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ACCULTURATION ORIENTATIONS OF INDIANA 4-H ADULT

VOLUNTEERS TOWARD MINORITIES

A Thesis

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Lindsay A. Myers

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To God, whose plan for me is greater than anything I could write myself.

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ABSTRACT

Acculturation is the phenomenon which results when groups from differing backgrounds come into contact. These interactions are a combination of maintaining one's own original cultural values and adopting other groups' cultural values. From these variables, there are four main outcomes of acculturation: Integration, Assimilation, Marginalization, and Separation. The purpose of this study was to assess the acculturation orientations of 4-H adult volunteers toward minorities. The research questions of the study were: 1) what are the acculturation orientations of 4-H adult volunteers toward minorities? 2) How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities? 3) Are there differences among 4-H adult volunteers' acculturation orientations across each domain? Additional objectives of the study were to determine if a difference exists between what participants perceive to have happened and what they would like to happen in terms of minorities acculturating with the mainstream culture. The final objective was to determine if a difference exists between acculturation orientations that were adopted by participants within different life domains.

This study was guided by the conceptual framework of the Relative Acculturation Extended Model (RAEM). A questionnaire was adapted from the Acculturation Scale (Navas & Rojas, personal communication, October 22, 2012). Questionnaires were collected from a convenience sample of Indiana 4-H adult volunteers ($n = 1,253$). Data were analyzed using descriptive statistics including means, standard deviations, frequencies, and percentages. One sample t-tests were used to describe mean differences in the real and ideal situations as well as each domain. Findings indicated that the majority of participants adopted the Integration orientation in both the Real and Ideal situations across all domains. Recommendations are provided to guide future research as well as implications for theory and practice.

CHAPTER 1. INTRODUCTION

1.1 <u>Introduction</u>

Our lives are becoming increasingly intertwined as capital, knowledge, goods, and people freely flow across national borders on a daily basis. Activities, events, or decisions made in one part of the world can have a significant consequence on individuals in other parts of the globe. The process that occurs when there is a presence of transnational networks, social movements, and relationships is known as globalization (McGrew, 1992).

Globalization has increased immigration in three primary ways: first, nearly a trillion dollars cross national borders every day. Second, information and technologies allow individuals to imagine living better lifestyles than they are currently living (Suarez-Orozco, 2001). Finally, the affordability of mass transportation allows for easier migration (Suarez-Orozco, 2001). As a result of the globalization process, it is projected that by 2043, the U.S. will become a majority-minority nation for the first time. That is, no one group will comprise the majority of the population (U. S. Census Bureau, 2012).

When the process of globalization occurs, the outcome that results from the interactions between individuals from different backgrounds is known as acculturation (Berry, 2008). According to Berry (2008), globalization is the "contact that provides the starting point for acculturation" (p. 332).

1.2 <u>Acculturation</u>

According to the American Community Survey in 2010, it was estimated that there were approximately 40 million native born immigrants living in America, or about 13% of the total population (U. S. Census Bureau, 2010). When individuals move to the United States, they are exposed to new culture, food, music, values, and customs of the majority group. The majority groups are those individuals who comprise the largest population group of similar racial and ethnic backgrounds and have been established in a particular society. "Those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups" is defined as acculturation (Redfield, Linton, & Herskovits, 1936, p. 149). More recently, Sam and Berry (2010) defined acculturation as the process of cultural and psychological change that occurs when two cultures interact.

Berry (1997) proposed that there are four possible outcomes of acculturation: 1) Integration which occurs when individuals are able to adopt some of the cultural values of the majority culture while maintaining the integrity of their original heritage culture; 2) Assimilation which involves individuals rejecting the minority culture and fully adopting to the majority cultural norms; 3) Separation occurs when individuals reject the majority culture in favor of preserving their original heritage culture; and 4) Marginalization which refers to individuals rejecting both their original heritage culture and the dominant host culture.

During the interaction of two cultural groups, both bring with them a variety of unique qualities and characteristics (Sam & Berry, 2010). No cultural group remains unchanged following cultural contact; acculturation is a two-way interaction, resulting in actions and reactions to the contact situation (Sam & Berry). Immigrating individuals and groups bring cultural and psychological qualities with them to the host society, and the host society also has a variety of such qualities. Understanding the acculturation process may help us understand the compatibility (or incompatibility) between two cultural groups (Sam & Berry). Acculturation can be measured with both the majority (or host) culture as well as the adapting (or minority) culture (Sam & Berry).

Bourhis, Moise, Perreault, and Senecal (1997) contributed to Berry's work by adding a fifth acculturation orientation. Bourhis et al. proposed that five acculturation orientations can be endorsed by dominant host majority members toward specific immigrant minorities which include: 1) Integration, 2) Assimilation, 3) Segregation, 4) Exclusion, and 5) Individualism. Additionally, previous researchers (e.g., Ardens-Toth & Van de Vijver, 2004) have argued acculturation strategies that dominant group members prefer might differ depending on specific life domains (i.e., public and private). For example, Turkish-Dutch immigrants preferred to adopt dominant Dutch culture in public settings, but they preferred to maintain their heritage culture and do not adopt Dutch culture in private settings. Conversely, Dutch majority individuals preferred Turkish-Dutch immigrants to adopt the dominant Dutch culture in all life domains (Ardens-Toth & Van de Vijver, 2003). Perhaps the most significant contribution made by Bourhis et al. was the recognition that the perspective of the immigrant group is just as

important as that of the host society with regard to new incoming groups. The perspective of both the majority and minority group are interdependent as the behaviors and attitudes of one culture can influence how the other group will acculturate.

Several researchers have found that it is important to divide the general acculturation context into different domains, and within each domain individuals can adopt different acculturation strategies (Berry 1990; Horenczky 1997; Sam & Berry, 1997). Navas and her colleagues have adopted this strategy in their model, the Relative Acculturation Extended Model (RAEM), by creating seven separate domains (Navas, et al., 2005). These domains range from areas that are closest to material elements, to the furthest of ideological and religious views (Navas et al., 2005).

1.3 4-H Youth Development Program

The 4-H Youth Development program is an out-of-school, or non-formal educational organization that provides youth with 'learning by doing' experiences through projects that are worked on throughout the year. Typically, these projects are then showcased at the county fair, which takes place once every year (Lewis, 2008). The purpose of 4-H is to assist youth in their development through hands-on programs founded on the research from 109 land-grant universities and the United States Department of Agriculture (Purdue University, 2008). The 4-H Youth Development program is unique in the United States because it is offered in every state through land grant universities and is the National Institute for Food and Agriculture's (NIFA) primary youth development program (Lewis, 2008). 4-H is open to any and all youth in grades

three through 12 and is not only the largest youth serving organization in the world, but also the 'largest non-formal voluntary educational program in the world' (Seevers, Graham, & Conklin, 2007, p. 78).

According to the Purdue Extension website, the mission of Indiana 4-H is to "provide real-life educational opportunities that develop young people who positively impact their community and world" (4-H Purpose, 2008). The overall vision of Indiana 4-H is "to be the premier, community-based program empowering young people to reach their full potential" (4-H Purpose, 2008).

In programs such as 4-H Youth Development, volunteers are a critical component of extending program delivery methods to community residents who otherwise might not be reached by an Extension Educator (Steele, 1994). Volunteers have many different roles and responsibilities in 4-H and Extension programs, and are vital to issues-based programming and are key components in accomplishing national initiatives for the Cooperative Extension Service (Patton, 1990). As Extension Educators rely on their volunteers to help deliver programs, they are faced with the difficulty of finding individuals who share the same values as the Cooperative Extension Service. There is currently not a state-wide training program for Indiana 4-H adult volunteers.

In 2012, it was reported the Indiana 4-H program had 13,640 adult volunteers. There were 2,063 organized 4-H clubs, and within those clubs there were 62,564 4-H youth members (Purdue University Extension, 2012).

1.4 <u>Volunteerism</u>

According to Snyder and Omoto (2008), volunteering consists of at will work through beneficial activities that extend over time. Those who volunteer are engaged in the work without the expectation of a reward or other compensation. Volunteering is often executed through formal organizations, where work is performed on behalf of causes or individuals who desire assistance. For some individuals, being an aide to others is a prominent identity that naturally leads them to volunteer with organizations (Matsuba, Hart, & Atkins, 2007).

Volunteerism in the last quarter century has taken its place in the core of social sciences, no longer resting in the exterior of society (Wilson, 2012). Sociological theories focus on characteristics such as race, gender, and social class for the reasons why people chose to volunteer (Wilson, 2012). Researchers studying young Spanish volunteers found that they are more likely to express an interest in volunteering in the future if they identify strongly with a volunteer role (Marta & Pozzi, 2008). In another study, Chacon, Vecina and Davila (2007) found that role identity as a volunteer could also predict the duration of which that individual volunteers for an organization. Time devoted to volunteering does not appear to be an obstacle because hours spent providing help, performing chores, and childcare, have correlated positively with volunteerism (Einolf, 2010). However, some studies have shown that race does play a role in whether someone will volunteer for an organization or not. Some racial groups may feel more connected to certain organizations in which they volunteer because of a shared cultural value. Cultural barriers also influence the volunteer to help mainly members of their own racial group

(Ecklund, 2005). Most importantly for this study, volunteers do have an influence on children by acting as a role model (Caputo, 2009).

1.5 Problem Statement

According to a 2012 U.S. Census press release, minorities, now 37% of the U.S. population, are projected to more than double and comprise 57% of the population in 2060. As the U.S. population continues to diversify, the Cooperative Extension Service will be faced with the challenge of serving all residents, regardless of their race or ethnicity. As the 4-H Youth Development program relies on volunteers to extend programming efforts, it is important that volunteers are willing to work with minorities. The white, non-Hispanic 4-H adult volunteer is the host majority. This group's acculturation orientation, or attitude, towards a minority culture will influence the way the volunteers interact with that minority culture. An acculturation outcome of separation, or marginalization by the 4-H volunteers could create an unwelcoming environment for minorities hoping to become involved in the 4-H Youth Development program. This could result in the Cooperative Extension Service not being able to fulfill its mission of serving all individuals regardless of their racial or cultural backgrounds.

1.6 Need for Study

The global society that we live in today is creating a widespread movement of people that inevitably brings groups into contact with one another, as immigrants and

members of the host society (Sam & Berry, 2010; Zagefka & Brown, 2002). Focusing on youth development could potentially be the greatest approach for building communities that can overcome social issues (Rodriguez & Morrobel, 2004).

Bourhis and his colleagues (1997) argue that the host society, just like the minority group, will typically display a preference for one of the four acculturation strategies. In other words, the host society has specific ideas about how they want to deal with immigrants and about how they want the immigrants to behave. However, research on the host society strategy preference has been sparse. An appreciation of the importance of the host society's acculturation attitudes as well as those of immigrant groups then raises the question of compatibility between them (Zagefka & Brown, 2002). A weakness of classic acculturation models is the lack of importance given to how the dominant host majority can shape and be shaped by the acculturation orientations of immigrant groups (Berry, 1990; LaFromboise, Coleman, & Gerton, 1993; Ward, 1996).

Host society group members might prevent immigrant groups from fully participating in society if they possess negative stereotypes towards immigrant groups or if they consider immigrant groups' economic and social status within the host country to be adverse to the dominant group members (Bourhis, Moise, Perreault, & Senecal, 1997). The study of acculturation is important because a better understanding of the psychology of acculturation orientations could be useful in constructing intervention programs necessary to shift relational outcomes from being conflictual and problematic to being more consensual and harmonious.

1.7 <u>Purpose and Research Questions</u>

The purpose of this study was to explore the acculturation orientations of 4-H adult volunteers toward minorities.

The research questions of this study were:

1. What are the acculturation orientations of 4-H adult volunteers toward minorities?

2. How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities?

3. Are there differences among 4-H adult volunteers' acculturation orientations across each domain?

1.8 <u>Assumptions</u>

The following assumptions will be made throughout this study:

1. Participants who are invited to complete the survey have access to a computer and email.

2. The email addresses of the volunteers are valid and emails will be viewed by the volunteers and will not be filtered by junk or spam.

3. Participants who complete the survey will provide honest answers.

4. Participants who complete the survey will have done so independently without use of outside help or assistance.

5. Participants who received the online survey via email are current 4-H volunteers in Indiana.

6. Extension Educators have followed the outlined research protocol provided to them for disseminating the surveys.

7. The researcher will objectively analyze the data without bias.

8. Participants have had interactions with minorities.

1.9 <u>Limitations</u>

This study will be conducted with the following limitations:

1. Participants in this study were selected through a convenience sampling method, thus the findings are not generalizable to Indiana or other states.

2. The findings of this study are limited to those who completed the survey who were selected through a convenience sampling method.

3. Self-reporting is a limitation in this study because the accuracy of these data is reliant upon the honesty and accuracy of the participants' opinions of how they feel about certain issues regarding minorities presented in the questionnaire.

4. Specific dates of initial and follow-up contact will not be precise because the researcher did not contact the participants directly.

5. The survey was distributed only to Indiana 4-H volunteers who had a valid email address in the Purdue Extension database system.

6. This study focused on those who are racially and culturally diverse and does not address those who are minorities in terms of religious beliefs, disabilities, or sexual orientation, etc.

1.10 Operational Definitions of Terms

4-H Youth Development – A program that is open to youth in grades three through 12 and is the largest youth serving 'non-formal education' organization in the world by offering hands on educational programs (Seevers, Graham, & Conklin, 2007, p. 78).

Acculturation – The result of a host culture and a minority culture interacting with one another with subsequent changes in the original cultural patterns of one or both of the cultures (Redfield, Linton, & Herskovits, 1936).

Acculturation Orientation – The strategy adopted by either the host culture or minority culture towards the opposite group (Bourhis, Moise, Perreault, & Senecal, 1997).

Assimilation – When individuals fully reject the minority culture and adopt to the host majority cultural norms (Berry, Kim, Power, Young, & Bujaki, 1989).

Cooperative Extension Service (CES) – The Cooperative Extension Service is one of the nation's largest providers of scientific research-based information and education. It is a network of colleges, universities, and the U.S. Department of

Agriculture, serving communities and counties across America (Purdue
University, 2010).

Culture – This refers to the beliefs, values, traditions, ways of behaving, and language of
any social group. A social group may be racial, ethnic, religious, etc. (Phinney &
Ong, 2007).

Cultural Values – A set of shared standards, attitudes, goals, or practices commonly held
by a group of individuals. (Schwartz, 1999)

Domains – Areas that the general acculturation process have been divided into and
includes the six domains of work, economic, social relations, family relations,
religious beliefs, and principles and values (Navas, et al., 2005).

Ethnic Group – A specific group sharing a unique cultural heritage (e.g., customs,
beliefs, language, etc.). Two people can be of the same race (i.e., White), but from
different ethnic groups (e.g., Hispanic, Italian-American, etc.) (Phinney & Ong,
2007).

Host Majority Culture – The host majority culture is the dominant or majority culture
within a group. The host culture also tends to be well established within a group.
Within the Indiana 4-H program, the host cultures of adult volunteers are
American-born Caucasians (Bourhis & Bougie, 1998).

Integration – When individuals are able to adopt some cultural values of the host

majority culture while maintaining the integrity of their minority culture (Berry,

Kim, Power, Young, & Bujaki, 1989).

Marginalization – When individuals reject both their minority cultural norms and the

host majority culture (Berry, Kim, Power, Young, & Bujaki, 1989).

Minority –Youth and parents from racially and ethnically diverse populations (U.S.

Census Bureau, 2012).

Minority Culture – Any cultural group that is not native to a particular area or

organization. The minority cultures within the Indiana 4-H program are youth and

their parents who come from diverse populations (Phinney & Ong, 2007).

Race – A sub-group of people possessing common physical or genetic characteristics.

Examples include White, Black, Native American, etc. (Phinney & Ong, 2007).

Separation – When the host majority rejects the cultural norms of the minority culture

and accept that minorities maintain their original culture. Equally, when the

minority culture rejects the host cultural norms for the sake of maintaining their

original culture (Berry, Kim, Power, Young, & Bujaki, 1989).

CHAPTER 2. REVIEW OF LITERATURE

2.1 <u>Introduction</u>

This chapter will provide an overview of the Relative Acculturation Extended Model as it relates to the study of acculturation as well as diversity research conducted within the Cooperative Extension Service. This chapter is divided into six sections. The first section provides an overview of the methodology that was used to gather literature that informed this study. The second section focuses on the diversity of the United States and the significant increase in immigrants. Section three highlights research that has been conducted in Extension regarding diversity. The fourth section outlines the theoretical framework of acculturation, followed by a discussion of the conceptual framework. The fifth section will discuss volunteerism and the chapter will conclude with a summary of the chapter.

2.2 <u>Literature Review Methodology</u>

This study was informed by literature that was identified using several different search methods. Many of the references found were identified using the Purdue University eJournal database, Purdue University library catalog, Google Scholar, and the

Journal of Extension online database. Once searching within these databases, references were found by searching for various key terms and authors. Some of the key terms and phrases used included "diversity in 4-H," "acculturation," "Hispanic culture in 4-H," "Latino culture in 4-H," "host culture acculturation," "acculturation within organizations," "relative acculturation extended model," "level of acculturation," "multiculturalism and 4-H," "globalization," "multiculturalism and acculturation," "acculturation orientation," and "Extension and diversity."

2.3 Diversity of the United States

Recent rates of international migration have reached unparalleled levels in the United States (Schwartz, Unger, Zamboanga, & Szapocznik, 2010). For example, the United States is experiencing a substantial influx of immigration greater than previous immigrant movements of the 19th and early 20th centuries, and is unlikely to be restricted by legislation in the near future (Portes & Rumbaut, 2006). By 2060, it is projected that the U.S. population will be more racially and ethnically diverse, as informed by data from the 2010 Census (U.S. Census Bureau, 2012). The non-Hispanic white population will remain the largest group, but will no longer be the majority of the population. The Hispanic population is projected to grow from 53.3 million in 2012 to 128.8 million in 2060; more than a 100% increase. Over that same period, the black population is expected to grow from 41.2 million to 61.8 million. With the Asian population being the fourth largest racial group in the U.S., it is expected to grow from 15.9 million in 2012 to

34.4 million in 2060. The U.S. Census Bureau considers minorities to be all but the single-race, non-Hispanic white population (U. S. Census Bureau, 2012).

The 2010 American Community Survey estimated that nearly 40 million (13%) of the U.S. population is foreign born. Foreign born is defined as anyone who is not a U.S. citizen at birth. This group includes naturalized citizens, lawful permanent residents, temporary migrants (i.e., foreign students), humanitarian migrants (i.e., refugees), and undocumented migrants. The foreign born population from Latin America was the largest region-of-birth group, accounting for 53% of all foreign born individuals. By comparison, 28% of foreign born were born in Asia, 12% in Europe, 4% in Africa, 2% in North America, and less than 1% in Oceania. Of those, 21.2 million foreign born are from Latin America, and 11.7 million, or 55%, were born in Mexico (U.S. Census Bureau, 2012). In Indiana, 377,169 individuals are Hispanic or Latino, and 576,304 individuals are black or African American of the 6,831,423 total residents (U. S. Census Bureau, 2010).

2.4 Diversity Research within Extension

If an organization wishes to be effective to all constituents it intends to serve, it must be inclusive of all minority groups. An organization's values, mission, policies and procedures must be adaptable to multiple perspectives in order to add richness of increased creativity and adaptability to change (Schauber, 2001). This is especially true for the Cooperative Extension Service. Over the last 15 years, a variety of outreach programs have been created to increase the diversity of the audience that the Cooperative Extension Service serves. Several studies have focused on the Hispanic culture, given the

significant increase of Hispanic populations within the United States. However, few studies have been conducted within Extension research focusing on cultures other than the Hispanic population.

According to Hobbs (2001), it is important to include Hispanic audiences in Extension programming without creating a separate entity that requires extra funding. A recent study was conducted to determine how University of Illinois Extension can plan and deliver programs to Hispanic audiences, the support Extension Educators need to accomplish this, and how the Extension Service can meet the needs of the Hispanic population (Farner, Cutz, Farner, Seibold, & Abuchar, 2006). Major findings of this study indicated a need to establish relationships with Hispanic partners and building trust with Hispanic families is crucial to the future success of Extension programming. Although bilingual Extension staff are rare and language can be a significant barrier to effective Extension program implementation, programming for diverse audiences should not be constrained because of this limitation (Farner et al., 2006). In a separate study, Farner and her colleagues found that in order for the Hispanic population to be successful at life in general in the U.S., there must be a service agency that is easily accessible, and must meet the needs through educational programs appropriate for this audience (Farner, Rhoads, Cutz, & Farner, 2005). The Clemson University Extension program organized a summer English literacy program for Hispanic middle school youth and gradually introduced them to 4-H during the process (Lippert, 2009). This study found that parents were willing to allow their children to participate in the program because it occurred in a school that was viewed as a safe place they could send their children (Lippert, 2009).

Focus groups with Hispanic participants conducted by Extension staff have shown there is agreement that learning to speak English is essential to the success of Hispanics in the United States (Farner, Rhoads, Cutz, & Farner, 2005). Most importantly, researchers have found that the best way for Extension personnel to reach Hispanic populations is to build relationships and trust within their community (Farner, Cutz, Farner, Seibold, & Abuchar, 2006; Lippert, 2009; Behnke, 2008; Hobbs, 2004).

Several studies have focused on Extension program evaluation with minority populations (Farner, Rhoads, Cutz, & Farner, 2005; Lippert, 2009; Hobbs, 2004). Farner et al. (2005) found that it is critical to gain trust with a particular ethnic group in order to gain access and deliver programs. In a study conducted by Lippert (2009), schools were identified as a successful location for outreach programs for Hispanic audiences because they are viewed as a safe place. Lastly, Hobbs (2004) found that some Hispanics may have a limited understanding of the majority culture and fear they could be discriminated against and therefore are unsure of whether or not they will fit in with traditional 4-H clubs. Research was not found assessing the perceptions 4-H adult volunteers have toward minorities.

Several researchers have found that it has worked well to create a targeted 4-H program for minority groups while also maintaining the "traditional" 4-H group, thus reflecting the separation orientation (Farner, Rhoads, Cutz, & Farner, 2005; Lippert, 2009; Hobbs, 2004). One study discussed the benefits of delivering programs to African American populations through the faith and church community (Woodson & Braxton-Calhoun, 2006). This study found that it is easier to deliver programs to the African

American cultural group through gaining trust within the faith and church community first. However, integration has been shown to be the most adaptive strategy in many settings, being associated with the most ideal acculturative outcome (Berry, 1997; Berry, Kim, Minde, & Mok, 1987; Liebkind, 1996; Liebkind, 2001). Integration may lead to the most ideal acculturative results because minorities share a common identity with the host majority and yet are still able to distinguish themselves from the majority in a positive way (Gaertner & Dovidio, 2000; Hewstone & Brown, 1986).

In other Extension-based studies, targeted population programming has been adopted when delivering programs to minority populations such as Latinos. Extension professionals should consider that researchers in other disciplines are discovering that integration has more successful outcomes than that of separation. While psychological research has traditionally focused only on the minority group's attitudes and acculturation strategies, it has been pointed out that the host culture's attitudes are an important influence on the outcome of the acculturation process as well (Bourhis, Moise, Perreault, & Senecal, 1997). Ingram (1999) recognized that it is important for youth to be able to interact and work with people different from themselves, and therefore diversity has taken on greater importance within youth development. The demand for land-grant institutions to increase multicultural competence has further made diversity a priority within education (Gurin, Dey, Hurtado & Gurin, 2002). In 1999, the Change Agent States for Diversity (CASD) project was created by the Cooperative Extension Service with the goal of building the capacity of land-grant universities to function in a multicultural world. More recently, Cooperative Extension sought to further its commitment to

diversity and developed recommendations for change by publishing the *Pathways to Diversity Reaffirmed* (2003). However, despite the increase in number of recommendations, initiatives, and strategies, many minority populations remain underserved by land-grant universities (Ibarra, 2001; Ingram, 2005). Organizations should be careful when developing diversity action plans because often times the policy is written from the dominant culture perspective, rather than what might work for a underrepresented culture group (Schauber & Castania, 2001).

2.5 <u>Acculturation</u>

Acculturation was first studied and defined as "those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups" (Redfield, Linton, & Herskovits, 1936, p. 149). This definition was eventually used in dictionaries as the official definition of acculturation. Creating a universal definition of acculturation resulted in an increase of research on the topic (Hunt, Schneider & Comer, 2004). Since being defined by Redfield et al., acculturation has become an acknowledged and significant area of study (Berry, 1980, 2006; Tadmor, Tetlock, & Peng, 2009). In the mid 1970's, Berry took an interest in adding to the research on acculturation through his work on plural societies. A pluralistic society is one that has more than one cultural or ethnic group represented in the population with the likelihood that those cultures will be maintained for some time in the future (Berry, Kim, Power, Young, & Bujaki, 1989). In this situation, it is likely that the process of acculturation will occur and in some way,

other cultural groups will change individuals' way of life and behavior (Berry, 1980).

The study of acculturation makes the assumption that groups have the freedom to choose

which cultural values they would prefer to maintain or adopt. This, of course, is not

always the case as some cultures such as Native Americans are forced into other

communities (Berry, 1997).

Berry contributed to the formulation of an Acculturation Model (now known as

Berry's Acculturation Model) or also known as "Berry's Boxes" (Berry, Kim, Power,

Young, & Bujaki, 1989; Ward, 2008). This model was developed around three main

elements: acculturation attitudes, the changes of behavior or ways of life in the new

society, and the stress caused by the acculturation. It was previously believed that

acculturation orientations could be placed on a continuum. At one end is the maintenance

of one's culture of origin, and the other is the adaptation of the host society's culture.

Gordon's (1964) One-Dimensional Assimilation Model asserts that immigrants' attitudes

move from one end of the continuum to the other over time, notably with biculturalism in

the middle. However, Berry was able to identify that a two-dimensional model should be

utilized to measure the degree to which immigrants identify with the host culture and the

degree to which they maintain their own cultural heritage with the two being independent

of each other. Berry proposed that there were two independent attitudes: whether

immigrants consider their cultural values valuable enough to maintain, and whether

relationships with other groups are valuable enough to be sought after. Berry (1997,

1980; Berry, Kim, Power, Young, & Bujaki, 1989) claimed that individuals from the

immigrant or minority culture are faced with two important questions: 1) Is it important

to maintain my original cultural heritage?, and 2) Is it important to engage with other

groups, including those from the dominant culture? The response to these two questions,

give us a classic matrix with four acculturation outcomes shown below in Figure 2.1.
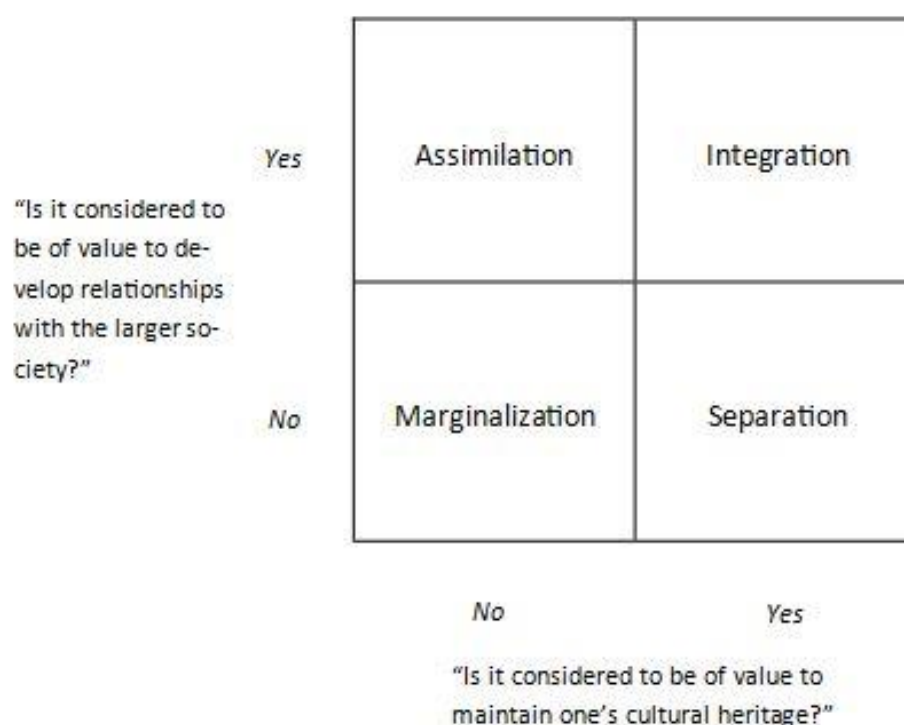
Figure 2.1. Berry's Acculturation Model showing the relationship between maintaining one's original culture and adopting another culture. Adapted from "Acculturation Attitudes in Plural Societies" by J.W. Berry, U. Kim, S. Power, M. Young, and M. Bujaki, 1989, *Applied Psychology: An International Review,* 38(2), p. 187. Copyright 1989 by International Association of Applied Psychology

Generally, a positive or negative ("yes" or "no" response) to the questions listed

in the figure will intersect to define four acculturation strategies (Berry, 1997). The four

acculturation outcomes as depicted in Figure 2.1 are: Integration, Assimilation, Marginalization, and Separation. Integration ("yes," "yes") occurs when there is interest in maintaining one's original cultural values while also adopting cultural values of other groups (Berry, 1997). Assimilation ("no," "yes") occurs when individuals do not wish to maintain their cultural values yet adopt the values of other groups (Berry, 1997). Marginalization ("no," "no") occurs when there is little interest in maintaining one's original cultural values as well as adopting cultural values of other groups (Berry, 1997). Finally, Separation ("yes," "no") occurs when each group wishes to maintain only its original cultural values and not adopt values from other groups (Berry, 1997).

Assimilation arises when only contact is valued while separation results when only cultural maintenance is of concern (Ward, 2008). Integration is associated with the most adaptive outcomes, including psychological and socio-cultural adaptation (Berry, Kim, Minde, & Mok, 1987; Dona & Berry, 1994; Sam & Berry, 2010; Ward & Kennedy, 1994; Ward & Rana-Deuba, 1999). The Integration orientation is used by individuals with an interest in maintaining one's original culture while having daily interactions with other groups – there is some degree of cultural integrity maintained, while at the same time they seek, as a member of an ethno-cultural group, to participate as an integral part of the larger social network.

Moghaddam and Taylor (1987) suggested that the endorsement of acculturation orientations that imply maintenance of the minority culture can be influenced by the extent to which immigrants feel accepted or discriminated against by members of the dominant host majority. Empirical studies in Canada (Lalonde & Cameron, 1993;

Bourhis & Bougie, 1998), the United States (Oetting & Beauvais, 1991) and Europe (Piontkowski, Florack, Hoelker, & Obdrzalek, 2000) addressed such issues. Acculturation research generally focuses on the minority culture, such as immigrants, who are living in a new homeland (Schwartz, Unger, Zamboanga, & Szapocznik, 2010).

Several researchers have contributed to the field of acculturation research since Berry, but perhaps most notably is Richard Bourhis. Bourhis, Moise, Perreault, & Senecal (1997) created the Interactive Acculturation Model (IAM). The IAM is intended to be a theoretical framework for the study of intergroup relations and ethnolinguistic identity (Bourhis et al., 1997). The primary difference between IAM and Berry's model is the recognition that the perspective of the immigrant group is just as important as that of the host society with regard to new incoming groups. These two perspectives are interdependent. The IAM proposes that host culture acculturation orientations may differ depending on the national origin of the immigrant group being considered by dominant host society members (Bourhis, Moise, Perreault, & Senecal, 1997). When conceptualizing acculturation, it is important to consider whether or not the dominant group is allowing the minority group to partake in relationships among the dominant group (Piontkowski, Florack, Hoelker, & Obdrzalek, 2000).

Bourhis, Barrette, El-Geledi, and Schmidt (2009) first explored the validity of the IAM model in the United States by looking at the host culture as well as the immigrant cultures' orientations. Their results supported the use of IAM in predicting endorsements of acculturation orientations. The IAM is flexible and able to measure the host dominant group members' orientations towards any specific area (e.g., language, race, ethnicity) in

the context of the inter-group in relation to the host society (Miwa, 2009). Table 2.1

shows the definition of each acculturation orientation from the perspective of both the

minority culture and host majority culture.

Table 2.1
*Definitions of the Four Acculturation Orientations from both the Minority and Host
Majority Culture Perspectives*

Orientation	Minority Culture	Host Majority Culture
Integration	When the minority culture is able to adopt some cultural values of the host majority culture while maintaining the integrity of their minority cultural values.	When host majority members accept and value the maintenance of the heritage culture of immigrants and also accept that minorities adopt important features of the host majority culture.
Assimilation	When the minority culture fully rejects their minority culture to adopt the host majority's cultural values.	When the host majority culture members expect immigrants to relinquish their cultural identity for the sake of adopting the culture of the host majority society.
Marginalization	When the minority culture rejects both their minority cultural values and the host majority culture.	When the host majority distance themselves from minorities by not wishing them to adopt or transform the host culture, though they accept that minorities maintain their heritage culture.
Separation	When the minority culture rejects the host cultural norms for the sake of maintaining their original culture.	When the host majority does not favor the cross-cultural contacts with minorities, prefer them to remain in a separate community enclave, and do not regard minorities as members of the host society.

Finally, Bourhis et al. (2009) added that there are three main outcomes resulting from the relationship between two cultures' orientations: consensual, problematic, and conflictive. These outcomes are determined by taking the orientation of the host majority culture and the minority culture and the degree to which they match or mismatch. For example, if both the host and the minority culture adopt the integration orientation, then the outcome will be consensual. However, if the host culture adopts separation and the minority culture adopts assimilation, the outcome will be conflictual.

2.6 Conceptual Framework: Relative Acculturation Extended Model

This study is guided conceptually by the Relative Acculturation Extended Model (RAEM) (Navas, et al., 2005). Merging the research of many acculturation models, the Relative Acculturation Extended Model (RAEM) was developed by combining many of the previous acculturation theories while incorporating new innovations to previous models (Navas, et al., 2005). The RAEM seeks to build on the contributions of other models while incorporating new aspects.

The first element of RAEM is that there is a joint consideration of the immigrant group and the host group as originally proposed by Bourhis et al. (1997). Researchers have found that the acculturation orientations of the host society has a strong influence on the way that minorities acculturate (Sam & Berry, 2010; Ward, 1996; Zagefka & Brown, 2002; Moghaddam & Taylor, 1987). In this aspect, the Interactive Acculturation Model

developed by Bourhis and his colleagues formed the foundation for considering both the host and minority culture.

Secondly, the RAEM makes a distinction between what is an Ideal Situation and a Real Situation. That is, acculturation attitudes preferred by both populations is a step from an Ideal situation (the option they would prefer to occur) and the Real situation (the option they have actually put into practice or what they think that immigrants have put into place). From the perspective of the host culture, the Real situation would be the perception of the acculturation strategies that minorities have put into practice. Conversely, the Ideal situation would be the acculturation strategies the majority culture would like the minorities to put into place. The Ideal situation for minorities would include how they would like to see themselves acculturate, while the Real situation would be how minorities feel they have acculturated with the host society (Navas, et al., 2005). Figure 2.2 depicts the Relative Acculturation Extended Model (RAEM). The dashed line around the right side of the model highlights the focus of this study.
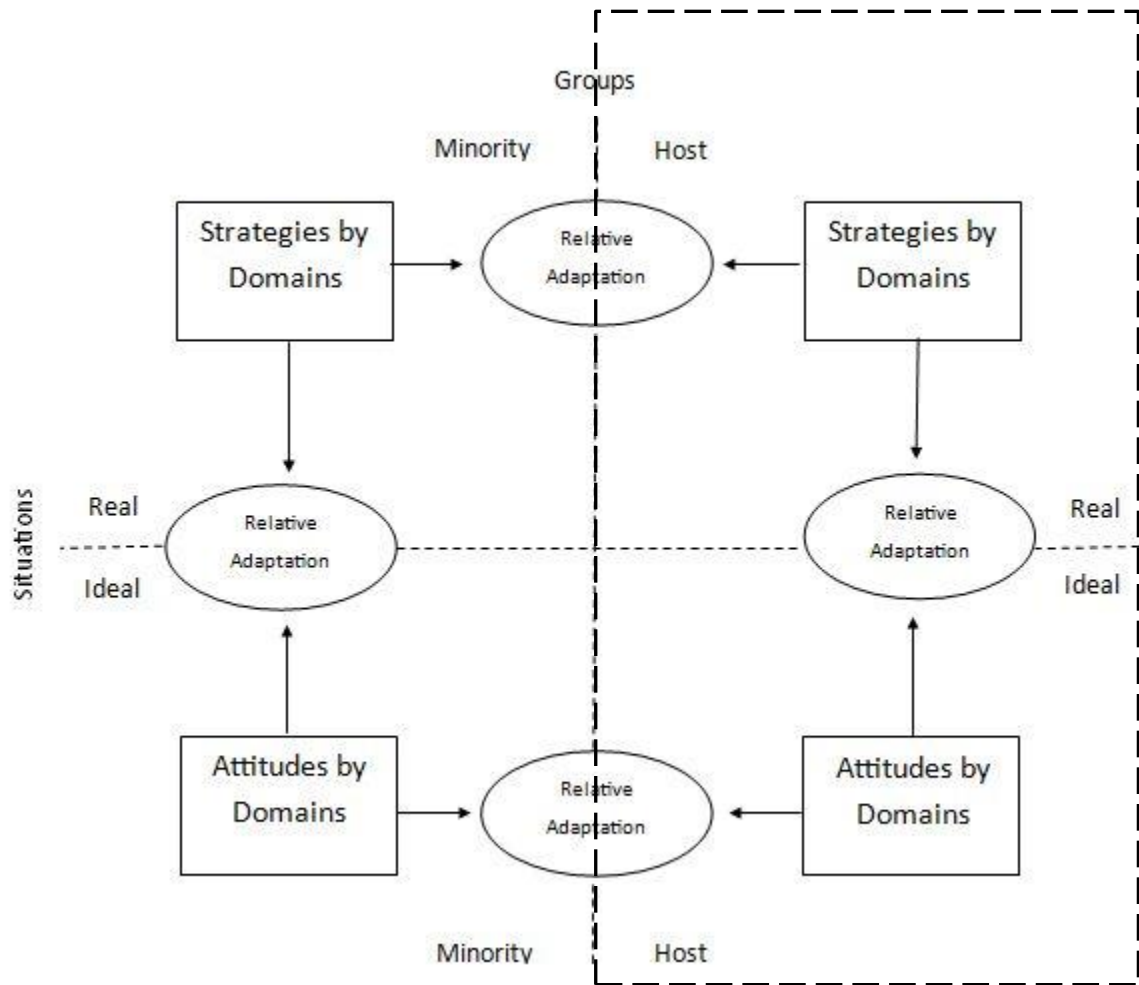
Figure 2.2. Relative Acculturation Extended Model (RAEM). Adapted from "Relative Acculturation Extended Model (RAEM): New contributions with regard to the study of acculturation," by M. Navas, M.C. Garcia, J. Sanchez, A.J. Rojas, P. Pumares, J.S. Fernandez, 2005, *International Journal of Intercultural Relations*, 29, p. 27. Copyright 2005 by Alsevier, Inc.

The final component of the RAEM is that there are various domains in which acculturation strategies and attitudes are proposed (Berry, 1990). There are seven domains that are utilized in the RAEM. The first domain is Polical and Government systems which organizes power and formal social order. For the purposes of this study, this domain has been omitted because the researcher did not believe it was necessary to ask participants about governmental systems, as 4-H is a program of the United States Department of Agriculture. The second domain, Work, refers to the occupations, tools, work schedules, and machinary used in the workplace. The third domain is Economic which involves consumer habits, how money is spent and saved, and the management of income. The fourth domain is Family Relations, which refers to behavior guidelines and values in regard to marital relationships, and children, etc. The fifth domain is Social Relations, which encompasses networks outside of family, in other words, friendships. Finally, the Ideological domain is divided into two components, creating the sixth and seventh domain for this model. The two components are Ways of Thinking (Values and Principles), and Religious Beliefs. It should be noted that several of these domains are considered the core principles (i.e., religious beliefs, ways of thinking, family relations), meaning that these principles are difficult to change, even over time in a new society. Other principles are considered "periphery" (i.e., work, consumerism, food, celebrating holidays). These principles are not connected to the core of who someone is because they are exterior behaviors and therefore can be adapted much easier. Figure 2.3 depicts how the domains are situated in the overall framework. The dashed line around the Host Culture Domains indicates the conceptual components of focus in the current study.
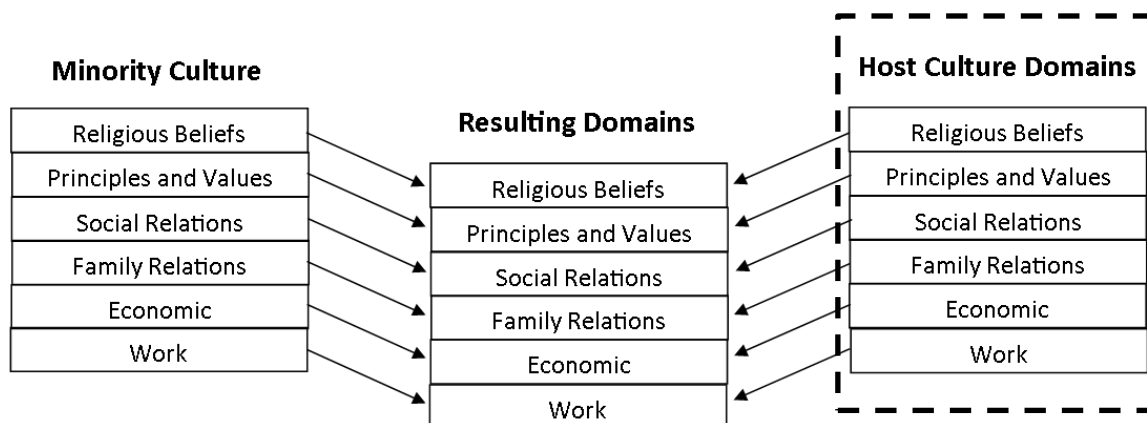
Figure 2.3 Acculturation process of minorities as relative adaptation between the minority culture and the host culture in different domains. Adapted from "Relative Acculturation Extended Model (RAEM): New contributions with regard to the study of acculturation," by M. Navas, M.C. Garcia, J. Sanchez, A.J. Rojas, P. Pumares, J.S. Fernandez, 2005, *International Journal of Intercultural Relations*, 29, p. 29. Copyright 2005 by Alsevier, Inc.

2.6.1 The Six Domains of this Study

The Work domain is concerned with an occupation or job. This could include tools or machinery used, work schedules, and overall job tasks. This is considered to be in the periphery of the cultural values and mostly related to material elements (Navas, et al., 2005).

The Economic domain is concerned with sharing goods produced, economic transactions, and consumer habits. This could include the types of items purchased, money that is spent or saved, and ways of managing income. This is considered to be in the periphery of the cultural values and mostly related to material elements (Navas, et al., 2005).

The Family Relations domain is concerned with biological reproduction and cultural transmission of behavior guidelines and values. This could include marital relationships and an individual's relationships with his/her children. This is considered to be in the periphery of the cultural values and mostly related to natural elements (Navas, et al., 2005).

The Social Relations domain is concerned with social relationships and networks that have been maintained outside of the family. This could include primarily friendships. This is considered to be in the periphery of the cultural values and mostly related to material elements (Navas, et al., 2005).

The Principles and Values domain is concerned with behaviors and morals that are core to an individual's values. This could include how respect is given and received by an individual. This is considered to be the core of the cultural values and mostly related to ideological elements (Navas, et al., 2005).

The Religious Beliefs domain is concerned with the religion one affiliates with and the customs that go along with this belief. This is considered to be the core of the cultural values and mostly related to philosophical elements (Navas, et al., 2005).

2.7 <u>Volunteerism</u>

Volunteering has been defined as an activity in which time is given freely to benefit another person, group, or cause (Wilson, 2000; Snyder & Omoto, 2008). Individuals are more likely to volunteer if there is a reward such as business contacts, or for psychological rewards such as making friends (Wilson, 2000). Having more at stake (i.e., two kids at one school) will increase the inclination in which one will volunteer (Gee, 2010). Conversely, reasons for not volunteering are lack of resources, such as free time and information about how to get involved (Sundeen, Raskoff, & Garcia, 2007).

When an organization wants to incorporate cultural diversity into their human resource practices, it needs to first assess the current organizational climate toward diversity. This is done by analyzing the attitudes and beliefs of the individuals within the organization (Schauber, 2001). Extension has remained committed to working with volunteers in order to meet the needs of its clientele (Huff & Pleskac, 2012). Therefore, the attitudes and beliefs of volunteers should be taken into account when analyzing Extension's organizational climate toward diversity. While the 4-H Youth Development Program has developed its organizational practices, it has been met with resistance from some local 4-H leaders; especially those leaders who have served in key leadership roles for long periods of time (Huff & Pleskac, 2012). This type of longtime volunteer who resists change within an organization is known as a Founder. Individuals referred to as Founders once provided decisive leadership at critical points in an organization's history, but does not change along with the evolving needs of the organization (Gottlieb, 2003).

Cultural and socioeconomic barriers also influence whether or not someone might volunteer for a particular organization. A study of Asian immigrants showed that recent immigrants are more likely to help members of their own cultural group (Ecklund, 2005). Furthermore, the more formal education an immigrant has received, the more the volunteer effort was directed towards mainstream organizations (Lee & Moon, 2011). However, researchers have found differences as to whether or not minorities are more likely to volunteer than the majority population. Some studies have indicated that minorities are less likely to volunteer than the white race because they possess less dominant social positions (Bryant, Jeon-Slaughter, Kang, & Tax, 2003; Sundeen, 1992). Conversely, Van Slyke and Eschholz (2002) found that the black race was more likely to volunteer than whites because they felt closer connected to the organizations they volunteered with. Other researchers believe that the volunteer statistics of minorities are underreported because minorities are less likely to volunteer with formal organizations and therefore are not reached by social surveys (Boyle & Sawyer, 2010).

In a study conducted in 11 states through the Cooperative Extension Service, 4-H adult volunteers were asked to identify what they believed their impact was on youth through their role as a 4-H volunteer. Among the most frequent responses, participants indicated they provided youth with a positive environment as well as help youth develop their social skills (Nippolt, Pleskac, Schwartz, & Swanson, 2012). Another recent study has shown that adult volunteers are needed to help deliver positive youth development (PYD) programs to youth (Arnold, Dolenc, & Rennekamp, 2009).

2.8 <u>Summary</u>

This chapter provided an overview of acculturation through the lens of the Relative Acculturation Extended Model (RAEM) as well as the Interactive Acculturation Model (IAM). As a result of this literature review, four themes are worth mentioning. First, few studies have focused on measuring acculturation with just the host culture, though the literature states the importance of considering the host culture's acculturation orientations. Secondly, limited research has been conducted on cultures other than Hispanics within the 4-H Youth Development Program. In particular, among the studies conducted with the focus of diversity, very few of them explored the construct of acculturation. Finally, to date, no studies have been conducted measuring the acculturation orientations of 4-H adult volunteers.

CHAPTER 3. METHODOLOGY

3.1 Introduction

This chapter will highlight the methods and procedures utilized to collect and analyze the data. First, the research design for the study will be outlined. Next, the Institutional Review Board Committee approval will be described. This will be followed by a description of the participants for the study as well as the instrumentation. Finally, a description of the data collection and data analysis will be outlined.

3.2 Purpose and Research Questions

The purpose of this study was to explore the acculturation orientations of 4-H Youth Development program volunteers toward minorities.

The research questions of this study were:

1. What are the acculturation orientations of 4-H adult volunteers toward minorities?

2. How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities?

3. Are there differences among 4-H adult volunteers' acculturation orientations across each domain?

3.3 <u>Research Design</u>

This study was guided by a conceptual and theoretical framework while being informed by the positivist paradigm by objectively answering the research questions through a quantitative research method. Positivism focuses on researching social sciences objectively while attempting to remove any value position of the researcher from the process (Thomas, 2009). Furthermore, a cross-sectional design method was used for this study because groups of people with a shared characteristic were measured at the same time (Thomas, 2009). In this case, 4-H adult volunteers from multiple counties in the state of Indiana were surveyed. The results will be analyzed using deductive reasoning.

3.4 <u>Institutional Review Board Committee Review</u>

The researcher completed the Collaborative Institutional Training Initiative (CITI) Course in the Protection of Human Research Subjects online training in January of 2012. The instrument for this study and all recruitment materials were attached to the

application for approval for Purdue University's Institutional Review Board Committee on the Use of Human Research Subjects. Approval for this study was granted on September 27, 2012 (Appendix A). Wording changes to the approved protocol were made for readability and approved on February 4, 2013 (Appendix B). Approval for this study was also granted by the Purdue University Cooperative Extension Director Dr. Chuck Hibberd on September 15, 2012 (Appendix C).

3.5 Participants

The target population for this study consisted of 2,495 current 4-H adult volunteers with a valid email address in the Purdue Extension database system from 20 counties throughout the state of Indiana. These counties included: Allen, Bartholomew, Benton, Cass, Clay, Dubois, Elkhart, Hamilton, Harrison, Jasper, Jay, Marion, Rush, St. Joseph, Steuben, Switzerland, Tipton, Vanderburgh, Vigo, and Washington (see Figure 3.1). A convenience sample was used in selecting counties to participate in this study. The Purdue Extension Service is present in all 92 counties in Indiana and is divided into 10 geographic areas and 5 districts. The counties that participated in this study were selected based on geographic representation, to accommodate rural/urban representations and to assure the Purdue Extension 4-H Youth Development position was not vacant at the time of the study.
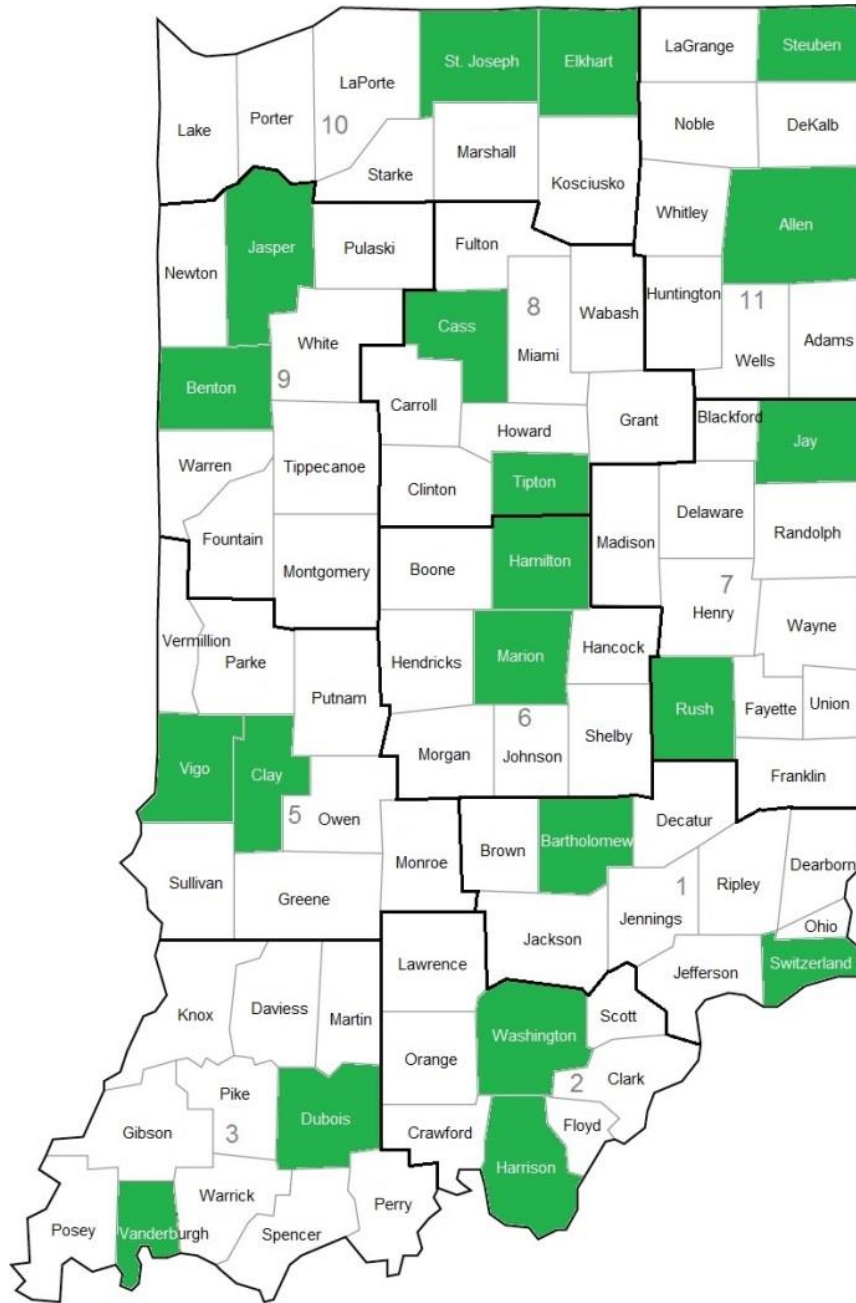
Figure 3.1 Indiana Counties Participating in Study

3.6 <u>Instrumentation</u>

Quantitative data were collected using a questionnaire eliciting information on six

independent and four dependent variables. The questionnaire for this study was an

adapted version of the measure Acculturation Scale created by Navas, Garcia, Sanchez,

Rojas, Pumares, and Fernandez (2005) for measuring acculturation orientations. The

independent variables in this study were the Real Situation (i.e., what is perceived to have

happened in society), Ideal Situation (i.e., what is perceived should happen), Maintenance

of Original Cultural Values, and the Adoption of Mainstream Cultural Values. Each

independent variable was measured within the following domains: Work, Economic,

Social Relations, Family Relations, Religious Beliefs, and Principles & Values. The

dependent variables were the four acculturation orientations: Separation, Marginalization,

Assimilation, and Integration.

The complete questionnaire for this study can be found in Appendix D. The

questionnaire was composed of five sections which included 67 items. Part one of the

questionnaire included the demographic items requesting information such as highest

level of education, gender, age, race and ethnicity of the participants. These demographic

items were adapted from a 4-H Volunteer Impact Study measurement tool used in a prior

research study conducted in the North Central Region.

Section two included items measuring the participants' beliefs that minorities

have maintained their cultural values (e.g., "Thinking of race and ethnicity, to what

extent do you believe that minorities have maintained their cultural values in terms of the

following: occupations.).” Section three included items measuring perceptions of the

extent to which minorities have adopted mainstream cultural values (e.g., “Thinking of

race and ethnicity, to what extent do you believe minorities have adopted mainstream

cultural values in terms of: friendships.).” Section four included items measuring the

extent to which individuals perceived that minorities should maintain their original

cultural values (e.g., “Thinking of race and ethnicity, to what extent would you like

minorities to maintain their cultural values in terms of the following: religious

practices.).” Finally, section five included items measuring the extent to which

individuals have perceived that minorities should adopt mainstream cultural values (e.g.,

“Thinking of race and ethnicity, to what extent would you like minorities to adopt

mainstream cultural values in terms of the following: marital relationships.).”

Participants were reminded in the instructions to answer each question honestly to reflect

how they feel, rather than what is socially acceptable. This was done in order to minimize

participants from answering how they think they should answer based on standards set by

society rather than how they actually feel. This is especially important on sensitive topics

such as race and ethnicity. A five-point Likert-type scale was used (1 = not at all, 2 = a

little, 3 = somewhat, 4 = mostly, 5 = a lot). The questionnaire was set up in a way that did

not allow participants to go backward in the survey once they moved on to the next page.

As stated earlier, sections two through five covered the six domains of the

RAEM. Items measuring the Work domain included: Occupations, Work Schedules, and

Language Spoken in the Workplace. The Economic Domain was measured by the

following items: Spending Habits, and Managing Income. Social Relations was measured

by the following items: Friendships and Networks Maintained. Marital Relationships and Relationships with their children were the items used to measure the Family Relations Domain. The Religion Domain was measured by items including Religious Beliefs and Religious Practices. Finally, the Principles and Values domain was measured by the items: Principles and Values, and Ways of Thinking. The reason the Work domain had three items was because it was more easily defined in three separate areas as supported by the literature (Navas, et al., 2005). Table 3.1 depicts the questionnaire items used for each domain.

Table 3.1
Questionnaire Items Measuring the Six Domains

Domain	Items Measuring Each Domain
Work	Occupations
	Work schedules
	Language spoken in the workplace
Economic	Spending habits
	Managing income
Social Relations	Friendships
	Social networks maintained
Family Relations	Marital relationships
	Relationships with their children
Religious Beliefs	Religious beliefs
	Religious practices
Principles & Values	Principles and values
	Ways of thinking

Content validity was established in two phases. During the first phase, members of the researcher's committee reviewed the questionnaire to ensure it was appropriate for the audience. Members of the committee included Dr. Renée McKee, Assistant Director

of Extension and Indiana State 4-H Program Leader. Dr. Steve McKinley, Volunteer

Extension Specialist, provided assistance on developing the demographic items. For the

second phase, the researcher asked each of the Purdue Extension Educators whose

counties were selected for this study to complete the questionnaire. The study was

introduced to the Educators at an annual Professional Development Conference (PDC) on

November 7, 2012. The researcher explained the purpose of the study, and the roles the

Educators would have in the dissemination of the surveys to their 4-H adult volunteers.

The Educators completed a paper version of the questionnaire and provided feedback on

how to make the questionnaire more understandable for their volunteers. Only the

Educators whose counties had been selected for this study attended this meeting.

Feedback given by the Educators was noted and in some cases addressed for clarity. For

example, it was suggested that the term "cultural values" be defined in the directions.

3.6.1 Field Test

A field test was conducted in order to establish face validity of the questionnaire

to ensure that the items were understandable by the intended audience and to establish a

smooth administration process. Field test participants included the 4-H adult volunteers

from Tippecanoe County (Indiana) who were not a part of the target population. The field

test was completed by 66 of 124 4-H adult volunteers resulting in a 56% response rate.

Open-ended items were also included on the questionnaire in order to gain feedback from

the participants regarding clarity of item wording (e.g., "Please provide us with feedback.

Are any of the questions on this page unclear or confusing? If so, please indicate the

question(s) you are referring to and explain why."). The field test was administered via

Qualtrics, a web-based survey tool. The questionnaire was revised based on the

comments and suggestions from field test participants. Minor changes in phrasing were

made in order to increase clarity and readability.

3.7 Data Collection

A web-based version of the questionnaire was developed and administered

through Qualtrics. The researcher felt it was important for the Purdue Extension 4-H

Educators to send the surveys to the volunteers in their county given their relationship

with the volunteers. For example, the Educators managed the volunteers throughout the

year in order to deliver programs and coordinate the overall 4-H program. Therefore, the

volunteers are familiar with the Educator in the county in which they volunteer.

On December 18, 2012 the researcher emailed each of the Educators several

attachments. First, a letter was emailed describing the purpose and goals as well as the

Educator's role in the study (Appendix E). Educators also received a document titled

"Research Protocol" which outlined the dates in which specific emails were to be sent to

their 4-H adult volunteers (Appendix F). The researcher asked the Educators to 'Bcc' or

'Cc' her on each of the emails that would be sent to volunteers so the researcher could

track when the emails were received by the participants. Of the four subsequent emails

that were sent to the volunteers, the researcher emailed the Educators the letter one day

prior to when it was to be sent to the volunteers. It was also noted in the email that if

there was a date that was scheduled for an email to be sent and the Educator was not in

his/her office on that particular day, it would be acceptable for support staff to send the email on the Educator's behalf.

A modified Dillman approach was used for sending the surveys to the participants via email (Dillman, 2007). First, a pre-notice email was sent to the volunteers on January 4, 2013 (Appendix G). This email introduced the study to the participants and informed them of their rights (e.g., the study is completely voluntary and cannot be traced back to the participant in any way). A link to the survey was not included in this email. On January 8, 2013 of the following week, a second email was sent to the volunteers (Appendix H). This email reminded the participants of the study that was previously introduced to them and briefly reminded them that the study was voluntary and anonymous. This letter included a link to the survey and provided directions on how to complete the survey. On January 15, 2013 participants received a third email that reminded them to complete the survey (Appendix I). This letter also served as a thank you to any participants who had already completed the survey. There was no way to eliminate anyone who had already completed the survey in the email because of the anonymous nature of the study. The emails were sent to all the volunteers in the target population each week, regardless of whether they had already completed the questionnaire. A fourth email was sent to the 4-H adult volunteers on January 22, 2013 (Appendix J). This letter was similar to the third email, but served as a second reminder to complete the questionnaire. A fifth and final email was sent on January 28, 2013 serving as a last reminder to complete the questionnaire by January 31, 2013 (Appendix K).

Each week the researcher tracked which Educators sent the emails on the scheduled day by keeping a chart in Microsoft Excel. Table 3.2 below shows which counties received the letters on the intended days. An "X" indicates that the email was sent. A missing "X" indicates that the email was either not sent or the Educator did not Bcc or Cc the researcher on the email. This prevented the researcher from knowing whether or not the email was sent as well as the date and time it was sent.

Table 3.2
List of Emails Sent to Participants by County

County	Email #1	Email #2	Email #3	Email #4	Email #5
Allen	X	X	X	X	X
Bartholomew	X	X	X	X	X
Benton	X	X	X	X	X
Cass	X	X	X	X	X
Clay	X	X	X		X
Dubois				X	X
Elkhart	X	X	X		
Hamilton	X	X	X	X	X
Harrison	X	X	X	X	X
Jasper	X	X	X	X	X
Jay	X	X	X		
Marion	X	X	X	X	X
Rush	X	X	X	X	X
St. Joseph	X	X	X	X	
Steuben	X	X	X	X	X
Switzerland	X	X	X	X	X
Tipton	X	X	X	X	X
Vanderburgh	X	X	X	X	X
Vigo	X	X	X		
Washington	X	X	X	X	X

The Educator from Dubois County notified the researcher on January 16, 2013 that he was out of the office for several weeks due to illness and was not able to send the first three emails. The emails were modified for Dubois County 4-H adult volunteers and they received the first letter on January 22, 2013 (Appendix L). The second and final email was sent on January 28, 2013 (Appendix M). The same end date of January 31, 2013 was used for Dubois County as was the case for all other participating counties.

Of the 2,495 4-H adult volunteers who received the questionnaire, 1,253 4-H volunteers completed the survey producing a 50.2% response rate. One hundred and sixty-nine surveys were not fully completed and therefore deemed unusable leaving 1,084 surveys (43.5%). The researcher established *a priori* that participants needed to complete sections 1, 2, and 3 of the questionnaire in order for it to be considered complete.

Participants who indicated anything but non-Hispanic for their ethnicity and white for their race were also removed prior to data analysis. The purpose of using these criteria is because the researcher is primarily interested in the opinions of the non-Hispanic white host majority population of the Indiana 4-H Youth Development program as directed by the research questions for this study. Finally, one participant indicated his or her age was 17, which is in the range of eligibility to be a 4-H youth member, and therefore could not be considered an adult volunteer. After removing these surveys, 1,035 usable surveys were remaining. As a result, the response rate for usable questionnaires was 42%. Table 3.3 highlights the response rate timeline and with the corresponding number of returned, completed, and usable questionnaires.

Table 3.3

Number and Percentage of Questionnaires Returned from 4-H Adult Volunteers

Date Email Sent	*N*	% of Returns
Second Email		
January 8, 2013- January 14, 2013	494	19.8%
Third Email		
January 15, 2013- January 21, 2013	321	12.9%
Fourth Email		
January 22, 2013- January 27, 2013	270	10.8%
Fifth Email		
January 28, 2013- January 31, 2013	168	6.7%
Total Returns	1253	50.2%

Note. The first email sent did not have a link to the survey because it served as an introduction to the study. Therefore, no surveys were completed during the time of the first email. $N = 1253$.

3.8 Data Analysis

Data for the study were analyzed using the Statistical Package for the Social Sciences (SPSS), Version 20. Data were analyzed using descriptive statistics including means, frequencies and standard deviations. Table 3.4 outlines the statistical analysis for each research question.

Table 3.4

Research Questions, Variables, Scale of Measurement, and Data Analysis Strategies

Research Questions	Variables		Scale of Measurement	Statistical Analysis
	Independent	Dependent		
1. What are the acculturation orientations of 4-H adult volunteers toward minorities?	Real Situation Maintenance of Original Culture Adoption of Mainstream Cultural Values	Separation Marginalization Assimilation Integration	Interval Interval Interval	Means, Standard Deviations, Frequencies, and Percentages
2. How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities?	Real Situation Ideal Situation Maintenance of Original Culture Adoption of Mainstream Cultural Values	Separation Marginalization Assimilation Integration	Interval Interval Interval Interval	One Sample T-Test
3. Are there differences among 4-H adult volunteers' acculturation orientations across each domain?	Real Situation Ideal Situation Maintenance of Original Culture Adoption of Mainstream Cultural Values	Separation Marginalization Assimilation Integration	Interval Interval Interval Interval	Frequencies and Percentages

For research question one, descriptive statistics including means, standard deviations, and weighted averages were used to describe the acculturation orientations of 4-H adult volunteers. A Maintain score more than three and an Adopt score more than three will indicate the Integration orientation. A Maintain score of more than three and an Adopt score of less than three indicates a Separation orientation. A Maintain score of less than three and an Adopt score of more than three will indicate an Assimilation orientation. A Maintain score of less than three and an Adopt score of less than three will indicate a Marginalization orientation. If the mean score for both Maintain and Adopt are exactly three, no specific orientation has been adopted. Thus, in all the prior cases, a three indicates a Neutral Orientation. A Maintain score less than three and Adopt score equal to three indicates a combination of the Marginalization and Assimilation orientations. A Maintain score of greater than three and an Adopt score equal to three indicates a combination of the Separation and Integration orientations. A Maintain score equal to three and an Adopt score less than three indicates a combination of the Separation and Marginalization orientations. Finally, a Maintain score equal to three and an Adopt score greater than three indicates a combination of the Integration and Assimilation orientations. In order to find the number and percent of participants that fall into each of the nine potential outcomes, a frequency distribution was utilized.

For research question two a one-sample t-test was used to assess possible differences between the real situation and the ideal situation. For research question three, frequencies and percentages were found for each of the nine possible outcomes among each of the domains. Finally, for a visual representation, a matrix was used to plot the

mean and standard deviation points of each domain in both the Real and Ideal Situations.

This was done by adapting Berry's Acculturation Model (see Figure 2.1) to mirror Figure

3.2. on a 5-point scale.
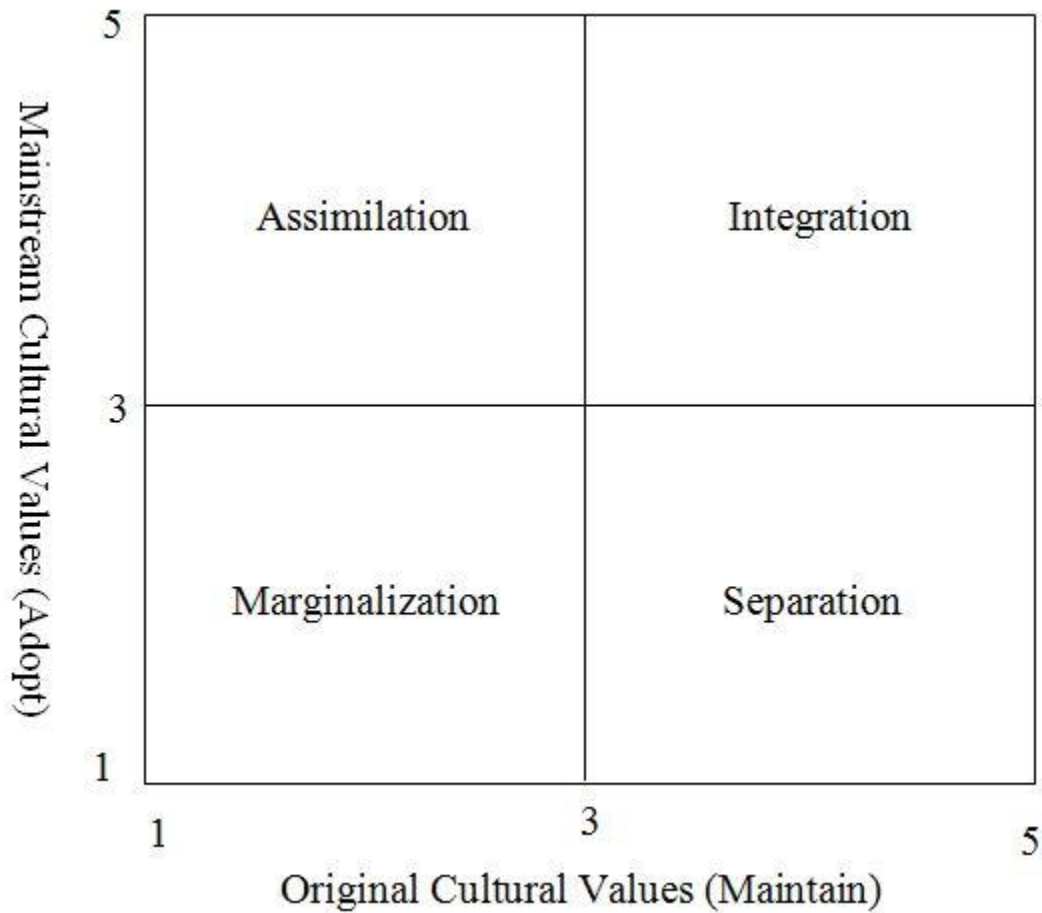
Figure 3.2 Acculturation Matrix used to plot mean and standard deviation points of each domain. Adapted from "Relative Acculturation Extended Model (RAEM): New contributions with regard to the study of acculturation" by M. Navas, M.C. Garcia, J. Sanchez, A.J. Rojas, P. Pumares, and J.S. Fernandez, *International Journal of Intercultural Relations,* 29(1), p. 31. Copyright 2005 by Elsevier Ltd.

CHAPTER 4. RESULTS

4.1 Purpose of the Study

The purpose of this study was to explore the acculturation orientations of 4-H adult volunteers toward minorities. The Acculturation Scale developed by Navas, Garcia, Sanchez, Rojas, Pumares, & Fernandez (2005) was modified to measure the acculturation orientations of 4-H adult volunteers in 20 Indiana counties. Data were analyzed with the Statistical Package for Social Sciences (SPSS), Version 20. Findings from this study are organized by first presenting the demographic characteristics of the participants followed by the three research questions. Finally, a post hoc exploratory factor analysis and reliability analysis is described.

4.2 Research Questions for the Study

The researcher explored the following research questions:

1. What are the acculturation orientations of 4-H adult volunteers toward minorities?

2. How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities?

3. Are there differences among 4-H adult volunteers' acculturation orientations across each domain?

<center>4.3 <u>Demographics of Participants</u></center>

Demographic data were gathered including gender, race and ethnicity, age, education, occupation, residence, and 4-H volunteer participation. 4-H volunteer participation was determined by their volunteer role, number of youth they interact with, years they have been a volunteer, and the county in which they volunteer. The following table describes the participants' gender and age. Eight hundred and forty-four (70.5%) of the participants were female, and 353 (29.5%) of the participants were male. The mean age was 48 years and ranged from 18 years to 84 years.

Table 4.1
Frequency and Percentage of Participants' Gender and Age

	Gender			Age Range (in years)						
	Male	Female	18-29	30-39	40-49	50-59	60-69	70-79	80-89
Frequency (*f*)	353	844	90	176	412	356	112	42	3
Percent (%)	29.5	70.5	7.6	14.8	34.6	29.9	9.4	3.5	.3

Note. Gender ($N = 1197$) and Age ($N = 1191$)

The most common volunteer role for a participant was 4-H club leader with 43.8% indicating such a role and the second most popular role being a 4-H project leader with 24% indicating as such. The largest percentage of years as a volunteer was 0 to 5 years, however 132 volunteers (11%) had over 26 years of experience (Table 4.2).

Table 4.2
Frequency and Percentage of Participants' Primary Volunteer Role and Years Serving as a Volunteer

Category	Response	f	$\%$
Primary Role	4-H Club Leader	522	43.8
	4-H Project Leader	286	24.0
	4-H Resource Volunteer	194	16.3
	4-H Council Representative	123	10.3
	4-H Fair Association Member	38	3.2
	State/National 4-H Committee Member	5	.4
	Spokesperson/Advocate for 4-H	23	1.9
Years as Volunteer	0-5	444	37.1
	6-10	295	24.7
	11-15	157	13.1
	16-20	99	8.3
	21-25	69	5.8
	26+	132	11.0

Note. Primary Role ($N = 1191$) and Years Serving as a Volunteer ($N = 1196$)

There was a large range in the number of hours participants estimated they spend per month volunteering in their volunteer role with the mean number of hours spent in the spring and summer being 19 and 7 for the fall and winter respectively (Table 4.3). More than half of the participants spend between 0 and 10 hours volunteering in the spring and summer as well as in the fall and winter (54.4% and 86.3%, respectively). Seventy-four

participants indicated they spend over 50 hours per month volunteering in their role in the

spring and summer, and 14 participants indicated spending over 50 hours per month

during the fall and winter. Participants indicated they interact with an average of 53 youth

per year. One hundred and six of the participants indicated they interact with more than

101 youth each year.

Table 4.3
Frequency and Percentage of Participants' Hours Per Month Spent Volunteering, Spring & Summer, Fall & Winter, and Average Number of Youth Interaction Within an Average Year

Category	Response	f	$\%$
Hours Per Month	0-10	637	54.4
Spring-Summer	11-20	280	23.9
	21-30	102	8.7
	31-40	41	3.5
	41-50	36	3.1
	50+	74	6.3
Hours Per Month	0-10	1020	86.3
Fall-Winter	11-20	107	9.1
	21-30	24	2.0
	31-40	9	.8
	41-50	8	.7
	50+	14	1.2
Average Number	0	34	2.9
of Youth	1-20	426	37.3
	21-40	255	22.3
	41-60	169	14.8
	61-80	67	5.9
	81-100	86	7.5
	101+	106	9.3

Note. Hours Spent Volunteering in Spring and Summer ($N = 1170$), Hours Spent Volunteering in Fall and Winter ($N = 1182$), and Number of Youth Participants Interaction in an Average Year ($N = 1143$).

Table 4.4 depicts how many participants volunteer in each county. Two-hundred twenty-one volunteers were from Elkhart County followed by Hamilton County with 102 participants. The smallest percentage of participants were from Cass County with 12 adult volunteers.

Table 4.4
Frequency and Percentage of Participants' Primary County in which they Volunteer

County	f	%
Allen	60	5.9
Bartholomew	65	6.4
Benton	19	1.9
Cass	12	1.2
Clay	22	2.2
Dubois	27	2.7
Elkhart	221	21.8
Hamilton	102	10.0
Harrison	32	3.2
Jasper	50	4.9
Jay	44	4.3
Marion	73	7.2
Rush	39	3.8
St. Joseph	45	4.4
Steuben	30	3.0
Switzerland	16	1.6
Tipton	22	2.2
Vanderburgh	61	6.0
Vigo	35	3.4
Washington	40	3.9

Note. N =1015

Over 99% of the respondents indicated their ethnicity as non-Hispanic with 97% also indicating their race as white. Other races identified included Black/African-

American (.4%), Asian (.2%), and more than one race (1.3%). Table 4.5 depicts the race

and ethnicity of the participants.

Table 4.5

Frequency and Percentage of Participants' Ethnicity and Race

Category	Response	*f*	*%*
Participants' Ethnicity	Non-Hispanic	1173	99.4
	Hispanic	7	.6
Participants' Race	American Indian/Alaskan Native	6	.5
	Asian	2	.2
	Black/African-American	5	.4
	Native Hawaiian or Pacific Island		
	White	1151	97.0
	More than one race	15	1.3
	Undetermined	8	.7

Note. Ethnicity (*N* = 1180) and Race (*N* = 1187).

The race and ethnicity of the participants' spouses was very similar to that of the

participants themselves. Less than 1% of the participants indicated their spouses to be

Hispanic, with 14% of participants indicating they were not married. Nearly all of the

participants indicated their spouse's race was white (84.5%), or they were not married

(12.9%). A very small number of participants indicated their spouse's race as Asian and

American Indian. Table 4.6 depicts the race and ethnicity of the participants' spouses.

Table 4.6

Frequency and Percent of Participants' Spouse's Ethnicity and Race

Category	Response	*f*	*%*
Spouse's Ethnicity	Non-Hispanic	1000	84.7
	Hispanic	11	.9
	Not Married	169	14.3
Spouse's Race	American Indian/Alaskan Native	4	.3
	Asian	4	.3
	Black/African-American	2	.2
	Native Hawaiian or Pacific Island	1	.1
	White	985	84.5
	More than one race	10	.9
	Undetermined	11	.9
	Not Married	149	12.9

Note. Spouse's Ethnicity ($N = 1180$) and Spouse's Race ($N = 1166$).

Thirty-six percent of participants indicated they lived on a farm or ranch followed by a rural non-farm with 32%. One hundred and twenty-eight of the participants indicated they lived in a Town/City of 10,000 to 50,000. The largest percentage of occupations identified was in the educational services, health care, and social assistance category (25.4%). Participants also indicated agriculture, forestry, fishing, and hunting as an occupation (11.6%). The 'other' category was indicated by 25% of the participants. Twenty nine percent of the participants indicated their highest level of education was a bachelor's degree, while 23% indicated they had some college experience as their highest level of education. Table 4.7 depicts the participants' education, residence, and occupation.

Table 4.7

Frequency and Percentage of Participants' Residence, Occupation, & Education

Category	Response	*f*	%
Residence	Farm/Ranch	435	36.5
	Rural non-farm	382	32.0
	Town under 10,000	85	7.1
	Town/City of 10,000 to 50,000	128	10.7
	Suburb of city over 50,000	104	8.7
	Central city over 50,000	59	4.9
Occupation	Agriculture, forestry, fishing and hunting	139	11.6
	Construction	26	2.2
	Manufacturing	65	5.4
	Wholesale trade	6	.5
	Retail Trade	30	2.5
	Transportation, warehousing, and utilities	25	2.1
	Finance, insurance, real estate, leasing	58	4.8
	Professional, management, administrative	211	17.6
	Educational services, health care, social assistance	304	25.4
	Arts, entertainment, recreation, accommodation & food service	19	1.6
	Public administration	9	.8
	Other	304	25.4
Education	Some High School	11	.9
	High School Diploma or GED equivalent	181	15.1
	Some college experience	281	23.5
	Associate Degree	167	14.0
	Bachelor's Degree	352	29.4
	Master's Degree	181	15.1
	Doctorate Degree	24	2.0

Note. Residence (*N* = 1193), Occupation (*N* = 1196), and Education (*N* = 1197).

4.4 Results for the Study

The results of the study are presented for each research question followed by a description of the post hoc exploratory factor analysis and reliability analysis for the study.

4.4.1 Results for Research Question 1: What are the Acculturation Orientations of 4-H Adult Volunteers Toward Minorities?

Acculturation orientations of 4-H adult volunteers were measured across six domains and on a 5-point Likert-type scale (1 = not at all, 2 = a little, 3 = somewhat, 4 = mostly, 5 = a lot). Overall weighted averages were found for each of the domain areas. Mean scores for which participants have perceived (Real Situation) minorities have maintained their original cultural values were Work, $M = 3.33$, Economic, $M = 3.35$, Social Relations, $M = 3.72$, Family Relations, $M = 3.64$, Religious Beliefs, $M = 3.76$, and Principles and Values, $M = 3.62$. Means and standard deviations for all variables in terms of maintaining original cultural values in the real domain are listed in Table 4.9. Mean scores for which participants have perceived (Real Situation) minorities have adopted mainstream cultural values were as follows: Work, $M = 3.21$, Economic, $M = 3.12$, Social Relations, $M = 3.18$, Family Relations, $M = 3.18$, Religious Beliefs, $M = 3.14$, and Principles and Values, $M = 3.09$.

Table 4.8

Means and Standard Deviations of each Domain (Real, Maintain)

	N	*M*	*SD*
Real Maintain Work 1	1037	3.40	.81
Real Maintain Work 2	1033	3.40	.84
Real Maintain Work 3	1042	3.19	1.01
Total Real Maintain Work		3.33	
Real Maintain Economic 1	1029	3.38	.85
Real Maintain Economic 2	1026	3.33	.86
Total Real Maintain Economic		3.35	
Real Maintain Social 1	1037	3.75	.83
Real Maintain Social 2	1036	3.69	.84
Total Real Maintain Social		3.72	
Real Maintain Family 1	1029	3.56	.89
Real Maintain Family 2	1032	3.72	.83
Total Real Maintain Family		3.64	
Real Maintain Religion 1	1028	3.79	.83
Real Maintain Religion 2	1030	3.73	.84
Total Real Maintain Religion		3.76	
Real Maintain P&V 1	1030	3.64	.85
Real Maintain P&V 2	1033	3.60	.85
Total Real Maintain P&V		3.62	

Note. P&V stands for Principles and Values.

Table 4.9

Means and Standard Deviations of each Domain (Real, Adopt)

	N	M	SD
Real Adopt Work 1	1011	3.26	.83
Real Adopt Work 2	1013	3.35	.84
Real Adopt Work 3	1025	2.97	1.00
Total Real Adopt Work		3.21	
Real Adopt Economic 1	1008	3.16	.86
Real Adopt Economic 2	1003	3.08	.86
Total Real Adopt Economic		3.12	
Real Adopt Social 1	1015	3.19	.90
Real Adopt Social 2	1011	3.18	.91
Total Real Adopt Social		3.18	
Real Adopt Family 1	1005	3.14	.92
Real Adopt Family 2	1008	3.22	.92
Total Real Adopt Family		3.18	
Real Adopt Religion 1	1006	3.14	.97
Real Adopt Religion 2	1001	3.13	.96
Total Real Adopt Religion		3.14	
Real Adopt P&V 1	1010	3.10	.93
Real Adopt P&V 2	1001	3.08	.91
Total Real Adopt P&V		3.09	

Note. P&V stands for Principles and Values.

The general acculturation orientation is found by calculating the overall mean from each of the six domains combined. The average scores of the two questions (maintain original cultural values and adopt mainstream cultural values) used to measure the general acculturation orientation are more than the mean value of 3 ($M = 3.57$ and

$M = 3.15$, respectively), and the deviations from the values of 3 are statistically

significant (t_{913}=25.95, p<.001; and t_{896}=5.88, p<.001, respectively) which indicates a

tendency of the participants to be aligned with the orientation of Integration. These

results are supported by the distribution of bivariate frequencies: 44.5% of the

participants who indicated an adoption of the Integration orientation, Assimilation

orientation (2.5%), Marginalization orientation (10.1%), and Separation orientation

(23.0%). The remaining participants adopted a combination of two orientations or were

neutral (see Table 4.10).

Table 4.10
Frequency and Percentage of Participants' General Acculturation Orientations

Orientation	f	%
Integration	370	44.5
Assimilation	21	2.5
Marginalization	84	10.1
Separation	191	23.0
Integration/Separation	52	6.3
Separation/Marginalization	13	1.6
Marginalization/Assimilation	18	2.2
Assimilation/Integration	10	1.2
Neutral	73	8.8

Note. $N = 832$

4.4.2 Results for Research Question 2: How do 4-H Adult Volunteers' Desired Choice of Minority Acculturation Strategies Compare to their Perception of Currently Adopted Acculturation Strategies of Minorities?

One sample *t*-tests were used to assess possible differences between the Real Situation and Ideal Situation. The deviation from the mean for the sample in both maintain original cultural values and adopt mainstream cultural values in the real situation can be seen in Table 4.11. These differences are statistically significant across all domains. This indicates that outcomes tend to situate in one quadrant or another. The results from the one sample t-test are presented by acculturation orientation. The results indicate participants perceive that minorities have adopted the Integration orientation while both maintaining their original cultural values and adopting mainstream cultural values.

Deviation from the mean for the sample in both maintain original cultural values and adopt mainstream cultural values in the Ideal situation can be seen in Table 4.12. These differences are statistically significant across all areas with the exception of Principles and Values in the question on adoption of the mainstream cultural values. The results indicate that participants would adopt Integration in all areas for both maintaining original cultural values and adopting mainstream cultural values in an Ideal situation.

The overall means for each domain in the Ideal situation are lower on the scale from 1-5, and consequently nearing Separation, than those in the Real situation. Thus, distinguishing acculturation orientations on the strategies adopted (Real situation) and strategies preferred (Ideal situation) provides more complete information on the orientations adopted by the participants.

Table 4.11

One Sample T-Test (Value 3) of Acculturation Orientations by Domain: Ideal Situation

Domain	*n*	*M*	*SD*	*t*	*df*	*p*
Maintain Original Cultural Values						
Work	941	3.20	.96	6.461	940	.000*
Economic	941	3.49	.91	16.451	940	.000*
Social Relations	953	3.66	.90	22.665	952	.000*
Family Relations	951	3.83	.89	28.923	950	.000*
Religious Beliefs	951	3.87	.89	30.340	950	.000*
Principles & Values	943	3.72	.88	24.957	942	.000*
Adopt Mainstream Cultural Values						
Work	933	3.67	.88	23.232	932	.000*
Economic	936	3.32	1.00	9.869	935	.000*
Social Relations	935	3.37	.98	11.472	934	.000*
Family Relations	930	3.37	1.08	10.355	929	.000*
Religious Beliefs	932	3.15	1.16	4.008	931	.000*
Principles & Values	930	3.35	1.04	10.124	929	.000*

Note. *p<.001

Table 4.12

One Sample T-Test (Value 3) of Acculturation Orientations by Domain: Real Situation

Domain	n	M	SD	t	df	p
Maintain Original Cultural Values						
Work	971	3.33	.73	14.113	970	.000*
Economic	975	3.35	.81	13.691	974	.000*
Social Relations	983	3.72	.79	28.510	982	.000*
Family Relations	975	3.65	.81	24.749	974	.000*
Religious Beliefs	975	3.76	.81	29.365	974	.000*
Principles & Values	980	3.62	.81	23.919	979	.000*
Adopt Mainstream Cultural Values						
Work	953	3.20	.76	8.111	952	.000*
Economic	954	3.12	.82	4.480	953	.000*
Social Relations	960	3.18	.87	6.372	959	.000*
Family Relations	952	3.18	.87	6.417	951	.000*
Religious Beliefs	950	3.13	.94	4.328	949	.000*
Principles & Values	954	3.09	.88	3.042	953	.002

Note. *$p<.001$.

4.4.3 Results for Research Question 3: Are There Differences Among 4-H Adult Volunteers' Acculturation Orientations Across Each Domain?

Within the Work domain for the Real Situation, the largest percentage of participants adopted the Integration orientation (32.0%). The second largest percentage was in the Neutral orientation (13.8%), followed by the Separation orientation (13.2%). For the Economic domain within the Real situation, the largest percentage of participants adopted the Neutral orientation (27.4%). The second largest percentage was in the Integration orientation (23.6%), followed by a combination of Integration and Separation (13.3%). Within the Social Relations domain for the Real situation, the largest percentage of participants adopted the Integration orientation (32.9%). The second largest percentage of participants adopted a Neutral Orientation (20.4%), followed by the combination of Integration and Separation (17.5%). For the Family Relations domain, the largest percentage of participants adopted the Integration orientation (34.1%). The second largest percentage group was the Neutral category (18.9%), followed by a combination of the Integration and Separation orientations (15.7%). For the Religious Beliefs domain, the largest percentage of participants adopted the Integration orientation (32.1%). The second largest percentage group was the Neutral category (19.9%), followed by a combination of the Integration and Separation orientations (17.5%). Finally, for the Principles and Values domain, the largest percentage of participants adopted the Integration orientation (28.3%). The second largest percentage group was the Neutral category (19.7%), followed by a combination of the Integration and Separation orientations (18.2%).

Within the Work domain for the Ideal situation, the largest percentage of participants adopted the Integration orientation (31.9%). The second largest percentage was in the Assimilation orientation (24.6%, f = 220), followed by the Neutral orientation (13.5%, f = 121). For the Economic domain in the Ideal situation, the largest percentage of participants adopted the Integration orientation (29.9%, f = 270). The second largest percentage was in the Neutral orientation (25.6%, f =231), followed by Separation (10.4%, f =94). Within the Social Relations domain for the Ideal situation, the largest percentage of participants adopted the Integration orientation (34.9%, f =318). The second largest percentage of participants adopted the Neutral category (21.2%, f =193), followed by Separation (12.8%, f =117). For the Family Relations domain, the largest percentage of participants adopted the Integration orientation (38.9%, f =353). The second largest percentage group was the Neutral category (17.8%, f =161), followed by the Separation orientation (16.6%, f =151). For the Religious Beliefs domain, the largest percentage of participants adopted the Integration orientation (32.7%, f =296). The second largest percentage group was the Neutral category (22.3%, f =202), followed by the Separation orientation (19.2%, f =174). Finally, for the Principles and Values domain, the largest percentage of participants adopted the Integration orientation (34.5%, f =309). The second largest group was the Neutral category (18.0%, f =161), followed by the Separation orientations (17.0%, f =152). Table 4.14 depicts the acculturation orientations by domain within the Real Situation, while Table 4.15 depicts the acculturation orientations by domain within the Ideal Situation. Additionally, Figure 4.1 depicts a visual representation of each domain mean and the differences between the Real and Ideal situations. As seen in the figure, differences in means appear to be distinct between

each of the domains as well as the difference between mean scores in the Real versus the

Ideal situations. While the mean scores all fall into the Integration quadrant, it is

important to consider the standard deviations of the means. Figure 4.2 depicts the

standard deviations of each plotted mean, showing that orientations on an individual case

fell in each of the four quadrants. Though the majority of volunteers indicated an

Integration orientation, there were still volunteers who prefer the Separation,

Marginalization, and Assimilation orientations.

Table 4.13

Acculturation Orientations by Domain within the Real Situation

	Domains (Real Situation)											
	Work		Economic		Social Relations		Family Relations		Religious Beliefs		Principles & Values	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Integration	293	32.0	219	23.6	307	32.9	314	34.1	294	32.1	263	28.3
Assimilation	70	7.6	23	2.5	7	.7	12	1.3	7	.8	11	1.2
Marginalization	69	7.5	73	7.9	36	3.9	44	4.8	33	3.6	49	5.3
Separation	121	13.2	88	9.5	142	15.2	135	14.6	155	16.9	143	15.4
Neutral	126	13.8	254	27.4	191	20.4	174	18.9	182	19.9	183	19.7
Marginalization/ Assimilation	43	4.7	39	4.2	16	1.7	34	3.7	16	1.7	29	3.1
Integration/ Separation	89	9.7	123	13.3	163	17.5	145	15.7	160	17.5	169	18.2
Separation/ Marginalization	43	4.7	42	4.5	34	3.6	36	3.9	37	4.0	47	5.1
Assimilation/ Integration	61	6.7	66	7.1	38	4.1	28	3.0	31	3.4	34	3.7
Total *N*	915		927		934		922		915		928	

Table 4.14

Acculturation Orientations by Domain within the Ideal Situation

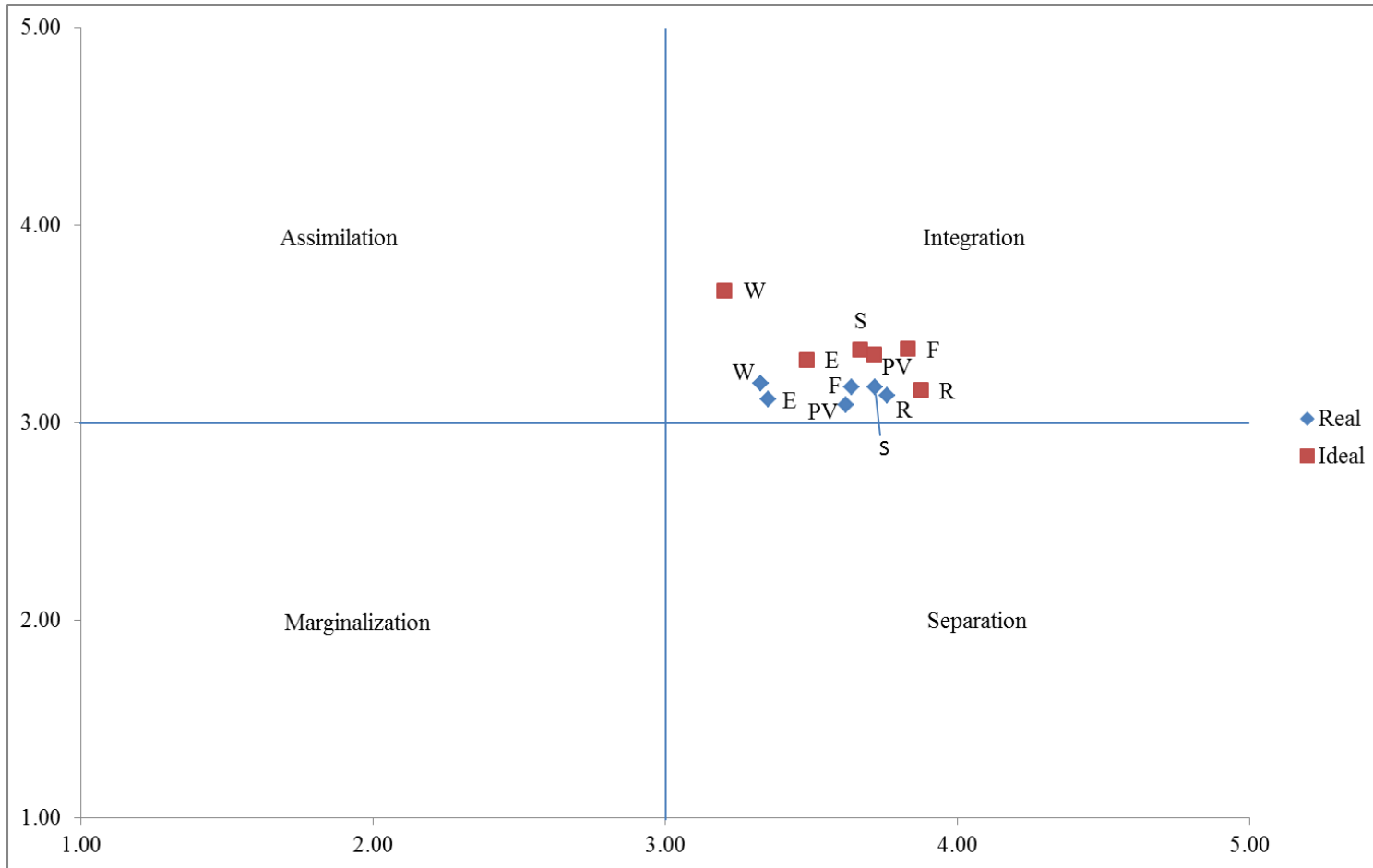|	Domains (Ideal Situation)											
	Work		Economic		Social Relations		Family Relations		Religious Beliefs		Principles & Values	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Integration	286	31.9	270	29.9	318	34.9	353	38.9	296	32.7	309	34.5
Assimilation	220	24.6	48	5.3	34	3.7	29	3.2	19	2.1	44	4.9
Marginalization	32	3.6	22	2.4	16	1.8	20	2.2	16	1.8	12	1.3
Separation	63	7.0	94	10.4	117	12.8	151	16.6	202	22.3	152	17.0
Neutral	121	13.5	231	25.6	193	21.2	161	17.8	174	19.2	161	18.0
Marginalization/ Assimilation	27	3.0	34	3.8	32	3.5	15	1.7	17	1.9	21	2.3
Integration/ Separation	55	6.1	92	10.2	114	12.5	99	10.9	115	12.7	111	12.4
Separation/ Marginalization	8	.9	28	3.1	15	1.6	16	1.8	23	2.5	22	2.5
Assimilation/ Integration	84	9.4	85	9.4	72	7.9	63	6.9	42	4.6	64	7.1
Total *N*	896		904		911		907		904		896	

Figure 4.1 Acculturation orientations by domain and situation (i.e., Real and Ideal Situations)

Note. W= Work; E= Economic; S= Social Relations; F= Family Relations, R=Religious Beliefs; PV= Principles and Values
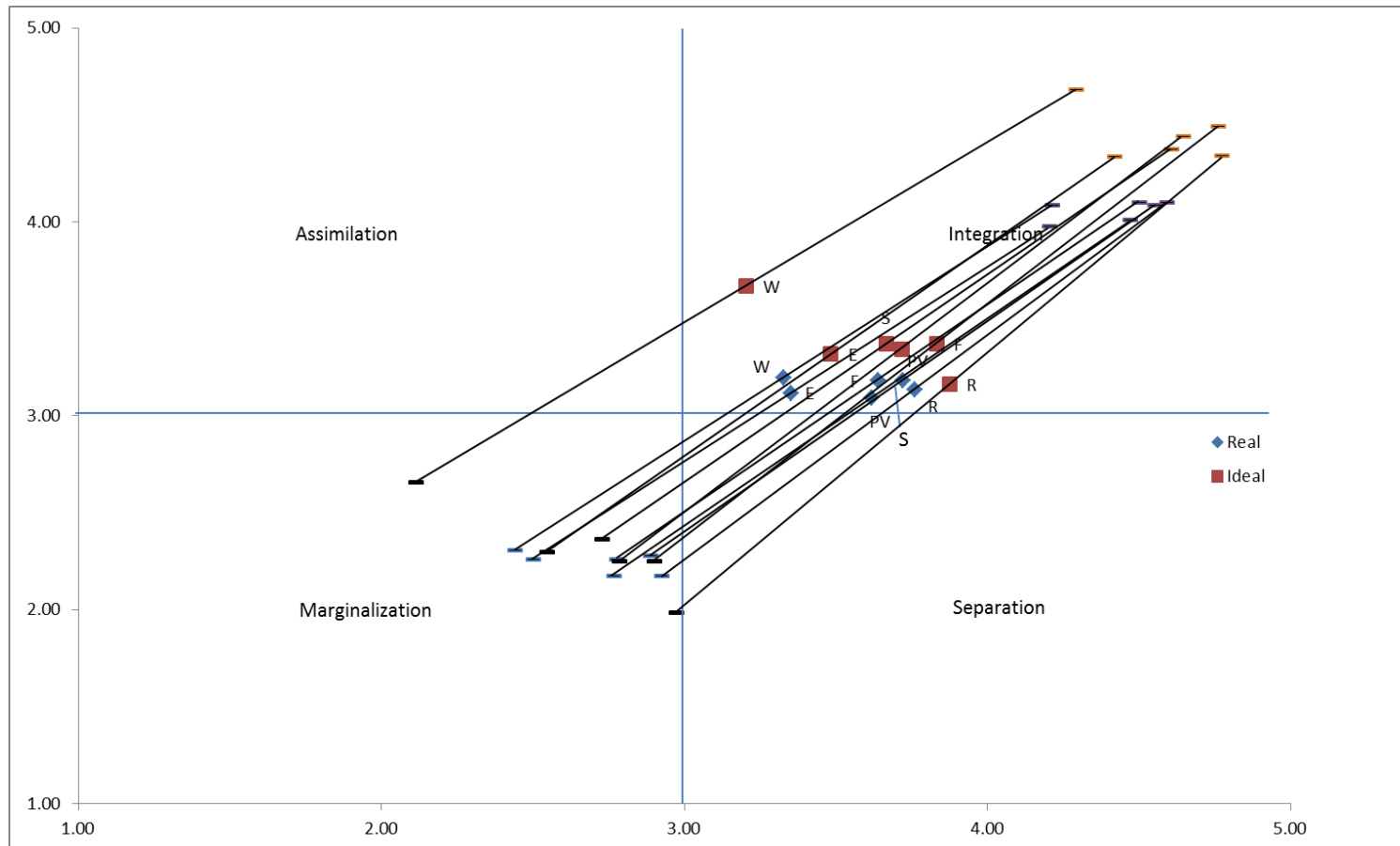
Figure 4.2 Acculturation orientations by domain and situation with Standard Deviations (i.e., Real and Ideal Situations)
Note. W= Work; E= Economic; S= Social Relations; F= Family Relations, R=Religious Beliefs; PV= Principles and Values

4.5 <u>Post Hoc Factor Analysis and Reliability</u>

An exploratory factor analysis was used to explore the underlying construct of the

measurement tool used in the study. It was suggested by Tabachnick and Fidell (1996)

that it is a general rule to have a minimum of 300 cases and a minimum ratio of five cases

for every variable. The sample size (N=1084) and the number of variables (52) used in

this study met the criteria for using factor analysis. A principle axis factor analysis

extraction with an oblique rotation was used to identify the factors. An oblique rotation

was used because it was hypothesized that the factors may be correlated. Bartlett's test of

sphericity was significant $x^2(945) = 10,879.6$, $p<.001$, and Kaiser-Meyer-Olkin measure

of sampling adequacy was .91, indicating a factor analysis was appropriate (Tabachnick

& Fidell, 2007). Factor solutions were based on an examination of the scree plots, a

minimum of three items per factor, eigen values greater than 1.0, minimum factor

coefficient of .40 for each item, and interpretation of the factors (Tabachnick & Fidell,

2007).

Factor analysis extracted two factors for each Real and Ideal situation categories

as well as maintaining original cultural values and adopting mainstream cultural values

for a total of eight factors. The final statistics (Eigen values, percent of variance

explained, alpha, and factor loadings) for each of the eight factors are shown in Tables

4.16 and Table 4.17. Eight variables loaded on Factor 1, accounting for 60.54% of the

total variance within the Real, Maintain plane. The variable, Maintain original cultural

values in terms of religious beliefs, was most representative of Factor 1 ($r = .973$).

Reliability for the variables in Factor 1 was .946. Factor 2 explained 10.64% of the total

variance in the Real, Maintain plane. Five variables loaded on this factor. The variable,

Maintain original cultural values in terms of work schedules, was most representative of

Factor 2 (r = .864). Reliability for the variables in Factor 2 was .861. Eight variables

loaded on to Factor 3, accounting for 65.84% of the total variance within the Real, Adopt

plane. The variable, adopt mainstream cultural values in terms of religious beliefs, was

most representative of Factor 3 (r = 1.032). Reliability for the variables in Factor 3 was

.959. Five items loaded on to Factor 4, accounting for 10.56% of the total variance within

the Real, Adopt plane. The variable, adopt mainstream cultural values in terms of work

schedules, was most representative of Factor 4 (r = .883). Reliability for the factors in

Factor 4 was .893. Eight items loaded on to Factor 5, accounting for 68.59% of the total

variance explained in the Ideal, Maintain plane. The variable, maintain original cultural

values in terms of religious beliefs, was most representative of Factor 5 (r = 1.019).

Reliability for the variable in Factor 5 was .961. Five items loaded on to Factor 6,

explaining 10.91% of the variance for the Ideal, Maintain plane. The variable, maintain

original cultural values in terms of language spoken in the workplace, was most

representative of Factor 6 (r = .868). Reliability for the variables in Factor 6 was .908.

Ten items loaded on to Factor 7, accounting for 73.09% of the variable explained in the

Ideal, Adopt plane. The variable, Adopt mainstream cultural values in terms of religious

practices, was most representative of Factor 7 (r = 1.043). Reliability for the variables in

Factor 7 was .975. Three items loaded on to Factor 8, explaining 9.71% of the total

variance in the Ideal, Adopt plane. The variable, adopt mainstream cultural values in

terms of language spoken in the workplace, was most representative of Factor 8 (r =

.861). Reliability for the variables in Factor 8 was .860.

Table 4.15 *Factors, Reliabilities, Variance Explained, Eigen Values, and Factor Loadings (Real Situation)*

Factor, Reliability Variance explained Eigen Value	Item (Real Situation)	Factor Loading
Factor 1 (8) .946 60.54 7.871	Maintain original cultural values in terms of religious beliefs	.973
	Maintain original cultural values in terms of religious practices	.953
	Maintain original cultural values in terms of relationships with their children	.889
	Maintain original cultural values in terms of principles and values	.886
	Maintain original cultural values in terms of marital relationships	.809
	Maintain original cultural values in terms of way of thinking	.756
	Maintain original cultural values in terms of social networks maintained	.723
	Maintain original cultural values in terms of friendships	.674
Factor 2 (5) .861 10.637 1.383	Maintain original cultural values in terms of work schedules	.864
	Maintain original cultural values in terms of occupations	.823
	Maintain original cultural values in terms of language spoken in the workplace	.750
	Maintain original cultural values in terms of spending habits	.719
	Maintain original cultural values in terms of managing income	.610
Factor 3 (8) .959 65.842 8.559	Adopt mainstream cultural values in terms of religious beliefs	1.032
	Adopt mainstream cultural values in terms of religious practices	1.018
	Adopt mainstream cultural values in terms of relationships with their children	.866
	Adopt mainstream cultural values in terms of principles and values	.840
	Adopt mainstream cultural values in terms of marital relationships	.800
	Adopt mainstream cultural values in terms of social networks maintained	.708
	Adopt mainstream cultural values in terms of ways of thinking	.704
	Adopt mainstream cultural values in terms of friendships	.687
Factor 4 (5) .893 10.560 1.373	Adopt mainstream cultural values in terms of work schedules	.883
	Adopt mainstream cultural values in terms of occupations	.813
	Adopt mainstream cultural values in terms of language spoken in the workplace	.806
	Adopt mainstream cultural values in terms of spending habits	.757
	Adopt mainstream cultural values in terms of managing income	.690

Note. Figures in parentheses in the left column indicate total number of items in each factor.

Table 4.16 *Factors, Reliabilities, Variance Explained, Eigen Values, and Factor Loadings (Ideal Situation)*

Factor, Reliability Variance explained Eigen Value	Item (Ideal Situation)	Factor Loading
Factor 5 (8)	Maintain original cultural values in terms of religious beliefs	1.019
.961	Maintain original cultural values in terms of religious practices	1.014
68.592	Maintain original cultural values in terms of relationships with	
8.917	their children	.904
	Maintain original cultural values in terms of principles and	
	values	.898
	Maintain original cultural values in terms of marital relationships	.810
	Maintain original cultural values in terms of friendships	.742
	Maintain original cultural values in terms of social networks	
	maintained	.692
	Maintain original cultural values in terms of ways of thinking	.678
Factor 6 (5)	Maintain original cultural values in terms of language spoken in	
.908	the workplace	.868
10.908	Maintain original cultural values in terms of work schedules	.828
1.418	Maintain original cultural values in terms of occupations	.795
	Maintain original cultural values in terms of spending habits	.671
	Maintain original cultural values in terms of managing income	.623
Factor 7 (10)	Adopt mainstream cultural values in terms of religious practices	1.043
.975	Adopt mainstream cultural values in terms of religious beliefs	1.039
	Adopt mainstream cultural values in terms of principles and	
73.093	values	.946
	Adopt mainstream cultural values in terms of marital	
9.502	relationships	.890
	Adopt mainstream cultural values in terms of relationships with	
	their children	.888
	Adopt mainstream cultural values in terms of ways of thinking	.850
	Adopt mainstream cultural values in terms of social networks	
	maintained	.764
	Adopt mainstream cultural values in terms of friendships	.763
	Adopt mainstream cultural values in terms of managing income	.654
	Adopt mainstream cultural values in terms of spending habits	.643
Factor 8 (3)	Adopt mainstream cultural values in terms of language spoken in	
.860	the workplace	.861
9.706	Adopt mainstream cultural values in terms of work schedules	.768
1.262	Adopt mainstream cultural values in terms of occupations	.738

Note. Figures in parentheses in the left column indicate total number of items in each factor.

CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Study

The purpose of this study was to explore the acculturation orientations of 4-H adult volunteers toward minorities.

5.2 Research Questions of the Study

1. What are the acculturation orientations of 4-H adult volunteers toward minorities?

2. How do 4-H adult volunteers' desired choice of minority acculturation strategies compare to their perception of currently adopted acculturation strategies of minorities?

3. Are there differences among 4-H adult volunteers' acculturation orientations across each domain?

5.3 <u>Limitations</u>

The following limitations should be considered when interpreting the results of this study:

1. Participants in this study were selected through a convenience sampling method, thus the findings are not generalizable to Indiana or other states.

2. The findings of this study are limited to those who completed the survey who were selected through a convenience sampling method.

3. Self-reporting is a limitation in this study because the accuracy of these data is reliant upon the honesty and accuracy of the participants' opinions of how they feel about certain issues regarding minorities presented in the questionnaire.

4. Specific dates of initial and follow-up contact will not be precise because the researcher did not contact the participants directly.

5. The survey only went to Indiana 4-H volunteers who had a valid email address in the Purdue Extension database system.

6. This study focused on those who are racially and culturally diverse and does not address those who are minorities in terms of religious beliefs, disabilities, or sexual orientation, etc.

5.4 <u>Conclusions of the Study</u>

There were three major findings for this current study. Conclusions are discussed below through an interpretation as well as ways in which the findings contribute to prior research.

5.5 <u>Conclusion for Research Question 1: Acculturation Orientations of 4-H Adult Volunteers Toward Minorities</u>

Overall, the largest percentage of volunteers adopted the Integration orientation. However, this was not the majority of volunteers. There was not one orientation that the majority of volunteers adopted. In fact, volunteers adopted all nine of the possible orientations. For being a fairly homogenous sample group, it is surprising that so many of the volunteers had very different perceptions. Furthermore, it is noteworthy that the second largest percentage group of volunteers reflected the Separation orientation. This shows that as an organization, the Indiana 4-H Youth Development program has adult volunteers who may prefer not to interact with minorities. There is also a number of volunteers ($f = 73$) who indicated they do not have a lot of opinions about whether minorities acculturate or not and thus adopted the Neutral orientation.

5.6 <u>Conclusions for Research Question 2: 4-H Adult Volunteers' Desired Choice of Minority Acculturation Strategies Compared to their Perception of Currently Adopted Acculturation Strategies of Minorities</u>

The mean scores for the Ideal Situation were more aligned with the Integration orientation when compared to the Real Situation. This suggests that volunteers would

prefer that Integration is reflected when compared to what they perceived has happened. The results indicate that if given the chance, most participants would agree that they would like to interact with minorities. However, findings from this study also indicate that there is a significant number of volunteers who would prefer the Separation orientation within the Ideal Situation. Across all but the Work domain, Separation is reflected by the second and third largest percentage groups of volunteers. Acculturation orientations in the Real Situation did not vary quite as much as the Ideal Situation.

5.7 Conclusions for Research Question 3: Differences Among 4-H Adult Volunteers' Acculturation Orientations Across Domains

The mean scores of each domain when maintaining and adopting cultural values in both the Real and Ideal Situations are above three, meaning Integration was reflected for each domain. Within the Real Situation, participants indicated higher means for the Maintain categories when compared to the Adopt category. This infers that participants agreed that minorities should maintain their cultural values more than they should adopt mainstream cultural values. This suggests that volunteers perceive society to be flexible when minorities are displaying their cultural values within the six different domains. The Work domain is closer to Assimilation than Religious beliefs or Principles and Values. This suggests that participants believe minorities should be able to maintain more of their original cultural values in personal domains like Religion and Principles and Values, and should maintain slightly less in material domains like Work and Economic.

5.8 Implications for Theory and Research

Results from this study, as outlined in the conclusions from research questions two and three, suggest the importance of measuring acculturation orientations within the Real and Ideal Situations. Furthermore, it is important to measure the acculturation orientations by domain. By considering both the situations and domains, we have a more complete picture as to the acculturation orientations being adopted.

Furthermore, it is important to consider the standard deviations depicted in the matrix. Simply plotting the means of each domain only gives some insight into what the majority of the participants have adopted. Plotting the standard deviations within the matrix gives a more visual representation of most of the orientations that were adopted. Nearly all of the volunteers indicated that they have direct contact with at least some number of youth in the 4-H program. Because of the influence the volunteers have on these youth, it is important to consider all orientations adopted by volunteers, rather than what is the most common response.

The RAEM suggests that there are four potential outcomes of acculturation orientations when using the adapted version of Berry's Acculturation Model. Findings from this study suggest that there are actually nine potential outcomes. If a participant selects three as their response in either the Maintain or Adopt categories to a questionnaire item, they are essentially adopting two orientations. Furthermore, if a participant selects three as their response to both the Maintain and Adopt categories, there response will be plotted in the very middle of the matrix and thus adopting a Neutral orientation.

5.9 <u>Implications for Practice</u>

The results of this study provide insight on how the 4-H program should move forward as it seeks to diversify its audience of both volunteers and youth. It is promising that the majority of the volunteers who participated in the study adopted the Integration orientation. The Integration orientation suggests that the volunteers believe that minorities should be able to keep some of their original cultural values but also wish to see them adopt mainstream cultural values. This attitude suggests that volunteers would be open and willing to work with youth and adults from diverse backgrounds. In the 4-H program, this may mean having one program that everyone, regardless of their cultural background, may participate in.

However, this study also suggests that there are volunteers within the Purdue Extension system who reflected the Separation orientation. The Separation orientation might suggest that the volunteers believe minorities should only maintain their original cultural values and not be involved in the mainstream cultural values. In the 4-H program, this could suggest that the volunteers who reflected the Separation orientation might prefer that minorities have a separate program from the traditional 4-H program.

Findings from this study suggest that more effort should be made in order to get all volunteers to reflect the Integration orientation. This can be done by gradually introducing volunteers of the host culture to members of minority cultures. 4-H Educators should work on developing relationships with minority groups within their communities while gradually introducing them to the traditional 4-H program. By doing so, members of the majority population will be slowly introduced to working and volunteering with

minorities. It is important that the host culture views members of the minority culture as valuable members to society, and in this case, valuable additions to the 4-H program. The responsibility of shifting to a multicultural organization should not just be placed on the volunteers, but on the organization as a whole.

5.10 Recommendations for Future Research

We believe this to be the first study to measure the acculturation orientations of 4-H adult volunteers. While several important conclusions were made from the study, a few limitations of this study also lead to several recommendations for future research. This includes recommendations on data collection methods, the inclusion of additional questionnaire items, and exploring the target population. The following recommendations are given to provide guidance for future research related to acculturation and the 4-H Youth Development Program.

1. Data for this study were collected using a convenience sampling method. This prevented the researcher from drawing conclusions on the general population. Future research should consider gathering data from a randomized sample population.
2. This study focused on just the host majority perspectives. In order to predict outcomes that may occur from multi-group interactions, the minority perspective must also be taken into account. Future research should measure the acculturation orientations of minority group members.

3. One of the assumptions of this current study is that participants have had interactions with minorities. Future research should include questionnaire items that measure the level of interactions participants may have had with minorities.

4. This study focused on asking participants how they feel about all minorities in general rather than just focusing on one or two specific cultural groups. Future research would benefit from asking participants how they feel about specific cultural groups.

5. Future research should include a qualitative component to the questionnaire to allow participants to express why they feel the way they do. Many participants contacted the researcher via email or phone because they desired a way to express the reasoning for some of their answers. Adding a qualitative component would give more depth to the feelings the participants have toward minorities.

6. Future research should utilize multivariate data analysis procedures to determine the influence of selected demographic variables on volunteers' acculturation orientations.

7. Future research could focus on those who are minorities in terms other than race and ethnicity (e.g., religious beliefs, disabilities, sexual orientation, etc.)

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APPENDICES

Appendix A. Institutional Review Board Approval of Research

PURDUE
UNIVERSITY

HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To:	LEVON ESTERS
	AGAD
From:	JEANNIE DICLEMENTI, Chair
	Social Science IRB
Date:	09/27/2012
Committee Action:	Exemption Granted
IRB Action Date:	09/27/2012
IRB Protocol #:	1209012661
Study Title:	Measuring the acculturation oreintation of a host community in order to help transform a mainstrean culture into a multicultural organization.

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(2).
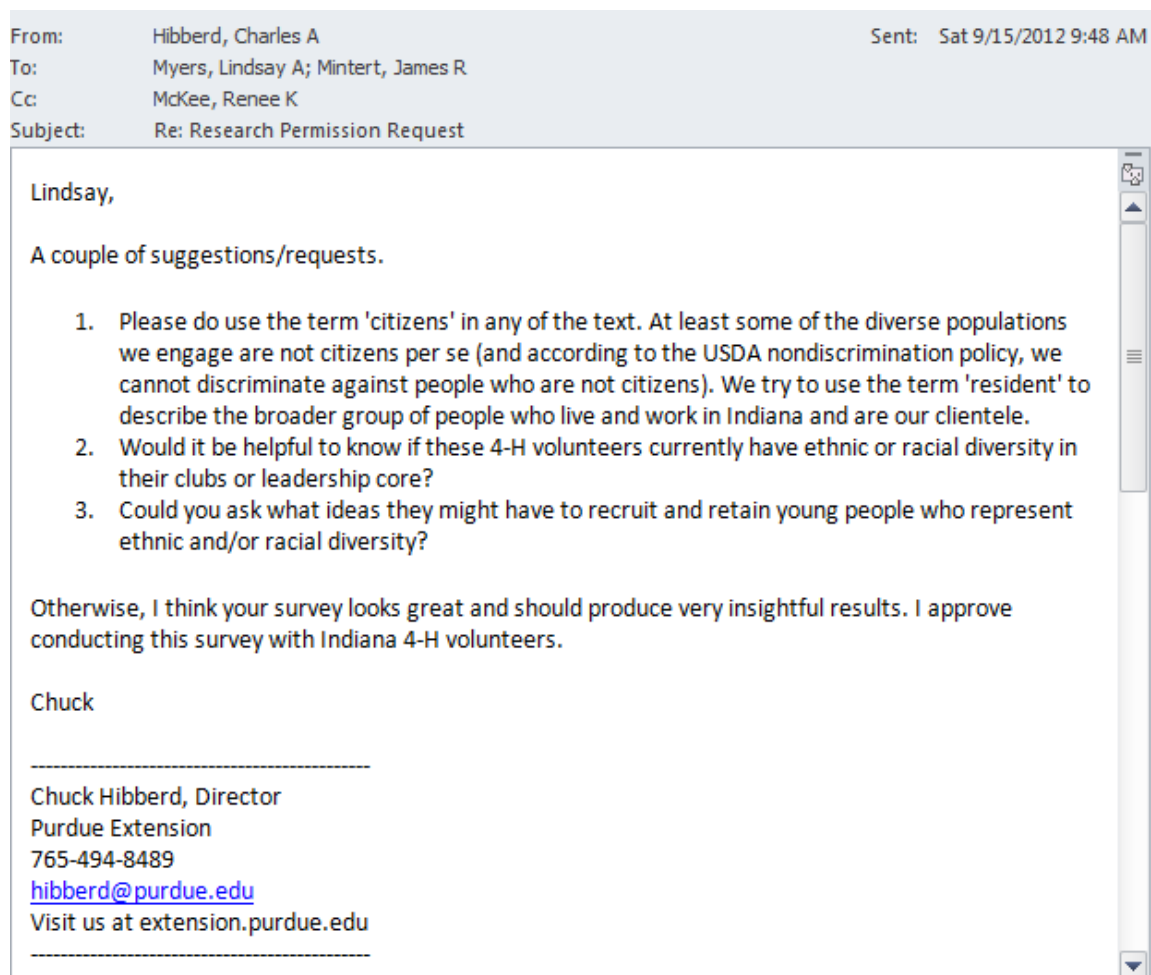
If you wish to make changes to this study, please refer to our guidance "Minor Changes Not Requiring Review" located on our website at http://www.irb.purdue.edu/policies.php. For changes requiring IRB review, please submit an Amendment to Approved Study form or Personnel Amendment to Study form, whichever is applicable, located on the forms page of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General
- To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
- If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.
- When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution's IRB to determine requirements for conducting research at that institution.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not

Appendix B. Institutional Review Board Approval of Amendment to Research

PURDUE
UNIVERSITY

HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To:	ESTERS, LEVON T
From:	DICLEMENTI, JEANNIE D, Chair Social Science IRB
Date:	02 / 04 / 2013
Committee Action:	Amended Exemption Granted
Action Date:	02 / 04 / 2013
Protocol Number:	1209012661
Study Title:	Measuring the acculturation oreintation of a host community in order to help tran a mainstream unitary organizational culture into a multicultural organization.

The Institutional Review Board (IRB) has reviewed the above-referenced amended project and has determined that it remains exempt.

If you wish to make changes to this study, please refer to our guidance "Minor Changes Not Requiring Review:" located on our website at http://www.irb.purdue.edu/polides.php. For changes requiring IRB review, please submit an Amendment to Approved Study form or Personnel Amendment to Study form, whichever is applicable, located on the forms pages of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General

+ To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
+ If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the student's participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.

Appendix C. Research Approval from Director of Extension at Purdue University

From:	Hibberd, Charles A	Sent:	Sat 9/15/2012 9:48 AM
To:	Myers, Lindsay A; Mintert, James R		
Cc:	McKee, Renee K		
Subject:	Re: Research Permission Request		

Lindsay,

A couple of suggestions/requests.

1. Please do use the term 'citizens' in any of the text. At least some of the diverse populations we engage are not citizens per se (and according to the USDA nondiscrimination policy, we cannot discriminate against people who are not citizens). We try to use the term 'resident' to describe the broader group of people who live and work in Indiana and are our clientele.
2. Would it be helpful to know if these 4-H volunteers currently have ethnic or racial diversity in their clubs or leadership core?
3. Could you ask what ideas they might have to recruit and retain young people who represent ethnic and/or racial diversity?

Otherwise, I think your survey looks great and should produce very insightful results. I approve conducting this survey with Indiana 4-H volunteers.

Chuck

Chuck Hibberd, Director
Purdue Extension
765-494-8489
hibberd@purdue.edu
Visit us at extension.purdue.edu

Appendix D. Study Questionnaire

PURDUE
U N I V E R S I T Y

Default Question Block

Indiana 4-H Volunteer Survey
Please remember that your answers to this survey are completely confidential and cannot be traced back to you in any way.

What is your PRIMARY role as a 4-H volunteer? (Select the single best answer)

○ 4-H Club Leader

○ 4-H Project Leader

○ 4-H Resource Volunteer

○ 4-H Council Representative

○ 4-H Fair Association Member

○ State/National 4-H Committee Member

○ Spokesperson/Advocate for 4-H

How many years have you been a 4-H volunteer? (Enter number only)

On average, how many *hours per month* do you spend in your role as a 4-H volunteer during the *Spring* and *Summer*? (Enter number only)

On average, how many *hours per month* do you spend in your role as a 4-H volunteer during the *Fall* and *Winter*? (Enter number only)

How many youth do you work with in an average year as a 4-H volunteer? (Enter number only)

What is your gender?

○ Male

○ Female

What is your age? (Enter number only)

[____]

What PRIMARY Indiana county do you volunteer in?

[_____]

What best describes your residence? (Click the single best answer)

○ Farm/Ranch

○ Rural non-farm

○ Town under 10,000

○ Town/City of 10,000 to 50,000

○ Suburb of city over 50,000

○ Central city over 50,000

What best describes your occupation? (Click the single best answer)

○ Agriculture, forestry, fishing and hunting

○ Construction

○ Manufacturing

○ Wholesale trade

○ Retail trade

○ Transportation, warehousing, and utilities

○ Finance, insurance, real estate, leasing

○ Professional, management, administrative

○ Educational services, health care, social assistance

○ Arts, entertainment, recreation, accommodation, and food services

○ Public administration

○ Other

[_____]

What is your highest level of education completed? (Click the single best answer)

○ Some High School

○ High School Diploma or GED equivalent

○ Some college experience

○ Associate Degree

○ Bachelor's Degree

○ Master's Degree

○ Doctorate Degree

What is your ethnicity?

○ Hispanic

○ Non-Hispanic

What is your race?

○ American Indian/Alaskan Native

○ Asian

○ Black/African-American

○ Native Hawaiian or other Pacific Island

○ White

○ More than one race

○ Undetermined

If married, what is your spouse's ethnicity?

○ Hispanic

○ Non-Hispanic

○ Not married

If married, what is your spouse's race?

○ American Indian/Alaskan Native

○ Asian

○ Black/African-American

○ Native Hawaiian or other Pacific Island

○ White

○ More than one race

○ Undetermined

○ Not married

For the purposes of this study, the term "minority" will be defined as youth and parents from racially and ethnically diverse populations. Utilizing the scale provided, please let us know your level of agreement with the following statements. Please answer each item as honestly as you can to reflect how you feel, rather than what is socially acceptable.

Parents who value their children's participation in 4-H programming can arrange work schedules to assure they are transported to 4-H meetings. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

Parents should be willing to take time from work to serve as a 4-H volunteer or assist with 4-H activities. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

The 4-H program offers youth opportunties that are affordable for families with limited budgets. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

Any family that wishes to have their children involved in 4-H can find a way to cover the expenses that come with participation. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable serving as a 4-H volunteer with another adult who is a minority. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable welcoming minority youth to participate in the 4-H program. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable having 4-H members' extended family members attend 4-H meetings or activities. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable having 4-H members' *racially diverse* extended family members attend 4-H meetings or activities. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable working with families whose religion is different from mine. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I would feel comfortable with my children (or children I know) working with 4-H volunteers whose religion is different from mine. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

Minority families desire the same opportunities for their children as do Caucasian families. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

I am comfortable with the social values of minorities I know or have observed. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

Minority *youth* are warmly welcomed by current 4-H families at 4-H events and activities. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

Minority *parents* are warmly welcomed by current 4-H families at 4-H events and activities. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

4-H events, activities, and programs are designed with all youth in mind. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

4-H meeting times are flexible enough for parents to be sure their children can attend meetings. To what extent do you agree?

○ Not at all

○ A Little

○ Somewhat

○ Mostly

○ A Lot

We are interested in your immediate reaction to the following questions. Please keep in mind what you believe *has happened in society* as you answer each item. Do not be concerned with what is socially acceptable, please answer them as honestly as you can to reflect how *you* feel. Cultural values has been defined as a set of shared standards, attitudes, goals, or practices commonly held by a group of individuals.

Thinking of race and ethnicity, to what extent do you believe that minorities *have maintained* their cultural values in terms of the following:

	Not at All	A Little	Somewhat	Mostly	A Lot
Occupations	○	○	○	○	○
Work schedules	○	○	○	○	○
Language spoken in the workplace	○	○	○	○	○
Spending habits	○	○	○	○	○
Managing income	○	○	○	○	○
Friendships	○	○	○	○	○
Social networks maintained	○	○	○	○	○
Marital relationships	○	○	○	○	○
Relationships with their children	○	○	○	○	○
Religious beliefs	○	○	○	○	○
Religious practices	○	○	○	○	○
Principles and values	○	○	○	○	○
Ways of thinking	○	○	○	○	○

Please continue to keep in mind what you believe *has happened in society* as you answer the following items. Do not be concerned with what is socially acceptable, please answer them as honestly as you can to reflect how *you* feel. Cultural values has been defined as a set of shared standards, attitudes, goals, or practices commonly held by a group of individuals.

Thinking of race and ethnicity, to what extent do you believe minorities *have adopted* mainstream cultural values in terms of the following:

	Not at All	A Little	Somewhat	Mostly	A Lot
Occupations	O	O	O	O	O
Work schedules	O	O	O	O	O
Language spoken in the workplace	O	O	O	O	O
Spending habits	O	O	O	O	O
Managing income	O	O	O	O	O
Friendships	O	O	O	O	O
Social networks maintained	O	O	O	O	O
Marital relationships	O	O	O	O	O
Relationships with their children	O	O	O	O	O
Religious beliefs	O	O	O	O	O
Religious practices	O	O	O	O	O
Principles and values	O	O	O	O	O
Ways of thinking	O	O	O	O	O

Now please think about what you would like to see happen *in an ideal situation* for the following items. Again, do not be concerned with what is socially acceptable. Please answer them as honestly as you can to reflect how *you* feel. Cultural values has been defined as a set of shared standards, attitudes, goals, or practices commonly held by a group of individuals.

Thinking of race and ethnicity, to what extent *would you like* minorities to *maintain* their cultural values in terms of the following:

	Not at All	A Little	Somewhat	Mostly	A Lot
Occupations	O	O	O	O	O
Work schedules	O	O	O	O	O
Language spoken in the workplace	O	O	O	O	O
Spending habits	O	O	O	O	O
Managing income	O	O	O	O	O
Friendships	O	O	O	O	O

Social networks maintained	○	○	○	○	○
Marital relationships	○	○	○	○	○
Relationships with their children	○	○	○	○	○
Religious beliefs	○	○	○	○	○
Religious practices	○	○	○	○	○
Principles and values	○	○	○	○	○
Ways of thinking	○	○	○	○	○

Please continue to think about what you would like to see happen *in an ideal situation* for the following items. Again, do not be concerned with what is socially acceptable. Please answer them as honestly as you can to reflect how *you* feel. Cultural values has been defined as a set of shared standards, attitudes, goals, or practices commonly held by a group of individuals.

Thinking of race and ethnicity, to what extent *would you like* minorities to *adopt* mainstream cultural values in terms of the following areas:

	Not at All	A Little	Somewhat	Mostly	A Lot
Occupations	○	○	○	○	○
Work schedules	○	○	○	○	○
Language spoke in the workplace	○	○	○	○	○
Spending habits	○	○	○	○	○
Managing income	○	○	○	○	○
Friendships	○	○	○	○	○
Social networks maintained	○	○	○	○	○
Marital relationships	○	○	○	○	○
Relationships with their children	○	○	○	○	○
Religious beliefs	○	○	○	○	○
Religious practices	○	○	○	○	○
Principles and values	○	○	○	○	○
Ways of thinking	○	○	○	○	○

Appendix E. Staff Instructions for Questionnaire

PURDUE
U N I V E R S I T Y

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [Educator Name],

I am working on my M.S. research which is a project to better understand how we can improve the Indiana 4-H program in order to meet the needs of Indiana youth through our programing efforts. You may remember me speaking with you about this at PDC in November. Your county has been selected as one of 21 in which we would like to disseminate a survey to your current 4-H volunteers. This survey is designed to help us understand the views of Indiana 4-H volunteers toward diverse populations.

Dr. Hibberd approved this research study prior to his departure and Dr. McKee is serving as a member of my graduate committee to help guide this research. We have received IRB approval to conduct the study.

It is critical that you follow the established research protocol that you will find in the attached file entitled "Research Protocol".

Your role in this study will be to send an email message to all of your existing 4-H volunteers who have email on the dates listed in the Research Protocol. I have created all of the email messages you will need to disseminate with your signature and have provided the *exact date* that we need to have them disseminated. If for some reason you will be out of the office and not able to email the messages on the dates provided, please be sure your support staff has the message and emails to the list on your behalf. We feel that having the email sent to the volunteers with your signature is additional encouragement for them to complete the survey, since you have a pre-established relationship with the volunteers in your community. **Please Bcc lamyers@purdue.edu on all of your emails sent to the volunteers.**

Sincerely,

Lindsay A. Myers

Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

4-H Youth Development Program

Agricultural Administration Building, Room 214 • 615 W. State St. • West Lafayette, IN 47907-2053 •
(765) 494-8422 • FAX: (765) 496-1152 • fourh@four-h.purdue.edu • www.four-h.purdue.edu
Purdue University, Indiana Counties and U.S. Department of Agriculture Cooperating
An equal access/equal opportunity/affirmative action university

Appendix F. Research Protocol

Research Protocol

Friday, January 4th, 2013- Email #1 is sent out to 4-H volunteers by 4-H Youth Development Educator (may be sent by support staff if Educator is not present)

Tuesday, January 8th, 2013- Email #2 is sent out to 4-H volunteers by 4-H Youth Development Educator (may be sent by support staff if Educator is not present)

Tuesday, January 15th, 2013- Email #3 is sent out to 4-H volunteers by 4-H Youth Development Educator (may be sent by support staff if Educator is not present)

Tuesday, January 22nd, 2013- Email #4 is sent out to 4-H volunteers by 4-H Youth Development Educator (may be sent by support staff if Educator is not present)

Monday, January 28th, 2013- Email #5 is sent out to 4-H volunteers by 4-H Youth Development Educator (may be sent by support staff if Educator is not present)

Thursday, January 31st, 2013- Surveys are due, no email needs to be sent

Appendix G. First Pre-Notice Email Sent to Volunteers

PURDUE
U N I V E R S I T Y

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [County Name] 4-H Volunteer,

I have teamed up with the staff at Purdue University who are conducting research to better understand how the Indiana 4-H Youth Development Program can be more inclusive for diverse audiences of both youth and adult volunteers. As a current volunteer for 4-H in Indiana, we hope that you will assist us by completing a survey designed to understand the views of Indiana 4-H volunteers toward diverse populations.

Next week you will receive another email from me with the link to complete the online survey. Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by [Date]. Thank you for your time and consideration.

Sincerely,

[Educator Name], *Extension Educator, [County Name] 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix H. Second Email Sent to Volunteers

PURDUE
UNIVERSITY

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [County Name] 4-H Volunteer,

Last week you received an email from me about research that is being conducted to better understand how we can improve the Indiana 4-H program in order to meet the needs of Indiana youth through our programing efforts. As a volunteer for 4-H in Indiana, we hope that you will help us by completing a survey designed to help us understand the views of Indiana 4-H volunteers toward diverse populations.

This survey is completely voluntary and should take no more than **15 minutes** to complete. The survey may be completed on-line and the results will be kept on a secure server that only the researchers have access to and will in no way be able to be traced back to you. You are free to not answer any questions you choose without penalty. You are free to withdraw from completing this survey at any time without penalty. The benefit from your participation will be that we can better prepare Indiana 4-H volunteers to work with diverse populations. There should be no to minimal risk to you by completing this survey.

Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by [Date]. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: [Insert Survey Link Here]

Sincerely,

[Educator Name], *Extension Educator, [County Name] 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix I. Third Email Sent to Volunteers

PURDUE
UNIVERSITY

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [County Name] 4-H Volunteer,

By now you have heard about the research that is being conducted by the staff at Purdue University. If you have completed the survey, we would like to take a moment to thank you for your participation.

It is not too late to complete this survey and should take no longer than **15 minutes** to complete. Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by [Date]. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: [Insert Survey Link Here]

Sincerely,

[Educator Name], *Extension Educator, [County Name] 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix J. Fourth Email Sent to Volunteers

PURDUE
U N I V E R S I T Y

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [County Name] 4-H Volunteer,

For the past 2 weeks, you have received emails containing a survey for Indiana 4-H volunteers. If you have completed the survey, we would like to take a moment to thank you for your participation. If you have not completed the survey, we are emailing again because of the importance that your questionnaire has for helping to get accurate results.

This survey and should take no longer than **15 minutes** to complete. Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by [Date]. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: [Insert Survey Link Here]

Sincerely,

[Educator Name], *Extension Educator, [County Name] 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix K. Fifth and Final Email Sent to Volunteers

PURDUE
U N I V E R S I T Y

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear [County Name] 4-H Volunteer,

During the last 3 weeks you have received emails containing a survey for Indiana 4-H volunteers. If you have completed the survey, we would like to take a moment to thank you for your participation. Our study is coming to a close, and this will be your last reminder to complete the survey if you have not already done so.

This survey is voluntary and should take no longer than **15 minutes** to complete. Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by [Date]. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: [Insert Survey Link Here]

Sincerely,

[Educator Name], *Extension Educator, [County Name] 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix L. Amended Email #1 for Dubois County

PURDUE
UNIVERSITY

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear Dubois County 4-H Volunteer,

I have teamed up with the staff at Purdue University who are conducting research to better understand how the Indiana 4-H Youth Development Program can be more inclusive for diverse audiences of both youth and adult volunteers. As a volunteer for 4-H in Indiana, we hope that you will help us by completing a survey designed to help us understand the views of Indiana 4-H volunteers toward diverse populations.

This survey is completely voluntary and should take no more than **15 minutes** to complete. The survey may be completed on-line and the results will be kept on a secure server that only the researchers have access to and will in no way be able to be traced back to you. You are free to not answer any questions you choose without penalty. You are free to withdraw from completing this survey at any time without penalty. The benefit from your participation will be that we can better prepare Indiana 4-H volunteers to work with diverse populations. There should be no to minimal risk to you by completing this survey.

Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by Thursday, January 31, 2013. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: https://purdue.qualtrics.com/SE/?SID=SV_e5QxH0vZdSAosp7

Sincerely,

Kendall Martin, *Extension Educator, Dubois County 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*

Appendix M. Amended Email #2 for Dubois County

PURDUE
UNIVERSITY

DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear Dubois County 4-H Volunteer,

Last week you received an email from me about research that is being conducted to better understand how we can improve the Indiana 4-H program in order to meet the needs of Indiana youth through our programing efforts. As a volunteer for 4-H in Indiana, we hope that you will help us by completing a survey designed to help us understand the views of Indiana 4-H volunteers toward diverse populations.

This survey is completely voluntary and should take no more than **15 minutes** to complete. The survey may be completed on-line and the results will be kept on a secure server that only the researchers have access to and will in no way be able to be traced back to you. You are free to not answer any questions you choose without penalty. You are free to withdraw from completing this survey at any time without penalty. The benefit from your participation will be that we can better prepare Indiana 4-H volunteers to work with diverse populations. There should be no to minimal risk to you by completing this survey.

Should you have any questions about this research or its conduct, and research subjects' rights, you may contact: Dr. Renée K. McKee, State 4-H Program Leader, 765-494-8422, Lindsay Myers, 317-523-1682, lamyers@purdue.edu or Dr. Levon T. Esters, 765-494-8423, lesters@purdue.edu.

To participate, please complete the survey by Thursday, January 31, 2013. Please click on the link below to complete the online survey. Thank you for your time and consideration.

Survey Link: https://purdue.qualtrics.com/SE/?SID=SV_e5QxH0vZdSAosp7

Sincerely,

Kendall Martin, *Extension Educator, Dubois County 4-H Youth Development*

Dr. Renee K. McKee, *Assistant Director and Program Leader, 4-H Youth Development*

Dr. Levon T. Esters, *Associate Professor, Youth Development & Agricultural Education*

Lindsay A. Myers, *Graduate Assistant, Youth Development & Agricultural Education*

Dr. Mark A. Tucker, *Professor, Youth Development & Agricultural Education*