exhibitors were: "can set goals" (M=2.77); "show a responsible attitude" (M=2.76); and "can set priorities" (M=2.67). The items receiving the lowest mean scores were: "am sensitive to others" (M=1.83); "can express feelings" (M=2.06); and "trust other people" (M=2.20).

Mean scores for livestock exhibitors who had participated in 4-H or FFA were 73.94 compared to 71.60 for non-livestock participants, which was not found to be statistically significant. Mean score for livestock exhibitors was 73.68, while the mean YLLSDS score for non-livestock participants was 75.43, which was not statistically significant. Statistically significant ($p < 0.5$) relationships were found between life skill development and gender.

The leadership life skill development of those who do exhibit livestock are similar to the development of those who do not exhibit. Similarly, those who did exhibit livestock and participate in 4-H or FFA had similar perceived levels of life skill development than those

who did not participate in 4-H or FFA but still competed in livestock exhibition. It is suggested that mere participation in youth organizations, no matter what activities the youth chooses will develop a high level of perceived leadership life skills.

The Impact of Livestock Exhibition on Youth Leadership Life Skill Development

by
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DEDICATION

I dedicate this thesis and degree to my parents, John and Judy Anderson. Without question, you have given me every opportunity to succeed, providing me with everlasting support and guidance. I can never sufficiently thank you for everything you have done for me. Thank you for encouraging me to follow my heart and letting me know that I could do anything that I set my mind to. I have to ask forgiveness from my dad, for not becoming an astronaut, but I promise to take you along if I ever do. You never know what the future might hold.

BIOGRAPHY

Jessica Anderson was born and raised in small-town Dawson, Pennsylvania. Through the grace of God, she came to know and love the simple life of raising livestock. After graduating from high school in 2005, she began college at nearby University of Pittsburgh as a Biological Sciences major. However, she knew that it was not the right place for her and soon transferred to North Carolina State University, finishing her bachelor's degree in Animal Science in 2009. From there, her path was directed to the familiarity of the 4-H program and Cooperative Extension, in the form of a graduate program in Extension Education. In her graduate program, Jessica reveled in the research aspect, conducting studies on training and orientations, 4-H alumni, and this study. She hopes to continue on with research in a PhD program in Extension Education after several years spent as an extension agent.

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Chapter I:

Introduction

Livestock exhibition is an integral part of life to thousands of people across the United States. Youth take to fairs, exhibitions and shows every year to show off their livestock projects and hard work. Agricultural youth organizations, like 4-H and FFA, incorporate livestock projects into their programming in the hopes of meeting their ultimate mission of positive youth development, providing youth with leadership life skills necessary to become successful adults.

Agricultural Youth Organizations

4-H and FFA are the youth organizations associated with the Cooperative Extension Service and secondary agricultural education, respectively. The Extension Service and secondary agricultural education are entrusted with providing quality educational programs to meet the needs of their local communities, including youth. Through 4-H programming, “youth learn life skills such as public speaking, decision-making, organizational planning, leadership, teamwork, record keeping and communications skills” (NC4-H, p. 1). FFA is described as a dynamic youth organization within agricultural education that “changes lives and prepares students for premier leadership, personal growth and career success” (NCFFA.org).

The youth organizations 4-H and FFA use targeted programming to meet their vision of leadership and life skill development. From their beginnings, a “learning by doing” ideology was infused in these youth agricultural programs (Enfield, 2001). Through varying program areas, from robotics to bee production, each organization caters to participants’

individual interests as well as the needs of individual communities. “If a 4-H member can’t find a project in all the offerings, he can write his own” (Jostad, 2002, p. 2). A program that continues to be popular in both 4-H and FFA is livestock exhibition.

Youth livestock exhibition transcends the boundary line between 4-H and FFA reaching young people in both organizations by providing opportunities to raise and exhibit livestock. What is particularly significant about livestock projects as a component to agricultural youth organizations is its long standing history with both the 4-H and FFA organizations. Livestock projects have been characterized as strong because they are long term and take a great deal of coordination between County Extension Agents, FFA Advisors, volunteers, leaders, parents, and youth (Boleman, 2003). This great deal of coordination is essential as the participant selects, cares for, trains, and eventually exhibits the animal at a livestock show. One objective of a youth livestock show is to provide recognition and inspiration to 4-H and FFA members for their accomplishments within their livestock project areas (Boleman, 2003). Livestock shows also provide recognition to participants’ parents, leaders and advisors for their encouragement and leadership of these exhibitors toward greater success as they go on to meet life’s challenges (Junior Livestock Show of Spokane, 2010). Researchers have found that there are many benefits to young people who participate in livestock projects including the attribution of life skills such as responsibility, decision-making, problem-solving, confidence, and public speaking (Boleman, 2003; Gamon & Dehegedus-Hetzel, 1994; Shurson & Lattner, 1991; Walker, 2006; and Ward, 1996).

A Brief History of Livestock Exhibition

There is limited written documentation on where and when livestock exhibition was introduced (Boleman, 2003). However, most readings suggest and recognize Elkanah Watson as the “father of U.S. agricultural fairs” (International Association of Fairs & Expositions, 2002). Watson is known to have hosted the first fair at which sheep were exhibited in 1807 in Pittsfield, Massachusetts. Watson’s purpose for the fair was to prove that wool from sheep in America was equal to the standard set from English wool that most producers were using to produce fabrics in the Americas. Today, well over 3,000 fairs across the country provide industrial exhibits, demonstrations, and agricultural commodities aimed to increase the quality of agriculture in general (International Association of Fairs & Expositions, 2002).

By the time the United States entered World War I, the federal government encouraged rural America to produce more livestock and crops as well as save critical food supplies like wheat, red meat, and sugar (Wessel & Wessel, 1982). Extension Service personnel quickly realized that the expansion of club work among rural youth was a sure way to increase agriculture production. Rural American youth through primitive 4-H club work quickly took up the challenge to increase food production and demonstrate ways to conserve food through home gardens and canning demonstrations. Through the wartime demands for basic foodstuffs, a rapid increase in the number of calf, pig, and dairy clubs was seen throughout the nation (Wessel & Wessel, 1982). Through these clubs, public demonstrations and livestock exhibitions increased public awareness and interest in agriculture and food production.

According to Wessel & Wessel (1982), the first junior livestock show was held in Minnesota. In 1917, two gentlemen, T.A. Erickson and W.A. McKerrow, joined the Minnesota State Livestock Breeders' Association to promote the first livestock show to offer youth cash prizes. The event, held at the South St. Paul stockyards in December 1918, was independent of county and state fairs and was limited to the three best calves in each county (University of Minnesota Extension, 2009). It was noted by Erickson that some of the entries the first year were of less than championship caliber, but interest lied more in participation than expertise. Eventually, other animal species were added to the show which grew to become one of the best-known livestock events in the nation. Most valuable to youth organizations, the program gave Extension agents a way to build trust with parents by teaching their children how to manage their livestock.

Youth Life Skill Development

According to Boyd, Herring, & Briers (1992), the number of our nation's youth exhibiting at-risk behavior points to a lack of skills necessary for adulthood-skills in working with others, understanding self, communicating, making decisions, and leadership. These skills that are required by adults for everyday living are often called leadership life skills (Boyd, Herring & Briers, 1992). For the purposes of this study leadership life skill development was defined as the "development of life skills necessary to perform leadership functions in real life" (Miller, 1976, p.2). Leffert, Saito, Blyth, and Kroenke (1996) found the experiences young people have during early adolescence provide the foundation on which they develop their personalities and life skills. Early adolescence is a time of rapid change in young people, hence, this is often an excellent opportunity to make a positive impact upon

their development (Fox, Schroeder, & Lodl, 2003). The development of life skills is said to allow youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others (Boyd, Herring, & Briers, 1992).

William Brock, Chairman of the Labor Secretary's Commission on Achieving Necessary Skills (1992), wrote about the need for all educational programs to address the needs (other than academic) of students and society. Brock (1992) stated, "There is much more to life than earning a living, and we want more from education than productive workers. We want citizens who can discharge the responsibilities that go with living in a democratic society and with becoming parents" (p.4). The SCANS Report addressed the need for leadership training and the development of life skills needed by responsible, trustworthy adults. To address this issue in current times, youth agricultural organizations reaffirmed their long-standing mission of developing leaders for the future.

Introduction to Agricultural Youth Organizations

A brief history of 4-H.

Even before the federal government passed legislation formally establishing the Cooperative Extension Service and 4-H, the beginnings of a youth organization were beginning to surface. Times were changing in the beginning of the 20th century. For the first time, more Americans lived in an urban environment than on the farm. Parents were more concerned with providing their children with a start in life for futures that would be drastically different than the lives of their own. A new set of models was needed for both young men and women, as stated by Erickson (1986):

They had to be prepared to work as team members-providing or accepting supervision as the occasion demanded-yet they also had to be astute enough to recognize, and plucky enough to turn to their advantage, such opportunities as came their way. Above all, they had to have character. (p.20).

President Woodrow Wilson signed into effect the Smith-Lever Act in 1914, formally introducing the Cooperative Extension Service. The passage of the Act authorized not only the forming of the Extension Service, but a partnership with the land grant universities, the government and the citizens of America. Congress stated the Service's purpose was "to aid in diffusing among the people of the United States useful and practical information on subjects related to agriculture and home economics, and to encourage the application of the same" (Rasmussen, 1989). Since 1914, other subjects have been added to Extension's responsibilities, but agriculture and home economics have remained at the heart of the organization (Slocum, 2004). In short, the Extension Service is the informal educational arm of the land grant system in the United States, with a mission of education through instruction and practical demonstrations in agriculture, home economics, youth development and other related disciplines (Rasmussen, 1989).

The 4-H idea of practical, or applied, educational principles came at a time when many rural educators were openly questioning the relevance of public schools to rural youngsters (Wessel & Wessel, 1982). Education in agriculture was advancing at the University level; however, it became apparent that public schools had not progressed from mid-nineteenth century practices. As early as 1896, Cornell University's Liberty Hyde Bailey was trying to spark interest by passing out leaflets for youth interested in agriculturally related careers (Wessel & Wessel, 1982). News of the New York effort soon

found its way to professional meetings, and the idea spread to other states. One of the most successful youth educational efforts dealing with agriculture was initiated in Springfield Township, Ohio. There, in 1901, A.B. Graham found that young people who participated in organized clubs not only learned agricultural techniques, but also developed a sense of pride in their rural heritage (Wessel & Wessel, 1982).

At this time, land grant colleges had accumulated a vast body of knowledge on agricultural principles that could greatly increase farm productivity; however, farmers of the day showed little inclination to following farming practices suggested by college professors. The Extension Service hoped that programming would lead to a “better type of farmers and homebuilders” (Erickson, 1986). Utilizing a youth component, the partnership of Extension and land grant colleges hoped to educate adults through children’s agricultural and home economics projects. Corn clubs were formed throughout the nation, the beginning structure for the 4-H program. Parents, neighbors, and other farmers began to take note of the improved corn growing practices when it became apparent that the youth corn club members were obtaining considerably higher yields than anyone else in their community including farmers (Baker, 1991).

The applications of agricultural techniques learned by youth were, in turn, enhanced by corn contests. The response of youth to participate in organized clubs that offered incentives for competing was overwhelming (Slocum, 2004). Within a few years, using competition to enhance experiential learning within organized clubs had not only expanded to include girls clubs, but had spread throughout the United States (Ladewig & Thomas, 1987). The success of the corn clubs led to the expansion of other organized clubs including

garden projects, sewing, cooking, and canning as well as livestock clubs as early as 1905 in Nebraska. (National 4-H Headquarters, 2009).

From these beginnings, the purpose of 4-H developed to enable young people to reach their full potential and to help them develop a positive self-image. According to Parsons (1996), 4-H in its broadest sense is “a human development program designed to foster a sense of confidence, a feeling of accomplishment, and a heightened level of competence.” North Carolina 4-H states that the mission of the 4-H program is for the youth of America to learn leadership, citizenship, and life skills. Youth learn life skills such as public speaking, decision-making, organizational/planning, leadership, teamwork, record-keeping and communication skills. In support of this mission, 4-H provides formal and non-formal experiential learning for youth to “learn to be outstanding citizens and excellent leaders” (NC 4-H, 2010).

A brief history of FFA.

Similar to the beginnings of 4-H, agricultural education began with the passing of law, the Smith-Hughes Act of 1917, but the inception of parts of agricultural education began long before. Although Congress passed the Smith-Hughes Act in 1917, the impetus for the legislation began in 1907 when President Theodore Roosevelt urged Congress for a major school reform to provide industrial education in urban centers and agricultural education in rural areas (Tanner & Tanner, 1980). Charles A. Prosser was named to serve as the deputy commissioner for education in charge of vocational education (Stimson & Lathrop, 1942). Prosser was instrumental in the authoring of the Smith-Hughes Act of 1917 (Hyslop-

Margison, 2001), and even included the requirement of the project method as a condition to receive the benefits of the appropriations contained within the law.

...that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education (Phipps & Osborne, 1988, p. 550).

Initially called the project method, the concept of SAE can be traced back to the early 1900s when its creator, Rufus Stimson (Camp, Fallon, & Clarke, 1999). In 1908, Stimson served as director of Smith Agricultural School in Northampton, Massachusetts. As director, Stimson maintained that students would learn agriculture at the school and would then apply what they had learned on their home farms through the use of projects (Stimson & Lathrop, 1942).

Through the National Council for Agricultural Education, in cooperation with the National FFA Foundation, Barrick et al. (1992) published a handbook on supervised agricultural experiences entitled, *SAE: Experiencing Agriculture*. Barrick's work similarly follows the procedures of the originator of the method, Rufus Stimson. This handbook continues to be the primary document used in the profession of agricultural education today regarding the SAE program (Camp et al., 1999). Barrick et al. (1992) defined SAE as:

The actual planned application of concepts and principles learned in agricultural education. Students are supervised by agricultural teachers in cooperation with parents/guardians, employers, and other adults who assist them in the development and achievement in their educational goals. The purpose is to help develop skills and abilities leading toward a career (p. 1).

According to Jacobs and Grubb (2002), the Smith-Hughes Act of 1917 provided federal support for introducing innovations in high schools that might otherwise persist in being wholly academic institutions. Additionally, this was accomplished in the name of preparing the workforce to generate individual benefits and higher rates of economic growth. The development of agricultural leadership skills has been one of the primary aims of the National FFA Organization since its inception in 1928 (Wingenbach & Kahler, 1997). Among the primary purposes of this agricultural youth organization is the development of skills in communications, human relations, social abilities, citizenship, cooperation, and resource management (Official FFA Manual, 2009).

Youth Leadership Life Skill Development

The report by the Labor Secretary's Commission on Achieving Necessary Skills (SCANS), have identified basic skills necessary for individuals to possess in order to maintain productive employment in today's workforce. Some of these skills include: thinking skills, personal qualities, resource allocation skills, interpersonal skills and organizations skills (Brock, 1992). This report impressed upon the nation the need for youth to develop leadership life skills in order to become productive members of society (Walker, 2006). The 4-H and FFA programs goals align to the goals of the commission's report to meet the need for productive members of society.

Among the many variables that could influence leadership life skill development studied, some have had not had concrete results. One of these factors, age, has been determined to have a strong relationship to perceived leadership life skill development in one study (Wingenbach and Kahler, 1997). Another factor that has had mixed results on

predicting leadership life skill development is gender. Dormody & Seevers (1994) concluded that gender, along with other demographic variables were not related to leadership life skill development. However, Ricketts (2003) as well as Gamon and Dehegedus-Hetzel (1994) both concluded that females perceived a higher level of leadership life skill development. Participation in 4-H and FFA was another factor that has been known to predict a high level of leadership life skill development (Boyd, et al, 1992; Dormody & Seevers 1993; Wingenbach & Kahler, 1997).

Both 4-H and FFA specifically mention the acquisition of life skills, including leadership, as goals of their organizations. Miller, (1976) defines youth leadership life skills as the “development of life skills necessary to perform leadership functions in real life” (p.2). Miller separated the leadership life skills developed in the 4-H program into the following categories: “decision making, relationships, learning, management, understanding self, group processes, and communications.” Using Miller’s categorical breakdown of leadership life skills, Seevers, Dormody, & Clason (1995) developed the Youth Leadership Life Skill Development Scale (YLLSDS) to evaluate the life skill development of youth agricultural organization members.

Youth Leadership Life Skill Development Scale

Seevers, Dormody, & Clason, (1995) stated that while many cooperative extension service and agricultural educators believe that both 4-H and FFA provide effective leadership programming, there was little research to support the viewpoint. Therefore, they set out to develop a valid, reliable scale to measure youth leadership life skills development. The final summated scale of 30 indicators was developed creating the Youth Leadership Life Skill

Development Scale. The scale has been proven reliable through use in multiple studies with great success (Walker, 2006; Astroth, 1996; Smith, Genry, & Ketring, 2005; Wingenbach & Kahler, 1997).

Need for the Study

A North Carolina Cooperative Extension Service publication states, “The purpose of 4-H and FFA youth livestock projects is to teach young people how to feed, fit, and show their animals. The more important purpose is to provide an opportunity for personal growth and development of the young person.” (Adapted from Hammat, 1995, p. 2). Does involvement in livestock exhibition really contribute to leadership life skill development? Why do youth organizations, youth, parents, educators, and stakeholders invest large amounts of time, energy, and resources in youth livestock projects? Many studies have been conducted regarding youth leadership life skill development in organizations (Seevers & Dormody, 1994; Wingenbach & Kahler, 1997; Boyd, Herring, & Briers, 1992), however little research has been done to assess the impact livestock project exhibition has on youth leadership life skill development (YLLSD).

Evaluation is an essential tool for any education program. Boleman (2003) states that although there are various studies on the 4-H impact, 4-H youth development programs have continually fallen short in relation to the evaluation and accountability of the program. As needs and issues of people have changed, changes in evaluation have been implemented within Cooperative Extension Systems to gauge the impact of programming across the country. As 4-H grows and becomes more diverse, there is a need to prove the impact that the program is having on youth, families, and the local community (Boleman, 2003).

Evaluation of the livestock exhibition component of agricultural youth organizations is essential to ensure the overall objective of leadership life skill development is met.

Accountability measures must be taken in the face of more options for programming. One of the strengths of successful programs in agriculture and extension education is the ability to recognize and deal effectively with changing situations (Brown, 1991). In today's technology-driven world, some may say that organizations like 4-H are outdated, but those close to the program say 4-H has changed with the times and remains a proven path from the inexperience and uncertainty of youth to adult leadership and success (Sword, 2009). In recent years, there has been a push in agricultural youth organizations to "broaden their horizons" and engage in various programming away from the traditional agricultural roots. Science, Technology, Engineering, and Math (STEM) programming is becoming more prominent thanks to a gap in employees in those career fields. Providing accountability for more traditional programming is even more important in this new era of change.

Purpose of the Study

Previous studies (Boleman, 2003; Walker, 2006; Davis, Kieth, Williams & Frazee, 1999) have provided valuable insight into the field of leadership life skill development through livestock exhibition. However, these studies focused on unique perspectives of a participant's development including the parent's perspective of their child's development, and specific populations of livestock exhibitors, such as those at the Houston Livestock Show or National Junior Angus Association members. The purpose of this study was to determine the impact of livestock exhibition on youth leadership life skill development from the

participant's perspective. To accomplish this purpose the following objectives were established:

Research Objectives

- Describe the population of youth livestock exhibitors at the 2010 North Carolina State Fair.
- Describe the self-perceived youth leadership life skill development of livestock exhibitors at the fair using the Youth Leadership Life Skill Development Scale.
- Compare the leadership life skill development level of 4-H and FFA participants to exhibitors who do not participate in 4-H and FFA.
- Compare the leadership life skill development level of all livestock exhibitors to similarly aged youth who do not exhibit livestock.
- Determine, if one exists, a relationship between livestock exhibitor's scores on the YLLSDS and age, gender, and place of residence.

Significance of the Study

“The development of life skills allows youth to cope with their environment by making responsible decisions, having better understanding of their values, and being better able to communicate or get along with others” (Boyd, Herring, & Briers, 1992, p.1). First and foremost, agricultural youth organizations want to prepare future leaders. Evaluation and accountability are tools to determine if they are meeting that goal. By assessing the programs and investigating the impacts of livestock exhibition on youth leadership life skills development, one may be better equipped to improve existing programming. The study will hold the largest significance for secondary agricultural teachers and county Extension Agents on the programming and implementation level.

This study will help program educators make decisions related to traditional 4-H programming, and agriculture teachers related to FFA activities. Extension educators and agriculture teachers will be able to use this information for documentation of the programmatic impact of livestock exhibition on youth leadership life skills. Documentation of program impacts is increasingly important to federal, state, and local policy makers, extension and school administrators, and career technical education directors. These stakeholders and administrators continually seek evidence from research that validates programming funding and overall support of youth livestock projects (Walker, 2006).

Definition of Terms

4-H – 4-H is a positive youth development organization that empowers young people to reach their full potential. A vast community of more than 6 million youth and adults working together for positive change, 4-H enables America’s youth to emerge as leaders through hands-on learning, research-based 4-H youth programs and adult mentorship, in order to give back to their local communities (National 4-H Headquarters).

4-H Project-4-H'ers are encouraged to choose a project or projects and build their knowledge of the project subject material. They also complete activities related to the project area, keep records of their activities, give written and oral demonstrations about their projects, and participate in judging and other contests involving their project (Tennessee 4-H, 2009).

National FFA Organization-“The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education” (National FFA Organization, 2006).

Livestock Exhibition Projects-Any project shown at the state fair in the Junior Market Steer, Junior Heifer, Junior Barrow, Junior Market Hog, Junior Ewe, Junior Market Lamb, Junior Commercial Doe, Junior Breeder Doe, Junior Meat Goat, Junior Dairy Cattle, Junior Dairy Goat classes.

Youth Leadership Life Skills Development-“Development of life skills necessary to perform leadership functions in real life” (Miller, 1976, p. 2).

Youth Leadership Life Skills Development Scale (YLLSDS) - An instrument was developed to provide youth organization leaders and others concerned with youth development with an evaluation and research tool for measuring leadership life skills development. (Dormody, Seevers, & Clason, 1995, p. 1).

Limitations

- Data obtained consists of perceptions from the respondents. It is possible that sources of variability inherent to self-reporting may reduce the validity of the data.
- Since the population of the non-livestock participant group was a convenient sample, the results were limited to this population and not generalizable to the whole population of youth who do not participate in livestock projects.

Assumptions

- Development of leadership life skills is a desirable goal for youth.
- The respondents will understand the questions and know the answers.
- The respondents will tell the truth because the responses were confidential.

Chapter II:

Review of Literature

Emphasis in this study was placed on the leadership life skills gained by those youth who exhibit livestock compared to those youth who do not exhibit livestock. A secondary emphasis was to compare the leadership life skills gained by those who exhibit livestock and were part of an agriculture youth organization and those who exhibit livestock and not a part of an organization. The review of literature has been divided into the following sections: (a) youth development theories (b) developing leadership life skills in youth through 4-H and FFA, (c) life skills development related to participation in animal science projects, and (d) youth leadership life skill development scale instrument development and use.

Youth Development Theories

A thorough understanding of youth development is necessary to evaluate and assess youth programming needs. Immediately following childhood, the next stage in development is known as youth or adolescence. Individuals can vary anywhere from age nine into the early twenties (Mueller, 1989). Two major transitions are occurring at this time in an individual's life: cognitive maturation of analytical skills as well as physical maturation (Mueller, 1989).

Kohlberg's theory of moral development consists of three stages of moral principles used to assess individual's choices in moral conflict (Hayes, 1982). The first stage, preconventional, is when moral judgment is based on fear of punishment. Those in this stage don't consider the effects of their behavior on others, only discerning right from wrong based on the consequences their actions might affect them. In the next stage, conventional,

individuals have a need for approval from others and conformity, while maintaining a respect for authority. In the last stage, postconventional, individuals consider moral judgments based on a reflective view of society and begin the process of self-actualization. It is only in the last stage that youth make decisions based on universal ethics and with the thought of all people in mind.

Adolescent youth are typically in a transition between the conventional to postconventional stages because they are acquiring the ability to allow abstract thinking. The length of time this transition takes varies with each individual; however it could last years, leading to a time of conflict and uncertainty for those individuals (Slocum, 2004). Mueller (1989) states that adolescents can participate in leadership activities, providing opportunities for higher levels of thinking, making the transition a growth experience.

Erickson (1963) states that identity crisis is a stage of psychosocial adolescent development that occurs at the beginning of both cognitive and physical maturation. During this stage, adolescents search for connections between the familiar past and what they are experiencing in the present, which results in an unstable period. A smooth transition can be obtained if the adolescent is equipped with the appropriate skills to handle the situation (Erickson, 1963). According to both Kohlberg and Erickson, adolescence is a time for self-introspection, where youth try to understand their place in society. Erickson also notes that youth join organizations to help develop their identities (Erickson, 1963).

Positive youth development

Youth are influenced by their environment and positive youth development gives them a way to be successful by allowing them to positively contribute to their family, out-of-

school activities, neighborhood and communities (Lerner, 2007). When the strengths of youth are nurtured, they can develop life skills and apply the life skills to other positive contexts (Lerner, et al., 2008). According to Lerner (2007), the path way to positive youth development is the Five C's: competence, confidence, connection, character, and caring. If all five of these skills of youth development are met in an individual then a sixth C will develop in the youth's actions in the form of contribution (Lerner, 2007).

According to Lerner (2007), there are three ways to promote the Five C's of positive youth development within adolescents. First, youth must be given the opportunity to have sustained, positive interactions with adults. Next, youth need to be involved in structured activities that nurture the development of life skills. Lastly, youth need to have the opportunity to become leaders in their local communities.

FFA and 4-H strive for positive youth development in their youth by satisfying Lerner's Five C's: competence, confidence, connection, character, and caring. By carrying out specific projects and SAE's, 4-H and FFA hope for the development of leadership life skills through experiential learning.

Experiential learning

Experiential learning has been defined many times and in many ways. One such definition states that experiential learning takes place as: "educational programs offered as an integral part of the general school curriculum, but it takes place outside the conventional classroom, where students are in new roles featuring significant tasks with real consequences and where the emphasis is on learning by doing with associated reflection" (Weatherford & Weatherford, 1987, p. 2). Experiential learning is the foundation for 4-H projects and SAE.

The 4-H motto “Learning by Doing” and the beginning of the FFA motto “Learning to Do, Doing to Learn...” embody the Experimental Model of Learning. There are five steps in the practical application of the Experimental Model of Learning: 1.) experience, 2.) share, 3.) process, 4.) generalize, and 5.) apply (Diem, 2004). The process begins by having youth take part in an activity given only basic instructions, safety hazards, and time limitations. Youth are not previously shown the activity. Then, youth share their experiences talking about results, reactions, and observations of their experience out loud. The third step is to process through reflection and analysis of the skills learned through the experience. The fourth step is to generalize how youth could use the life skills learned in the activity in the real world. Lastly, the fifth step is to apply the life skills learned to similar or different situations (Diem, 2004).

Some advantages of using the Experiential Learning Model include multiple teaching and learning methods, which can be used in this model as the learner of the center of instruction. Through this process, youth can build self-esteem through the discovery process and have fun with both teacher and learner (Diem, 2004).

Youth organizations, such as 4-H and FFA, utilize experiential learning to develop leadership life skills in their participants. These youth organizations provide an environment to identify the skills learned throughout the experience and apply them to their daily lives, therefore increasing their overall life skill development.

Impact of prolonged participation in youth organizations

Eccles, Barber, Stone, and Hunt (2003) reported that adolescent involvement in extracurricular activities can contribute to a young person’s need for social relatedness and

help shape their identity as a valuable member of their community and/or organization. They also found that participation in school-based leadership and spirit activities, sports, and academic clubs increased the likelihood that youth would be enrolled as a full-time college student at age 21.

Hansen, Larson and Dworkin (2003) reported that adolescents who participated in youth activities reported a higher degree of personal development. Teens who participated in youth-based activities “reported higher rates of experience with goal setting, problem solving, effort, and time management” (p. 48). Hansen, Larson, and Dworkin (2003) also found that adolescents who participated in more youth activities had stronger experiences in teamwork, leadership, and social skills.

Dworkin, Larson, and Hansen (2003) found positive correlations between participation in youth activities and reported growth in teamwork and social skills. Youth in the study also reported through youth activities they learned about leadership and responsibility, working with a group, receiving and giving feedback and communication skills.

FFA and 4-H are just two examples of youth organizations that promote positive youth development. Extensive research has been conducted on the leadership life skill development through these organizations as a means of evaluation and accountability of the organizations.

Leadership Life Skill Development through 4-H and FFA

The National FFA Organization and the 4-H Youth Development program have spent considerable time developing, implementing, and evaluating youth leadership activities whose specific intent was to develop and improve leadership skills (Wingenbach, 1995).

Boyd (1991) sought to determine relationships between participation in the Texas 4-H program and leadership and life skills. A questionnaire was sent to all Texas 4-H members ages 13-19 as well as a similarly aged control group. (Boyd, Herring, & Briers, 1992). Participants answered questions regarding their perceived leadership and life skill development and participation in 4-H and non 4-H activities (Boyd, 1991). Major findings included 4-H club members perceived themselves as having developed significantly higher levels of leadership skills than non 4-H members and a moderate relationship existed between 4-H participation and the scale of leadership.

Fox, Schroeder, & Lodl (2003) conducted a study to determine if 4-H alumni perceived themselves as having gained life skills through the 4-H club experience and, if so, to what degree. The study found that in the leadership area, 4-H alumni indicated they gained “citizenship skills,” “the ability to take orders,” and “networking skills.” When 4-H alumni were asked to identify the most important thing learned through the 4-H Club experience, leadership skills were often cited (Fox, Schroeder, & Lodl, 2003). 4-H club involvement had the most influence on the development of responsibility, with 58.8% of respondents indicating 4-H Club involvement as the primary influence on the development on that skill (Fox, Schroeder, & Lodl, 2003).

Some of the most definitive data in the study of leadership life skill development were collected by Dormody & Seevers (1994, 1995). Beginning in 1994, Dormody & Seevers realized the importance of “conceptualizing, operationalizing, validating, and assessing the reliability and dimensionality of measure of youth leadership and life skills development, particularly for use with FFA members” (p. 66). Through an extensive review of literature, they discovered research results in contrast to the popular agricultural youth organizations results of the time. Specifically stated,

Other studies have yielded conflicting results. Vail (1988) found more similarities than differences between national leaders with and without vocational student organization backgrounds. Cubilla (1989) found more similarities than differences between national leaders with or without 4-H backgrounds (p. 65).

Seevers & Dormody (1993) conducted a study in an attempt to determine the predictors of youth leadership life skills development among senior 4-H members in Arizona, Colorado, and New Mexico. In the 4-H study, the researchers found participation in 4-H leadership activities explained 12.6% of the variance in YLLSD scores among senior 4-H members and gender predicting 1.7% of the variance (Seevers & Dormody, 1993). Among the variables studied, 4-H leadership activities were the biggest factor explaining leadership life skill development. That is, as participation in 4-H leadership activities increases, leadership life skill development increases.

In a similar study, Dormody & Seevers (1994), attempted to determine the predictors of youth leadership and life skills development from among participation in FFA leadership activities. As with the previous study, the tri-state area of Arizona, Colorado, and New Mexico FFA members were utilized and given mail questionnaires. The major findings

concluded that three variables: achievement expectancy, participation in FFA leadership activities, and gender, explained significant amounts of the variance in YLLSDS.

Achievement expectancy explained 14% of the total variance while participation in FFA leadership activities explained 2.3% and gender explained 0.9% of the variance in YLLSDS scores (Dormody & Seevers, 1994). Most of the variance found was explained by achievement expectancy, that is FFA members perceived themselves as better leaders because that is what they were expected to do within the FFA organization.

Wingenbach (1995) conducted a study to determine if meaningful relationships existed between Iowa FFA members' self perceived youth leadership and life skills development scores and their participation in youth leadership activities. Wingenbach (1995) concludes that FFA member's self-perceived youth leadership life skills development level increased moderately as a result of FFA experiences. The researcher even goes so far as to caution agriculture educators to not be overzealous in their generalizations about the total impact of the FFA program in developing leadership skills.

Leadership life skill development has been well documented through 4-H and FFA programs as a whole. However, little research has been conducted on specific project or SAE experiences to document the impact on leadership life skill development. One of the specific areas of interest includes animal science projects or SAEs because of their popularity among 4-H and FFA members.

Life Skill Development Related to Participation in Animal Science Projects

Evidence shows that 4-H livestock projects benefit participants by helping them develop valuable life skills (Ward, 1996). Each year, 4-H members exhibit their project

animals at thousands of county and state fairs and countless other livestock shows while simultaneously learning life skills that go beyond their livestock project (Slocum, 2004). Several studies have investigated the relationship between participation in animal science projects and the development of valuable life skills (Ward, 1996; Davis, Kieth, and Frazee, 2001; Rusk et al. 2002; Boleman, 2003; and Walker, 2006).

Ward (1996) conducted a study of 4-H alumni in New Jersey to discern the impact that exhibiting livestock projects had on the development of their life skills. The life skills included in the study were: ability to make decisions, development of a spirit of inquiry, ability to relate to others, maintaining of records, public speaking, give positive self-esteem, and help accept responsibility. The top ranked life skills were: help accept responsibility and ability to relate to others. Spirit of inquiry, decision making and public speaking were tied for the next spot. Ward concluded that the 4-H animal science program does have a positive influence on life skill development.

Davis, Kieth, and Frazee (2001) developed a qualitative study to validate the perceived benefits of competitive livestock exhibition by Texas 4-H members. The design of this study utilized family interviews of youth livestock exhibitors at the Houston Livestock Show & Rodeo. Major findings of the study included six major benefits as a result of competition through showing livestock: (1) social relations, (2) character, (3) family, (4) competition, (5) learning new culture and environments, and (6) helping finance the youth's education.

Rusk et al. (2002) set out to determine life skills gained from participating in the 4-H livestock judging program in Indiana. A mailed questionnaire was developed by selecting ten life skills from the Secretary's Commission on Achieving Life Skills (SCANS) report

(Brock, 1992) and was sent to former 4-H youth who participated in livestock judging. The ten life skills selected included: decision making, ability to verbally defend a decision, livestock industry knowledge, oral communication, organizational skills, problem solving, self-confidence, self-discipline, self-motivation, and teamwork. The highest among the ten life skills were: verbally defend a decision, industry knowledge, oral communication, and decision making. Rusk et al. (2002) concluded that the Indiana 4-H livestock judging program has positively impacted the lives of the participants.

Boleman (2003) found that parent's of livestock exhibitors in Texas indicated that their children were developing life skills as a result of exhibiting livestock. The quantitative study used a questionnaire that contained 13 life skill indicators and was mailed to 4-H members exhibiting beef, swine, sheep, and goats. Among all four species of livestock studied, "accepting responsibility" was the life skill with the highest mean score. "Positive self-esteem" and "ability to relate to others" were two other life skills that produced moderate to high mean values among all species.

Walker (2006) found that self-perceived leadership life skill development of National Junior Angus Association members as a result of exhibiting a beef project was significantly high. Using the Youth Leadership Life Skill Development Scale by Seevers, Dormody, & Clason (1995), all National Junior Angus Association members surveyed showed at least a "Moderate Gain" of overall life skill acquisition. The life skills found to have the highest scores included "show a responsible attitude", "can set goals", and "can set priorities."

These studies have cumulatively concluded that participation in animal science projects have led to an increase in life skill development in those participants. Several of the studies

utilized a specific survey questionnaire, the Youth Leadership Life Skill Development Scale, as part of their inquiry into leadership life skill development of youth within the 4-H and FFA organizations.

Youth Leadership Life Skill Development Scale Instrument Development and Use

The beginning of leadership development

One of the first pioneers of the youth leadership field, Miller (1976) defined leadership life skill development as development of life skills necessary to perform leadership functions in daily living. Miller conducted some of the earliest research on indicators of youth life skills (Slocum, 2004). Miller (1975) conducted a study to obtain views of youth leadership life skill development in 4-H from 4-H members, adult volunteer 4-H leaders, and extension personnel in Oklahoma. Sixty eight leadership life categories were identified in six generic categories. These categories included decision making, relationships, learning, management, understanding self, and group process. Of these 68 indicators, only 17 were identified as a consensual first priority.

Miller (1976) furthered the depth of leadership research when he used a panel of Extension Service experts to identify their opinions on leadership life skill indicators. The panel conceptualized leadership life skills developed in 4-H as seven sub-domains including communication skills, decision-making skills, skills in getting along with others, learning skills, management skills, skills in understanding self, and skill in working with groups. The construct was re-worked with 60 indicators, only including 12 that were on the first-priority list from the Delphi Study.

Conceptualizing and operationalizing YLLSDS

Seevers & Dormody (1995) stated that a review of existing literature of the field revealed that researchers had not completed the task of conceptualizing, operationalizing, and assessing the validity, reliability, and dimensionality of a measure of leadership life skills development for research and evaluation with both 4-H and FFA members. With this information as their guide, they conducted a study to develop a valid, reliable scale to measure youth leadership life skills development.

The first phase of development involved the conceptualization of youth leadership life skills development. In Seevers, et al. (1995), youth leadership life skills development was conceptualized to have seven sub-domains based upon Miller's (1976) work. The 68 indicators of youth leadership life skills development according to Seevers, et al. came from the following sources:

1. Miller's (1976) 60 indicators of leadership life skills developed in 4-H.
2. Miller's (1975) earlier work resulted in 17 first priority indicators. Three of these are included in Seevers, et al. that were not included among the 60.
3. Two indicators dealing with manners and personal appearance, and one indicator dealing with decision-making from FFA materials.
4. Two researcher-developed indicators, one related to problem solving and the other related to learning by doing based on the 4-H and FFA mottos.

The scale developed by Dormody and Seevers asked youth to assess their development of 30 different leadership life skills as a result of 4-H or FFA experiences. These skills fall into

the seven sub-domains previously mentioned: communication, decision-making, getting along with others, learning, management, understanding yourself, and working with groups. According to Dormody & Seevers (1994), some of the skills on the scale fit within the traditional “industrial construct” of leadership, leadership as the ability to influence others to achieve set goals. Others fit within the “emerging” or collaborative model of leadership, where leadership is a process of combining the ethics of individuals into the mores of a community.

Chapter Summary

Kohlberg’s theory of moral development as well as Lerner’s Five C’s of Positive Youth Development, lend to the concept that development of life skills through organizations is beneficial and desirable in today’s youth. Youth in organizations such as 4-H and FFA develop leadership life skills through participation in projects or experiences that follow the steps of experiential learning. So far, there have been numerous studies conducted on the leadership life skill development of youth who take part in 4-H and FFA. There have also been several studies conducted on the leadership life skill development of youth who exhibit livestock. These studies have focused on specific populations like National Junior Angus Association members or a qualitative study on those exhibiting at the Houston Livestock Show. Another study focused on the parent’s perceptions of their children’s life skill development through livestock projects in the 4-H program. No study has looked at leadership life skill development through livestock exhibition in a general context, not necessarily in 4-H or FFA participation.

Chapter III: Methodology and Procedures

Purpose

The purpose of this study was twofold: first to compare the leadership life skills gained by youth who exhibit livestock who are involved in 4-H and FFA to those who are not involved in these youth organizations; second to compare the leadership life skills gained by youth participating in livestock exhibition with those youth who do not exhibit livestock. This chapter describes the population utilized for this study; research design; variables; description of the instrument; data collection; validity and reliability of instruments; statistical treatment of the data; and data analysis.

Population

The population for this study consisted of youth, ages 16-21, who exhibited livestock in a Junior Show at the 2010 North Carolina State Fair. The North Carolina State Fair Livestock Office provided an exhibitor list for all Junior Shows for 2010. Junior livestock shows at the fair include Market Steer, Beef Heifer, Market Barrow, Market Lamb, Ewe, Meat Goat, Breeder Does, Commercial Does, Dairy Cattle, and Dairy Goat. From this list, 201 exhibitors were found to meet the age requirements of 16-21 years old. This group will be referred to as livestock exhibitors throughout the report.

A control group was utilized, with youth of similar age. Students enrolled in introductory level Animal Science and Agricultural Institute courses at North Carolina State University were used to compare to those youth who do exhibit livestock. This comparison

group will be referred to throughout the report as non-livestock participants. Mean ages for each sample group were computed to ensure similarities between the two groups.

Research Design

The research design of this survey research project is descriptive in nature. It uses a case-control design approach to gather the perception of leadership life skill development of livestock exhibitors and how they differ from the perceived level of leadership life skill development from a control group of those who do not show livestock (Diem, 2000). The design also included comparing the leadership life skill development of livestock exhibitors who had participated in 4-H and FFA to those who had not.

Variables

The dependent variable for the study was the perceived level of leadership life skills development as determined by the Youth Leadership Life Skills Development Scale (YLLSDS). The scale developed by Seevers, Dormody, and Clason (1995) includes 30 indicators, reduced from the original 68 leadership indicators categorized by Miller (1976). Despite the cut in indicators, all seven of the original conceptual sub-domains developed by Miller (1976) are represented in the final scale. The conceptual sub-domains in the scale and the number of indicators for each include communication skills (2), decision-making skill (5), skills in getting along with others (7), learning skills (4), management skills (3), skills in understanding self (6), and skills in working with groups (3). Each indicator on the scale used a four point sub-scale ranging from 0-“no gain” to 3-“a lot of gain.” Summated scores could range from 0 to 90.

The first independent variable of the study was youth organization participation among livestock exhibition participants. The two levels of youth organization participation were a) 4-H and FFA participant, or b) neither youth organization participant. The second independent variable was type of livestock exhibition participation. The two levels of type of participation were a) livestock exhibition participant, or b) non-livestock exhibition participant.

Since the entire population of youth ages 16-21 who participated in a livestock exhibition at the 2010 North Carolina State Fair was included in the study, selection was not considered to be a threat to the validity of the study.

Instrumentation

The design of the instrument was a two part survey. The first part was demographic data including: age, gender, place of residency, 4-H participation and FFA participation. The second part was the Youth Leadership Life Skill Development Scale.

The Youth Leadership Life Skill Development Scale (YLLSDS) was developed by Seevers, Dormody, & Clason (1995); after they recognized the importance of youth organizations to assess the impacts programming has on youth leadership life skills. The instrument is an evaluation tool to measure youth leadership life skills in a variety of research applications. One such research application is a descriptive research design, such as this study. The Chronbach's alpha reliability coefficient for the 30-item scale was .98. Written permission was obtained from the authors to use YLLSDS in this study (Appendix C).

Face, content, and construct validity

Even though 66 of the 68 indicators of youth leadership life skill development came from the literature, and all 68 fell into one of the seven sub-domains, Seevers et al. (1995) further assessed the questionnaire for face and content validity. This was performed by a panel of seven experts in the field including two state Cooperative Extension Service administrators, two faculty members in vocational education, a faculty member in educational administration, and two faculty members in research methods and statistics.

During construct validity, Seevers et al. (1995) eliminated indicators of youth leadership life skills development in the following three ways. Firstly, item analysis was performed on the scale of 68 indicators, with no indicators eliminated under the first criterion, dropping indicators with a correlation below 0.25 with respondent's total score for the scale. However, six indicators were eliminated on the basis of low variance or extreme skewness, reducing the scale to 62 indicators. Secondly, internal structure construct validity was conducted, where an indicator was eliminated if it had a negligible or low association with single indicators on the scale, 26 indicators were eliminated, reducing the scale to 36 indicators. Finally, cross structure construct validity was performed, in which remaining indicators were evaluated in relationship to indicators of other concepts known to have relationship with youth leadership life skills development; six indicators had low association with years in 4-H or FFA, eliminating them and reducing the scale to 30 indicators (Seevers, Dormody, & Clason, 1995).

Based on the results from Seevers, Dormody, & Clason, the YLLSDS is, in its entirety, a valid and reliable measure of youth leadership life skills development. The scale

may be used as a dependent variable in a wide variety of studies using differing research designs, including studies that attempt to predict youth leadership life skill development based on youth organization participation and causal-comparative studies (Seevers, Dormody, & Clason, 1995). However, due to the unidimensional nature of the YLLSDS, they do caution against using the indicators grouped by original sub-domain, or any other arrangement, as subscales of youth leadership life skills development (Seevers, Dormody, & Clason, 1995).

Data Collection

Data collection was conducted in two parts for this study. The first part of data collection, those for the livestock exhibition participants, was conducted at the 2010 North Carolina State Fair. Data collection was conducted throughout the course of the fair by the researcher (Appendix B). Participants were asked to participate in the study during check-in of their livestock species. After consent was obtained, participants completed the survey instrument (Wallen & Fraenkel, 2001). The second part of data collection was conducted at North Carolina State University, Fall 2010 Semester. Students currently enrolled in an introductory animal science and introductory agriculture institute course were given the survey to complete (Wallen & Fraenkel, 2001). Of 201 possible livestock exhibition participants, 139 usable surveys were obtained for a response rate of 69%. Of 122 possible non-livestock participants, all 122 surveys were collected for a 100% response rate. According to Gall, Borg, & Gall (1996), that if after appropriate follow up procedures have been carried out and a response rate of less than 80% was achieved, then a random sample of twenty non-respondents should be contacted. Twenty non-respondents, of the possible

livestock participants were contacted for purposes of data collection. Statistical comparisons were then conducted between respondents and non-respondents. There was no statistically significant difference between respondents and non-respondents.

Data Analysis

To fully evaluate the effects of livestock exhibition, respondents were sorted into four groups, separated into two pairs: (a) 4-H and FFA participants who were exhibiting livestock, and (b) youth exhibiting livestock not members of either youth organization, and; (a) youth participating in livestock exhibition, and (b) youth who were not participating in livestock exhibition.

Data were analyzed utilizing the Statistical Package for Social Sciences (SPSS) Program 17.0 for Windows. Descriptive statistics were used to determine the mean scores of YLLSDS for each group as well as mean scores for each indicator. Data were summarized using frequencies, percentages, means, and standard deviations. Independent t-tests were used to determine the differences, if any, of the YLLSDS scores between both the livestock exhibitor's and the non-livestock participants and 4-H and FFA participants and other livestock exhibitors with significance of $p < .05$. Multiple regression analysis was used to determine if any demographic data could predict YLLSDS scores.

Chapter Summary

This study utilized a population of 201 youth, ages 16-21 who exhibited livestock in a Junior Show at the 2010 North Carolina State Fair. This group is referred to as livestock exhibitors. A control group was utilized, with youth of similar age, who were enrolled in

introductory Animal Science and Agricultural Institute courses at North Carolina State University. This group is referred to as non-livestock participants throughout the study.

The dependent variable for the study was the level of leadership life skills development as determined by the Youth Leadership Life Skill Development Scale (YLLSDS). The first independent variable of the study was youth organization participation among livestock exhibition participants. The two levels of youth organization participation were a) 4-H and FFA participant, and b) neither youth organization participant. The second independent variable was type of livestock exhibition participation. The two levels of type of participation were a) livestock exhibition participant, and b) non-livestock exhibition participant.

The instrument was a two part survey including demographic data (age, gender, place of participation, and 4-H and FFA participation) and the Youth Leadership Life Skill Development Scale. Data collection was conducted in two parts, at the 2010 North Carolina State Fair and in the fall 2010 semester at North Carolina State University. At the 2010 North Carolina State Fair, 139 usable surveys were collected, a response rate of 69%. All 122 possible non-livestock participants on campus surveys were collected for a 100% response rate.

Using SPSS, data were summarized using frequencies, percentages, means, and standard deviations. Independent t-tests were used to determine the differences, if any, of the YLLSDS scores between both the livestock exhibitor's and the non-livestock participants and 4-H and FFA participants and all other livestock exhibitors. Multiple regression analysis

was used to determine if any relationships existed between demographic data collected and YLLSDS of all groups.

Chapter IV:

Results

The purpose of this study was to determine whether youth perceive to gain leadership life skills through their involvement with livestock exhibition in North Carolina.

Objective 1: Describe the population of livestock exhibitors at the 2010 North Carolina State Fair and comparison participants

Profile of livestock exhibition participants.

Four demographic questions were asked including: gender, age, residence, and participation in 4-H and FFA. Results are reported below for both the sample and control groups, for purposes of comparison and demonstration of equity.

Gender.

The majority of the participants in the livestock exhibitor group were female, 60.9%. Males made up 39.1% of the livestock exhibitor's sample. The majority of the participants in the non-livestock group were also female, (76.2%) (Table 1).

Table 1

Gender of Study Participants				
Gender	Livestock Exhibitors		Non-Livestock Participants	
	Frequency	Percentage	Frequency	Percentage
Male	54	39.1	29	23.8
Female	84	60.9	93	76.2
Total	138	100.0	122	100.0

Age.

Each participant was asked to provide their age at the time of the study. In the livestock exhibitor sample, the 17 year-old group had the highest percentage (21.7%) with the 18 year-old group close behind (21.0%). The least represented age was 21 years, with only 8% of exhibitor's in that group (Table 2). Because of the comparative population chosen, no one in the non-livestock population was 16 years of age. Only one individual indicated their age as 17 years, while the majority of non-livestock participants (70.5%) were 18 years of age (Table 2). Because of the differences in populations and proposed comparisons the mean ages for each group were calculated. The mean age for the livestock exhibitor group was 18.02 years, while the non-livestock participants group was 18.44 (Table 3).

Table 2

Individual Age Group Frequencies and Percentages for Participants				
Age	Livestock Exhibitors		Non-Livestock Participants	
	Frequency	Percentage	Frequency	Percentage
16	28	20.3	0	0
17	30	21.7	1	0.8
18	29	21.0	86	70.5
19	24	17.4	21	17.2
20	16	11.6	8	6.6
21	11	8.0	6	4.9
Total	138	100.0	122	100.0

Table 3

Mean Age and Standard Deviations of Research Participants			
Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Age			
Livestock Exhibitors	18.02	1.55	138
Non-Livestock Participants	18.44	0.83	122

Place of Residence.

The selection of “farm” as place of residence had the majority of answers (66.7%) within the livestock exhibitor respondents. “Small Town” was the most popular answer (30.3%) within the non-livestock participants. The selection of “city” was the least indicated response in both populations with only 1.4% of livestock exhibitor’s and 11.5 % non-livestock participants selecting that answer (Table 4).

Table 4

Frequencies and Percentage for Place of Residence of Participants				
Place of Residence	Livestock Exhibitors		Non-Livestock Exhibitors	
	Frequency	Percentage	Frequency	Percentage
Farm	92	66.7	24	19.7
Rural/ Non-farm	21	15.2	18	14.8
Small Town	17	12.3	37	30.3
Suburb	5	3.6	29	23.8
City	2	1.4	14	11.5
Total	137	100.0	122	100.0

4-H or FFA Participation.

Participants were asked to indicate whether they had participated in 4-H, FFA, or neither. Almost all (89.1%) of livestock exhibitors had participated in 4-H or FFA. Of those

non-livestock participants, 36.1% had participated in 4-H or FFA, while 63.9% had no experience in either organization (Table 5).

Table 5

Frequencies and Percentages for 4-H or FFA Participation of Participants				
Participation	Livestock Exhibitors		Non-Livestock Participants	
	Frequency	Percentage	Frequency	Percentage
4-H or FFA	123	89.1	44	36.1
Neither	15	10.9	78	63.9
Total	138	100.0	122	100.0

Objective 2: Describe the self-perceived youth leadership life skill development of livestock exhibitors at the fair using the Youth Leadership Life Skill Development Scale.

The Youth Leadership Life Skill Development Scale has possible scores, 0-90. The composite mean YLLSDS score of livestock exhibitors was M=73.68 (Table 6). Youth Leadership Life Skill Development Scale scores ranged from a low score of 35 to a maximum of 90.

Table 6

Mean and Total Youth Leadership Life Skill Development Scale (YLLSDS) scores (n=138)				
	M	SD	Min.	Max.
YLLSDS Scores	73.68	13.14	35	90

The participants reported on skills, each a line on the instrument as a result of their livestock exhibition. Livestock exhibitors reported a total of 13 skills as “a lot of gain” with mean scores above a 2.50. The top three items identified were: “can set goals” (M=2.77);

“show a responsible attitude” (M=2.76); and “can set priorities” (M=2.67). The items receiving the lowest mean scores were: “am sensitive to others” (M=1.83); “can express feelings” (M=2.06); and “trust other people” (M=2.20) (Table 7).

Table 7

Ratings of Individual Life Skills items (n=138)

Life Skills	<i>N</i>	<i>M</i>	<i>SD</i>
Can set goals	138	2.77	0.54
Show a responsible attitude	138	2.76	0.48
Can set priorities	138	2.67	0.54
Respect others	138	2.65	0.69
Can delegate responsibility	138	2.62	0.65
Get along with others	138	2.59	0.67
Use rational thinking	138	2.59	0.60
Have a friendly personality	138	2.59	0.71
Can solve problems	138	2.56	0.63
Have a positive self-concept	138	2.55	0.59
Have good manners	138	2.54	0.72
Can handle mistakes	138	2.53	0.63
Can be flexible	138	2.53	0.65
Can be tactful	138	2.49	0.68
Can clarify my values	138	2.48	0.71
Recognize the worth of others	138	2.48	0.64
Can use information to solve problems	138	2.46	0.67
Can listen effectively	138	2.45	0.64
Consider input from all group members	138	2.44	0.73
Can determine needs	138	2.43	0.64
Can be honest with others	138	2.40	0.81
Consider the needs of others	138	2.38	0.73
Am open to change	138	2.37	0.76
Create an atmosphere of acceptance	138	2.36	0.75
Can consider alternatives	138	2.33	0.74
Am open-minded	138	2.30	0.79
Can select alternatives	138	2.26	0.74
Trust other people	138	2.20	0.83
Can express feelings	138	2.06	0.96
Am sensitive to others	138	1.83	0.99

Note: Summated rating scale ranged from 0-3. 0=No Gain, 1=Slight Gain, 2=Moderate Gain, 3=A Lot of Gain

Objective 3: Compare the leadership life skill development level of 4-H and FFA participants to exhibitors who do not participate in 4-H and FFA.

An independent t-test was used to determine if any differences occurred between the YLLSDS scores of the livestock exhibition participants who have been involved in 4-H and FFA compared to those who have not. Mean scores for livestock exhibitors who had participated in 4-H or FFA were 73.94 compared to 71.60 for non-livestock participants respectively, which was not found to be statistically significant (Table 8).

Table 8

Comparison of Life Skill Gained by Youth Organization Participants and Non-Participants						
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Sig. (2-tailed)
4-H or FFA Participants	123	73.94	13.12	136	0.65	0.52
Neither	15	71.60	13.55			

Objective 4: Compare the leadership life skill development level of all livestock exhibitors to similarly aged youth who do not exhibit livestock.

An independent t-test was used to determine if any differences occurred between the YLLSDS scores of those who exhibit livestock compared to those who do not. Mean score for livestock exhibitors was 73.68, while the mean YLLSDS score for non-livestock participants was 75.43 (Table 9). The t-test showed that there is not a difference in the level of life skill development between the livestock exhibitors and those who did not exhibit livestock.

Table 9

Mean and Independent Samples t-test for YLLSDS by Livestock Exhibition Participation

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Sig. (2-tailed)
Livestock Exhibitors	138	73.68	13.14	255	1.15	0.25
Non-Livestock Participants	119	75.43	10.75			

Objective 5: Determine and describe the relationship, if one exists, between participant’s scores on the YLLSDS and age, gender, and place of residence.

The relationship between livestock exhibitor’s youth leadership life skill development and demographic variables.

All variables, gender, age, place of residence, 4-H and FFA participation, were entered into a multiple regression analysis. Only gender was found to have a relationship, all others were excluded. The proportion of variance explained by gender was determined to be 0.030 (3.0%).

Gender.

There were more females (n=84), who participated in the study than males (n=54). The YLLSDS mean score for females was $M=75.52$, $SD=13.16$ and $M=70.83$, $SD=12.71$ for males (Table 10). Overall, females scored higher than males on the YLLSDS in this study. An independent t-test measuring the association of gender and YLLSD revealed a statistically significant difference between males and females on overall YLLSDS score (Table 10).

Table 10

Livestock Exhibitors- Mean and Independent t-test for YLLSDS by Gender						
Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Sig. (2-tailed)
Male	54	70.83	12.71	136	2.07	0.04
Female	84	75.52	13.16			

The relationship between non-livestock participant’s youth leadership life skill development and demographic variables.

All variables, gender, age, place of residence, 4-H and FFA participation, were entered into a multiple regression analysis. All variables were excluded, indicating that none can predict variance of the mean leadership life skill development score. Because gender was an indicator of the development of the livestock exhibitor population, an independent t-test was run to determine the significance and why it was excluded from regression. The significance was found to be 0.058, (Table 11) just over the exclusion mark of 0.05 for this study.

Table 11

Non-Livestock Participants- Mean and Independent t-test for YLLSDS by Gender						
Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Sig. (2-tailed)
Male	29	72.14	9.98	117	1.92	0.058
Female	90	76.49	10.83			

Chapter V:

Summary, Conclusions, Implications, and Recommendations

An overview of the research and conclusions are included in this chapter. Topics addressed include a discussion of the conclusions, recommendations for practice, and implications for future research.

Summary

Agricultural youth organizations, like 4-H and FFA, incorporate livestock projects into their programming in the hopes of meeting their ultimate vision of positive youth development, providing youth with leadership life skills necessary to become successful adults. The purpose of this study was to determine the impact of livestock exhibition on youth leadership life skill development from the participant's perspective via an in-person questionnaire.

The results were intended to aid North Carolina Extension professionals and FFA advisors with the design of program activities to further the overall goal of life skill development in members. The study asked livestock exhibitors to reflect on past experiences and convey the perceived life skill development gained through livestock exhibition.

The study addressed the following research objectives:

- Describe the population of youth livestock exhibitors at the 2010 North Carolina State Fair.
- Describe the self-perceived youth leadership life skill development of livestock exhibitors at the fair using the Youth Leadership Life Skill Development Scale.
- Compare the leadership life skill development level of 4-H and FFA participants to exhibitors who do not participate in 4-H and FFA.
- Compare the leadership life skill development level of all livestock exhibitors to similarly aged youth who do not exhibit livestock.

- Determine, if one exists, a relationship between livestock exhibitor's scores on the YLLSDS and age, gender, and place of residence.

The study used a descriptive research approach that was designed to assess the impact of exhibiting livestock had on leadership life skill development. The study was conducted with an in-person survey instrument at the 2010 North Carolina State Fair. The population was defined as youth, ages 16-21, exhibiting livestock at the fair. A master list was obtained from the fair office of all exhibitors, with a total of 201 for the population. Overall, 138 completed surveys were completed for a 69% response rate. A comparison group of similarly aged youth who did not participate in livestock exhibition also completed the survey instrument (n=122). All 122 completed the survey, for a 100% response rate. Since this study selected only livestock exhibitors in North Carolina, one should be careful to generalize the results of this study beyond the state fair exhibitors. With this in mind, and based on the findings of the study, the following conclusions were made.

Conclusions/Implications

Research objective 1.

From the demographic data, comparisons between the livestock exhibitor's and the non-livestock participants can be drawn. When comparing gender, in both groups, the majority of participants were female. However, in the non-livestock group, females made up 76.2% of participants compared to 60.9% of livestock exhibitors who were female. Age was similar for both groups where the livestock exhibitor's mean age was 18.02 years and for the non-livestock participants was 18.44 years of age. The majority of livestock exhibitors indicated their main place of residence as "farm" (66.7%). The non-livestock participants

indicated “small town” as the majority (30.3%) for their place of residence, although the remaining answers had almost equal responses. The researchers would like to note that 37% of livestock exhibitors were over the age of 18. Eighteen years old or senior year of high school is the common cut-off age for participation in 4-H and FFA events. However, this research concludes that there is still interest to be involved in livestock exhibition past the age of 18. The researcher also conclude that most of the young people engaging in livestock exhibition are from rural areas, while most who are not participating in livestock exhibition are from small towns and more urban areas.

This data highlights opportunities for youth programs like 4-H and FFA. There is an opportunity for a mentoring program, whereby recent program alumni of 4-H and FFA can compete in a Senior Plus division of livestock exhibition and possibly mentor a younger member. There is another opportunity in the form of a pool of potential members, those who live in areas that are not represented by these participants. As 4-H and FFA look to expand their membership, the question should become what opportunities can be provided to young people in “non-traditional” areas that will allow them to have some of the same kinds of life skill developing experiences that others have? There are several successful examples of types of programs that allow for an “agricultural” type experience in an urban setting, on which to pattern some targeted efforts here in North Carolina. Further, this could be extended to changes and opportunities in the ways in which organizations market programs and the educational strategies employed.

Research objective 2.

The composite Youth Leadership Life Skills Development Scale (YLLSDS) scores of livestock exhibitors at the 2010 North Carolina State Fair were reported as a “high level of development” according to the instrument’s score.

According to Dormody et al. (1993), YLLSDS values from 31-60 may be determined as moderate development and scores ranging from 61-90 as high development. All livestock exhibitors participating in the study scored 35 or higher on the YLLSDS instrument. Previous studies, (Mullins & Weeks, 2003; Bass & Yammarino, 1989), have concluded that in most surveys, leaders tend to give themselves inflated ratings in contrast to other’s observations of their performance which may account for the high degree of perception of leadership life skill development. Another possible explanation for participant’s responses could simply be the Hawthorne effect, where participants alter their behavior because they know they are being studied (Cook, 1962).

This study revealed higher YLLSDS mean scores from the livestock exhibitors ($M=73.68$, $SD=13.14$) than three similar studies. Walker (2006) used the YLLSDS instrument on National Junior Angus Association members and reported an overall mean score of $M=73.02$. A study performed by Wingenbach and Kahler (1997) of Iowa FFA members using the YLLSDS instrument found an overall mean score of $M=62.65$ while in comparison, a study by Dormody and Seevers (1994) reported YLLSDS scores from FFA members in a tri-state study (New Mexico, Arizona, and Colorado) with a mean of $M=64.2$.

Research objective 3.

Because there was no statically significant different in leadership life skill development scores between those who had participated in 4-H and FFA and those who had not participated, it can be concluded that 4-H and FFA is not a sole determinant of YLLSD.

This research is similar to previous studies about youth organization participation. Maas, et al (2006), concluded that youth develop life skills through participation in a number of youth programs and that 4-H could not be singled out as a single influence of life skill development. Wingenbach (1995) also cautioned agricultural educators not to over generalize the impact of FFA on the leadership development of student's as he found only a moderate relationship existed between participant in FFA and leadership development.

Two factors that could have influenced the results of this study include the number of participants and the type of population chosen (North Carolina livestock exhibitors). There were not very many participants who did not participate in 4-H or FFA but were exhibiting livestock which led to a small comparison population, possibly not a true representation of that population, which is a limitation to the study. In North Carolina, participants may have few opportunities to exhibit livestock as part of the agricultural organization, throughout the year, hence altering the participants' perceptions of where, or how, they develop their skills.

Research objective 4.

Because there is no statistically significant different in leadership life skill development between those who had participated in livestock exhibition and those who had not, it can be concluded that livestock exhibition is not a sole contributor to YLLSD. Those

who had exhibited livestock had the same perceived level of development as those who did not.

Despite the results, there is something to be said for the number of young people still participating in livestock exhibition. Further examination is needed to “flush out” the value being placed on these activities and individuals’ motivation for participation. Many studies have found that participation in 4-H and FFA have improved their leadership life skill development (Boleman, 2003; Boyd, 1991; Maas, et al, 2006; Rusk et al, 2003). Therefore, the connection needs to be further researched, delving into specific project and SAE areas.

It is also a possibility that youth who participate in extra-curricular activities will develop life skill, no matter which activities they chose to participate in. Similar to previous research (Eccles, Barber, Stone, and Hunt, 2003; Hansen, Larson and Dworkin, 2003), it may simply be the participation in activities that leads to life skill development, making it difficult to separate out what activities would contribute to certain life skills acquired.

The mean score for overall development is quite high. Previous studies, (Mullins & Weeks, 2003; Bass & Yammarino, 1989), have shown that in most surveys, self-perceived leaders tend to score themselves higher in contrast to other’s observations of their performance. In this study, we may be seeing a similar phenomenon, which may account for the high degree of perception of leadership life skill development by both groups as well.

Research objective 5.

From the multiple regression analysis, it was found that gender influences the mean scores of the livestock exhibition participants by 3%. However, gender is not a predictor for leadership life skill development scores for those not involved in livestock exhibition. It was

found that females scored higher on the YLLSDS, this may be a result of more females participating in livestock exhibition.

Other studies have examined gender issues within the agricultural arena. Ricketts, Osborne, & Rudd, (2004, p. 51), state that “Males are able to fulfill their achievement and affiliation needs through extracurricular activities, such as football, baseball, and other sports. The inordinate amount of practice time...reduces the desire of males to participate in the FFA particularly as they become upperclassmen.” Homan, Dick, & Hedrick (2007) state that “it is evident that not only is there an overall lower perception of 4-H by male youth, but male youth are less likely to remain in 4-H as they get older.” On the other hand, they also state that female youth were more likely to remain a part of an organization, like 4-H, because their parents and friends wanted them to (Homan, Dick, & Hedrick, 2007).

In the same vein, perhaps the same theory applies with livestock exhibition. In youth, as in this study 16-21, it may be that males are fulfilling achievement needs through participation in sports while females seek out other activities to fulfill those needs. Males typically become involved with sports around junior high, giving up other activities to dedicate more time to sports. However, females may stay with familiar activities that they have participated in, remaining active because their family and/or friends would like them to. This leads to a more female dominated senior population in 4-H and FFA programs.

Recommendations for Practice

Breed associations, county extension agents, and agriculture teachers should consider recruitment strategies and opportunities for growth in their present livestock program to enable more youth to develop leadership life skills at a high level through livestock

exhibition. It is shown that mere participation in activities leads to leadership life skill development, therefore recruitment should be to include youth of all varying types of extra-curricular involvement (Eccles, Barber, Stone, & Hunt, 2003; Maas, et al, 2006). At least a moderate gain of perceived youth leadership life skills development was found in this study as a result of participation in livestock exhibition. Thus, livestock exhibitors at North Carolina State fair are developing skills from exhibiting livestock, acquiring the ability to become productive leaders of society because it is the activity of choice for these youth.

Agricultural educators, Extension educators, employers, and business leaders should not discriminate based on gender (Ricketts, 2003). From this research, females perceived themselves as having a higher level of leadership life skill development. This research agrees with other studies (Ricketts, 2003; Walker, 2006) that state that females are just as capable or possibly more capable of leadership life skill development. Educators should seek programs that appeal to all audiences as well as seek mentors of both sexes to enhance diversity and provide all youth with role models in the activity environment.

4-H and FFA should evaluate their livestock programs to make sure the ultimate goal of life skill development is happening and is highlighted in marketing and promotional materials to encourage wider support of, and participation in, the local program. More in-depth analysis on the perception of leadership life skill development through livestock exhibition should be conducted.

4-H and FFA should continue to evaluate all of the activities of both organizations in programs nationwide. Even though the results of this study state that there is no difference in skill development, there is the opportunity for both programs to enforce their overall mission

of creating youth with leadership life skills by ensuring that their activities support their missions. Evaluation should occur continually, providing staff ongoing ways to increase the quality of programming provided.

Because there are many participants over the age of 18 participating in shows as juniors, 4-H and FFA should consider adding a “Senior-Plus” Division to livestock shows to accommodate the interest.

Recommendations for Further Research

More detailed research on the topic of livestock exhibition and the particular life skills developed should be conducted. Such research could influence the development of programming for livestock exhibition shows and projects.

Research should be continually performed on the leadership life skill development through 4-H and FFA programs. Research sets out to prove the importance of 4-H and FFA, that the youth are consistently learning and developing through programming. Through continual research, programs can provide stakeholders with data to justify the input of resources into youth agricultural organizations.

FFA and 4-H members may have developed leadership life skills in other ways than through the exhibition of livestock. Future research should determine what other factors besides 4-H and FFA participation are related to YLLSD.

Livestock exhibitors had similar mean scores on YLLSDS to the non-livestock participants. Therefore, livestock exhibitors may have developed leadership life skills in other ways than through the exhibition of livestock. Further research should determine other influences to the leadership life skill development of today’s youth.

This study measured the YLLSD of all livestock exhibition. Several previous studies have been conducted on specific species such as beef; however, not all species have been studied. The gaps, like these, in the research of livestock exhibition and YLLSD need to be filled.

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APPENDICES

APPENDIX A

Institutional Review Board Approval

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

**Office of Research
and Graduate Studies
Division of Research**

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
2701 Sullivan Drive
Raleigh, NC 27695-7514
919.515.2444
919.515.7221 (fax)

From: Debra Paxton, IRB Administrator

North Carolina State University Institutional Review Board

Date: October 5, 2010

Project Title: The impact of livestock exhibition on youth leadership life skill development

IRB#: 1628-10-10

Dear Ms. Anderson and Dr. Bruce,

The project listed above has been reviewed by the NC State Institutional Review Board for the Use of Human Subjects in Research, and is approved for one year. **This approval will expire on October 1, 2011 and the protocol will need continuing review before that date.**

NOTE:

1. You must use the attached consent forms which have the approval and expiration dates of your study.
2. This board complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU the Assurance Number is: FWA00003429.
3. Any changes to the protocol and supporting documents must be submitted and approved by the IRB prior to implementation.
4. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days by completing and submitting the unanticipated problem form on the IRB website.
5. Your approval for this study lasts for one year from the review date. If your study extends beyond that time, including data analysis, you must obtain continuing review from the IRB.

Sincerely,



Debra Paxton, NC State IRB

APPENDIX B

Approval for Use of YLLSDS Instrument

From: Jessica Anderson <jaander3@ncsu.edu>

To: bseEVERS@nmsu.edu

Date: Mon, Aug 16, 2010 at 8:39 AM

Subject: YLLSDS

mailed-byncsu.edu

Dr. Seevers:

My name is Jessica Anderson, a master's student at North Carolina State in Extension Education under the direction of Dr. Jackie Bruce. For my thesis, I will be conducting a study on Leadership Life Skill Development through Livestock Exhibition and am inquiring about using your survey instrument for the YLLSDS and if I can obtain a copy of the original instrument. Thank you so much for your time and hope to hear from you soon.

Jessica Anderson

Graduate Assistant

North Carolina State University

Department of Agriculture and Extension Education

From: Seevers, Brenda <bseEVERS@ad.nmsu.edu>

To: Jessica Anderson <jaander3@ncsu.edu>

Date: Mon, Aug 16, 2010 at 10:16 AM

Subject: RE: YLLSDS

mailed-byad.nmsu.edu

No problem, I have my secretary send it to you via an email attachment.

Brenda

APPENDIX C

Consent Form

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

Title of Study: The Impact of Livestock Exhibition on Youth Leadership Life Skill Development

Principal Investigators:

Jessica Anderson

Faculty Sponsor:

Dr. Jacklyn Bruce

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The purpose of this study is to determine the leadership and life skill development of youth through livestock exhibition. Through this research, youth organizations like 4-H and FFA will be able to improve their programming.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to complete a paper survey at the 2010 North Carolina State Fair. The survey will take roughly 5-15 minutes to complete.

Risks

There are no risks or discomforts that are anticipated from your participation in the study.

Benefits

Because of the nature of the study, no direct benefit is expected for the participant, however, information gathered will be made to increase the body of knowledge on leadership skill development, livestock exhibition, the 4-H program and FFA.

Confidentiality

The information in the study records will be kept confidential. Data will be stored securely in the care of the researchers. No reference will be made in oral or written reports which could link you to the study.

Compensation

You will not receive any compensation for participating.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researchers, Jessica Anderson at Box 7607, NCSU Campus, Raleigh, NC 27695, or 919-513-0810.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject’s signature _____
Date_____

Parent/Guardian signature _____
Date_____

APPENDIX D

Survey Instrument for Livestock Participants

COMPLETE THIS FORM ONLY ONCE!

If you are exhibiting more than one species over the course of the fair, please complete this form only one time.

Date of Birth: _____

Gender: Male Female

Describe what area you are from:

Farm Rural/ Non-farm Small Town Suburb City

I have participated in: (CHECK ALL THAT APPLY)

4-H FFA Neither

PLEASE TURN OVER AND COMPLETE THE BACK!

YOUTH LEADERSHIP LIFE SKILLS DEVELOPMENT SCALE

What leadership skills have you improved because of your **LIVESTOCK EXHIBITION** involvement?
Please circle the number that best indicates your gain for each skill as a result of your **LIVESTOCK EXHIBITION**. Please answer every question.

As a result of my **LIVESTOCK EXHIBITION** experiences I:

	No Gain	Slight Gain	Moderate Gain	A Lot of Gain
1. Can determine needs	0	1	2	3
2. Have a positive self-concept	0	1	2	3
3. Can express feeling	0	1	2	3
4. Can set goals	0	1	2	3
5. Can be honest with others	0	1	2	3
6. Can use information to solve problems	0	1	2	3
7. Can delegate responsibility	0	1	2	3
8. Can set priorities	0	1	2	3
9. Am sensitive to others	0	1	2	3
10. Am open-minded	0	1	2	3
11. Consider the needs of others	0	1	2	3
12. Show a responsible attitude	0	1	2	3
13. Have a friendly personality	0	1	2	3
14. Consider input from all group members	0	1	2	3
15. Can listen effectively	0	1	2	3
16. Can select alternatives	0	1	2	3
17. Recognize the worth of others	0	1	2	3
18. Created an atmosphere of acceptance	0	1	2	3
19. Can consider alternatives	0	1	2	3
20. Respect others	0	1	2	3
21. Can solve problems	0	1	2	3
22. Can handle mistakes	0	1	2	3
23. Can be tactful	0	1	2	3
24. Can be flexible	0	1	2	3

25. Get along with others	0	1	2	3
26. Can clarify my values	0	1	2	3
27. Use rational thinking	0	1	2	3
28. Am open to change	0	1	2	3
29. Have good manners	0	1	2	3
30. Trust other people	0	1	2	3

APPENDIX E

Survey Instrument for Non-Livestock Participants

COMPLETE THIS FORM ONLY ONCE!

Date of Birth: _____

Gender: Male Female

Describe what area you are from:

Farm Rural/ Non-farm Small Town Suburb City

I have participated in: (CHECK ALL THAT APPLY)

4-H FFA Neither

I have participated in LIVESTOCK EXHIBITION:

YES NO

PLEASE TURN OVER AND COMPLETE THE BACK!

YOUTH LEADERSHIP LIFE SKILLS DEVELOPMENT SCALE

What leadership skills have you improved because of your **LIFE** experiences? Please circle the number that best indicates your gain for each skill based on your **LIFE** experiences. Please answer every question.

As a result of my **LIFE** experiences I:

	No Gain	Slight Gain	Moderate Gain	A Lot of Gain
1. Can determine needs	0	1	2	3
2. Have a positive self-concept	0	1	2	3
3. Can express feeling	0	1	2	3
4. Can set goals	0	1	2	3
5. Can be honest with others	0	1	2	3
6. Can use information to solve problems	0	1	2	3
7. Can delegate responsibility	0	1	2	3
8. Can set priorities	0	1	2	3
9. Am sensitive to others	0	1	2	3
10. Am open-minded	0	1	2	3
11. Consider the needs of others	0	1	2	3
12. Show a responsible attitude	0	1	2	3
13. Have a friendly personality	0	1	2	3
14. Consider input from all group members	0	1	2	3
15. Can listen effectively	0	1	2	3
16. Can select alternatives	0	1	2	3
17. Recognize the worth of others	0	1	2	3
18. Created an atmosphere of acceptance	0	1	2	3
19. Can consider alternatives	0	1	2	3
20. Respect others	0	1	2	3
21. Can solve problems	0	1	2	3
22. Can handle mistakes	0	1	2	3
23. Can be tactful	0	1	2	3
24. Can be flexible	0	1	2	3

25. Get along with others	0	1	2	3
26. Can clarify my values	0	1	2	3
27. Use rational thinking	0	1	2	3
28. Am open to change	0	1	2	3
29. Have good manners	0	1	2	3
30. Trust other people	0	1	2	3

APPENDIX F

Vita

Candidate: Jessica Ann Anderson

Thesis Title: The Impact of Livestock Exhibition on Youth Leadership Life Skill Development

Permanent Mailing Address: P.O. Box 112
100 Chaintown Rd.
Dawson, PA 15428

Degree: Master's of Science

Major Subject: Extension Education

Education: B.S. Animal Science
North Carolina State University, 2009

Professional Experience: Agriculture Extension Agent, Anson County, NC
June 2011

Publications: Anderson, J., Bruce, J., & Mouton, L. (2010). 4-H Made Me a Leader: A College-Level Alumni Perspective of Leadership Life Skill Development. *Journal of Leadership Education*, 9 (2), 35-49.

Presentations: Anderson, J. & Bruce, J. (2011). Difference in the Level of Synthesis of Leadership Life Skills Among 4-H Program Alumni. Research Poster presented at 61st Southern Agricultural Education Research Conference, Corpus Christi, TX.

Anderson, J. & Jayaratne, K.S.U. (2011). 4-H and Facebook: Can they Coexist? Innovative Idea Poster presented at 61st Southern Agricultural Education Research Conference, Corpus Christi, TX.

Warner, W. & Anderson, J. (2010). Using Prezi for Powerful Presentations. Workshop presented at the North Carolina Association of Extension Program Assistants, Associates, and Technicians State Meeting, Raleigh, NC.

Anderson, J., Mouton, L., & Bruce, J. (2010). The Impact of 4-H on Leadership Life Skill Development: A College-Level Alumni Perspective. Research Presentation presented at 20th Annual Association of Leadership Educators Conference, Milwaukee, WI.

Anderson, J., Mouton, L., & Bruce, J. (2010). Bookworm Basics: Training Teen Volunteers at Athens Drive Community Library. Innovative Idea Poster presented at 60th Southern Agricultural Education Research Conference, Orlando, FL.