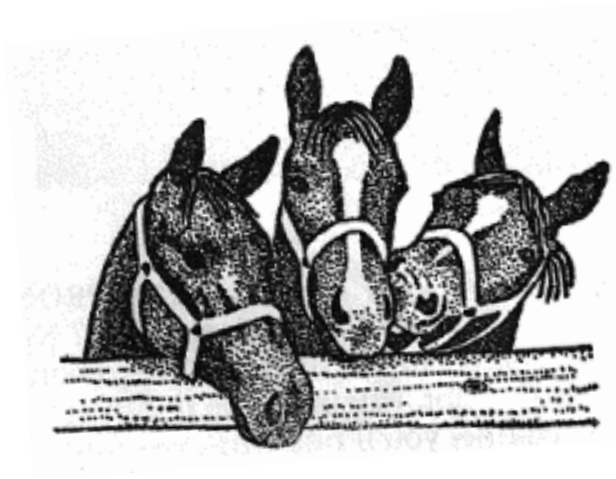




Linn County 4-H Horse Program Evaluation



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Linn County: Leader Report

In all, 257 Oregon leaders responded to the invitation to participate in the horse survey and 243 leaders completed the questionnaire. This represents a 41% response rate, which is about the expected rate for the recruitment methods used in this study, lending confidence for the representative nature of the sample.

Study Participants

Participants for this study were 243 current 4-H horse project leaders from 29 counties in Oregon State, 16 of the participants were from Linn County, representing 6.6% of the total Oregon sample.

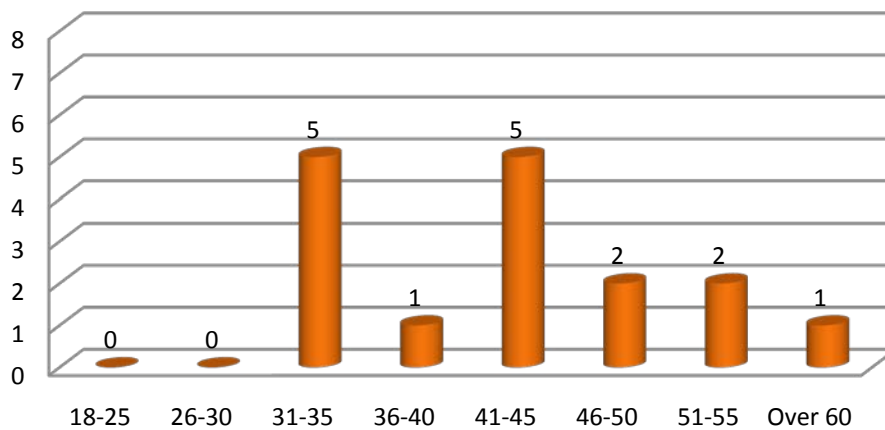
County	N	Percent	County	N	Percent
Baker	3	1.2	Lane	13	5.3
Benton	8	3.3	Lincoln	3	1.2
Clackamas	41	16.9	Linn	16	6.6
Clatsop	10	4.1	Malheur	4	1.6
Columbia	18	7.4	Marion	14	5.8
Coos	8	3.3	Multnomah	0	.0
Crook	6	2.5	Morrow	0	.0
Curry	1	.4	Polk	1	.4
Deschutes	14	5.8	Sherman	1	.4
Douglas	21	8.6	Tillamook	6	2.5
Gilliam	1	.4	Umatilla	3	1.2
Grant	2	.8	Union	7	2.9
Harney	2	.8	Wallowa	9	3.7
Hood River	3	1.2	Warm Springs	0	.0
Jackson	0	.0	Wasco	3	1.2
Jefferson	0	.0	Washington	11	4.7
Josephine	0	.0	Wheeler	0	.0
Klamath	6	2.5	Unknown	4	1.6
Lake	4	1.6			

Participant Demographics

Leader Gender, Age & Children

Fifteen women and one man participated in the survey from Linn County. Thirteen leaders were between the ages 31 and 50; three were 51 or older. No one was below the age of 30. Fourteen of the leaders reported having one or more children currently active in the 4-H horse program.

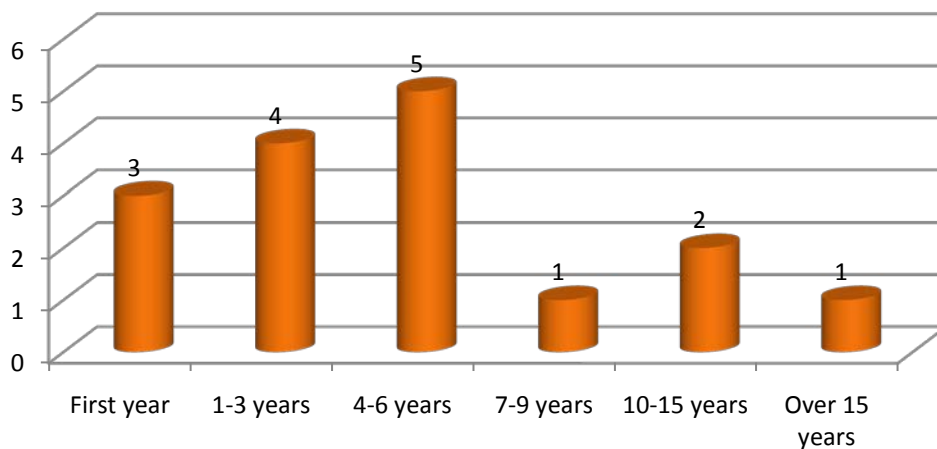
Age of 4-H Horse Leaders (Frequencies)



Years as Leader

The majority of the participants in Linn County have been leaders for between 1 and 6 years. Five participants have been leaders for seven years or more.

Number of Years as 4-H Leader (Frequencies)



Participation as Youth

Nine of the leaders reported participating in the 4-H horse project as a youth. Of those who participated, six participated for seven to nine years; two participated for four to six years; and one participated for one to three years.

Parent and Grandparent Participation

Because of observational and anecdotal evidence of possible multi-generational participation in the 4-H horse program, we asked if the parents and grandparents of the leader had participated in the 4-H horse program as a leader or member. The results revealed that five leaders had parents who were 4-H horse members and five leaders had parents who were 4-H horse leaders. Two participants also reported that their grandparents were 4-H horse leaders.

Leaders in Other 4-H Project Areas

Five leaders reported being a leader in additional 4-H project areas. The other project areas in which leaders participated were: Expressive Arts (3 leaders); Livestock (2 leaders); Small Animal (3 leaders); and Leadership (1 leader).

Reason for Becoming a 4-H Horse Leader

Leaders were presented a list of reasons for becoming a horse leader, and asked to rate how much each item contributed to their decision to become a horse leader. Each item was rated on a one to six scale, with one indicating “none” and a six indicating “a lot.” The most highly rated reason for becoming a 4-H horse leader was because the leader enjoys working with youth (94% rated this item a 5 or 6 on a 1-6 scale). The second most highly rated reason for becoming a 4-H horse leader was to make a difference in the lives of youth (87% rated this item a 5 or 6). The third reason was because the leader

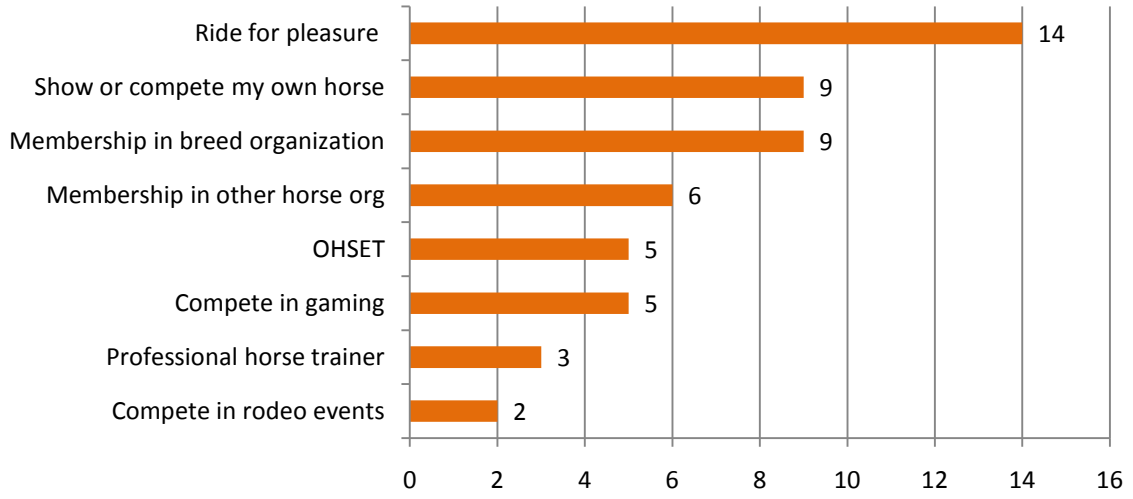
wanted to teach youth about horses (69% rated this item a 5 or 6). The lowest ratings were given to “my parent was a horse leader” (27% rated this highly) and “my county 4-H agent asked me to be a leader” (7% rated this highly). Ranked mean ratings for becoming a horse leader are presented in the table below (highest mean to lowest mean)

	N	Min.	Max.	Mean	SD
Enjoy working with youth	16	4.00	6.00	5.69	0.60
Make a difference	15	4.00	6.00	5.53	0.74
Teach youth about horses	16	4.00	6.00	5.13	0.89
Children are/were in 4-H	15	1.00	6.00	4.87	2.03
Return passion for horses as youth	15	1.00	6.00	4.07	2.12
Other horse leaders encouraged me	15	1.00	6.00	3.80	2.18
Parent was horse leader	15	1.00	6.00	2.40	2.10
Agent asked me to	15	1.00	5.00	1.80	1.42

Leaders were also invited to indicate “other” reasons for becoming 4-H horse leaders. Six leaders chose to indicate other reasons for becoming a horse leader. The other reasons mentioned for becoming a leader were because the participant had a desire to share horses with youth, they were requested by others to become a leader, clubs were closed to additional members so they had to start their own, their grandchildren were in the program, and they believed in the 4-H program.

Participation in other Horse-Related Activities

Leaders were asked to indicate the non 4-H horse activities in which they currently take part. Fourteen of the 4-H leaders reported that they ride for pleasure. Nine reported showing and/or competing with their own horse. Nine of the leaders reported membership in breed organizations and six reported membership in other horse organizations. Five of the leaders participate in OHSET and five also compete in gaming. Only three are professional horse trainers and two participate in rodeo events. The chart below shows the number of leaders who report participating in other horse-related activities.



Life and Personal Skill Development of Youth in the 4-H Horse Project

Youth Life Skill Development

Leaders were presented with a list of 16 life skill items and asked to rate the extent to which participation in the 4-H horse program helps youth develop each skill. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Overall, leaders gave all of the life skills relatively high ratings. The highest mean ratings were given for the development of responsibility, confidence, competence and empathy for animals. The table below lists the life skills in order of mean ratings (highest mean to lowest mean).

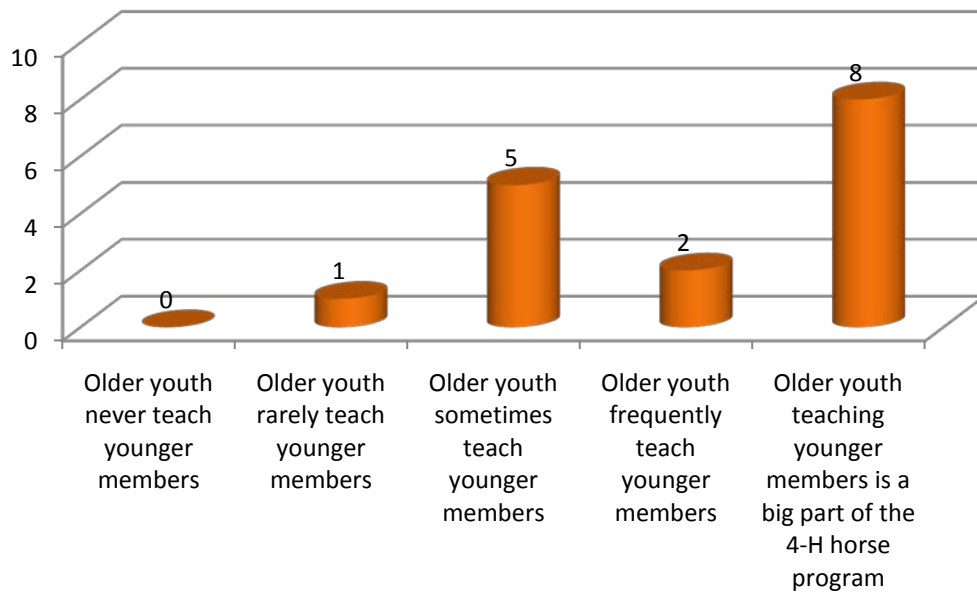
	N	Min.	Max.	Mean	SD
Responsibility	16	5.00	6.00	5.75	0.45
Confidence	16	5.00	6.00	5.75	0.45
Competence	16	5.00	6.00	5.69	0.48
Empathy for Animals	16	4.00	6.00	5.63	0.62
Empathy for Others	15	4.00	6.00	5.60	0.63
Goal Commitment	15	4.00	6.00	5.60	0.63
Passion	16	4.00	6.00	5.56	0.63
Cooperation	16	4.00	6.00	5.56	0.63
Supportive Adult Relationships	15	5.00	6.00	5.53	0.52
Leadership	16	3.00	6.00	5.44	0.89
Physical Fitness	15	4.00	6.00	5.40	0.83
Decision Making	16	4.00	6.00	5.38	0.72
Close Friendships	16	2.00	6.00	5.38	1.02
Generosity to Others	15	4.00	6.00	5.33	0.72
Organization	15	4.00	6.00	5.27	0.96
Record Keeping	16	2.00	6.00	5.06	1.39

Another way to analyze these ratings is to combine the highest ratings for each item. When combining the number of leaders who gave each item a 5 or a 6, the highest

ranking items were responsibility (100% of the leaders rated this item a 5 or 6), confidence (100%), competence (100%), and supportive adult relationships (100%).

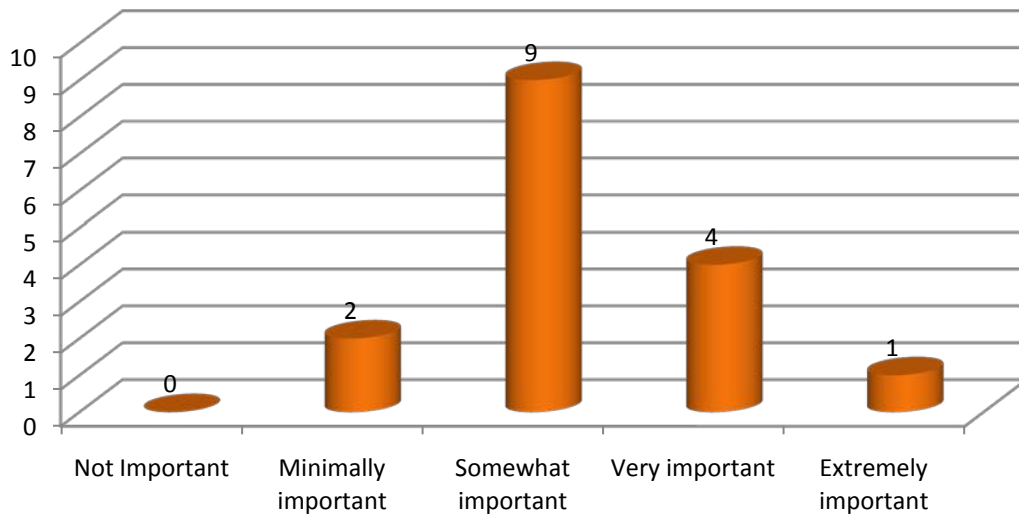
Older Youth Teaching Younger Members

Previous research has revealed that when older 4-H youth teach younger members, there is a significant impact on positive youth development (Arnold & Meinhold, 2003). Sixty-two percent of leaders indicated that older youth teaching younger members is a significant part of the program and that youth frequently teach younger members. However, 37.5% indicated that older youth teaching younger members only happens sometimes or rarely. No one reported that older youth never teach the younger members. The figure below shows the number of leaders indicating the levels of older youth teaching in their county programs.



Competition

When asked about the importance of competition in their local county 4-H, five of the leaders reported that horse competition was “very” or “extremely” important in Linn County. Eleven of the leaders said that competition was somewhat or minimally important. No one reported that competition was not important at all. A one-way analysis of variance (ANOVA) revealed no significant differences in perceived life skills development based on reported level of importance of competition in the county. In other words, leaders who perceived competition as extremely important did not report higher or lower levels of life skill development in youth compared to leaders who did not view competition as important.



Leaders were presented a list of eight items and asked to rate the extent to which competition in the 4-H horse program contributes to the development of youth in each area. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Leaders rated coping with disappointment as the top item that competition helps youth to develop, followed closely by developing patience, sportsmanship, supporting others, and goal setting. The table below lists the items in order of mean ratings (ranked highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Coping with disappointment	15	5.00	6.00	5.67	0.49
Patience	16	5.00	6.00	5.63	0.50
Sportsmanship	15	4.00	6.00	5.60	0.63
Supporting others	15	4.00	6.00	5.60	0.63
Setting goals	15	4.00	6.00	5.47	0.74
Time to be together as a family	16	4.00	6.00	5.31	0.70
Responsibility	16	4.00	6.00	5.25	0.68
Empathy for horse	16	3.00	6.00	5.19	0.83

4-H horse project members often have ample opportunities for competition, both in and outside of the 4-H program. Leaders were asked about the importance of these opportunities for 4-H horse youth in their county. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot. Leaders consider county 4-H horse fairs, high school equestrian, and state 4-H horse fairs as the most important competition opportunities for 4-H horse members. The following table shows the minimum and maximum ratings for each competition opportunity as well as the mean rating and standard deviation for each item (ranked highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
County 4-H Horse Fair	16	5.00	6.00	5.81	0.40
High School Equestrian	13	4.00	6.00	5.38	0.77
State 4-H Horse Fair	14	2.00	6.00	5.36	1.15
Open shows	13	2.00	6.00	4.38	1.33
Rodeo	12	1.00	6.00	3.17	1.80
Breed shows	13	1.00	5.00	3.15	1.34

Challenging Aspects of the Program

Leaders were asked to indicate the extent to which they think youth experience challenging aspects of their county 4-H horse program. Each aspect was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Parents being under

involved was rated the highest negative aspect followed by financial commitment, and time. The following table shows the minimum and maximum ratings for the negative aspects of the competition as well as the mean rating and standard deviation for each item (ranked highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Parents under involved	16	3.00	6.00	4.38	0.81
Financial commitment	16	1.00	6.00	3.94	1.48
Time	16	1.00	6.00	3.81	1.38
Feeling inadequate	15	1.00	6.00	3.27	1.49
Not coping with disappointment	14	1.00	6.00	3.21	1.25
Parents over involved	15	2.00	6.00	3.20	1.21
Winning over good horsemanship	16	1.00	6.00	3.19	1.47

Reduction of Potentially Risky Behaviors

Leaders were also asked to rate whether participation in the 4-H horse project helped reduce potentially risky situations or behaviors for youth. These include not having anything to do after school, watching TV or playing video games, not being physically fit, substance abuse and sexual activity. Leaders were asked to rate how much each area was reduced on a one to six scale, with a one indicating “none” and a six indicating “a lot” because of the 4-H horse program.

The highest rated items for reduced behaviors were youth “substance abuse” and “not having anything to do after school” which makes sense in light of the number of hours youth report spending with their horse on an average school day (according to the youth data).

The following table shows the minimum and maximum ratings, as well as the mean rating and standard deviation for each item (ranked from highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Substance abuse	16	5.00	6.00	5.63	0.50
Not having anything to do after school	16	4.00	6.00	5.38	0.89
Not being physically active/fit	15	2.00	6.00	5.33	1.11
Time playing video games	16	2.00	6.00	5.31	1.01
Time spent watching TV	16	2.00	6.00	5.19	1.05
Sexual activity	16	1.00	6.00	5.00	1.26

Conflict among Leaders in the 4-H Horse Program

One of the most common experiences reported about the 4-H horse program across the country is the high level of conflict that occurs among 4-H horse leaders. Many people, including 4-H agents, leaders, parents, and members have shared stories about conflict and the stress it causes on the program, but little is actually known about the level of conflict and its impact on participants in the program. One of the main purposes of this study was to look at the nature and source of conflict in the 4-H horse program in order to understand better how prevalent it is, and what measures might be taken to assuage its impact.

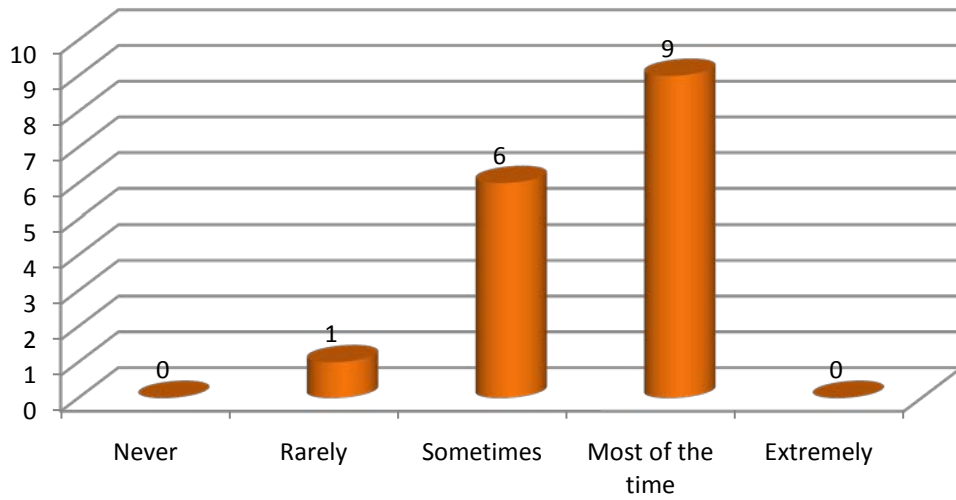
Measurement

Conflict was measured among the 4-H horse leaders in four ways: 1) A series of questions regarding the **level of conflict and cooperation** among leaders; 2) an assessment of the leader's **personal involvement** in the conflict; 3) a question about **leadership style**; and 4) leader's **conflict resolution style** as measured by the Organizational Communications Conflict Instrument (OCCI) (Wilson & Waltman, 1988). In addition, leaders were asked to identify **sources of conflict** in the 4-H Horse Program.

Conflict and Cooperation among Leaders

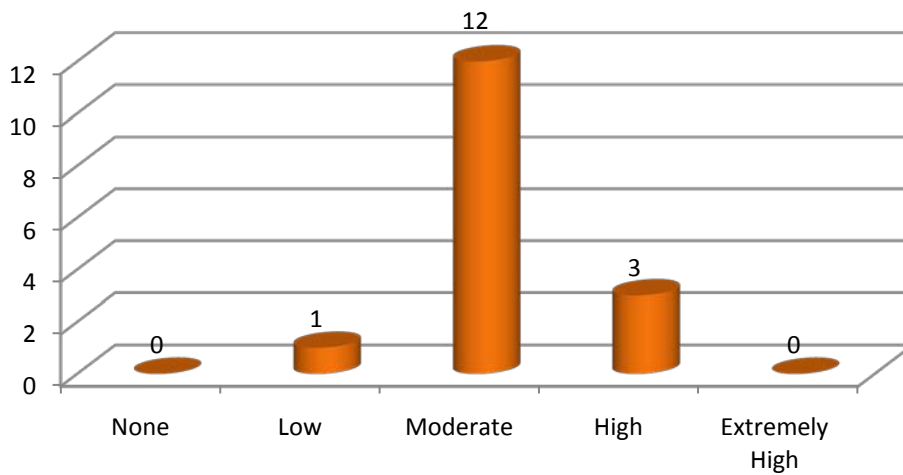
When asked about the level of cooperation among horse leaders in Linn County as a group, the vast majority of respondents reported that leaders are “mostly” or “extremely” cooperative.

Level of Cooperation Among 4-H Horse Leaders

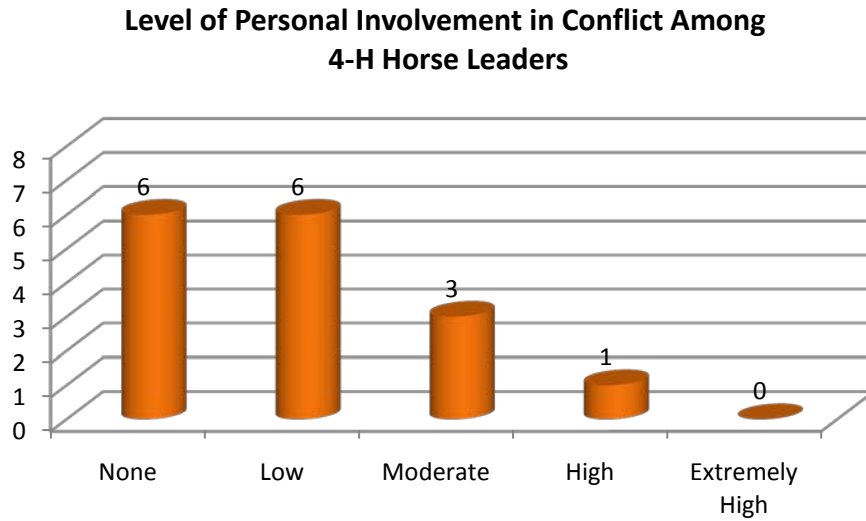


Conversely, when asked about levels of conflict among horse leaders in their county, only three leaders reported a “high” level of conflict among leaders, while 12 reported a “moderate” level of conflict.

Level of Conflict Among 4-H Horse Leaders



When asked about personal involvement in conflict, 12 leaders report having no or “low” involvement in conflict and one leader reported a “high” level of involvement in conflict.



Leadership Style

Leaders were asked to rate their leadership style based on one of five scenarios, ranging from rarely taking leadership and expressing one’s opinions to always taking leadership and feeling one’s opinions are always right. Five leaders indicated that they usually do not lead, unless it is something they feel is really important. Nine leaders said that they take the lead on important things, but are also willing to let others take the lead in making decisions as well. Together, these two scenarios account for the majority of Linn leaders. Only two leaders reported taking the lead on most things and readily expressing their opinions. The chart below shows the leaders who use a particular leadership style.

Leadership Style



Conflict Resolution Style

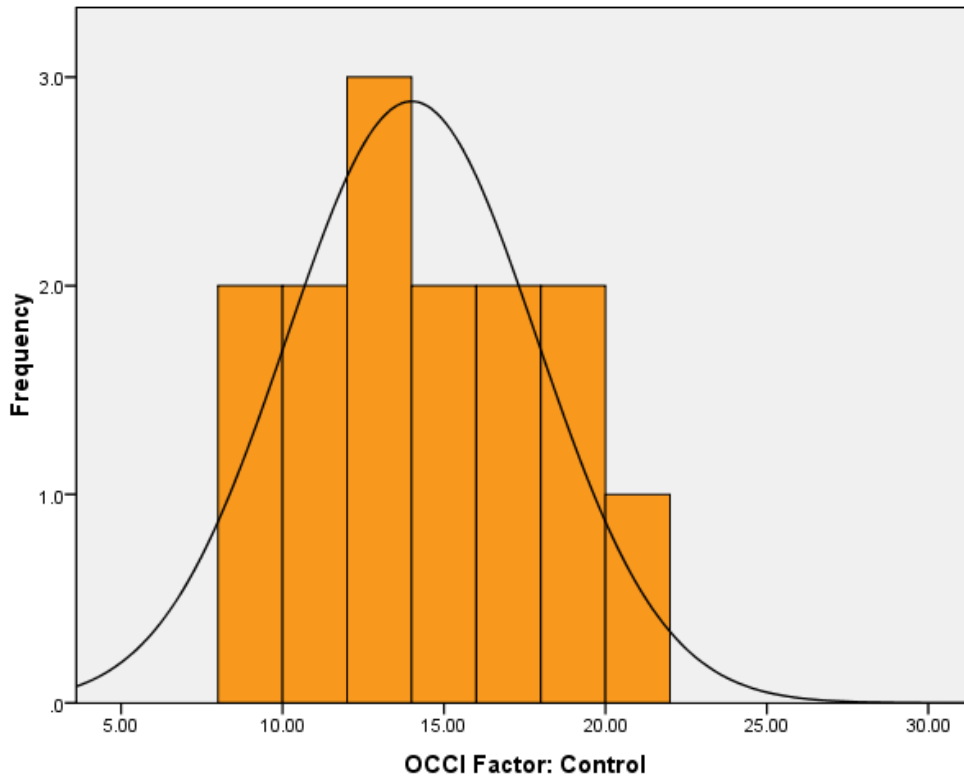
Also included in the questionnaire were 30 items from the Organizational Communications Conflict Instrument (OCCI) (Wilson & Waltman, 1988) that measures how much a person utilizes each of four conflict resolution styles: 1) non-confrontational; 2) solution-oriented, which includes confronting the concern directly and/or compromising to find a solution; and 3) control, which involves direct communication about the problem, and arguing persistently for one’s position in the conflict. Leaders were asked to think of how they have handled disagreements with other 4-H horse volunteers and then rate each of the 30 scale items on a one to five scale, with a “1” indicating “very seldom” and a “5” indicating “very often.” Leaders were encouraged to rate each item based on how likely they were to have that particular response to conflict, and reminded that there were no right or wrong answers.

The first and last columns of the following table show the lowest and highest possible scores for each of the conflict resolution styles on the OCCI. The two middle columns shows the mean score for the Linn 4-H Horse leaders and Oregon 4-H Horse Leaders. The second and fifth columns show the thresholds for infrequent and frequent use of

each of the conflict resolution styles. The table as a whole reveals that the Linn 4-H Horse leaders fell in the middle score range for each of the styles, and within the range that indicates neither a frequent or infrequent use of this style. Interpreted, this means that, as a group, the leaders do not possess strong tendencies in either direction for any of the four styles of addressing conflict.

	Lowest Possible Score	Infrequent Use of Style	Linn Leaders	Oregon Leaders	Frequent Use of Style	Highest Possible Score
Non-Confrontation Style	12	16.2	30.00	30.85	52.14	60
Solution-oriented: Confrontation	6	16.2	21.64	21.40	27.54	30
Solution-oriented: Compromise	5	15.38	16.40	17.17	22.95	25
Control	7	14	14.00	14.58	28.6	35

Of the four styles, it is important to look more closely at the “control” style for two reasons. First, it was the only style in which the mean for the horse leaders was not near the middle, but rather tending to the low side, meaning that leaders tended to report infrequent use of this style. In addition, the figure below shows the frequency distribution of leader scores for the control style of conflict resolution. Note that the overall distribution is normal except for one score skewing it to the right.



Sources of Conflict

Leaders were asked to indicate the extent to which different items contribute to conflict among horse leaders. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Leaders reported horse knowledge and horse training styles as the primary sources of conflict among leaders, followed by personalities and interpretation of rules. To a lesser extent, personal opinions and opinions of parents contribute to conflict, as well as risk management and safety concerns. Inter-club competition was rated as the lowest source of conflict. The table below shows the ratings of sources of conflict (ranked from highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Horse knowledge	15	4.00	6.00	5.00	.85
Horse training styles	15	3.00	6.00	4.67	1.23
Personalities	16	2.00	6.00	4.56	1.26
Interpretation of rules	15	1.00	6.00	4.53	1.77
Personal opinions	16	2.00	6.00	4.44	1.26
Opinions of parents	16	2.00	6.00	4.00	1.59
Risk management/safety	16	1.00	6.00	3.81	1.60
Inter club competition	14	1.00	6.00	3.29	1.90

Relationships between Conflict and Leader Styles

As mentioned earlier, four measures were used in this study to look at conflict among 4-H horse leaders. These were: 1) leaders’ reported **level of conflict** among leaders; 2) leaders’ reported level of **personal involvement** in the conflict; 3) leaders’ reported type of **leadership style**; and 4) leaders’ **conflict resolution** style. Pearson product-moment correlation coefficients were calculated to examine the relationships between these variables. This correlation is denoted by “*r*”, a measure of the correlation (linear dependence) between two variables, determining a value between +1 and –1 inclusive. A positive *r* value indicates strength of the dependence of two variables in the same direction; a negative value indicates the strength in opposite directions (i. e., as one goes up, the other goes down).

One significant correlation was found among these variables.

1. Level of leader involvement in conflict is significantly correlated with leadership style ($r = .527, p \leq .05$). Interpreted, this indicates that the more a leader is involved in conflict, the stronger the leader is in his or her leadership style. It is important to note that this correlation is bi-directional, and no causation is implied.

The table below shows the correlation table for leader conflict resolution style, leadership style, level of perceived conflict among leaders, and level of direct involvement in conflict. The value in each column is the “*r*” value, representing the strength of the correlation between the two items. Significant correlations are highlighted in red ($p \leq .05$) and starred).

OCCI Factor: Control	Leadership style	Level of leader conflict	Leader involvement in conflict

OCCI Factor: Control	1	.156	-.392	.519
Leadership style	.156	1	.076	.527*
Level of leader conflict	-.392	.076	1	.162
Leader involvement in conflict	.519	.527*	.162	1

* $p < .05$

There are a few noteworthy trends in the data presented thus far. First, is the distribution of the “control” conflict resolution style. Overall, the leaders’ scores for this style tended to the low end of the range, meaning that most leaders do not use this style when addressing conflict. This is important to bear in mind, because it appears there may be a small, but influential group of leaders who use control as a method to resolve conflict. It is this same small group of leaders who are more likely to report “taking the lead and expressing my opinions freely” or feel that his or her opinions are “usually right and should be listened to.” The same group is more likely to report that they are personally involved in the conflict.

Impact of Leader Conflict on Youth Development

One of the questions posed for this study was whether conflict among horse leaders has a negative effect on the youth participants. This question is an important one for two reasons. First, we operate under a general assumption that all 4-H programs have positive results for youth. Overall, we know this to be true. Yet, at the same time, we know that not every 4-H program is the same. Youth in the horse project report a very different experience than they have in other 4-H project areas in which they participate (Arnold & Nott, 2009). For example, 4-H horse projects typically take place over a whole year, rather than just prior to the fair. Youth often work with the same horse for multiple years, unlike market animal projects. Additionally, the daily commitment to the care, feeding, exercising, and training of a horse are key indicators of the level of involvement required of youth in the horse project.

Another hallmark of the 4-H horse program around the country is the storyline of conflict among 4-H leaders. As part of our preparatory work for this study we spent a day at three county horse fairs observing the event and interactions that took place. We chose three very different fairs. One was in a suburban county with a large competitive and successful horse program. The second was also in a suburban county, but smaller and less competitive. The third was in a rural county with a small, but highly active program. We were struck by the similarities and differences. Horse fairs have many similarities, from youth doing their best to show their horse and horsemanship skills to the judges, to leaders and parents providing support and positive critique, to the youth with a winning smile on the experienced show horse, to the first time entrant on the little-too-fat pony that does not turn left very well, to youth working as teams and helping each other, to the decorated stable areas and awareness of the whereabouts of the herdsman judges, to the excitement of the blue ribbon and possible state fair berth, to the disappointment of a white ribbon and encouragement to keep trying. We suspect these scenes are played out at virtually every horse fair across the country.

Investigating a little deeper behind the scenes, however, we began to see differences in how the fairs were conducted, which is largely the responsibility of the 4-H horse leaders working with the county 4-H agent. Upon arrival at one fair we were struck by the prevalence of posted signs reminding youth, leaders, parents and the public, that the fair was about positive youth development more than it was about winning. At the same fair we witnessed a well organized morning competitors' meeting in which the schedule for the day was shared, last minute changes were presented, youth were recognized for things that happened the day before, and ample time was given for questions. The meeting ended with the sense that youth, parents, and leaders were all ready to begin a day of friendly and fair competition.

At another fair, we witnessed less deliberate organization, although overall, things seemed to run smoothly. We were struck however, by the lack of cohesiveness of the competitors. The show area and stables were spread out over a large area, and there did not seem to be an easy central place to congregate. Youth appeared to have a lot of unstructured down time due to the long wait times between events. The stable areas were largely unattended unless someone was actively preparing for the show ring, and the general sense was that most people headed to the camping area when there was nothing to do.

The third fair was very different from the first two, with everyone involved in the fair watching from the grandstands if they were not actively showing or getting ready to do so. Adults and youth alike freely offered their opinions of what was taking place in the show ring. When a young rider had problems with an uncooperative horse, at least five adults ran immediately to the arena shouting instructions on how to handle the situation. There was a sense that many variant strong opinions on matters of horses and youth were present, and many of the adults were vying for the title of being right.

The observation of these fairs, one that was run very tightly with an emphasis on youth development, one that had less structure and more focus on the competition that felt like a everyday horseshow, and one where active involvement, strong opinions and the potential for conflict was present helped shape our questioning around possible mediators of youth development.

In the fall of 2008, we conducted three focus groups with teens and adult leaders participating in the 4-H horse project. These focus groups solidified our sense that conflict within the program, particularly among leaders, may have an impact on the positive development of the youth participants. For example, previous research has demonstrated that 4-H youth who are involved in teaching younger members report significantly higher levels of positive youth development (Arnold & Meinhold, 2004). We purposefully chose the sites for the focus groups to include counties with reported high, medium and low conflict in the 4-H horse program. Teens in the low-conflict county readily offered that teaching younger youth was a big part of their participation in the horse program as they got older. They shared without prompting stories of feeling obligated to “be a good role model” and “to help others like they were helped when they were younger” and that they “enjoyed working with the younger members.” Teens in the high conflict county offered no stories of teaching others, and when prompted, brushed the idea off because the younger youth “would not do what I told them to do anyway.” We began to wonder if conflict was related to opportunities for teens to teach, which in turn is related to positive youth development.

In this study, we asked leaders about the opportunity for youth to teach on a five-point scale, ranging from “they do not teach younger members at all” to “youth teaching and leading is a big part of the 4-H horse program.” We also asked leaders about the importance of competition in the county on a five point scale ranging from “not important” to “extremely important.” Using these two variables, we calculated

correlations coefficients to look at the relationship between each of them and levels of leader conflict.

Significant correlations were found among these variables.

1. Importance of competition in the county is significantly correlated in a negative direction with perception of youth’s teaching roles ($r = -.506, p < .05$). This means that the higher the importance of competition, the less likely youth are perceived as teaching in the county 4-H horse program and vice versa.
2. There is also a negative correlation between level of leader conflict and teaching roles ($r = -.643, p < .01$). This means that the higher the reported conflict, the less likely youth teach in the county 4-H horse program and vice versa.

The table below shows the correlation table for teaching roles, importance of competition and level of direct involvement in conflict. The value in each column is the “r” value, representing the strength of the correlation between the two items. Significant correlations are highlighted in red ($p \leq .05$) and blue ($p \leq .01$).

	Teaching Roles	Importance of Competition	Level of leader conflict
Teaching Roles	1	-.506*	-.643**
Importance of Competition	-.506*	1	.258
Level of Leader Conflict	-.643**	.258	1

*($p \leq .05$); **($p \leq .01$)

Conflict and Perceived Youth Life Skills

The indicators of leader conflict were also analyzed for possible correlations with the leaders' reports of life skill development of youth participating in the 4-H horse program. We wanted to investigate the associations of conflict with the proposed life skill development of youth in the horse program.

Only two significant negative correlations were found in the Linn data, however, several more significant negative correlations between the leaders' indication of conflict in the program and the reported development of youth life skills were found in the larger Oregon dataset. In Linn, leader **use of the "control" style of conflict resolution** was *negatively* correlated with youth developing responsibility ($r = -.573, p \leq .05$).

Leadership style was *negatively* correlated with youth developing confidence ($r = -.626, p \leq .01$).

Impact of Agent Support on Leader Conflict

During the analysis of the three horse focus groups, we noted that the sites with low and medium conflict discussed strong positive feelings toward their agent’s role and support in their program. This discussion occurred without prompting and was not discussed by the high conflict group. Therefore, another question posed in this study was whether the 4-H agent’s involvement and support has an impact on the nature of conflict among 4-H horse. Horse leaders were asked to rate their perceived level of agent involvement and support on a one to five scale for seven different items: (1) How much their county agent provides education and training on 4-H; (2) how much their agent provides education and training on horses and horsemanship; (3) how much their agent provides education on PYD; (4) how much their agent provides support for new leaders; (5) how much their agent listens to horse leaders’ concerns; (6) how much their agent provides conflict resolution assistance; and (7) how much their agent attends horse leaders meetings.

Each item was rated on a one to six scale with a one indicating “none” and a six indicating “a lot.” Overall, the mean ratings for agent involvement were positive. However, facilitates conflict resolution was rated the lowest. Ranked mean ratings for agent support and involvement are presented in the table below (ranked from highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Attends horse leaders meetings	16	4.00	6.00	5.63	0.62
Provides support for new leaders	16	2.00	6.00	5.00	1.26
Provides education and training on 4-H	16	2.00	6.00	4.88	1.36
Provides education on PYD	16	2.00	6.00	4.81	1.28
Provides education and training on horses	16	1.00	6.00	4.56	1.79
Addresses horse leaders concerns	16	2.00	6.00	4.44	1.55
Facilitates conflict resolution	16	2.00	6.00	4.38	1.50

A few significant correlations were found among forms of agent support and conflict among leaders.

1. **Level of leader’s personal involvement in conflict** is significantly correlated in a *negative* direction with how much the leaders’ indicated their agent provides education on Positive Youth Development, addresses their concerns, and facilitates conflict resolution. The higher the involvement in conflict, the less reported agent support/involvement in these areas and vice versa.
2. Leader **use of control** is significantly correlated in a *negative* direction with how much the leaders’ indicated their agent’s ability to provide education and training on 4-H and horses, provide education on Positive Youth Development, address leader concerns, facilitate conflict resolution, and attend horse leaders meetings.

The table below shows the correlation table for each indicator of conflict among horse leaders: 1) Level of leader conflict; 2) leader involvement in conflict; 3) control style of conflict resolution; and 4) leadership style level among leaders. Each indicator is correlated with the seven aspects of the agent’s involvement.

	Provides education and training on 4-H	Provides education and training on horses	Provides education on PYD	Provides support for new leaders	Addresses horse leaders concerns	Facilitates conflict resolution	Attends horse leaders meetings
Level of leader conflict	.221	.289	-.170	-.105	-.334	-.422	.377
Leader involvement in conflict	-.376	-.419	-.685**	-.284	-.583*	-.508*	.072
OCCI Factor: Control	-.623*	-.599*	-.733**	-.487	-.575*	-.536*	-.617*
Leadership style	-.253	-.359	-.364	-.080	-.177	-.059	.144

*($p \leq .05$); **($p \leq .01$)

Summary

This study provides one of the first looks into the impact of the 4-H Horse program on youth as seen through the eyes of volunteer leaders in the 4-H horse program. The study also provides one of the first analyses of the nature of conflict among 4-H horse leaders. While there is much more investigation to be conducted, the findings of this exploratory study offer several key points that are worth emphasizing for program management and improvement.

Linn County: Youth Report

Study Participants

Nine hundred and forty nine active youth members of the Oregon State 4-H Horse program were randomly selected for participation in this study, which was 76% of the total 1,248 intermediate and senior youth horse members. The sample was stratified by counties, based on county enrollment and contact information received from the Oregon county 4-H offices.

Parents of each of the 949 youth were mailed a letter about the study, an informed consent form to sign and return along with the youth's e-mail address and a brief questionnaire regarding their family's involvement in the 4-H horse program. Also included was a stamped self-addressed envelope in which to return the signed consent form. Once the signed consent was received, youth were sent a link to the questionnaire via e-mail and the survey was completed on-line. In a handful of cases, hard copies were sent to the youth who did not have sufficient Internet access to complete the questionnaire on-line.

Reminder post cards were sent to parents who had not responded at two, four, and six weeks. At eight weeks, a second complete mailing with an informed consent and self-addressed return envelope was sent because of low response rates to the initial mailings.

Signed informed consents were received for 215 Oregon youth. One hundred and fifty six youth went on to complete the survey. This represents a 17% response rate, which is below a threshold of confidence for in the representative nature of the sample. However, we decided to go ahead with the analysis of this sample for two reasons:

1. Even with the needed caveat regarding the representation of the youth who responded for all youth participating in the Oregon 4-H horse program, the information the participants did provide allows one of the first looks at the nature of the impact of participation in the 4-H horse program on youth.
2. The same data were also collected from 63 4-H horse youth in Washington. When youth data from both states were combined, there were no significant differences found on any of the questions between the two states- lending additional confidence to the representative nature of the youth responses.

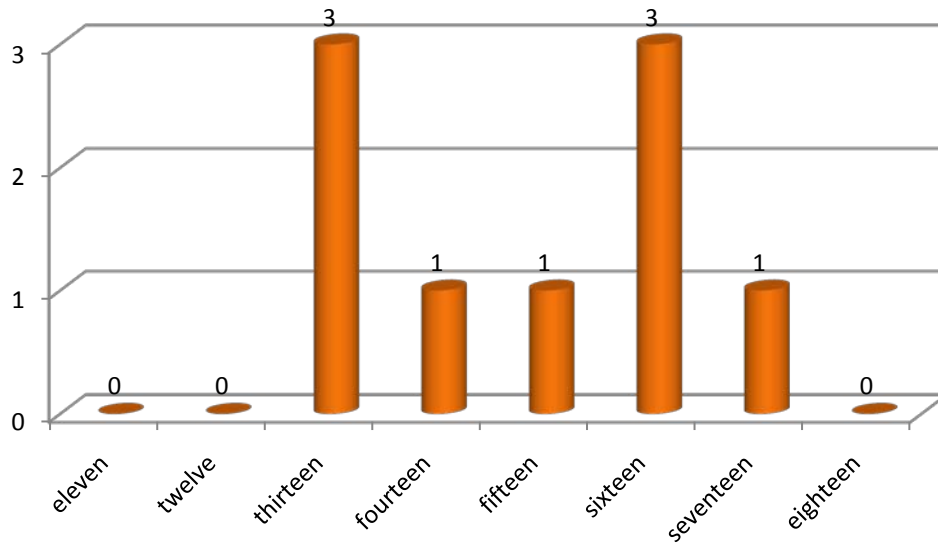
A 17% return rate is low for this type of applied research and sufficient caution is warranted when interpreting the results of this investigation. However, other studies have shown a similarly low response rate when contacting students initially through their parents to obtain students' email addresses (Schonlau, Fricker, & Elliot, 2002). In addition, the small number of respondents makes reporting more than basic descriptive findings debatable. Nonetheless, the information provided in this report provides an interesting, if cautionary description of youth participation in the Oregon State 4-H Horse program. Nine 4-H horse members responded from Linn County representing 5.8 percent of the total youth sample.

Youth Participation by County

County	N	Percent	County	N	Percent
Baker	1	.6	Lincoln	2	1.3
Benton	7	4.5	Linn	9	5.8
Clackamas	34	21.8	Malheur	2	1.3
Clatsop	3	1.9	Marion	9	5.8
Columbia	10	6.4	Multnomah	1	.6
Coos	7	4.5	Polk	6	3.8
Curry	1	.6	Tillamook	1	.6
Deschutes	16	10.3	Umatilla	7	4.5
Douglas	5	3.2	Union	2	1.3
Harney	2	1.3	Wallowa	5	3.2
Klamath	6	3.8	Wasco	2	1.3
Lake	1	.6	Washington	3	1.9
Lane	6	3.8	Unknown	8	5.1

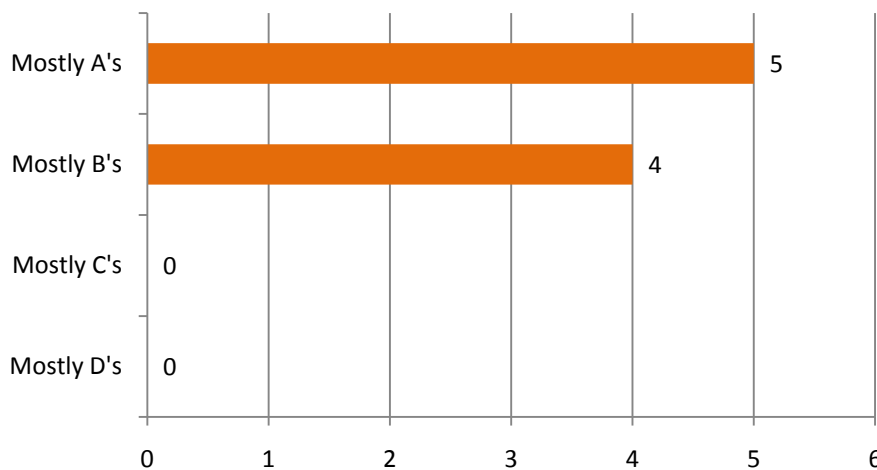
Youth Demographics and 4-H Horse Program Participation

Participants ranged in age from 13 to 17. The distribution of ages, in actual frequencies, is shown in the graph below. Eight participants were girls and one participant was a boy.



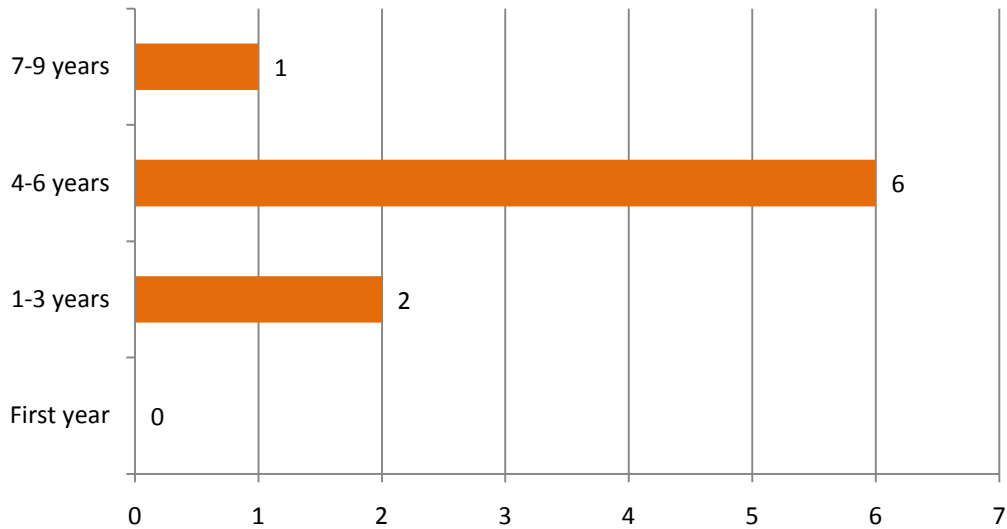
Type of School Attended and Grades

All of the nine youth attend public schools. All of the youth report earning mostly “A” and “B” grades in school. No one reported grades less than a “B”.



Participation in the 4-H Horse Project

The majority of the respondents have been in the 4-H Horse Project for four to six years (6 youth).



Eight of the youth own their own horses and one member uses his/her parents' horse.

Motivation for Joining the 4-H Horse Project

Youth were asked to rate the motivations for participating in the 4-H horse project on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Youth rated their passion for horses as the main reason for joining the 4-H horse project (mean = 6.00), followed by the opportunity to participate in the county 4-H horse fair. The following table shows the minimum and maximum ratings, as well as the mean rating and standard deviation for each item (sorted from the highest mean to the lowest mean).

	N	Min.	Max.	Mean	SD
Passion for horses	9	6.00	6.00	6.00	0.00
4-H horse fair (county)	8	3.00	6.00	5.50	1.07
Time with friends	9	4.00	6.00	5.33	0.87
Learn more about horses	9	3.00	6.00	5.33	1.00
State 4-H horse fair	9	1.00	6.00	5.11	1.83
Competition preparation	9	3.00	6.00	4.78	1.20
Teach younger youth	9	2.00	6.00	4.56	1.42
Other 4-H opportunities	9	3.00	6.00	4.22	1.20
Community service opportunity	9	2.00	6.00	4.00	1.41
Please parents	9	1.00	6.00	3.67	2.06

Time Spent Weekly on Horse Training and Care

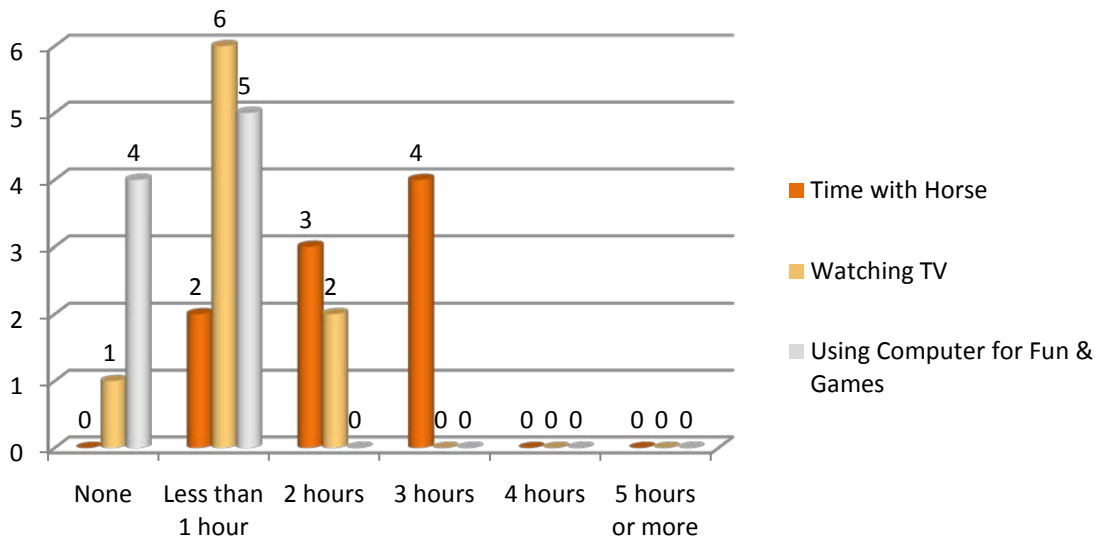
Youth reported the number of hours spent *per week* with their 4-H horse project. The majority of youth spend at least 1-2 hours a week on many of the tasks required for caring and training a horse. Notably, the majority of youth spend 3 or more hours training under saddle each week.

	None	1-2 Hours	3-5 Hours	6-8 Hours	9+ Hours
Training (on ground)	2	5	1	0	1
Training (under saddle)	1	1	6	0	1
Feeding	0	3	4	1	1
Grooming	0	4	3	0	1
Health Care (vet, farrier, etc.)	1	7	1	0	0
Cleaning stall/barn	0	1	4	2	2
Caring for equipment	2	5	2	0	0

Time Spent Daily with Horse, Watching TV, or on a Computer

Youth also reported the number of hours on an average school day that they spent with their horses, watching TV, and using the computer for fun/games (not for school assignments). The following chart shows the inverse relationship between time spent

with horses and sedentary time spent watching TV or using the computer. Seventy-seven percent of the youth reported watching TV less than one hour a day, or not at all. One-hundred percent report using the computer for less than one hour a day or not at all. Conversely, 77% of youth reported spending at least two hours or more a day in horse-related activities.



Parent and Grandparent Participation

Observational and anecdotal evidence of possible multi-generational participation in the 4-H horse program led us to ask if the youth’s parents and grandparents had participated in the 4-H horse program as a leader or member. The results revealed that six of the participants had a parent participate as a leader and five had a parent who was a 4-H horse member as a youth. Two youth reported that their grandparents were 4-H horse leaders and two participants also had grandparents who were 4-H horse members.

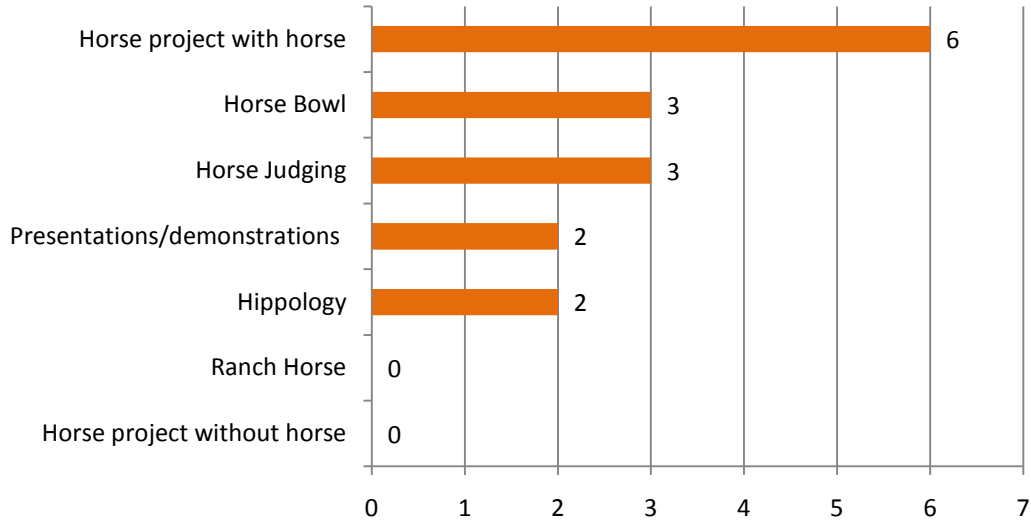
Type of Horse used in 4-H

Youth were also asked what type of horse they use for the 4-H horse program. The majority of participants ride or own quarter horses (AQHA registered) and paint horses (registered). The full list of types of horses used by 4-H members is below.

	Number of Youth
Quarter horse (registered)	5
Paint (registered)	3
Quarter horse (not registered)	2
Appaloosa (unregistered)	2
Quarter horse cross	1
Arabian (unregistered)	1
Saddlebred (unregistered)	1
Arabian (registered)	1
Appaloosa (registered)	1
Paint (not registered)	1
Pony (registered)	1
Morgan (unregistered)	1
Warmblood (unregistered)	1
Thoroughbred (registered)	0
Pony (unregistered)	0
Morgan (registered)	0
Thoroughbred (unregistered)	0
Warmblood (registered)	0
Saddlebred (registered)	0

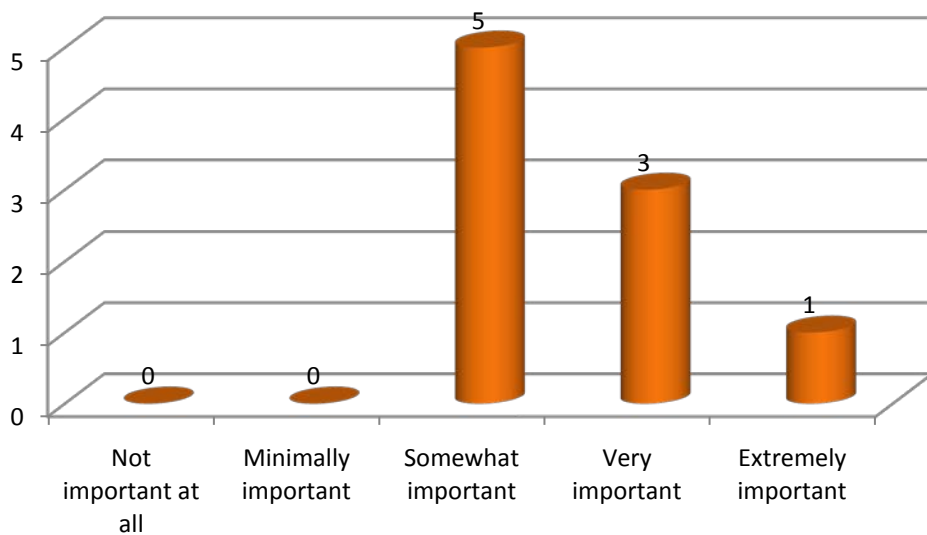
Participation in Different Aspects of the 4-H Horse Project

Members were asked about the specific aspects of the horse project they participate in. Six of the members have participated in the horse project with a horse and no one participated without a horse. The following graph displays all aspects of the 4-H horse project.

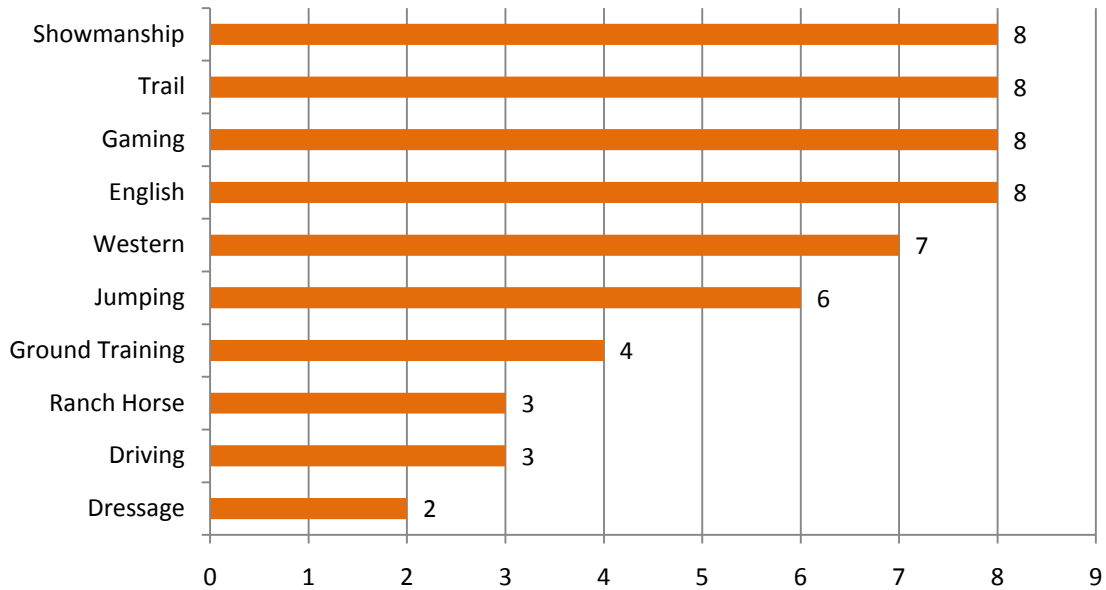


Competition in the 4-H Horse Project

Perhaps not surprisingly, competition is an important aspect of the 4-H horse program. Four of the youth report that competition is “extremely” or “very” important in the Linn county program. Five of the youth report that competition is “somewhat” important.



Youth in the 4-H horse program participate in a number of 4-H horse project competitions. Not surprisingly the majority of Linn members report participating in showmanship, which is often a requirement for participation in other competitive events. Eight members also participate in trail, gaming and English. Other events include western, jumping, ground training, ranch horse, driving and dressage. The following chart shows the number of youth reporting participation in each competitive activity.



Negative Aspects of Competition

While competition is an important part of the 4-H horse program, there are some potentially negative aspects involved in competition. Youth were asked to indicate the extent to which they have experienced some of these negative aspects in their county 4-H horse program. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” None of the negative aspects listed were rated very highly by youth. “Feeling inadequate” and “parents under involved” were the two most common negative aspects experienced by youth. The following table shows the minimum and maximum ratings for the negative aspects of the competition as well as

the mean rating and standard deviation for each item (sorted from highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Feeling inadequate	9	1.00	4.00	2.11	0.93
Parents under involved	9	1.00	4.00	2.11	1.05
Financial commitment	9	1.00	5.00	2.00	1.32
Coping with disappointment	9	1.00	4.00	2.00	1.22
Parents over involved	9	1.00	5.00	1.89	1.54
Time	9	1.00	4.00	1.89	1.05
Winning over good horsemanship	8	1.00	5.00	1.75	1.39

Horse Competition Opportunities

4-H horse project members often have ample opportunities for competition, both in and outside of the 4-H program. Youth were asked about the importance of these opportunities within their county. Each item was rated on a one to six scale, with a one indicating “none” and a six indicating “a lot.” County 4-H horse fairs and state 4-H horse fairs were rated as the most important competition opportunities for 4-H horse members. The following table shows the minimum and maximum ratings for each competition opportunity as well as the mean rating and standard deviation for each item (sorted from highest mean to lowest mean rating).

	N	Min.	Max.	Mean	SD
County 4-H Horse Fair	9	4.00	6.00	5.56	0.73
State 4-H Horse Fair	9	2.00	6.00	5.00	1.32
Open shows	9	3.00	6.00	4.67	1.12
OSHET	9	1.00	6.00	4.56	2.01
Spring Horse Classic	9	2.00	5.00	4.22	0.97
Rodeo	9	2.00	6.00	3.89	1.17
Breed shows	9	1.00	4.00	3.11	1.05

Life Skills and Personal Development in the 4-H Horse Project

4-H has long understood that providing opportunities for youth to learn about things that interest them is just one aspect of the 4-H program. While they are learning specific content, in this case horses, youth in 4-H programs also develop important life skills, such as responsibility, decision making, public speaking, and teamwork. Learning in 4-H programs takes place in a supportive atmosphere, often with the help and encouragement of a volunteer leader; program atmosphere is one of the critical elements of youth development programs (Roth & Brooks-Gunn, 2003). The positive atmosphere of 4-H allows youth to feel a sense of belonging, and provides opportunities to develop mastery, independence, and a spirit of generosity- all essential elements in high quality youth development programs (Kress, 2004). Gambone, Klem and Connell (2002) report that youth who are exposed to these elements tend to develop important skills, such as being responsible, doing well in school, having healthy interests, and avoiding negative behaviors.

The life skills typically articulated in the 4-H program come from the Targeting Life Skills Model developed by Hendricks (1996). Skills from this model are organized around the four Hs and are identified for their contribution to the healthy development of one's mind, heart, wellbeing, and service (see Appendix 1). Therefore, youth were asked to rate the extent that participation in the 4-H horse program helped them develop selected life skills on a one to six scale, with a one indicating "none" and a six indicating "a lot."

Youth rated "developing empathy for animals" and "developing passion" as the most important life skills developed through participation in the 4-H horse program. The following table shows the minimum and maximum ratings for each life skill as well as the mean rating and standard deviation for each item (ranked from highest to lowest mean).

	N	Min.	Max.	Mean	SD
Empathy for Animals	9	6.00	6.00	6.00	0.00
Passion	9	5.00	6.00	5.67	0.50
Confidence	9	4.00	6.00	5.44	0.73
Cooperation	9	4.00	6.00	5.33	0.87
Goal Commitment	9	3.00	6.00	5.33	1.12
Empathy for Others	9	4.00	6.00	5.33	0.87
Competence	9	4.00	6.00	5.33	0.87
Responsibility	9	4.00	6.00	5.11	0.78
Organization	9	4.00	6.00	5.00	0.87
Leadership	9	3.00	6.00	4.89	1.05
Physical Fitness	9	2.00	6.00	4.89	1.27
Record Keeping	9	3.00	6.00	4.78	1.09
Decision Making	9	3.00	6.00	4.67	1.00
Generosity to Others	9	3.00	6.00	4.67	1.12

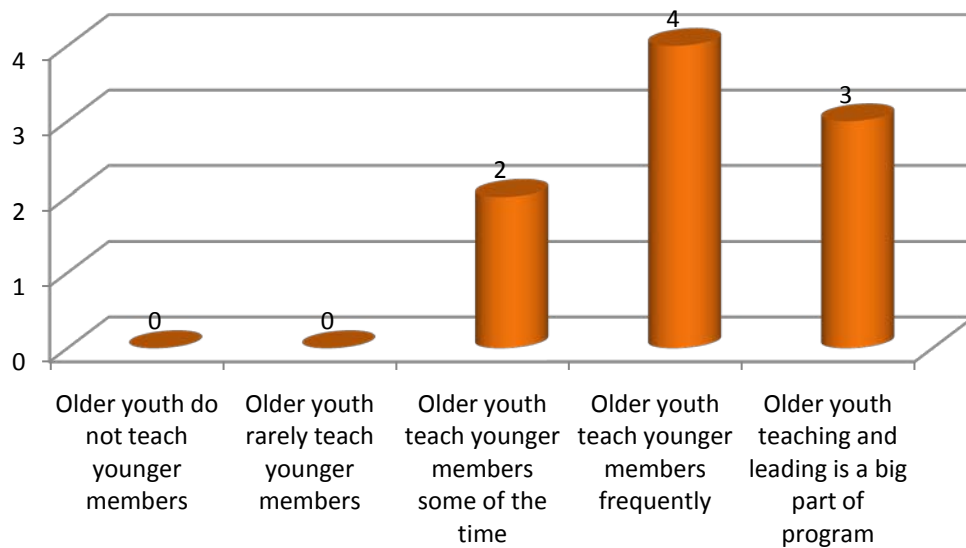
Competition and Life Skills

Given the important role that competition plays in the 4-H horse project, it is important to explore the potential benefits of competition. Youth respondents were asked to indicate how much competition helped with the development of selected life skills, on a one to six scale, with a one indicating “none” and a six indicating “a lot.” Youth reported that “sportsmanship,” “empathy for horse,” and “supporting others” were the top rated skills developed through competition. The following table shows the minimum and maximum ratings for each life skill as well as the mean rating and standard deviation for each item (ranked from highest to lowest mean).

	N	Min.	Max.	Mean	SD
Sportsmanship	9	4.00	6.00	5.56	0.88
Empathy for horse	9	4.00	6.00	5.56	0.73
Supporting others	9	5.00	6.00	5.56	0.53
Patience	9	4.00	6.00	5.44	0.88
Coping with disappointment	9	3.00	6.00	5.33	1.12
Responsibility	9	3.00	6.00	5.22	0.97
Setting goals	9	3.00	6.00	5.22	0.97
Time to be together as a family	9	3.00	6.00	4.89	0.93

Personal Skill Development: Teens as Teachers

Another hallmark of the 4-H program is the opportunity for older youth to teach younger 4-H members. Many 4-H programs provide opportunities for teens to teach, and previous research indicates that teens who teach show higher levels of positive youth development (Arnold & Meinhold, 2004). Seven of the youth reported working with younger members to teach them about horses and horsemanship. When asked what teaching roles older youth play in the horse program in their county, seven of the youth also indicated teaching younger members frequently or that teaching was a big part of the county 4-H horse program. No members indicated that older youth never or rarely teach younger members.



Positive Youth Development (PYD)

The research base for positive youth development (PYD) has developed significantly in recent years, and current research is revealing the particularly strong influence that the 4-H Youth Development program has on the positive development of youth supported by the Extension Services of Land Grant universities across the United States and its territories (Lerner, Lerner, & Phelps, 2008). 4-H has developed a program theory that articulates the elements that are important for the program's success (Rennekamp & Arnold, 2006). These elements include: (1) the resources, including volunteers, that make the program possible; (2) the youth who participate and the types of programs in which they are engaged; (3) the program's essential elements, which ensure that programs provide opportunities for belonging, mastery, independence, and generosity (Kress, 2004); and (4) the content of the programs (often called a 4-H project) and the life skills that are developed through learning the content, such as leadership, responsibility, and teamwork.

Beyond learning and developing life skills, the larger goal of positive youth development programs like 4-H is to encourage and facilitate the growth of "functionally valued" behaviors that result in thriving and well-being throughout adolescence, with the ultimate goal of helping youth develop into productive and positive adults (Gambone & Connell, 2004, Lerner, 2004; Roth & Brooks-Gunn, 2003). Functionally valued behaviors include *competence, character, connection, confidence, and caring*, commonly called the "5 C's" (Eccles & Gootman; 2002; Lerner, Fisher, & Weinberg, 2000; Pittman, Irby, & Ferber, 2001; Roth & Brooks-Gunn, 2003).

Youth in this study completed the Positive Youth Development Inventory (PYDI) (Arnold & Meinhold, 2008). The PYDI consists of 58 likert scale items in six separate scales designed to measure: 1) Competence (14 items); 2) Character (11 items); 3) Connection (9 items); 4) Caring (8 items); and 5) Confidence (9 items). These scales together

measure the five “C’s” of positive youth development and can be totaled for a sum PYD score. An additional scale measures a sixth “C” - Contribution (7 items). Although highly correlated with the 5 C’s, contribution has been modeled as the resultant outcome of PYD (Lerner, 2004). As such, it is calculated as a separate variable. Each item is rated on a four-point scale: (1) strongly disagree; (2) disagree; (3) agree; and (4) strongly agree. Respondents’ scores could range between 14 – 56 for Competence, 11 – 44 for Character, 9 – 36 for Connection, 8 – 32 for Caring, 9 – 36 for Confidence, and 7 – 28 Contribution. PYD composites were also calculated based on the five C’s; the PYD composite without the Contribution component could range from 51 – 204 and the PYD composite with Contribution could range from 58 – 232.

The following table shows the scale’s minimum and maximum, the participant’s actual minimum and maximum, and the mean scores and standard deviation for each scale.

	N	Scale Min.	Scale Max.	Participant Min.	Participant Max.	Mean	SD
PYD Competence Scale	9	14	56	43.00	54.00	47.56	3.68
PYD Character Scale	9	11	44	32.00	44.00	39.89	4.48
PYD Connection Scale	9	9	36	26.00	35.00	31.50	3.08
PYD Caring Scale	9	8	32	24.00	32.00	29.00	3.12
PYD Confidence Scale	9	9	36	24.00	32.00	28.22	3.31
PYD Contribution Scale	9	7	28	19.00	27.00	22.78	2.82
Composite PYD With Contribution	9	58	232	173.00	223.00	198.94	17.95
Composite PYD Without Contribution	9	51	204	152.00	197.00	176.16	15.56

While no normative data on the PYDI has yet been established, it should be noted that in general, participant scores for this study tended toward the high end of the range for each subscale. This indicates that, overall, participants in the 4-H horse project possess fairly high levels of PYD. Because the PYDI is a new instrument still under psychometric development, we are not able to conclude from these results whether the levels of PYD are particularly high compared to other youth. However, results from this study will contribute to the further development and testing of the PYDI, and it may be possible to

conduct a post-hoc comparison in the future once normative data have been determined.

Reduction of Potentially Risky Behaviors

Youth were asked to rate whether participation in the 4-H horse project helped reduce potentially risky situations or behaviors. These include not having anything to do after school, watching TV or playing video games, not being physically fit, substance abuse and sexual activity. Youth respondents were asked to rate each item on a one to six scale, with a one indicating “none” and a six indicating “a lot.”

The highest rated items for reduced behaviors were “not being physically fit” and “substance abuse”. Although being physically fit was not a large motivator for participating in the horse program, youth shared that the horse program does reduce the likelihood of not being fit. In addition, youth reported that participating in the horse program helped reduce substance abuse and sexual activity.

The following table shows the minimum and maximum ratings, as well as the mean rating and standard deviation for each item (ranked from highest mean to lowest mean).

	N	Min.	Max.	Mean	SD
Not being physically active/fit	9	4.00	6.00	5.44	0.73
Substance abuse	9	3.00	6.00	5.44	1.13
Sexual activity	9	3.00	6.00	5.33	1.12
Not having anything to do after school	9	4.00	6.00	5.22	0.67
Time spent watching TV	9	4.00	6.00	5.00	0.87
Time playing video games	9	3.00	6.00	4.78	0.97

Conflict in the 4-H Horse Program

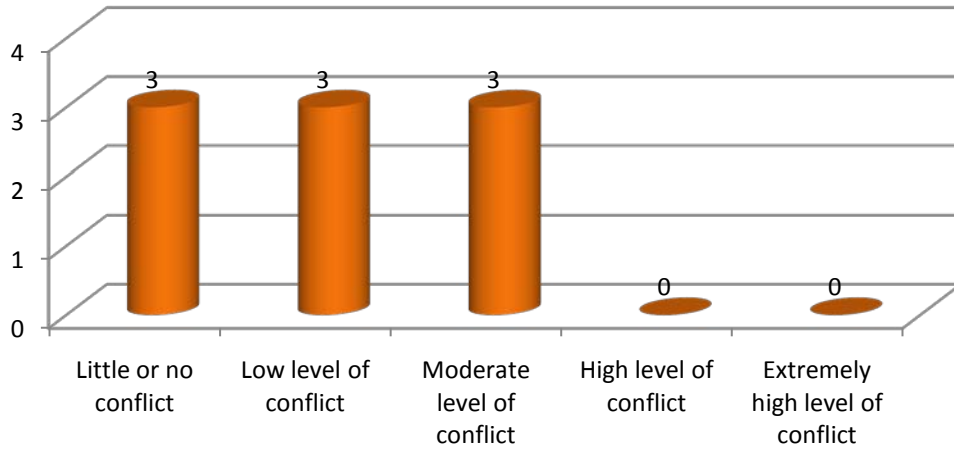
One of the common experiences reported about the 4-H horse program across the country is the high level of conflict that occurs in the program, often among adult volunteer 4-H horse leaders. Many people, including 4-H agents, leaders, parents, and members have shared stories about conflict and the stress it causes on the program, but little is actually known about the level of conflict and its impact on participants in the program. One of the main purposes of this study was to investigate youth perception of conflict, to understand better how prevalent conflict is in the program, and what measures might be taken to assuage its impact.

Conflict was measured in three ways: 1) A series of questions regarding the perceived level of conflict among member's 4-H horse leaders and the members themselves; 2) an assessment of the member's personal involvement in conflict; and 3) a series of questions about the sources of conflict in the 4-H horse program.

Levels of Perceived Conflict

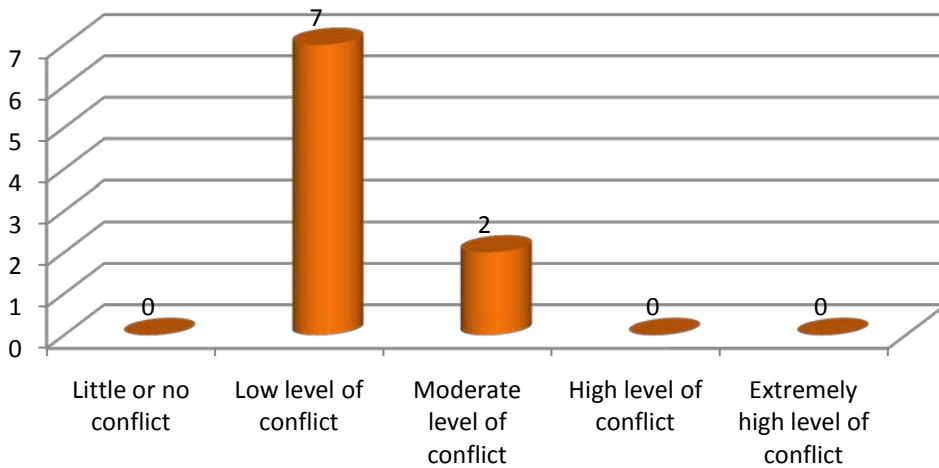
No members reported perceiving an "extremely high" or "high" level of conflict among leaders. All nine reported a moderate level of conflict or below. The following graph shows the youth ratings of perceived conflict among 4-H horse leaders.

Level of Leader Conflict



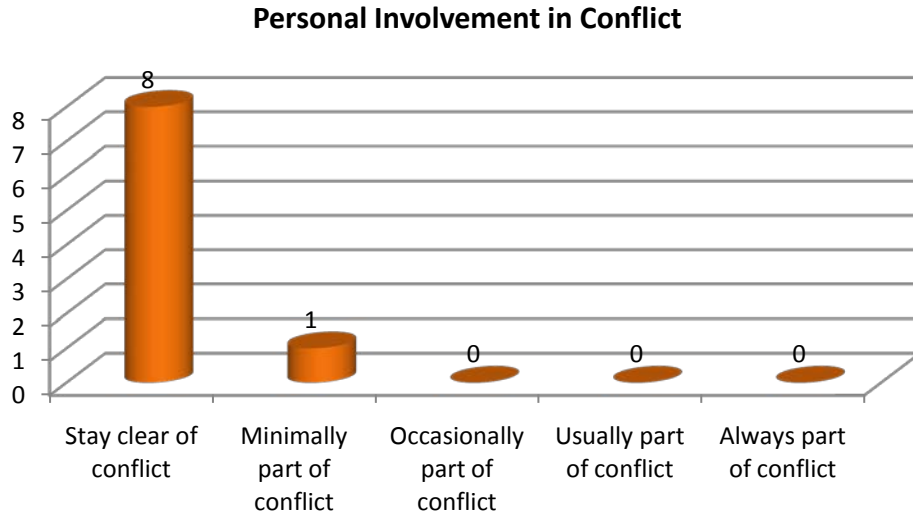
No one reported a “high” or “extremely high” level of conflict among members themselves, while two of the youth reported a moderate level of conflict and seven reported a low level of conflict. No youth reported little or no conflict among them. The following graph shows the youth ratings of perceived conflict among 4-H horse youth.

Level of Member Conflict



When asked about personal involvement in conflict, eight members report having no involvement, while none of the youth reported they are “always,” “usually,” or

“occasionally” involved in the conflict. The following graph shows the youth ratings of personal involvement in conflict among 4-H horse youth.



Sources of Conflict

Members reported horse knowledge, personalities, and personal opinions as the primary sources of conflict in the 4-H horse program, followed by horse training styles, opinions of parents, and interpretations of rules. To a lesser extent, risk management and safety concerns are perceived to contribute to conflict. Inter club competition was rated as the lowest source of conflict.

	N	Min.	Max.	Mean	SD
Horse knowledge	9	3.00	5.00	3.44	0.73
Personalities	9	2.00	5.00	3.44	0.88
Personal opinions	9	1.00	5.00	3.44	1.24
Horse training styles	9	2.00	5.00	3.33	0.87
Opinions of parents	9	2.00	5.00	3.22	1.09
Interpretation of rules	9	2.00	4.00	2.89	0.93
Risk management/safety	9	2.00	3.00	2.56	0.53
Inter club competition	9	1.00	3.00	1.67	0.87

Summary

This study provides one of the first looks into the impact of the 4-H Horse program on youth. The study also provides one of the first analyses of the nature of conflict in the 4-H horse program. While there is much more investigation to be conducted, the findings of this exploratory study offer several key points that are worth emphasizing for program management and improvement.

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