

COLLABORATION BETWEEN IDAHO 4-H EXTENSION PROFESSIONALS AND  
SECONDARY AGRICULTURE TEACHERS: A DESCRIPTIVE STUDY

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by

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**Authorization to Submit Thesis**

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### **Abstract**

Researchers have identified collaboration between Extension 4-H Professionals and FFA Advisors as mutually beneficial for both jobs. The purpose of this study was to identify the collaborative relationship between Idaho Extension 4-H Professionals and FFA Advisors. Both organizations share common goals, values, and ideas that would suggest collaboration would benefit both parties. Previous studies have suggested there is a lack of collaboration because of the following barriers like lack of communication, time, and willingness to collaborate. Researchers have investigated collaborative relationships between 4-H extension educators and FFA Advisors in Missouri, Utah, and the Northeastern states (McKim & Torres, 2011; Sulser, Greenhalgh, Parent, & Sagers, 2012; Ricketts & Bruce, 2009). The respondents for this study are Idaho's Extension 4-H Professionals and FFA Advisors that are currently working in their perspective fields. This is a descriptive study that includes results that show how often Extension 4-H Professionals and FFA Advisors communicate. The options that they could select were the following less than once a month, and levels of respect that were very high or very low. Barriers to collaboration were identified as communication and lack of time for collaboration.

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## Chapter 1: Introduction

There is a need for collaboration between Extension 4-H Professionals and FFA Advisors in the educational area for today's youth. According to Fauske (2002), cooperation is essential for sharing resources in education. There is a common goal for Extension 4-H Professionals and FFA Advisors educating today's youth. It will benefit both Extension 4-H Professionals and FFA Advisors to collaborate with each other because they will be more efficient and effective educators. A baseline must be established with the question "Do Extension 4-H Professionals and FFA Advisors in Idaho collaborate and how?" A description of the current status of collaboration between the two groups is necessary to assist both in their goal of education young people. We are led to the question: How do the Extension 4-H Professionals and FFA Advisors collaborate in Idaho?

The Secretary of Education Arne Duncan described the importance of groups working together in his comments to Career and Technical Education (CTE) stakeholders, identifying collaboration occur, in businesses, schools, communities, the government, and so much more in this world. Within education, "High schools, community colleges, employers, business leaders, parents, and student themselves must all work together to strengthen this pipeline of the middle class" (Duncan, 2013). President Obama has promoted collaboration to improve the skills of our students through various partnerships, "we've got to reward the schools that forge partnerships with local colleges and businesses, and that focus on the fields of the future like science and technology and math and engineering" (The White House, Office of the Press Secretary, 2013).

James Tamm and Ronald Luyet (2004) believe there are five essential skills for successful collaboration. In their book, *Radical Collaboration*, the following five essential

skills are described: “collaborative intention, truthfulness, self-accountability, self-awareness and awareness of others, and problem-solving and negotiating.” Tamm and Luyet (2004) defined collaboration as “to work or act jointly, to labor together.” For many rural towns, collaboration can be a tool to conserve resources.

Working collaboratively is important to understand, beyond simply defining it because it is important to understand how people collaborate together. David Straus wrote the book, titled *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions* (2002), where he described the process that made collaboration work for him and the power collaboration has when it is successful. Straus believed that the “power of collaboration comes from inclusion, not exclusion.” Straus thought that the basis of the issues for successful collaboration stems from schools because “we were taught what to learn-what facts and formulas to memorize-but we were rarely taught how to learn.”

Agriculture is an important industry in Idaho and there are two primary organizations that seek to develop youth in agriculture. The two organizations are the Idaho FFA Association and Idaho 4-H. Each organization serves communities, with 4-H serving children aged 9-18 years old, and FFA pursuing high school students enrolled in an agriculture course in their school.

“FFA is a national organization preparing youth for leadership and careers in the science, business, and technology of agriculture” (Idaho Foundation, 2015). Both the National FFA Organization and the 4-H organization prepare today’s youth for leadership and careers. The adult leaders of both groups, the high school agricultural teachers and

Extension 4-H Professionals, work toward a shared goal of providing an education for today's youth based on leadership, careers, business, science, and technology in agriculture.

There are multiple levels in both of the organizations; the levels start at individual chapters, then districts, states, and national. The National FFA organization (FFA) was started in 1928 and the 4-H program began in 1902 with a common goal to promote agriculture (National 4-H Council, 2014; National FFA Organization, 2014). Both organizations work closely with "America's 109 land-grant universities" because they want to share knowledge and promote the agriculture industry with today's youth (Idaho 4-H, 2014).

### **Significance of the Study**

Benefits that occurred because of collaboration between Extension 4-H Professionals and FFA Advisors have been studied and reported in the *Journal of Extension* and the *Journal of Agricultural Education*. According to Murphrey, Miller, Harlin, and Rayfield (2011), "Effective collaboration has the potential to improve job satisfaction." Another researched benefit was that collaboration could be used as a tool to improve Career and Technical Education (Murphrey et al., 2011). To achieve the benefits of collaboration, barriers needed to be identified or acknowledged in order to move forward.

According to Sulser, Greenhalgh, Parent, and Sagers (2012), there was a "major theme affecting interdisciplinary cooperation between agriculture teachers and extension agents included an imperfect relationship." Other barriers that contributed to a lack of collaboration were communication, planning, and competition (McKim & Torres, 2011). To effectively educate rural communities about agriculture, it was important to identify if



Idaho's Extension 4-H Professionals and FFA Advisors shared these similar types of barriers like the studies completed by Mckim and Torres (2011) or Sulser et al. (2012).

The problem is that there has not been a study completed to address the collaboration between Extension 4-H Professionals and FFA Advisors in Idaho. There is a shared goal between the Extension 4-H Professionals and FFA Advisors, which is the reason why this study is important. By evaluating the collaboration between Extension 4-H Professionals and FFA Advisors it will help with the organizations continued work together towards the same goals of growing and providing an education for today's youth.

### **Purpose and Objectives**

Collaboration occurs within organizations when they “embody the core values of respect for human dignity and commitment to collaboration, as well as the principles of stakeholder involvement, consensus building, process design, facilitation, and group memory” (Straus, 2002). The purpose of this study was to identify the collaborative relationship between Idaho's Extension 4-H Professionals and FFA Advisors, as well as the barriers preventing successful collaboration. The state of Idaho was selected because there was more access for the study population of Extension 4-H Professionals and FFA Advisors. The following five objectives guided the study:

1. Determine how often collaboration occurs between Idaho's Extension 4-H Professionals and FFA Advisors.
2. Identify the quality of collaboration between Idaho's Extension 4-H Professionals and FFA Advisors.
3. Determine the frequency of communication between Extension 4-H Professionals and FFA Advisors.

4. Describe barriers to effective collaboration of Idaho's Extension 4-H Professionals and FFA Advisors.
5. Describe the competition that occurs between the 4-H and FFA organizations.

### **Constitutive Definition**

*Collaboration* - The process people employ when working together in a group, organization, or community to plan, create, solve problems, and make decisions (Straus, 2002).

### **Summary**

The need for collaboration between Extension 4-H Professionals and FFA Advisors is important because it will allow these educators to be more effective and efficient with sharing educational resources for today's youth. The Extension 4-H Professionals and FFA Advisors share a common goal of educating youth and it will benefit both groups of educators to collaborate. The continued focus on collaboration was to encourage people or organizations with similar core values to work together that share common goals, activities, events, or projects (Straus, 2002). Based on the recommendations of other researchers that have studied collaboration with 4-H and FFA organization there were barriers that prevent successful collaboration. According to Tamm and Luyet (2004), "successful collaborative relationships require conscious and deliberate action."

## **Chapter 2: Review of Literature**

The following chapter outlines a review of literature focused on the awareness of collaboration within agricultural youth organizations and other areas in the world. This chapter will also focus on literature about barriers of collaboration and successful collaboration. There is a limited amount of books and articles that lend to the literature base for collaboration; the following review is focused around collaboration in agricultural educational settings. The topics covered in this review of literature were Extension 4-H Professionals and FFA Advisors' collaboration, collaboration that occurred outside of agricultural education, barriers of collaboration inside agricultural education, the perceptions about collaboration, and successful collaboration.

### **Extension 4-H Professionals and FFA Advisors Collaboration**

Researchers have investigated collaborative relationships between 4-H extension educators and FFA Advisors in Missouri, Utah, and the Northeastern states (McKim & Torres, 2011; Sulser, Greenhalgh, Parent, & Sagers, 2012; Ricketts & Bruce, 2009). The *Journal of the National Association County Agricultural Agents* published a study completed by Sulser, Greenhalgh, Parent, and Sagers (2012) titled, "Utah 4-H and FFA Relationship Dynamics." According to Sulser et al. (2012) there was a response rate of 50% for this study completed on the collaboration of Utah's 4-H and FFA. The researchers in Utah found different results about the collaboration between 4-H extension educators and FFA Advisors. The researchers wanted to assess the attitudes and perceptions of collaboration between 4-H and FFA in Utah (Sulser et al., 2012). According to Sulser et al. (2012), the results from the study identified that "extension is more comfortable in their relationship with the FFA program and leaders than the inverse." The researchers found that

there were differences in understanding each other's jobs, knowing background information about each other, the use of each other's information and resources (Sulser et al., 2012). There is an array of relationship dynamics that impact the collaboration between the Utah's 4-H and FFA programs.

McKim and Torres (2011) completed a study called "Perceptions of Missouri 4-H Youth Development Personnel Regarding Interorganizational Cooperative Behavior." The response rate for McKim and Torres (2011) was 72.50% from the 4-H youth development population. The purpose of their study was to identify perceptions of 4-H youth development personnel cooperation with secondary agriculture teachers (Mckim & Torres, 2011).

According to McKim and Torres (2011), the study identified that "on, average 4-H agents perceived mutual respect as having a positive influence on cooperative relationships with secondary agriculture teachers." The 4-H agents believe that cooperation will occur, but respect for each other needs to transpire first. McKim and Torres found that "similarities in program goals and initiative in contacting one another were of neutral importance" (2011). Overall, the 4-H extension educators and secondary agriculture teachers agreed that both programs could work together and they share common goals for their programs, but they needed to build respect for each other first before cooperation would occur.

Murphrey, Miller, Harlin and Rayfield (2011) surveyed a total of 57 individuals who were selected based on a predetermined set of criteria. The selection of participants was important to the researchers because they wanted to focus the study on "successful collaboration" (Murphrey et al., 2011). This particular was study different from other studies because it included two different components, which was a survey instrument and focus

group session (Murphrey et al. 2011). According to Murphrey et al. (2011), the purpose of their study was to understand successful collaboration between 4-H extension educators and agriculture teachers.

Murphrey et al. (2011) believed that successful collaboration between 4-H and FFA would improve Career and Technical Education. Respondents believed that “collaboration as both a necessity and a benefit, not only for each group of adults, but mostly importantly for the children involved in each youth organization” (p. 63). There was a need for collaboration because it would benefit the students’ education about agriculture. The 4-H extension educators and FFA Advisors shared common goals and they believed that the “awareness is influential in encouraging collaboration” (Murphrey et al., 2011).

The study completed by Ricketts and Bruce (2009) was focused on “interdisciplinary cooperation” between extension educators and FFA Advisors in the northeastern states of the US. According to Ricketts and Bruce (2009), the total potential population was 333 individuals, but the final response rate was 51%. The instrument for this study was created by Ricketts and Bruce (2009); it was a questionnaire that focused on three areas “perceptions toward interdisciplinary cooperation, behavioral intentions, and individual cooperative experiences.”

According to Ricketts and Bruce (2009), the study identified that the “primary reason for a lack of cooperation is a lack of similarity or commonalities in their professions.” However, the researchers found that “agriculture teachers and extension educators both have very positive attitudes about the need for cooperation” (Ricketts & Bruce, 2009). There was acknowledgement that cooperation between extension educators and agricultural teachers

could work. The respondents identified that there needs to be continued encouragement for “interdisciplinary cooperation and remove the barriers.”

### **Educating Youth Via Collaboration Occurring Outside of Agricultural Education**

There have been other examples of articles published about collaboration that occurred in an educational setting similar to agricultural education. There was an article published in *The Clearing House: A Journal of Strategies, Issues and Ideas* called “The Principal’s Role in Attracting, Retaining, and Developing New Teachers: Three Strategies for Collaboration and Support” (Watkins, 2005). Watkins was an assistant professor at Southeast Missouri State University where he was in charge of field experiences for new teachers. Watkins (2005) believed that new teachers needed to feel support and belonging wherever they are teaching at. The collaboration between more experienced teachers with new teachers will provide encouragement to the new teacher for their first year of teaching.

Watkins (2005) described the role that a principal has to encourage new teachers to be successful educators. Strong mentoring and coaching, action research, and study groups all played an important role to assist new teachers in being successful educators (Watkins, 2005). All of the activities Watkins mentions are tasks that can be completed with teachers working together collaboratively. Watkins (2005) believed that each those “teachers are used to working collaboratively and know the demand and skills of industry or business.” It was important for new teachers to collaborate with others, so they could feel supported and they do not feel alone in their first year of teaching (Watkins, 2005). There are collaborative relationships between new teachers, veteran teachers, and the principle of each school to provide positive educational environments for students.

Knight (2011) wrote an article called “What Good Coaches Do” that was published in *Coaching: The New Leadership Skill*. According to Knight (2011), when “coaches and teachers interact equally as partners, good things happen.” There are seven principles discussed in the article: equality, choice, voice, reflection, dialogue, praxis, and reciprocity (Knight, 2011). The seven principles that Knight (2011) addressed “provide a conceptual language that coaches can use to describe how they strive to work with teachers.” The idea is that the coaches and teachers worked together like partners, so they could build a positive collaborative relationship.

### **Barriers to Collaboration**

Researchers have identified barriers to collaboration through limited amount of studies that have been completed. The barriers to collaboration of 4-H extension educators and FFA Advisors overlap between the studies that have been completed by Sulser et al. (2012) and Murphrey et al. (2011).

The studies showed that the researchers were interested to make discoveries about collaboration and working together between Extension 4-H Professionals and FFA Advisors. Sulser et al. began the study on Utah’s 4-H extension educators and FFA Advisors to solve issues of collaboration and working together. Sulser et al. (2012) acknowledged that there were problems with collaboration in Utah between 4-H extension educators and FFA Advisors. Murphrey et al. (2011) explored collaboration between Extension 4-H Professionals and FFA Advisors to increase the outreach of their organizations and discover ways they would be able to better serve the students.

### **Barrier to Collaboration Between Agriculture Education Organizations**

The Utah researchers discovered the following factors to be the cause of unsuccessful collaboration: “understanding of responsibilities and background, significant turnover, sharing of information and resources, and training of youth” (Sulser et al., 2012). After those barriers were identified it was beneficial to Utah’s 4-H and FFA organizations because they could start to overcome them and allow them to better serve the youth involved in 4-H and FFA programs. The main goal of 4-H extension educators and FFA Advisors is to teach today’s youth about agriculture. The barriers identified in the study completed on Utah’s 4-H and FFA organization’s collaborative relationship share similarities with other studies that have been done.

Murphrey et al. (2011) divided their study into two sections: one was factors that influence collaboration and the other was barriers to successful collaboration. According to Murphrey et al. (2011), the barriers that prevented collaboration were time, conflict of event dates between groups, wrong people in positions, personality conflicts, individuals that preferred to work alone, size of county, and weak relationships. The researchers found that “collaboration efforts were impacted by an interest in and awareness of the common goals of the two programs” (Murphrey et al., 2011). Even though the organizations share common goals there was still difficulty with collaboration because the sizes of each county varied. The range of school districts in each county varied from 10 to 30, so there could be 15 agriculture teachers or 60 in one county. Some of the barriers like county size or urban vs. rural affected the collaborative relationship between 4-H extension educators and agriculture teachers because they had no control over those barriers (Murphrey et al., 2011).



## **Perceptions About Collaboration**

Straus (2002) compiled information about collaboration in a book called *How to Make Collaboration Work: Powerful ways to Build Consensus, Solve Problems, and Make Decisions*, which described the ideas and perceptions of collaborative relationships.

According to Straus (2002), collaboration was a “process people employ when working together in a group, organization, or community to plan, create, solve problems, and make decisions.” Collaboration was referred to as a tool to problem solve, but it was really about people that worked together sharing resources and information (Straus, 2002). There were misconceptions about collaboration only being able to occur when there is a problem.

## **Successful Collaboration**

Tamm and Luyet (2004) compiled a book titled, *Radical Collaboration: Five Essential Skills to Overcome Defensiveness and Build Successful Relationships*, which was focused on the tools necessary for business employees to form a collaborative relationship. Truly successful collaborative relationships begin with a person and then branches out to the organization (Tamm & Luyet, 2004). Successful collaborative skills will “increase natural enthusiasm not just among individuals, but also among team members and between departments, customers, suppliers, and partners” (Tamm & Luyet, 2004).

According to Murphrey et al. (2011), “successful collaboration requires that barriers be minimized and aspects of facilitation be maximized.” A review of literature conducted by Murphrey et al. (2011) revealed six factors that had an influential effect on the success of collaboration. The six factors were environment, membership characteristics, process or structure, communication, purpose, and resources (Murphrey et al. 2011). If successful

collaboration occurred it “could provide a stronger, more tightly interwoven network of organizational support for all involved” (Murphrey, 2011).

### **Conceptual Framework**

The conceptual framework of a study should be a visual representation of the concepts, expectations, beliefs, and theories that support the research (Kitchel & Ball, 2014). There was an idea created based on the literature reviewed for this study that allowed the researcher to create a visual representation. There are a set of necessary skills required to achieve collaboration, which are the following: communication, collaborative intention, truthfulness, self-accountability, self-awareness and awareness of others, and problem-solving and negotiating (Tamm & Luyet, 2004).

The researcher created a conceptual framework based on the skills that were identified in Tamm and Luyet (2004) book. According to Tamm and Luyet (2004), if two groups had those skills then they would be able to have a collaborative relationship. Based on those ideas from Tamm and Luyet (2004), Figure 2.1 was created to provide a visual representation of the skills necessary for collaboration to occur between two groups like 4-H extension educators and FFA Advisors.

The skills depicted in Figure 2.1 were important and assisted in guiding the study to identify the collaborative relationship of 4-H extension educators and FFA Advisors. Figure 2.1 represents two groups that will need the skills identified by Tamm and Luyet (2004) in order to have a collaborative relationship.

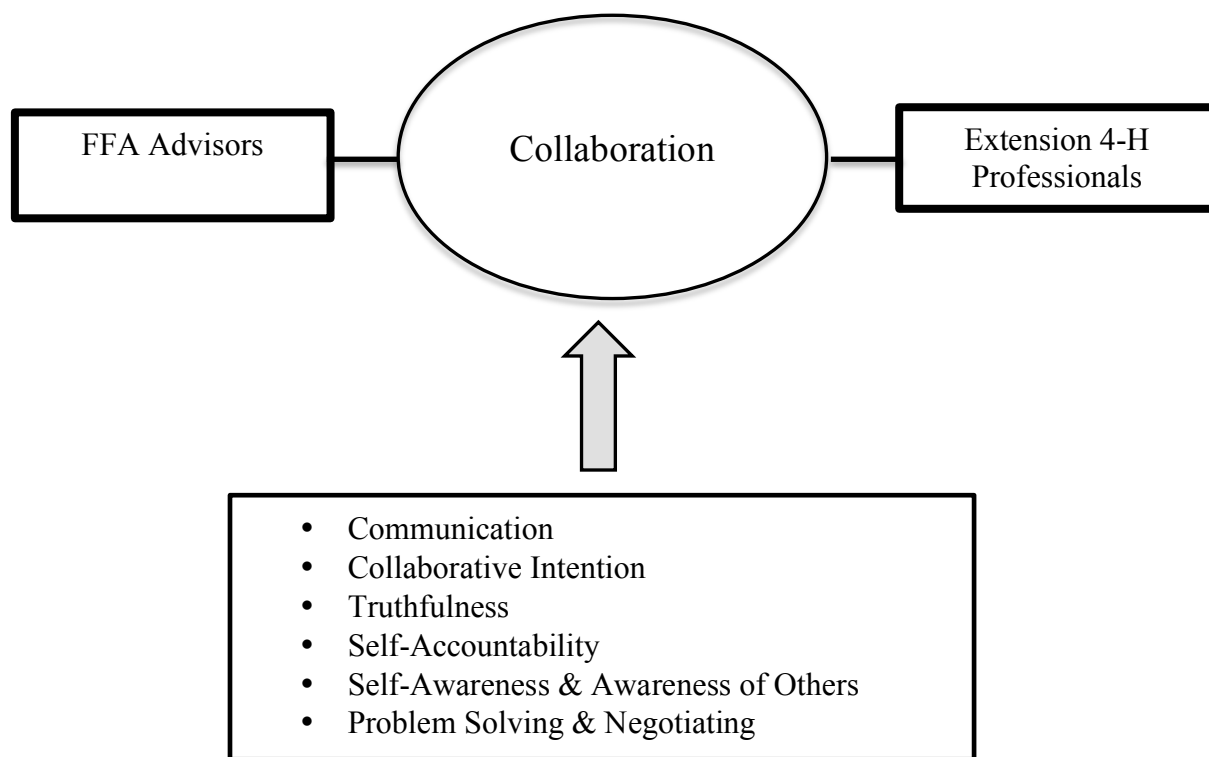


Figure 2.1

*Necessary Skills for Collaboration to Occur Between 4-H Extension Educators and FFA Advisors*

### **Summary**

The importance of collaborative relationships between 4-H extension educators and FFA Advisors is supported by the literature (McKim & Torres, 2011; Sulser, Greenhalgh, Parent, & Sagers, 2012; Ricketts & Bruce, 2009). Both organizations share common goals, values, ideas, and events that would allow them to collaborate not only for their benefit, but also the students in their organizations (Murphrey et al., 2011). However, if collaboration is going to occur there are barriers that 4-H extension educators and FFA Advisors have to overcome (Murphrey et al., 2011; Sulser et al., 2012).

### **Chapter 3: Methods**

The following chapter outlines the methods and procedures used to address the purpose and objectives of this descriptive study.

#### **Purpose and Objectives**

The purpose of the research study was to identify the collaborative relationship between Idaho's Extension 4-H Professionals and FFA Advisors, as well as the barriers that were preventing successful collaboration.

The following five objectives guided this study:

1. Determine how often collaboration occurs between Idaho's Extension 4-H Professionals and FFA Advisors.
2. Identify the quality of collaboration between Idaho's Extension 4-H Professionals and FFA Advisors.
3. Determine the frequency of communication between Extension 4-H Professionals and FFA Advisors.
4. Describe barriers to effective collaboration of Idaho's Extension 4-H Professionals and FFA Advisors.
5. Describe the competition that occurs between the 4-H and FFA organizations.

#### **Study Population**

The target population for this study was all Extension 4-H Professionals and FFA Advisors in the state of Idaho. The State of Idaho was selected in an attempt to gain a better perspective on the collaborative relationship between the Extension 4-H Professionals and FFA Advisors. Also, the State of Idaho was chosen because there have not been studies published on the collaborative relationship of Extension 4-H Professionals and FFA

Advisors. The total population of Extension 4-H Professionals in Idaho was 59 participants. The total population of FFA Advisors in Idaho was 132 participants. The total population of Extension 4-H Professionals and high school agricultural teachers for this study was 191 participants. The target population was a manageable size, allow all the participants to describe their perceptions about the collaborative relationship between 4-H and FFA in the State of Idaho.

### **Instrumentation**

There were a small number of quantitative instruments at the time of the study because of a limited number of studies that focused on the collaborative relationship of 4-H and FFA programs. The researcher for this study referenced the instrument created by Sulser, Greenhalgh, Parent, and Sagers (2012) from their study called “Utah 4-H and FFA Relationship Dynamics.” The researcher contacted Sulser to discuss the instrument and aspects that should be changed since the researchers conducted their study. After the interview with Sulser the researcher changed many aspects of the instrument to make it more effective when distributed for responses.

During the phone interview, Sulser advised that the researcher would need to make changes to the instrument since it was only created for one county in Utah instead of the whole state. After the phone interview the researcher contacted the panel of experts that provided feedback and revisions for the instrument. The input provided by Sulser and the panel of experts was used to make many important changes to the instrument so it would be more effective before it was distributed to the study population.

### **Questionnaire content.**

The order of questions on the questionnaire was important because it should begin with the interesting questions and end with demographic questions (Dillman et al., 2009). The online survey tool, *Qualtrics*, was used to create and administer the questionnaires (See Appendix 3). There were two questionnaires created with the same questions, but were personalized for the Extension 4-H Professionals and the FFA Advisors. The questionnaires contained the following blocks of questions that aligned with the five objectives that directed the research of this study.

Question 1, 12, and 18 provided instructional content for the participants that completed this study. The next block of question was created to answer objective number one of the study. Objective one of the study was focused on the amount of collaboration that occurs between Extension 4-H Professionals and FFA Advisors in Idaho. The following block of questions 3 and 4 answered objective number two, which was focused on the quality of collaboration between Extension 4-H Professionals and FFA Advisors in Idaho.

Objective three aligned with the next block of question, which was number 5 that focused on the amount of communication between Extension 4-H Professionals and FFA Advisors in Idaho. The question also provided modes of communication between Extension 4-H Professionals and FFA Advisors in Idaho. Modes of communication options were face-to-face, phone, email, text, or social media.

Objective four's questions (6, 7, 8, & 9) intended to identify barriers preventing effective collaboration between Extension 4-H Professionals and FFA Advisors in Idaho. The final objective was answered using the block of questions 10 and 11. The last objective determined if competition occurred between 4-H and FFA.

The block of questions (13, 14, & 15) covered all possible demographic questions to describe the populations of the study. The participants provided demographic information about whether their child participated in 4-H or FFA, the number of years they have been in their current position, their age, Extension 4-H Professionals job titles, and their sex. Job titles vary for Extension 4-H professionals, so one of the questions in this block allowed them to be more specific. The last block of questions was open response, which was number 16 and 17 from the instrument. The open response allowed participants to add any other information that felt was important for this study of Extension 4-H Professionals and FFA Advisors collaboration in Idaho.

The majority of all the questions were constructed using the same scales for example the participants could respond with a number ranging from 1 through 10. The Likert scale was used to rate each statement or questions in the instrument, which consisted of six points that are identified as follows: 1-strongly disagree, 2-disagree, 3-slightly disagree, 4-slightly agree, 5-agree, and 6-strongly agree. There were a few questions that allowed participants to rate their responses on a scale of 0-low value to 10-high value.

### **Validity.**

According to Leedy & Ormrod (2013), validity is the ability of an instrument to measure what it was intended to measure. The validity of an instrument is specific to the population and setting it was designed to study (Leedy & Ormrod, 2013). Face and content validity were established by a panel of experts. Face validity is described as “the extent to which, on the surface, an instrument looks like it is measuring a particular characteristic” (Leedy & Ormrod, 2013). Content validity is described as “the extent to which a

measurement instrument is a representative sample of the content area being measured” (Leedy & Ormrod, 2013).

The panel of experts consisted of FFA Advisors and Extension 4-H Professionals from other states, including Ohio, Washington, and Oregon. The panel members were sent an online link to both original questionnaires on *Qualtrics*, allowing them to view both questionnaires exactly like the participants of the study. The panel of experts were tasked to address validity in the following manners:

- Face validity-by visually evaluating the instrument
- Provided comments and feedback about the instrument
- Content validity-comparing content of the instrument to the objectives and purpose of the study

### **Reliability.**

“Reliability is the consistency with which a measuring instrument yields a certain, consistent result when the entity being measured hasn’t changed” (Leedy & Ormrod, 2013). The researcher for this study based their instrument from a similar instrument used in a study conducted by Sulser, Greenhalgh, Parent, and Sagers (2012) used the instrument in their study called “Utah 4-H and FFA Relationship Dynamics.” There were multiple revisions made to the instrument for this study after the interview with Sulser and panel of experts. Sulser et al. (2012) recorded the Cronbach’s Alpha measure of reliability for their instrument to be .87. An instrument has to achieve reliability between .70 through .90 according to Cronbach’s Alpha (Leedy & Ormrod, 2013). There was not a need to achieve reliability because the instrument was deemed reliable.



### **Population Frames**

The Idaho FFA Advisors directory was obtained from the administrative staff. The administrative staff was a collection of University of Idaho professors that already had an established directory of Idaho FFA Advisors. The researcher reviewed the directory for accuracy of the current contact information of Idaho's FFA Advisors. The researcher used the school websites and the Idaho FFA website to update current teachers and his or her current email address. Teachers were added and deleted from the directory if they were new teachers or no longer taught.

The Idaho Extension 4-H Professionals directory was obtained from the University of Idaho Extension website. The researcher reviewed the directory to identify all the participants that would respond to the questionnaire. The researcher contacted a professor at the University of Idaho to verify if the contact information for the Extension 4-H Professionals was accurate.

### **Data Collection**

According to Dillman et al. (2009), it was important to follow the Tailored Design Method of survey research because participants would be more willing to contribute a response if the questionnaire is interesting and short, convenient to respond to, and the researcher shows appreciation for their participation. The Tailored Design Method was used to conduct and guide this study to identify the collaborative relationship with high school agricultural teachers and Extension 4-H Professionals. This design method allows the researcher to create an instrument that will encourage higher response rates because it can be tailored to the population and purpose of the study (Dillman et al, 2009).

Dillman et al. (2009) suggested that web questionnaires are the most efficient and convenient way to gather responses from participants. The researcher followed Dillman et al. (2009) suggestion for web questionnaires and the importance to provide all the necessary information for the participant to answer the questionnaires accurately. The researcher created a plan to contact the participants when they were going to be gathered for events (Dillman et al., 2009). The participants were Extension 4-H Professionals and high school agricultural teachers, so the researcher contacted them right before each of their coordinated events to encourage a better response rate.

After the committee approved the thesis proposal and instruments the researcher applied for exemption status from the University of Idaho Institutional Review Board (IRB). The project (15-778) was approved as exempt on (5-19-15) (Appendix 1).

The researcher created a timeline of events (See Table 3.1) after approval was received from the IRB and the committee to launch the study. The table included information about the prenotice email, all of the reminder emails that were sent, emails that showed the researcher's appreciation, and the date that the questionnaire closed.

The researcher sent a prenotice email to all of the high school agricultural teachers and Extension 4-H Professionals in Idaho to inform them about the study that was going to be launched. The prenotice email informed all the participants about the purpose for the study and provided them with background information about the content of the questionnaire. The researcher wanted the participants to be aware and look for the email that contained the link to the questionnaire.

According to Dillman et al, by sending reminder emails and "Thank-You" emails it encourages participation and allows the participants to know how much time is left in the

study before it closes. The researcher sent reminder emails to encourage more participants to answer the questionnaire. The reason it was important to send reminder emails was to increase participation to have a better response rate. The “Thank You Emails” were sent to show the appreciation that the researcher had for each of the participants for answering the questionnaire (See Appendix 2).

Table 3.1

*Timeline of Events during the Data Collection Process*

Order of Events	Content	Date
1	Prenotice Postcard	5-12-15
2	Launched Study	5-21-15
3	1 <sup>st</sup> Reminder Email was Sent with Questionnaire Link	5-25-15
4	2 <sup>nd</sup> Reminder Email	5-28-15
5	3rd Reminder Email	6-1-15
6	Thank you Email	7-27-15
7	Contacted Extension 4-H Professionals	8-31-15
8	Contacted Participants	8-31-15
9	Follow-up Phone Calls	9-1-15
10	Survey Closed	10-1-15

## **Data Analysis**

The data was collected using *Qualtrics* and then transferred to a Statistical Package for the Social Science (SPSS) document for analysis. After the data was transferred to an Excel document the researcher checked the data for accuracy. It was important to check for accuracy because data could have been typed incorrectly. It was also important for the researcher to identify any abnormal numbers or response because those could have affected the results when the data was analyzed.

The researcher used SPSS for descriptive statistics to address the objectives for this study. Descriptive statistics were used to describe what the data looked like and how one or more variables relate to each other (Leedy & Ormrod, 2013). The nominal and ordinal data, frequencies, percentages, and basic statistics were tabulated and reported. The researcher also used the mean and median of the data to identify central tendency and included standard deviations, where appropriate.

The researcher included a section for Qualitative data on the instrument that allowed the participants to define “successful collaboration,” which were compiled into a table and then reported in the results section of this document. There was also a section in the instruments that allowed the participants to write any last comments on collaboration were compiled and reported. It was important for the researcher to report the data and results that helped answer the objectives that guided this study.

## **Limitations of the Study**

The audience that reads this study should be aware of one limitation of the study. The first limitation of the study was that the directories change because of the transition of people that move in and out of positions each year. The directories usually get updated each

year, but contact information was not always up to date for both directories used in the study.

### **Summary**

The method used for this study was survey research, which would add to the literature base of collaborative relationships between Extension 4-H Professionals and FFA Advisors once the data was gathered and reported. The objectives guided the focus of this study and they would be answered from the data and information that was collected. The validity of this study was achieved by using a panel of experts and feedback from a researcher that completed a similar study. The population was limited to only Idaho's Extension 4-H Professionals and high school agricultural teachers.

## **Chapter 4: Results**

The literature and procedures outlined in the previous chapters laid the foundation for the current research study. The following chapter will outline the results of the study. Data will be presented by the five objectives in the study.

### **Purpose and Objectives**

The purpose of the research study was to identify the collaborative relationship between Idaho's 4-H extension educators and FFA Advisors, as well as the barriers that were preventing successful collaboration.

1. Determine how often collaboration occurs between Idaho's Extension 4-H Professionals and FFA Advisors.
2. Identify the quality of collaboration between Idaho's Extension 4-H Professionals and FFA Advisors.
3. Determine the frequency of communication between Extension 4-H Professionals and FFA Advisors.
4. Describe barriers to effective collaboration of Idaho's Extension 4-H Professionals and FFA Advisors.
5. Describe the competition that occurs between the 4-H and FFA organizations.

### **Response Rates**

The response rates for the study are summarized in Table 4.1. An overall usable response rate of 65% (n = 189) was achieved for Idaho. When each population is compared, the Extension 4-H Professionals had the highest response rate with 86% (n = 50) and the FFA Advisors had the lower rate of 56% (n = 74).

Table 4.1

*Study Response Rate for Idaho*

Populations	Number of Respondents	Usable Responses	Total Population	Usable Response Rate (%)
Extension 4-H Professionals	50	49	58	84
FFA Advisors	74	74	131	56
Idaho	124	123	189	65

**Controlling Nonresponse Error**

The responses of early and late responders were compared address nonresponse error. Twenty-two participants responded after the last reminder on June 11, 2015, designating them as late responders. The remaining participants responded prior to June 11, 2015 and were labeled as early respondents.

**FFA Advisors and Extension 4-H Professionals Demographics**

Demographics of the Extension 4-H Professionals and FFA Advisors were collected to describe the population of Idaho participants. The demographic information can be found in Table 4.2. The demographic information for years of experience in education for participants can be found in Appendix 4. In Idaho, there were a total of 119 participants that responded out of the 124 to the gender demographic question. Just over one-half (52%) of the participants were male and 57 (47%) were female. Of the Extension 4-H Professionals, 40 (88%) of the 45 participants were female participants and 5 (11%) were male. Of the FFA Advisors, 57 (77%) of the 74 were male participants and 17 (22%) were female.

In terms of teaching experience for the FFA Advisors in Idaho, the 74 participants had a median of 11 total years of agriculture teaching experience, ranging from one to forty-one years of experience. In terms of experience for the Extension 4-H Professionals in Idaho, the 47 participants that responded had a median of 12 total years of experience, ranging from one year to thirty-one years of experience.

Table 4.2

*Gender of Extension 4-H Professionals and FFA Advisors in Idaho*

Demographic Characteristic	Total ( <i>n</i> =119) <i>f</i> (%)	Extension 4-H Professionals ( <i>n</i> =45) <i>f</i> (%)	FFA Advisors ( <i>n</i> =45) <i>f</i> (%)
Gender			
Female	57 (47)	40 (88)	17 (22)
Male	62 (52)	5 (11)	57 (77)

The Extension 4-H Professional could choose three options for their job title, which were 4-H Extension Educator, 4-H Program Coordinator, or other. The job title information for Extension 4-H Professionals further described the population. There were 17 (35%) participants listed as 4-H Extension Educator and 20 (41%) participants were listed as 4-H Program Coordinator. The information for Extension 4-H Professional job titles can be found in Appendix 4.

The remaining 11 (22%) participants listed other for their job title as a Extension 4-H Professionals. The responses for participants that listed other as their job title were summarized in the following list:

- 4-H Assistant
- 4-H Livestock Program Manager
- 4-H Program Assistance
- 4-H Program Assistant
- 4-H Program Manager



- Ag. Extension Educator
- Secretary Program Assistant
- Youth Development Extension Educator

**Objective 1: Determine how often collaboration between Idaho’s Extension 4-H Professionals and FFA Advisors occurs.**

Objective 1 of the study focused on determining the amount of time Extension 4-H Professionals and FFA Advisors work on an event or project. There were a total of 122 participants that answered this question. The participants could choose from the following options: never, less than once a month, once a month, 2-3 times a month, once a week, or 2-3 times a week.

The results for the participant responses were summarized in Table 4.3. The highest response from FFA Advisors 73 participants was “Less than Once a Month” with a frequency of 38 (52%). The lowest response from FFA Advisor participants was “Once a Week” with a frequency of 2 (2%). The highest response from Extension 4-H Professionals 49 participants was “Less than Once a Month” with a frequency of 20 (40%). The lowest response from Extension 4-H Professionals was “2-3 Times a Week” with no responses for that option. The second lowest response that Extension 4-H Professional chose was “Once a Week” with a frequency of 2 (4%).

Table 4.3

*Amount of Time Extension 4-H Professionals and FFA Advisors Collaborate on an Event or Project*

	Extension 4-H Professionals (n =49) f (%)	FFA Advisors (n =73) f (%)
Response Options		
Never	10 (20)	4 (5)
Less than Once a Month	20 (40)	38 (52)
Once a Month	10 (20)	16 (21)
2-3 Times a Month	7 (14)	10 (13)
Once a Week	2 (4)	2 (2)
2-3 Times a Week	0 (0)	3 (4)

**Objective 2: Identify the quality of collaboration between Idaho’s Extension 4-H Professionals and FFA Advisors.**

Objective 2 of the study focused on determining events where collaboration between FFA Advisors and Extension 4-H Professionals occurred. It also identified the quality of collaboration at those events.

There was a list of events that the participants could choose from to identify collaborative events between FFA Advisors and Extension 4-H Professionals in Idaho. The results are summarized in Table 4.4, which identifies the events of collaboration. There was also space provided so participants could identify other events not provided in the list. Other events Extension 4-H Professionals or FFA Advisors identified where collaboration occurs:

- Ag. Week
- Advisory Committee
- Use of Facility
- Producer Education
- State Fair
- Community & School Natural Resource Project
- Treasure Valley Dairy Heifer Project

- Vermiculture
- Livestock Committee
- Animal Weigh-In
- Jack Pots
- Livestock 4-H & FFA Sale
- Sale Committee
- CDEs
- Judging Record Books at the Fair
- Superintends at the Fair
- Horse Show

The event with the greatest amount of responses of “Yes” for collaboration was “County Fair.” for both Extension 4-H Professionals and FFA Advisors was the “County Fair.” The response from FFA Advisors 73 participants was 69 participants that chose “Yes.” The FFA Advisors 73 participants had a total of 69 participants respond “Yes” to collaboration at the “County Fair.” The Extension 4-H Professionals 48 participants had a total of 37 participants respond “Yes” to collaboration at the “County Fair.” There were three other events identified as collaborative events between Extension 4-H Professionals and FFA Advisors, which is summarized in Table 4.4.

Table 4.4

*Collaborative Events for FFA Advisors and Extension 4-H Professionals*

Response Options:	Yes	No	N/A
<u>FFA Advisors</u>			
County Fair (n=73)	69	3	1
Field Days (n=71)	23	39	9
Judging Contests (n=72)	41	26	5
Livestock Quality Assurance (n=71)	24	37	10
<u>Extension 4-H Professionals</u>			
County Fair (n=48)	37	7	4
Field Days (n=48)	13	25	10
Judging Contests (n=47)	21	17	9
Livestock Quality Assurance (n=47)	7	28	12

Objective 2 of study identified the quality of collaboration that is summarized in Table 4.5. The participants could use a scale to rate the quality of the collaboration from those events. The scale was 1 poor collaboration to 10 good collaboration.

The quality of collaboration was determined using a scale of 1 to 10. The mean from FFA Advisors was 7.25 with a standard deviation of 2.73 for the “County Fairs” event. The mean for Extension 4-H Professionals was 7.36 with a standard deviation of 2.95 for the “County Fair” event. The highest mean for FFA Advisors was an 8.36 with a standard deviation of 2.40 for the “Livestock Quality Assurance” event. The highest mean for Extension 4-H Professionals was 8.45 with a standard deviation of 2.11 for the “Judging Contest” event.

Table 4.5

*Quality of Event Collaboration*

	Extension 4-H Professionals ( <i>n</i> =49) <i>M</i> ( <i>SD</i> )	FFA Advisors ( <i>n</i> =73) <i>M</i> ( <i>SD</i> )
Events		
County Fair	7.36 (2.95)	7.25 (2.73)
Field Days	7.83 (2.40)	7.22 (3.23)
Judging Contests	8.45 (2.11)	8.08 (1.82)
Livestock Quality Assurance	8.00 (2.16)	8.36 (2.40)

**Objective 3: Determine the frequency of communication between Extension 4-H Professionals and FFA Advisors.**

Objective 3 of the study intended to identify the frequency that Extension 4-H Professionals and FFA Advisors communicate. Also, the study identified the manner in which the Extension 4-H Professionals and FFA Advisors communicate. The communication choices selected by participants were the following: phone, email, and face-

to-face. The participants could choose the following options: never, less than once a month, once a month, 2-3 times a month, once a week, or 2-3 times a week.

Table 4.6A

*Communication between Extension 4-H Professionals and FFA Advisors in Idaho*

	Phone ( <i>n</i> = 72) <i>f</i> (%)	Email ( <i>n</i> = 72) <i>f</i> (%)	Face-to-Face ( <i>n</i> = 71) <i>f</i> (%)	Text ( <i>n</i> = 71) <i>f</i> (%)
<b>FFA Advisors Response</b>				
Never	14 (19.4)	4 (5.6)	8 (11.3)	39 (54.9)
Less than Once a Month	34 (47.2)	24 (33.3)	34 (47.9)	16 (22.5)
Once a Month	11 (15.3)	21 (29.2)	17 (23.9)	6 (8.5)
2-3 Times a Month	10 (13.9)	14 (19.4)	9 (12.7)	5 (7.0)
Once a Week	2 (2.8)	6 (8.3)	1 (1.4)	2 (2.8)
2-3 Times a Week	1 (1.4)	3 (4.2)	2 (2.8)	3 (4.2)
	Postal Service ( <i>n</i> = 69) <i>f</i> (%)	Facebook ( <i>n</i> = 68) <i>f</i> (%)	Twitter ( <i>n</i> = 69) <i>f</i> (%)	Instagram ( <i>n</i> = 68) <i>f</i> (%)
<b>FFA Advisors Response</b>				
Never	36 (52.2)	65 (95.6)	67 (97.1)	68 (100)
Less than Once a Month	18 (26.1)	2 (2.9)	1 (1.4)	0 (0.0)
Once a Month	14 (20.3)	1 (23.9)	1 (1.4)	0 (0.0)
2-3 Times a Month	1 (1.4)	9 (12.7)	0 (0.0)	0 (0.0)
Once a Week	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
2-3 Times a Week	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

The results for the participant responses were summarized in Table 4.6A and 4.6B. The highest response from FFA Advisors 71 participants was the “Email” communication method because it had the fewest “Never” responses than “Face-to-face” or “Phone.” The highest communication method selected by Extension 4-H Professionals 48 participants was “Email” communication method because it had the fewest “Never” responses than “Face-to-face” or “Phone.” Extension 4-H Professionals and FFA Advisors both shared similar responses that they communicate “Less than Once a Month.”

Table 4.6B

*Communication between Extension 4-H Professionals and FFA Advisors in Idaho*

	Phone ( <i>n</i> = 49) <i>f</i> (%)	Email ( <i>n</i> = 48) <i>f</i> (%)	Face-to-Face ( <i>n</i> = 46) <i>f</i> (%)	Text ( <i>n</i> = 46) <i>f</i> (%)
<b>Extension 4-H Professionals Response</b>				
Never	11 (22.4)	8 (16.7)	10 (21.7)	23 (50.0)
Less than Once a Month	24 (49.0)	15 (31.3)	19 (41.3)	15 (32.6)
Once a Month	7 (14.3)	9 (18.8)	6 (13.0)	0 (0.0)
2-3 Times a Month	3 (6.1)	9 (18.8)	10 (21.7)	3 (6.5)
Once a Week	4 (8.2)	5 (10.4)	1 (2.2)	4 (8.7)
2-3 Times a Week	0 (0.0)	2 (4.2)	0 (0.0)	1 (2.2)
	Postal Service ( <i>n</i> = 47) <i>f</i> (%)	Facebook ( <i>n</i> = 44) <i>f</i> (%)	Twitter ( <i>n</i> = 44) <i>f</i> (%)	Instagram ( <i>n</i> = 44) <i>f</i> (%)
<b>Extension 4-H Professionals Response</b>				
Never	23 (48.9)	36 (81.8)	43 (97.7)	43 (97.7)
Less than Once a Month	14 (29.8)	2 (4.5)	1 (2.3)	1 (2.3)
Once a Month	9 (19.1)	3 (6.8)	0 (0.0)	0 (0.0)
2-3 Times a Month	1 (2.1)	2 (4.5)	0 (0.0)	0 (0.0)
Once a Week	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
2-3 Times a Week	0 (0.0)	1 (2.3)	0 (0.0)	0 (0.0)

**Objective 4: Describe barriers to effective collaboration of Idaho’s FFA Advisors and Extension 4-H Professionals.**

Objective 4 identifies potential barriers that effect collaboration of Idaho’s FFA Advisors and Extension 4-H Professionals. The participants answered a series of questions that identified various aspects of collaboration between Extension 4-H Professionals and FFA Advisors in Idaho.

The participant responses for sharing resources between Extension 4-H Professionals and FFA Advisors are summarized in Table 4.7. The participants had a choice of the following options: strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree. The highest response option for FFA Advisors 72 participants was

“Agree” with a frequency of 19 (26.4%). The lowest response option for FFA Advisors was “Strongly Agree” with a frequency of 5 (6.9%). The highest response option for Extension 4-H Professionals 43 participants was “Agree” with a frequency of 19 (44.2%). The lowest response option for Extension 4-H Professionals was “Strongly Disagree” with a frequency of 3 (7.0%).

Table 4.7

*FFA Advisors and Extension 4-H Professionals Sharing Resources*

	Extension 4-H Professionals ( <i>n</i> =43) <i>f</i> (%)	FFA Advisors ( <i>n</i> =72) <i>f</i> (%)
Sharing Resources		
Strongly Disagree	3 (7.0)	6 (8.3)
Disagree	1 (2.3)	11 (15.3)
Somewhat Disagree	6 (14.0)	13 (18.1)
Somewhat Agree	6 (14.0)	18 (25.0)
Agree	19 (44.2)	19 (26.4)
Strongly Agree	8 (18.6)	5 (6.9)

The participant responses for utilizing each other’s programs to recruit members for their own program is summarized in Table 4.8. The participants had a choice of the following options: strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree. The highest response option for FFA Advisors 72 participants was “Disagree” with a frequency of 20 (27.8%). The lowest response option for FFA Advisors was “Strongly Agree” with a frequency of 4 (5.6%). The highest response option for Extension 4-H Professionals 43 participants was “Disagree” with a frequency of 15 (34.9%). The lowest response option for Extension 4-H Professionals was “Somewhat Agree” with a frequency of 1 (2.3%).

Table 4.8

*Utilizations of Others Programs for Member Recruitment*

	Extension 4-H Professionals ( <i>n</i> =43) <i>f</i> (%)	FFA Advisors ( <i>n</i> =72) <i>f</i> (%)
Member Recruitment		
Strongly Disagree	11 (25.6)	17 (23.6)
Disagree	15 (34.9)	20 (27.8)
Somewhat Disagree	7 (16.3)	9 (12.5)
Somewhat Agree	1 (2.3)	13 (18.1)
Agree	5 (11.6)	9 (12.5)
Strongly Agree	4 (9.3)	4 (5.6)

The participant response for more collaboration between FFA Advisors and Extension 4-H Professionals in the same counties is summarized in Table 4.9. The participants had a choice of the following options: strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree. The highest response option for FFA Advisors 72 participants was “Agree” with a frequency of 25 (34.7%). The lowest response option for FFA Advisors was “Strongly Disagree” with a frequency of 3 (4.2%). The highest response option for Extension 4-H Professionals 43 participants was “Agree” with a frequency of 16 (37.2%). The lowest response option for Extension 4-H Professionals was “Strongly Disagree” and “Disagree” with a frequency of 1 (2.3%).



Table 4.9

*FFA Advisors and Extension 4-H Professionals Want More Collaboration*

	Extension 4-H Professionals	FFA Advisors
	( <i>n</i> =43) <i>f</i> (%)	( <i>n</i> =72) <i>f</i> (%)
More Collaboration		
Strongly Disagree	1 (2.3)	3 (4.2)
Disagree	1 (2.3)	6 (8.3)
Somewhat Disagree	2 (4.7)	6 (8.3)
Somewhat Agree	8 (18.6)	20 (27.8)
Agree	16 (37.2)	25 (34.7)
Strongly Agree	15 (34.9)	12(16.7)

The participant response satisfied with the current amount of collaboration between FFA Advisors and Extension 4-H Professionals in the same counties is summarized in Table 4.10 and Figure 4.1. The participants had a choice of the following options: strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree. The highest response option for FFA Advisors 72 participants was “Agree” with a frequency of 20 (27.8%). The lowest response option for FFA Advisors was “Disagree” with a frequency of 4 (5.6%). The highest response option for Extension 4-H Professionals 42 participants was “Agree” with a frequency of 10 (23.8%). The lowest response option for Extension 4-H Professionals was “Disagree” and “Somewhat Disagree” with a frequency of 5 (11.9%).

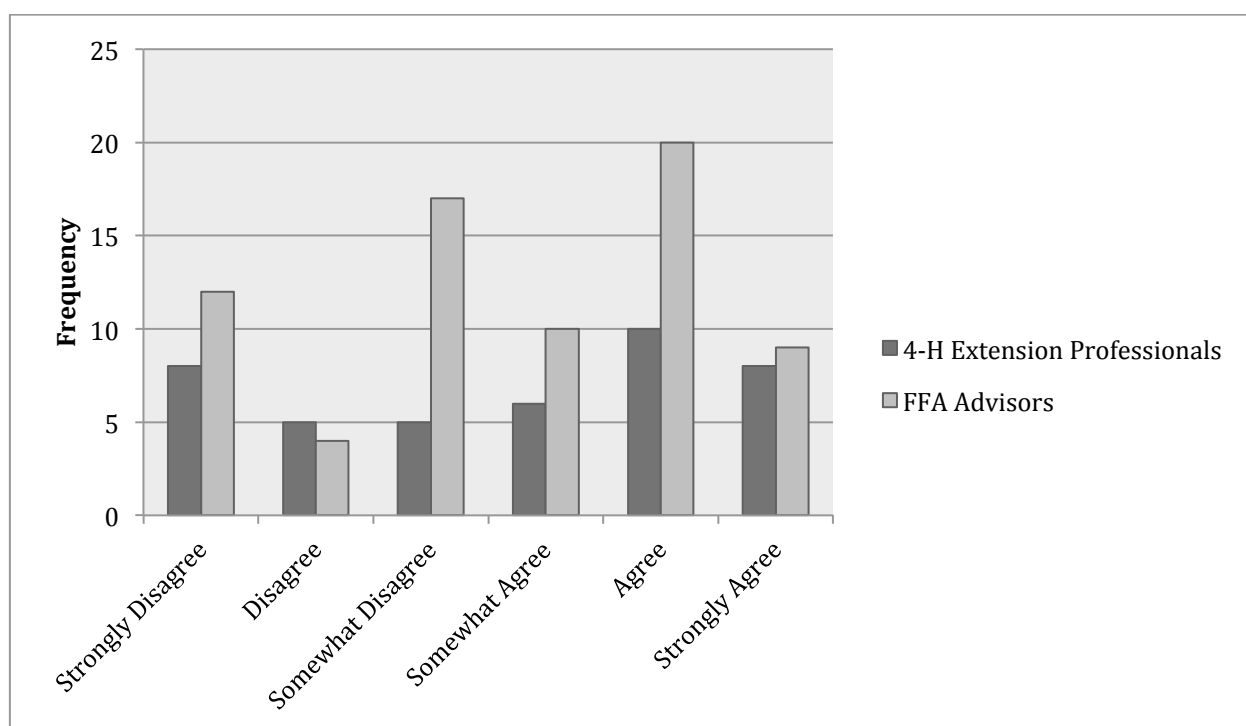
Table 4.10

*FFA Advisors & Extension 4-H Professionals Satisfied with the Current Collaboration*

	Extension 4-H Professionals	FFA Advisors
	( <i>n</i> =42) <i>f</i> (%)	( <i>n</i> =72) <i>f</i> (%)
<b>Satisfied with Current Collaboration</b>		
Strongly Disagree	8 (19.0)	12 (16.7)
Disagree	5 (11.9)	4 (5.6)
Somewhat Disagree	5 (11.9)	17 (23.6)
Somewhat Agree	6 (14.3)	10 (13.9)
Agree	10 (23.8)	20 (27.8)
Strongly Agree	8 (19.0)	9 (12.5)

Figure 4.1

*Extension 4-H Professionals and FFA Advisors that are Satisfied with the Current Collaboration*



The participant response for shared respect between FFA Advisors and Extension 4-H Professionals is summarized in Appendix 4. The participants were able to rate their

respect for each other using a scale of 0 being no respect and 10 being they had a great deal of respect for each other. The FFA Advisors 71 participants had a mean of 7.3 with a standard deviation of 2.67. The Extension 4-H Professionals 41 participants had a mean of 7.9 with a standard deviation of 2.31.

The participant response for extra time spent when FFA Advisors and Extension 4-H Professionals spend time collaborating is summarized in the Appendix 4. The participants were able to rate the amount of extra time it takes to collaborate using a scale of 0 being no additional time and 10 being it takes a lot of additional time to collaborate with each other. The FFA Advisors 67 participants had a mean of 3.61 with a standard deviation of 2.62, which represents the extra time spent collaborating with Extension 4-H Professionals. The Extension 4-H Professionals 38 participants had a mean of 3.26 with a standard deviation of 2.36, which represents the extra time spent collaborating with FFA Advisors.

The participant responses of role similarities for Extension 4-H Professionals and FFA Advisors were summarized in Appendix 4. The participants were able to rate the similarities of their roles using a scale of 0 being their roles are very different and 10 being their roles are very similar roles in their career areas. The FFA Advisors 72 participants had a mean of 4.49 with a standard deviation of 2.37, which represents the role similarities FFA Advisors share with Extension 4-H Professionals. The Extension 4-H Professionals 42 participants had a mean of 4.57 with a standard deviation of 2.65, which represents the role similarities Extension 4-H Professionals share with FFA Advisors.

**Objective 5: Describe the competition that occurs between the 4-H and FFA organizations.**

Objective 5 identifies if there is any potential competition between the 4-H and FFA organizations that would prevent collaboration. The participants answered a series of questions that would identify the following: competition between organizations, awareness for youth development, the effects FFA and 4-H competition on collaboration, and being more effective Extension 4-H Professionals or FFA Advisors because of partner organizations like 4-H and FFA.

The participant responses for comparisons of 4-H and FFA organization competition for members, time, and community support is summarized in Table 4.11. The participants were able to rate the competition of organizations using a scale of 0 being strongly disagree to 10 strongly agree. The FFA Advisors 71 participants averaged the competition for members 5.05 with a mode of 6.00 on the scale of 0 to 10. The FFA Advisors 71 participants' responses for "Competition for Members' Time" averaged 5.10 with a mode of 2.00 and the "Competition for Community Support" averaged 5.11 with a mode of 7.00. The Extension 4-H Professionals 41 participants averaged the competition for members 4.52 with a mode of 8.00 on the scale of 0 to 10. The Extension 4-H Professionals 41 participants' responses for "Competition for Members' Time" averaged 4.70 with a mode of 5.00 and the "Competition for Community Support" averaged 3.64 with a mode of 1.00.

Table 4.11

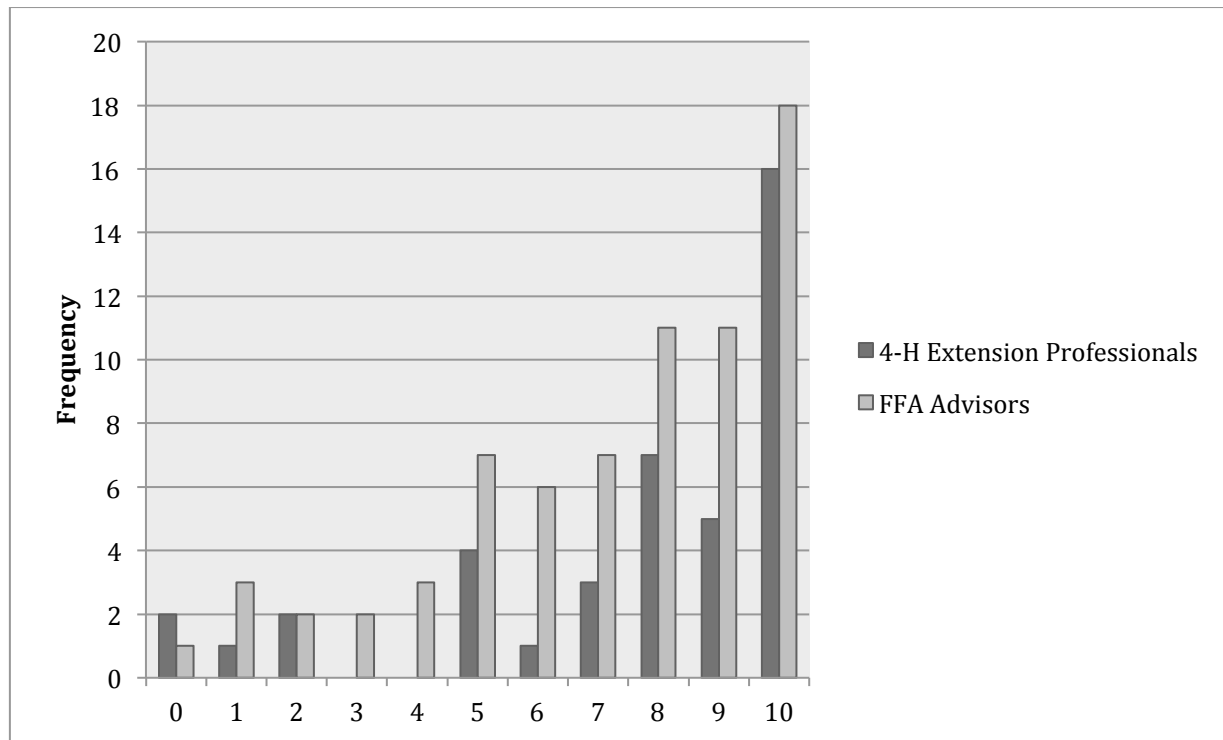
*Comparison of 4-H and FFA Organization Competition*

	Extension 4-H Professionals		FFA Advisors	
	(n =41)		(n =71)	
	<i>M (SD)</i>	<i>Mode</i>	<i>M (SD)</i>	<i>Mode</i>
Organization Competition				
Competition for Members	5.05 (3.07)	6.00	4.52 (3.25)	8.00
Competition for Members' Time	5.10 (3.03)	2.00	4.70 (3.02)	5.00
Competition for Community Support	5.11 (3.42)	7.00	3.64 (2.71)	1.00

*Note.* The participants could choose from a scale of 0 to 10, with 0 = Strongly Disagree to 10 = Strongly Agree.

The result for Extension 4-H Professionals and FFA Advisors response for awareness of youth development is summarized in Figure 4.2. The participants were able to respond using the following scale of 0 being strongly disagree to 10 strongly agree. The FFA Advisors and Extension 4-H Professionals share similar views about more youth development in shared counties because there is active 4-H and FFA organizations. Both graphs gradually work up to having the majority of responses as being 10 on the scale, which is strongly agree.

Figure 4.2

*FFA Advisors and Extension 4-H Professionals Response for Youth Development*

*Note.* The participants could choose from a scale of 0 to 10, with 0 = Strongly Disagree to 10 = Strongly Agree.

The participant response for the final question for objective 5 is summarized in Table 4.12. The question was whether Extension 4-H Professionals or FFA Advisors in Idaho agree if there was competition between 4-H and FFA. The participants were able to respond using the following scale of 0 = strongly disagree to 10 = strongly agree. The FFA Advisors 72 participants had a mean of 4.02 with a standard deviation of 3.27. The Extension 4-H Professionals 41 participants had a mean of 2.80 with a standard deviation of 2.82.

Table 4.12

*Competition Between 4-H and FFA as Barrier for Collaboration for Extension 4-H Professionals and FFA Advisors in Idaho*

	Extension 4-H Professionals	FFA Advisors
	(n =41)	(n =72)
	f(%)	f(%)
Scale		
0	9 (22.0)	8 (11.4)
1	9 (22.0)	16 (22.9)
2	4 (9.8)	5 (7.1)
3	7 (17.1)	8 (11.4)
4	3 (7.3)	3 (4.3)
5	3 (7.3)	8 (11.4)
6	1 (2.4)	2 (2.9)
7	1 (2.4)	7 (10.0)
8	1 (2.4)	5 (7.1)
9	1 (2.4)	1 (1.4)
10	2 (4.9)	7 (10.0)

*Note.* The participants could choose from a scale of 0 to 10, with 0 = Strongly Disagree to 10 = Strongly Agree.

## **Chapter 5: Conclusions, Discussion, and Recommendations**

The following chapter will outline the conclusions and discussion for each objective. Recommendations for future research, teacher education programs, and practicing agriculture teachers will also be provided.

### **Purpose and Objectives**

The purpose of the research study was to identify the collaborative relationship between Idaho's 4-H extension educators and FFA Advisors, as well as the barriers that were preventing successful collaboration.

The following five objectives guided this study:

1. Determine how often collaboration occurs between Idaho's Extension 4-H Professionals and FFA Advisors.
2. Identify the quality of collaboration between Idaho's Extension 4-H Professionals and FFA Advisors.
3. Determine the frequency of communication between Extension 4-H Professionals and FFA Advisors.
4. Describe barriers to effective collaboration of Idaho's Extension 4-H Professionals and FFA Advisors.
5. Describe the competition that occurs between the 4-H and FFA organizations.

### **Conclusions and Discussion for Objective 1:**

Objective 1 of the study focused on determining the amount of time Extension 4-H Professionals and FFA Advisors work on an event or project. There were a total of 122 participants that responded to this question. The most frequent response for FFA Advisors



(73 participants) and Extension 4-H Professionals (49 participants) was “Less than Once a Month.”

The Extension 4-H Professionals and FFA Advisors in Idaho collaborate on projects together, but it is less than once a month. There are times during the year like county fair season that the Extension 4-H Professionals and FFA Advisors will collaborate more than once a month. Collaboration varies depending on the time of year if the Extension 4-H Professionals and FFA Advisors are going to collaborate on a project or event. In order for collaboration to occur, communication must happen. Written communication may be an effective way to clearly communicate goals and tasks, but verbal communication may be necessary to develop relationships between people.

### **Conclusions and Discussion for Objective 2:**

Objective 2 of the study focused on determining events where collaboration between FFA Advisors and Extension 4-H Professionals occurred. It also identified the quality of collaboration at those events. There was a list of events that the participants could choose from to identify collaborative events between FFA Advisors and Extension 4-H Professionals in Idaho.

The event with the majority of responses from both Extension 4-H Professionals and FFA Advisors in Idaho was the “County Fair.” The mean for “County Fair” from the FFA Advisors was 7.25 and the Extension 4-H Professionals mean was 7.36. This was the one event out of the whole list that actually received responses from the majority of participants that responded to the questionnaire. There were other events where Extension 4-H Professionals and FFA Advisors collaborated, but the county fair is where most collaboration occurred. It makes sense that the Extension 4-H Professionals and FFA

Advisors would collaborate on an event less than once a month, which was identified from objective 1. Throughout Idaho, though, the most common collaboration was the county fair, which is often a place where both groups have members that exhibit livestock projects. Perhaps there are other possible collaborative events that could include livestock.

### **Conclusions and Discussion for Objective 3:**

The purpose of objective 3 of the study intended to identify the frequency that Extension 4-H Professionals and FFA Advisors communicated. Also, the study identified the method in which the Extension 4-H Professionals and FFA Advisors communicated. The communication choices selected by the participants were the following: phone, email, and face-to-face. The participants could choose the following options: never, less than once a month, once a month, 2-3 times a month, once a week, or 2-3 times a week.

The method of communication chosen most often by Extension 4-H Professionals and FFA Advisors was “Email.” The amount of time Extension 4-H Professionals and FFA Advisors spend communicating via email was “Less than Once a Month.” The data indicates that people rely on email now instead of phone or face-to-face communication. Murphrey et al. (2011) identified one of six factors that creates “successful collaboration” is communication, which is why identifying the methods of communication used between FFA Advisors and Extension 4-H Professionals is important. The data indicates that it would benefit FFA Advisors and Extension 4-H Professionals if they used the methods of communication such as, the phone or face-to-face more than email. There might be a difference with the amount of collaboration that occurs on events or projects between FFA Advisors and Extension 4-H Professionals.

**Conclusions and Discussion for Objective 4:**

Objective 4 was to identify potential barriers between 4-H and FFA that effect collaboration of FFA Advisors and Extension 4-H Professionals in the state of Idaho. The participants answered a series of questions that identified various aspects of collaboration between Extension 4-H Professionals and FFA Advisors in Idaho. The participants had a choice of the following options: strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree. The majority of Extension 4-H Professionals and FFA Advisors selected agree that sharing resources is a great tool for both the 4-H and FFA organizations. It is not currently a barrier for collaboration between Extension 4-H Professionals.

The Extension 4-H Professionals and FFA Advisors do not utilize each other's organizations to recruit members. The majority of Extension 4-H Professionals and FFA Advisors disagreed that they should utilize each other organizations for member recruitment. Both organizations share the same goal of promoting youth development, which should really make member recruitment very simple. It could be very beneficial for both organizations to promote each other because that may increase their member recruitment numbers.

The results indicate that both groups of participants are satisfied with the current amount of collaboration, but Extension 4-H Professionals and FFA Advisors are open to increasing the amount of collaboration. Basically, Extension 4-H Professionals and FFA Advisors need to collaborate more often than the amount of time they are currently collaborating. It would be beneficial to both groups by utilizing each other resources, but it would encourage better communication and great educational opportunities for the students.

Based on participant responses the majority of Extension 4-H Professionals and FFA Advisors believe it takes very little extra time to collaborate. There is a lot Extension 4-H Professionals and FFA Advisors could gain from collaboration, which could be sharing resources, working together on projects or events, and overall just using each other as a resource.

### **Conclusions and Discussion for Objective 5:**

Objective 5 identified competition between 4-H and FFA organizations that would prevent collaboration between Extension 4-H Professionals and FFA Advisors in Idaho. The participants answered a series of questions that identified the following: competition between organizations, awareness for youth development, the effects of FFA and 4-H competition on collaboration, and being more effective Extension 4-H Professionals or FFA Advisors because of partner organizations like 4-H and FFA.

The participant responses for comparisons of 4-H and FFA organizations included competition for members, time, and community support. The participants were able to rate the competition of organizations using a scale of 0 being strongly disagree to 10 strongly agree. Both groups of participants strongly disagreed that there is “Competition for Members’ Time.” The Extension 4-H Professionals and FFA Advisors continued to share similar responses that there is not “Competition for Community Support.” In summary, Extension 4-H Professionals and FFA Advisors believe that there is a slight chance of competition for members to join their organizations. Both groups of participants are in strong agreement that there is not competition for members’ time or community support.

Competition between organizations is not a barrier when it comes to Extension 4-H Professionals and FFA Advisors collaborating on events or projects. The Extension 4-H

Professionals and FFA Advisors in Idaho continued to prove that this idea of competition between the 4-H and FFA organizations being a potential barrier is not true. The final question from this study asked whether Extension 4-H Professionals or FFA Advisors in Idaho agree that competition between the organizations is not be a barrier for collaboration. Both Extension 4-H Professionals and FFA Advisors strongly disagreed with the idea of competition between the 4-H and FFA organizations being a barrier.

### **Recommendation for Future Research**

The researcher developed three recommendations for further research based on the conclusions and implications for the current study. The first recommendation is to conduct further studies with similar objectives on the surrounding states in this area. Each state has similar Extension 4-H Professionals and FFA Advisors, which the researcher could compare to the results based on this study. There has not been very much research completed on the collaboration of Extension 4-H Professionals and FFA Advisors in the United States. There is a possibility of further studies that would provide recommendations to encourage a better collaborative relationship between those states that are struggling.

The second recommendations is to complete this same type of study in each county around the state of Idaho to gather a better comparison of, which counties are really struggling more with collaboration then others. By completing this kind of study it would allow the researcher to really make specific suggestions that would increase the collaboration between Extension 4-H Professionals and FFA Advisors. It would take more time to personally visit with each county and gather results, but in the long run it would be very beneficial for defining where certain counties are truly struggling with collaboration.

The third recommendations for future research would be to complete this same study in a few years and compare whether the results have changed. It would allow the researcher to see if there have been any improvements for collaboration with Extension 4-H Professionals and FFA Advisors in Idaho. It would identify areas that need to continue to change in order to improve the collaborative relationship.

### **Summary**

The researcher concluded that there is a lack of using certain communication methods like “Face-to-Face” because they rely on methods like “Email.” The Extension 4-H Professionals and FFA Advisors both are satisfied with the amount of collaboration right now, but they would not object to having more collaboration. Both Extension 4-H Professionals and FFA Advisors are working towards similar goals of educating today’s youth. It would benefit them and the students if they started to collaborate more on events or projects. There are no obvious barriers that are preventing collaboration between the Extension 4-H Professionals and FFA Advisors in Idaho.

Even though the views and actions for collaboration of FFA Advisors and Extension 4-H Professionals are positive there still seems to be a lack of working together. The conceptual framework was created to identify the necessary skills for collaboration, which are the following: communication, collaborative intention, truthfulness, self-accountability, self-awareness and awareness of others, and problem-solving and negotiating (Tamm & Luyet, 2004). The research revealed that all of the necessary skills identified by Tamm and Luyet (2004) for collaboration do not seem to be issues with Extension 4-H Professionals and FFA Advisors in Idaho. The researcher suggested that in a few years it would benefit

Extension 4-H Professionals and FFA Advisors to complete this study again to see if collaboration has improved between them.

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**Appendix 1:****Institutional Review Board Exemption Certificate****University of Idaho**

Office of Research Assurances

Institutional Review Board

875 Perimeter Drive, MS 3010

Moscow ID 83844-3010

Phone: 208-885-6162

Fax: 208-885-5752

[irb@uidaho.edu](mailto:irb@uidaho.edu)

To: Jeremy Falk  
From: Jennifer Walker  
Chair, University of Idaho Institutional Review Board  
University Research Office  
Moscow, ID 83844-3010  
Date: 5/19/2015 3:52:45 PM  
Title: Describing Collaboration Between Idaho's Extension 4-H Professionals and Secondary Agriculture Teachers  
Project: 15-778  
Certified: Certified as exempt under category 2 at 45 CFR 46.101(b)(2).

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project has been certified as exempt under category 2 at 45 CFR 46.101(b)(2).

This study may be conducted according to the protocol described in the Application without further review by the IRB. As specific instruments are developed, modify the protocol and upload the instruments in the portal. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice.

It is important to note that certification of exemption is NOT approval by the IRB. Do not include the statement that the UI IRB has reviewed and approved the study for human subject participation. Remove all statements of IRB Approval and IRB contact information from study materials that will be disseminated to participants. Instead please indicate, 'The University of Idaho Institutional Review Board has Certified this project as Exempt.'

Certification of exemption is not to be construed as authorization to recruit participants or conduct research in schools or other institutions, including on Native Reserved lands or within Native Institutions, which have their own policies that require approvals before Human Subjects Research Projects can begin. This authorization must be obtained from the appropriate Tribal Government (or equivalent) and/or Institutional Administration. This may include independent review by a tribal or institutional IRB or equivalent. It is the investigator's responsibility to obtain all such necessary approvals and provide copies of these approvals to ORA, in order to allow the IRB to maintain current records.

As Principal Investigator, you are responsible for ensuring compliance with all applicable FERPA regulations, University of Idaho policies, state and federal regulations.

This certification is valid only for the study protocol as it was submitted to the ORA. Studies certified as Exempt are not subject to continuing review (this Certification does not expire). If any changes are made to the study protocol, you must submit the changes to the ORA for determination that the study remains Exempt before implementing the changes. Should there be significant changes in the protocol for this project, it will be necessary for you to submit an amendment to this protocol for review by the Committee using the Portal. If you have any additional questions about this process, please contact me through the portal's messaging system by clicking the 'Reply' button at either the top or bottom of this message.

A handwritten signature in cursive script that reads "Jennifer Walker".

Jennifer Walker

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer

**Appendix 2:****Participant Prenotice Postcards Transcripts**

Prenotice Postcard: Sent May 12, 2015 to all 124 participants

Dear FFA Advisor,

It is my pleasure to let you know that you have been chosen to complete a survey about your collaborative relationship with Extension 4-H Professionals in your county.

This email contains a link that will lead you directly to the survey. This is a special opportunity for you to voice your opinion about the collaboration between 4-H and FFA in the state of Idaho.

Our only purpose is to collect information about the collaboration between Extension 4-H Professionals and FFA advisors across the state of Idaho.

Please take 10 to 15 minutes to complete this survey. Thank you.

Hannah Mamer, Graduate Associate  
Dr. Jeremy Falk, Assistant Professor  
University of Idaho

[hmamer@uidaho.edu](mailto:hmamer@uidaho.edu)  
Office: 208-885-6358

Dear Extension 4-H Professional,

It is my pleasure to let you know that you have been chosen to complete a survey about your collaborative relationship with FFA advisors in your county.

In a few days you will be receiving an email that will contain a link, which will lead you directly to the survey. This is a special opportunity for you to voice your opinion about the collaboration between 4-H and FFA in the state of Idaho.

Our only purpose is to collect information about the collaboration between Extension 4-H Professionals and FFA advisors across the state of Idaho.

Please watch your email, our survey will arrive soon. Thank you.

Hannah Mamer, Graduate Associate  
Dr. Jeremy Falk, Assistant Professor  
University of Idaho

[hmamer@uidaho.edu](mailto:hmamer@uidaho.edu)  
Office: 208-885-6358



**What events during the year does collaboration occur between 4-H Extension professionals and FFA advisors? Please select "yes" if collaboration occurs at those events in your county. Select "no" if there is no collaboration at that event. And select "N/A" if that event does not occur.**

	Does collaboration occur?		
	Yes	No	N/A
County Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young Farmer Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program/Organization Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University Visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Tours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Award Banquets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judging Contests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Livestock Quality Assurance Trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Fundraisers									
Award Banquets									
Day Camps									
Judging Contests									
Livestock Quality Assurance Trainings									
Other - Please identify <input type="text"/>									
Other - Please identify <input type="text"/>									
Other - Please identify <input type="text"/>									

**Please use this space to provide any information that you would like to add about collaboration with FFA advisors.**











The next group of demographic questions are used to compare data to other studies and describe our population.

I have been in my current position for: (number of years, including this year)

What is your age? (in years)

What is your sex?

- Male  
 Female



**What is your job title as a 4-H Extension professional?**

- 4-H Extension Educator
- 4-H Program Coordinator
- Other - Please identify

**In your opinion, what would enhance the collaboration between 4-H Extension professionals and FFA advisors?**

**What other comments would you like to share with us about collaboration?**

**I would like to wish you the best of luck as county fair season comes closer. Thank you for your time. Click "submit" and you are done.**



**What events during the year does collaboration occur between 4-H Extension professionals and FFA advisors? Please select "yes" if collaboration occurs at those events in your county. Select "no" if there is no collaboration at that event. And select "N/A" if that event does not occur.**

	Does collaboration occur?		
	Yes	No	N/A
County Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young Farmer Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program/Organization Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Tours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Award Banquets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judging Contests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Livestock Quality Assurance Trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - Please identify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



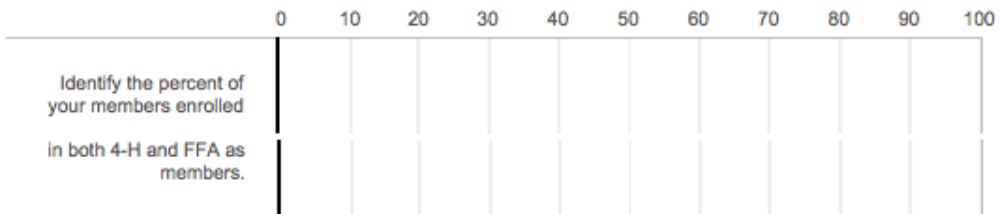
Fundraisers																			
Award Banquets																			
Day Camps																			
Judging Contests																			
Livestock Quality Assurance Trainings																			
Other - Please identify <input type="text"/>																			
Other - Please identify <input type="text"/>																			
Other - Please identify <input type="text"/>																			

**Please use this space to provide any information that you would like to add about collaboration with 4-H Extension professionals.**





**What percent of your students in your FFA chapter are enrolled as members in a 4-H club?**







If you are in a county with multiple 4-H Extension professionals please respond with all of them in mind as you answer these questions. Please rate the following question using 0 as strongly disagree and 10 as strongly agree.

	Strongly Disagree					Strongly Agree					
	0	1	2	3	4	5	6	7	8	9	10
Do you believe competition between 4-H and FFA is a barrier for collaboration between 4-H Extension professionals and high school agriculture teachers?											

The next group of demographic questions are used to compare data to other studies and describe our population.

I have been in my current position for: (number of years, including this year)

What is your age? (in years)

What is your sex?

- Male
- Female

**In your opinion, what would enhance the collaboration between 4-H Extension professionals and FFA advisors?**

**What other comments would you like to share with us about collaboration?**

**I would like to wish you the best of luck with the remainder of your school year. I hope to see you in Moscow at CDE week. Thank you for your time. Click "submit" and you are done.**

**Appendix 4:**  
**Supplemental Data Tables**

Table A4.1

*Participant Experience as FFA Advisors and Extension 4-H Professionals in Idaho*

	Frequency (years)
<b>FFA Advisors Teaching Experience</b>	
Mean	13.9
Std. Deviation	10.1
Median	11.0
Minimum	1.0
Maximum	41.0
<b>Extension 4-H Professional Experience</b>	
Mean	13.0
Std. Deviation	8.5
Median	12.0
Minimum	1.0
Maximum	31.0

Table A4.2

*Extension 4-H Professional Job Titles*

	Extension 4-H Professionals (n =48)
	f(%)
<b>Job Titles</b>	
4-H Extension Educator	17 (35)
4-H Program Coordinator	20 (41)
Other	11 (22)

Table A4.3

*Shared Respect Between Extension 4-H Professionals and FFA Advisors*

Scale	Extension 4-H Professionals	FFA Advisors
	( <i>n</i> =42)	( <i>n</i> =72)
	<i>f</i> (%)	<i>f</i> (%)
0	1 (2.4)	2 (2.8)
1	1 (2.4)	1 (1.4)
2	0 (0.0)	1 (1.4)
3	0 (0.0)	3 (4.2)
4	1 (2.4)	3 (4.2)
5	1 (2.4)	8 (11.3)
6	4 (9.8)	6 (8.5)
7	5 (12.2)	5 (7.0)
8	9 (22.0)	12 (16.9)
9	7 (17.1)	9 (12.7)
10	12 (29.3)	21 (29.6)

Table A4.4

*Extension 4-H Professionals and FFA Advisors Collaborating Affects Their Time*

Scale	Extension 4-H Professionals	FFA Advisors
	( <i>n</i> =38)	( <i>n</i> =67)
	<i>f</i> (%)	<i>f</i> (%)
0	5 (13.2)	8 (11.9)
1	5 (13.2)	9 (13.4)
2	5 (13.2)	13 (19.4)
3	8 (21.1)	4 (6.0)
4	4 (10.5)	5 (7.5)
5	4 (10.5)	12 (17.9)
6	3 (7.9)	6 (9.0)
7	2 (5.3)	5 (7.5)
8	1 (2.6)	3 (4.5)
9	1 (2.6)	0 (0.0)
10	0 (0.0)	2 (3.0)

Table A4.5

*Role Similarities of Extension 4-H Professionals and FFA Advisors*

Scale	Extension 4-H Professionals	FFA Advisors
	( <i>n</i> =42)	( <i>n</i> =67)
	<i>f</i> (%)	<i>f</i> (%)
0	4 (9.5)	3 (4.2)
1	4 (9.5)	4 (5.6)
2	2 (4.8)	8 (11.1)
3	4 (9.5)	10 (13.9)
4	3 (7.1)	12 (16.7)
5	9 (21.4)	13 (18.1)
6	4 (9.5)	8 (11.1)
7	8 (19.0)	7 (9.7)
8	2 (4.8)	3 (4.2)
9	1 (2.4)	1 (1.4)
10	1 (2.4)	3 (4.2)