

COMMUNICATION APPREHENSION, SELF EFFICACY, AND PROFESSIONAL
JUDGE'S CERTIFICATIONS RELATED TO HORSE JUDGING

by

JOSI LEA REED

B.S., West Texas A&M University, 2015

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

MASTER OF SCIENCE

Major Subject: Agriculture

Emphasis: Agricultural Media and Communication

WEST TEXAS A&M UNIVERSITY

Canyon, Texas

May 2018

ACKNOWLEDGMENTS

As I close this chapter of my life, I have so many people to thank for getting me this far. From my committee members, to my friends, family, and fur babies, I couldn't have accomplished this without you. My time in graduate school has been a crazy whirlwind of a trip, and I could not have gotten through it without everyone's love and support.

Most importantly, thank you to my family. You supported me when I decided to move all the way to Texas, and never complained about the 15 hour drives you made to come see me. Mom and Dad, thank you for raising me to never settle and pushing me to be the best I can be, even when I'm being 'Hickory Head'. Jack, thank you for always being my boss and telling me what to do, even when I didn't ask for it.

Pip/JP/John/Dr. Pipkin, there are no words to express how grateful I am for your guidance and support throughout my time at WT. Thank you for believing in my abilities and trusting me with judging teams, even when I didn't believe in myself. From countless late night and early morning practices, Starbucks runs, and van rides, I've learned more about horse judging and how to be a kind person from you than anyone else I know. There is no doubt I wouldn't be where I am today without you pushing me to develop my coaching and judging skills. It has truly been an honor to have been able to work with you and call you a friend. Here's to "just one more thing".

Amanda Love, you've shaped me more in my time at WT than you could ever know. Your creativity, passion, and drive are just the tip of the iceberg when it comes to the things I look up to you for the most. Thank you for developing my skills as a horseman and teacher (and for letting me know it's okay to have fun with horses). I am

forever grateful to have been able to learn from you, share a love of running, coffee, and dogs with you, and to call you my friend. I'm a little weirder and a whole lot more knowledgeable from getting to know you.

Thank you to the countless friends I've made while at WT. To all my judges and equestrian teamers, you're all one of a kind and have made my job here truly more enjoyable. My stone-cold pack of weirdos/wine club/best friends; Mare, Murph, Cat, and Beans, I cannot begin to describe how lucky I feel to have you all in my life. Thank you for going on runs with me, sharing my crazy love of dogs, being just as weird and awkward as me, and keeping me sane throughout graduate school. I hope you each know how much I value your friendship.

Last, but certainly not least, a shout out to my sweet, sweet fur babies. Without a doubt I would have gone crazy throughout this process without Coy and Jinx. My boys were the best company during my long days of writing and always reminded me when it was time to take a break and play ChuckIt. God bless dogs.

WT has most certainly become a second home for me, and I am so thankful for my time spent here. GO BUFFS!

Approved:

Dr. John Pipkin
Co-Chairman, Thesis Committee

Date

Dr. Tanner Robertson
Co-Chairman, Thesis Committee

Date

Dr. Lance Baker
Member, Thesis Committee

Date

Department Head

Date

Dean, Academic College

Date

Dean, Graduate School

Date

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF TABLES	vii
LIST OF FIGURES	x

Chapter	Page #
1. INTRODUCTION.	1
2. THE EFFECTS OF A JUDGING TRAINING EXPERIENCE ON COMMUNICATION APPREHENSION AND SELF-EFFICACY.	4
2.1. Abstract.	4
2.2. Introduction.	6
Purpose and Objectives.	8
2.3. Review of Literature.	9
Communication Apprehension.	9
Self-Efficacy.	10
Horse Judging.	11
Purpose and Objectives.	12
2.4. Materials and Methods.	13
Participants.	13
Instrument and Procedure.	13
Results and Data Analysis.	14
Validity.	14
2.5. Results and Discussion.	15
2.6. Conclusions and Recommendations	34
3. YOUTH AND/OR COLLEGIATE JUDGING TRAINING RELATED TO PROFESSIONAL JUDGE’S CERTIFICATIONS.	36
3.1. Abstract.	36
3.2. Introduction.	38
3.3. Review of Literature.	39
3.4. Materials and Methods.	40
Participants.	40
Instrument and Procedure.	42
Results and Data Analysis.	43
3.5. Results and Discussion.	43
3.6. Conclusions and Recommendations.	72
4. CONCLUSIONS AND RECOMMENDATIONS.	75
5. REFERENCES.	78

6. APPENDIX TABLES.....	81
7. APPENDIX SURVEY RELATED INSTRUMENTS.....	90

LIST OF TABLES

Chapter II	Page #
2.1 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 1 (2014).	16
2.2 Communication Apprehension paired t-test results for Cohort 1 (2014).	18
2.3 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 2 (2015).	20
2.4 Communication Apprehension paired t-test results for Cohort 2 (2015).	22
2.5 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 3 (2016).	24
2.6 Communication Apprehension paired t-test results for Cohort 3 (2016).	26
2.7 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 1 (2014).	28
2.8 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 2 (2015).	30
2.9 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 3 (2016).	31
2.10 Overall Communication Apprehension and Self-Efficacy Mean Scores.	33
A-1 General Self-Efficacy Scores Cohort 1 (2014) Pre-Test.	82
A-2 General Self-Efficacy Scores Cohort 1 (2014) Post-Test.	83
A-3 General Self-Efficacy Scores Cohort 2 (2015) Pre-Test.	84
A-4 General Self-Efficacy Scores Cohort 2 (2015) Post-Test.	85
A-5 General Self-Efficacy Scores Cohort 3 (2016) Pre-Test.	86
A-6 General Self-Efficacy Scores Cohort 3 (2016) Post-Test.	87

Chapter III	Page #
3.1 Pinto Horse Association of America Judges Survey- Participation in any youth and/or collegiate judging training programs and/or contests.	44
3.2 Pinto Horse Association of America Judges Survey- Level of challenge of youth and/or collegiate program.	46
3.3 Pinto Horse Association of America Judges Survey- Level of value of a youth and/or collegiate program(s) when preparing to become an approved association judge.	47
3.4 Pinto Horse Association of America Judges Survey- How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas.	49
3.5 Pinto Horse Association of America Judges Survey- Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain a professional judge's certification.	51
3.6 Pinto Horse Association of America Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)	52
3.7 American Quarter Horse Association/American Paint Horse Association Judges Survey- Participation in youth and/or collegiate judging programs.	54
3.8 National Reining Horse Association Judges Survey- Participation in youth and/or collegiate judging programs.	55
3.9 American Quarter Horse Association/American Paint Horse Association Judges Survey - Level of challenge and rigor of a youth and/or collegiate program ...	57
3.10 National Reining Horse Association Judges Survey - Level of challenge and rigor of a youth and/or collegiate program.	58
3.11 American Quarter Horse Association/American Paint Horse Association Judges Survey – How valuable participation in youth and/or collegiate judging training program(s) were when preparing to become a certified association judge.	60
3.12 National Reining Horse Association Judges Survey – How valuable participation in youth and/or collegiate judging training program(s) were when preparing to become a certified association judge.	61
3.13 American Quarter Horse Association/American Paint Horse Association Judges Survey - How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas.	64
3.14 National Reining Horse Association Judges Survey - How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas.	65

3.15	American Quarter Horse Association/American Paint Horse Association Judges Survey- Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain a professional judge's certification. .	68
3.16	National Reining Horse Association Judges Survey Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain a professional judge's certification.	69
3.17	American Quarter Horse Association/American Paint Horse Association Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)	70
3.18	National Reining Horse Association Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)	71
B-1	American Quarter Horse Association/American Paint Horse Association Judges Survey - Disciplines judges would have liked to receive more preparation in before testing for their professional judge's certification.	88
B-2	National Reining Horse Association Judges Survey - Disciplines judges would have liked to receive more preparation in before testing for their professional judge's certification.	89

LIST OF FIGURES

	Page #
A-1 Survey Instrument- GSE and PRCA-24.	91
A-2 PRCA-24 Scoring System.	94
A-3 GSE Scoring System.	96
A-4 IRB Approval Letter.	98
B-1 Pilot Study Survey Instrument (Pinto Horse Association of America)	100
B-2 Primary Study Survey Instrument (American Quarter Horse Association/American Paint Horse Association)	106
B-3 Primary Study Survey Instrument (National Reining Horse Association)	113
B-4 IRB Approval Letter.	119

CHAPTER I

INTRODUCTION

Horse judging is a team and individual activity that develops critical thinking, decision making, and communication skills through evaluating (commonly known as judge) groups (commonly known as classes) of horses and presenting brief oral presentations. Participants rank horses based on a standard of what is the ideal in each class, then defend and provide rationale of their placings by giving oral reasons to an official. Oral reasons are short, less than 2 minutes, oral presentations that contestants give to an official defending their placings of a class. Horse judging teams are made up of 4 to 5 individuals. Since horse judging is a team and individual competition, how well each individual performs contributes to the team score as well as individual score and awards.

Communication apprehension (CA) is anxiety associated with communicating with a group of people or even an individual person. James McCroskey (1985) developed a way to measure CA called the Personal Report of Communication Apprehension- 24 (PRCA-24). The PRCA-24 measures the four categories of CA that people can have: in groups, in meetings, through interpersonal conversations, and in public speaking. Researchers have been studying CA since the late 1960s and currently CA stands as one of the most researched topics in the communication field (McCroskey, 2009). Training the skills used in communication and horse judging was the focus of this

study to identify the effect that a horse judging training program had on CA in horse judges.

Self-efficacy (SE) is not formally defined in the dictionary, however, Bandura (1977) coined the term and described SE as people's beliefs and feelings about their capabilities to perform a certain way and produce specific results. In short, SE is an individual's belief in their own ability to perform or succeed in a specific task. The General Self-Efficacy Scale (GSE) was created by in 1979 by Schwarzer and Jerusalem (1995). The GSE is a 10-item scale that is designed to assess how confident individuals feel when dealing with varying situations that come up in everyday life. The GSE could be of help when assessing behavioral changes (Maddux et al., 1982). The PRCA-24 and GSE assessments can be used together to track students' progress in how to manage communication anxiety. Since judges must give a one-on-one oral presentation to someone, CA is common. High SE could help judges feel more confident in themselves, which can help them be more successful when giving oral reasons.

The purpose of this study was to determine the effects that a judging training experience has on college students, specifically in the area of influencing communication apprehension and self-efficacy. In order to accomplish this purpose, the following objectives were established:

1. Determine the effect of judging training on an individual's communication apprehension.
2. Determine the effect of judging training on an individual's self-efficacy.
3. Determine the relationship between communication apprehension and self-efficacy within a judging training program.

There are horse judging related programs associated with youth (4-H and FFA), collegiate (Junior or Senior Colleges), and/or equine associations that provide training for judges. Usually, this training is used to prepare youth or collegiate students for judging in contests/competitions. Preparation for obtaining a professional judge's certification with equine related associations to officiate (or judge) their shows/competitions is typically considered a lengthy, extensive, and in-depth process. There are significant resources invested by numerous equine associations in youth and collegiate judging programs and contests and/or competitions. As there are limited formal schools or classes to take to prepare for testing for a professional judge's certification, several equine associations have expressed strong interest in assessing the value of these youth and/or collegiate judging programs as they relate to preparing candidates to obtain their professional judge's certification. Therefore, purpose of this study was to determine the value in receiving judging training as a youth or collegiate related to obtaining a professional judge's certification.

CHAPTER II
THE EFFECTS OF A JUDGING TRAINING EXPERIENCE ON
COMMUNICATION APPREHENSION AND SELF-EFFICACY

ABSTRACT

The purpose of this study was to measure the effects that a horse judging training experience has on an individual's communication apprehension (CA) and self-efficacy (SE). Findings from this study could be helpful to coaches and members of horse judging teams, as both coaches and participants strive to reduce CA to potentially improve their team's performance and confidence. This study assessed CA and SE in students in a horse judging training program and measured the level of potential improvement of CA and SE as a result of their training.

Participants involved in this study were students at West Texas A&M University who were members of the WTAMU horse judging team. This was a multi-year study from 2014 to 2016, with the numbers students participating ranging from 6 to 15 per year, including both males and females. A pre/post-test survey system was utilized, where students were asked to score themselves based on how they perceive themselves on CA and SE before and after a summer judging training experience where students were trained on horse judging and oral communication skills. Participants were emailed the survey instrument containing the 10-question General Self-Efficacy Scale (GSE) used to measure SE and the Personal Report of Communication Apprehension (PRCA-24) used to measure CA. Feedback over the judging training experience was given by the

WTAMU horse judging coach. Participants were administered both survey tools after they had completed the summer judging training experience. Survey results were then analyzed to measure CA and SE per the PRCA-24 and GSE scoring systems

Overall CA scores for cohorts 1, 2, and 3 (years 2014, 2015, and 2016, respectively) lowered a full level from pre and post-test, from moderate to low, after a judging training experience. From the feedback, coaching, and experience given through a summer judging training session, participants appeared to be more confident in different social and communication situations, with an overall lower CA score at the end of the study. Within all cohorts, Public Speaking in cohort 2 reported the only statistically significant result between pre and post-test ($P = 0.025$). A summer judging training program did appear to change participants CA between pre and post-test, although it was not statistically significant. This could be due to small sample sizes, and that many participants had a fairly low level of CA coming into the study due to past experiences with horse judging. When evaluating SE, cohort 1 and cohort 2 overall mean GSE scores did not improve throughout the judging training experience, indicating there could be a slight decrease in the groups SE. Cohort 3 seemed to improve their SE throughout the judging training experience with a decrease in mean GSE score between pre and post-test. As CA and SE change within a group, one does not appear to directly affect the other. Overall, improvement in CA was observed within all groups throughout this judging training experience, but improvement from all groups was not observed with SE.

Key words: communication apprehension, horse judging, self-efficacy, judge's certification

INTRODUCTION

Communication apprehension is simply anxiety that is associated with communicating with a group of people or even an individual person. Whether experienced by children in grade school or high school, college students, or even adults in high-power businesses, people of all ages and walks of life are affected by CA. Researchers have been studying CA since the late 1960s and CA stands as one of the most researched topics in the communication field (McCroskey, 2009). Due to the depth of study into CA, researchers have narrowed down the causes of CA to be: lack of positive reinforcement, lack of skills training or acquisition, modeling, and generic predispositions (Abbondandolo, 1994). Training the skills used in communication and horse judging was the focus of this study and to identify the effect that a horse judging training experience had on CA in horse judges.

Self-efficacy is not formally defined in the dictionary. However, Bandura (1977) coined the term and described SE as people's belief and feeling about their capability to perform a certain way and produce specific results. SE is essentially an individual's belief in their own ability to perform or succeed in a specific task. The general self-efficacy scale (GSE) could be of help when assessing behavioral changes (Maddux et al., 1982). The GSE used in this study is valid and effective, as oral presentations require strong SE and confidence in general. The Personal Report of Communication Apprehension (PRCA-24) and GSE assessments can be used together to track students' progress in levels of communication anxiety.

Horse judging is an activity that develops critical thinking, decision making, and communication skills through the process of analyzing given information and organizing

and presenting brief oral presentations. Horse judging requires individuals to use critical thinking and decision-making skills to evaluate (commonly known as judge) groups (commonly known as classes) of horses, and rank the horses based on the standard of what is the ideal in each class. Contestants then defend and provide rationale of their placings by giving oral reasons to an official. Oral reasons are brief, less than 2-minute, oral presentations that contestants give to an official defending their placings of a class. Presenting oral reasons may cause a level of communication anxiety or apprehension for students. Horse judging is also a team activity, and teams are made up of 4 to 5 individuals. How well each individual performs contributes to the team score, as well as individual score and awards.

Since judges must give a one-on-one oral presentation to someone, CA is common. High SE can help judges feel more confident in themselves, which can help them be more successful when giving oral reasons. Horse judging, as well as other types of livestock judging, has been shown to improve many aspects of the participant's lives, such as: learning the value of hard work, controlling anxiety, patience, and confidence as a leader (Cavinder et al., 2011). Judging programs have been reported to improve other aspects of an individual's life. Measuring the effects that a judging training experience has on an individual's CA and SE could be helpful to coaches and members of judging teams, as both coaches and participants strive to reduce CA to potentially improve their teams' performance and confidence. This study assessed CA and SE, in students in a horse judging training program and measured the level of potential improvement of CA and SE as a result of their training.

By reducing CA and improving SE, individuals could be more successful in judging contests and in personal and professional aspects of their lives. Yost et al. (1997) did a related study to measure CA in horse judging students, however, their study was over a short period of time. This study builds on that research to further examine whether extended judging training has any effect on an individual's CA and measure each individual's perceived SE as the training progresses. This study is not only relevant to judging teams and coaches, but also to the major researchers of CA. McCroskey (2009) said, "There never will be enough research on communication apprehension until the effects of high CA can be prevented for everyone in our society and in other cultures". Therefore, this study remains relevant beyond the scope of judging teams.

Purpose and Objectives

The purpose of this study was to determine the effects that a judging training experience has on college students, specifically in the area of influencing communication apprehension and self-efficacy. In order to accomplish this purpose, the following objectives were established:

1. Determine the effect of judging training on an individual's communication apprehension.
2. Determine the effect of judging training on an individual's self-efficacy.
3. Determine the relationship between communication apprehension and self-efficacy within a judging training program.

REVIEW OF LITERATURE

Communication Apprehension

Allen and Bourhis (1995) stated communication apprehension (CA) refers to “a family of related terms including: reticence, shyness, unwillingness to communicate, and stage fright”. McCroskey (1977) coined the term “communication apprehension” and defined it as an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons. Communication apprehension has been intensely studied for many years and has an abundance of researched literature available (Abbondandolo, 1994). Of the research available, McCroskey (1977) and his colleagues are responsible for a majority of the studies and published reports that are now available.

Due to CA’s popularity among researchers in the human communication field, many instruments have been developed to assess an individual’s CA. In 1970, James McCroskey developed a self-report measure of oral communication apprehension called the Personal Report of Communication Apprehension (PRCA; McCroskey, 1978). “The PRCA has evolved as the dominant instrument employed by both researchers and practitioners for measuring trait-like communication apprehension” (McCroskey et al., 1985). Since it was created, the PRCA has gone through many different edits and versions, with the most recent and popular edition being the PRCA-24. McCroskey et al. (1985) conducted a study to measure the content validity of the PRCA-24. Content validity can be defined as how accurately a tool or instrument measures all aspects of a given construct. “The results of this research are strongly supportive of the content validity of the items employed in the PRCA-24” (McCroskey et al., 1985). Even though

the PRCA-24 was published in 1985, the PRCA-24 is still considered valid and relevant for measuring CA.

Self-Efficacy

Simply put, SE is one's perception of themselves in certain situations. The term "self-efficacy" is not defined in the dictionary, however, it is used extensively in research. Bandura (1977) is the main author of the term "perceived self-efficacy". This author defines SE as people's beliefs and feelings about their capabilities to perform a certain way and produce specific results. SE scales have been used throughout research by Bandura and others and have been proven to show a positive relationship with learning and feedback. The General Self-Efficacy Scale (GSE) was created by Schwarzer and Jerusalem (1995). The original German version was developed in 1979, and since then has been revised and adapted to 26 other languages by various co-authors (Schwarzer and Jerusalem, 1995). The GSE is a 10-item scale that is designed to assess how confident individuals feel when dealing with varying situations that come up in everyday life.

Maddux et al. (1982) conducted a study using the GSE and reported there is a positive relationship between SE and educational and vocational success. This reinforces the use of the GSE in this study. Zimmerman (2000) stated "two decades of research have clearly established the validity of SE as a predictor of student's motivation and learning". The PRCA-24 and GSE can both be utilized to track student's progress in reducing their CA and improving their SE while horse judging and giving oral reasons.

Horse Judging

Horse judging is a popular team and individual activity among youth and collegiate programs. Judging teams are well established in many schools and universities as a means to provide extra-curricular education in the evaluation of numerous types of horses, livestock, meats, soils, land, and wool. Judging teams (horses, meats, livestock, and wool) have a long-standing relationship with higher education and have been used to expand student's knowledge on each subject (Cavinder et al., 2011).

White et al. (2012) described judging as, “students utilizing known criteria to critically and independently evaluate classes and develop written and oral justification (reasons) for their judgements”. “Classes” in horse judging contests are made up of four horses that are evaluated and ranked based on the standard for whatever discipline or class they are performing. Judges compare each horse to a standard, rank them in order of first to fourth based on their closeness to the standard, and then give oral reasons to defend their placings. In short, oral reasons are a 2-minute or less persuasive speech on the justification of placings for a given class. Each contestant gives a set of oral reasons to an official one-on-one and is then scored on their organization of the reasons, relevancy and accuracy of content compared to the class, appropriate terminology, and overall presentation. According to Yost et al. (1997), “horse judging is an activity that develops communication skills through the process of analyzing given information, and organizing and presenting oral reasons, which causes varying degrees of anxiety for students”. Some judging students experience varied ranges of CA while presenting oral reasons and different levels of SE.

Research in other areas has been done to study the effects of judging programs on participants personal success in school and in the workforce. Nash and Sant (2005) reported “over 97% of Idaho 4-H judging alumni indicated that the Idaho 4-H judging experience positively influenced their personal success, and 63.8% that stated judging helped in their preparation for the workforce”. This study showed the activity of judging any species has a positive impact in almost all aspects of an individual’s life. Another study done by Rusk et al. (2002) reported the ability to verbally defend decisions, livestock industry knowledge, oral communication skills, and decision-making skills were greatly impacted by Indiana’s 4-H livestock judging program. This is further support of how influential judging programs can be for students.

According to Yost et al. (1997), “the PRCA-24 would appear to be an accurate and effective instrument to assess the level of communication apprehension experience by horse judging students”. Numerous studies have been done in CA, but not quite in the way as this study. To measure CA and SE, this study used the PRCA-24 and the GSE to measure how judging training affects an individual’s CA and perceived SE.

Purpose and Objectives

The purpose of this study was to determine the effects that a judging training experience has on college students, specifically in the area of influencing communication apprehension and SE. In order to accomplish this purpose, the following objectives were established:

1. Determine the effect of judging training on an individual’s communication apprehension.
2. Determine the effect of judging training on an individual’s self-efficacy.

3. Determine the relationship between communication apprehension and self-efficacy within a judging training program.

MATERIALS AND METHODS

Participants

The participants involved in this study were students at West Texas A&M University who were members of the WTAMU horse judging team. This was a multi-year study from 2014 to 2016, with the number of students participating ranging from 6 to 15 per year, depending on how many individuals were on the team in the specific years investigated. Students ranged in age from 19 to 25 years, including both males and females. Participants included individuals who had no experience with horse judging or a judging training session, and individuals who had been involved with horse judging contests or competitions for numerous years.

Instrument and Procedure

A pre/post-test survey system was utilized. Students were asked to score themselves based on how they perceive themselves on CA and SE before and after a summer judging training experience from June to August in the years 2014 to 2016. Before students gave their first set of oral reasons, they were emailed the survey instrument (Figure A-1) that contained the 10-question GSE and the PRCA-24. To have continuity between the PRCA-24 and GSE, the GSE scale was reversed (where 1 would mean Exactly True) to so both instruments would have the same scale to prevent confusion for participants. Feedback over horse judging and oral reasons throughout the judging training experience was given by the WTAMU horse judging coach, Dr. John

Pipkin, who has coached over 100 champion or reserve champion judging teams and individuals. Participants were administered both survey tools after they had completed the summer judging training experience.

Results and Data Analysis

Participants survey responses were compiled into an Excel spread sheet. Pre-and post-judging training survey results were then analyzed to measure CA and SE per the PRCA-24 and GSE scoring systems (Figure A-2 and Figure A-3). Using the Statistical Package for the Social Sciences (SPSS), a paired samples t-test was run to compare means for pre and pos-test CA results for all cohorts. In the paired samples t-test, for missing values in all cohorts, a case analysis by analysis exclusions technique was utilized.

Validity

The validity of the instruments used for this study have shown to be valid in earlier studies. The PRCA-24 had gone through numerous changes and updates to get to the version that researchers have been using since the early 1980s. Studies have been conducted to demonstrate the PRCA-24's content validity, such as McCroskey et al. (1985). In terms of the GSE, Maddux et al. (1982) and Zimmerman (2000) both reported in their studies that the GSE was a strong and valid tool to utilize to assess self-efficacy. Schwarzer and Jerusalem (1995) stated the GSE was unidimensional for samples from 23 nations with Cronbach's alphas ranging from 0.76 to 0.90, with the majority in the high 0.80's.

RESULTS AND DISCUSSION

Objective one, determining the effects judging training has on an individual's CA, was explained using the PRCA-24. According to the PRCA-24, scores on the four categories of CA (Group Discussions, Meetings, Interpersonal Conversations, and Public Speaking) ranged from a low of 6 to a high of 30. A score above 18 indicated some degree of apprehension. When observing overall CA, scores between 83 and 120 indicate a high level of communication apprehension, scores between 55 and 83 indicate a moderate level of communication apprehension, and scores between 24 and 55 indicate a low level of communication apprehension.

Pre and post-test results for cohort 1 (2014) are reported in Table 2.1. Fifteen students completed the pre-test PRCA-24, with 14 having fully completed responses that were used in this assessment ($n = 14$). Pre-test scores on the four categories of CA spanned the full range of levels from low to high. Group Discussion scores ranged from 6 to 24, with a mean of 14.29; Meetings scores ranged from 6 to 23 with a mean of 12.93; Interpersonal Conversations scores ranged from 6 to 23 with a mean of 13.14; Public Speaking scores ranged from 8 to 24 with a mean of 16.21. Pre-test scores for CA indicated overall CA scores ranged from low to high levels (26 to 91) with a mean of 56.57. Mean scores for the four categories of CA were under 18, which indicated there was a low level of apprehension associated for each of the categories. The Overall CA score of 56.57 for cohort 1 pre-test indicated a moderate level of CA.

Fourteen students completed the post-test PRCA-24, with 13 having fully completed responses that were used in this assessment ($n = 13$). Post-test scores on the four categories of CA spanned the full range of levels from low to high. Group

Table 2.1 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 1 (2014)

Response Categories	Pre-Test CA Score	Post-Test CA Score
Group Discussion	14.29	13.15
Meetings	12.93	13.23
Interpersonal Conversations	13.14	12.54
Public Speaking	16.21	15.46
Overall CA	56.57	54.38

$(n = 14)$

$(n = 13)$

Note. Scores on the four categories of CA (Group Discussions, Meetings, Interpersonal

Conversations, and Public Speaking) range from a low of 6 to a high of 30. A score above 18 indicated some degree of apprehension.

For overall CA, scores between 83 and 120 indicate a high level of communication apprehension, scores between 55 and 83 indicate a moderate level of communication apprehension, and scores between 24 and 55 indicate a low level of communication apprehension.

Discussion scores ranged from 6 to 22 with a mean of 13.15; Meetings scores ranged from 9 to 16 with a mean of 13.23; Interpersonal Conversations scores ranged from 7 to 24 with a mean of 12.54; Public Speaking scores ranged from 6 to 22 with a mean of 15.46. Post-tests scores for CA indicated that overall CA scores ranged from low to high levels (31 to 94) with the mean being low (54.38). Mean scores for the four categories of CA were under 18, which indicates there was a low level of apprehension associated with each of the categories. The Overall CA score of 54.38 for cohort 1 post-test indicated a low level of CA.

When comparing pre and post-tests scores for cohort 1, Group Discussion scores lowered from 14.29 to 13.15, Meetings scores rose slightly from 12.93 to 13.23, Interpersonal Conversations scores lowered from 13.14 to 12.54, and Public Speaking lowered scores 16.21 to 15.46. Overall CA scores lowered from a moderate level of 56.57 to a low level of CA at 54.38. Scores that lowered indicated that as a whole, students became more confident and comfortable in each situation. Meetings scores were slightly higher in post-test results, indicating that students did not become more confident in that situation. A judging training experience does not specifically train for communicating within a meeting setting, the training focuses primarily on communicating one-on-one for oral reasons. This could explain the higher post-test scores for the Meetings category.

Table 2.2 reports results for a paired- samples t-test that was conducted to compare pre and post-test results for CA for cohort 1 before and after a summer judging training experience. When dealing with missing values for all cohorts, a case analysis by analysis exclusion technique was utilized. When evaluating the four categories of CA, there was no statistical significant difference found in the pre and post-test scores for

Table 2.2 Communication Apprehension paired t-test results for Cohort 1 (2014)

Response Category	Cohort 1 Pre-Test CA Average Scores		Cohort 1 Post-Test CA Average Scores		<i>t</i>(11)	<i>P</i>	95% CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Group Discussion	13.67	5.85	12.42	4.91	0.686	0.507	-2.67	5.26
Meetings	13.25	5.85	12.33	3.85	0.496	0.630	-3.15	4.98
Interpersonal Conversations	13.17	5.42	11.75	4.16	0.874	0.401	-2.15	4.98
Public Speaking	16.67	6.33	14.58	4.23	1.074	0.306	-2.19	6.35
Overall CA	56.75	22.47	51.08	15.13	0.867	0.405	-8.73	20.06

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. (*n* = 12)

Group Discussion ($P = 0.507$), Meetings ($P = 0.630$), Interpersonal Conversations ($P = 0.401$), and Public Speaking ($P = 0.306$). Overall CA scores for cohort 1 also indicated no statistical difference ($P = 0.405$). Results for cohort 1 indicate the four categories of CA and overall CA remained statically unchanged after a summer judging training program. A summer judging program did change participants CA between pre and post-test, although it was not statistically significant. This could be due to small sample sizes, and that a number of participants coming into the training program already had a fairly low level of CA due to their past experience with horse judging.

Pre and post-test results for cohort 2 (2015) are reported in Table 2.3. Ten students completed the pre-test PRCA-24, with 9 having fully completed responses that were used in this assessment ($n = 9$). Pre-test scores on the four categories of CA spanned the full range of levels from low to high. Group Discussion scores ranged from 9 to 24 with a mean of 15.78; Meetings scores ranged from 8 to 25 with a mean of 15.22; Interpersonal Conversations scores ranged from 9 to 25 with a mean of 14.67; Public Speaking scores ranged from 14 to 25 with a mean of 19.33. Pre-test scores for CA indicated that overall CA scores ranged from low to high levels (47 to 99) with the mean being 65. With only Public Speaking scores having a mean score (19.33) that indicated a level of apprehension, the other three categories showed scores of students having low levels of apprehension. The Overall CA score of 65 for cohort 2 pre-test indicated a moderate level of CA.

Ten students completed the post-test PRCA-24, with 8 having fully completed responses that were used in this assessment ($n = 8$). Post-test scores on the four

Table 2.3 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 2 (2015)

Response Categories	Pre-Test CA Score	Post-Test CA Score
Group Discussion	15.78	13.50
Meetings	15.22	12.63
Interpersonal Conversations	14.67	12.00
Public Speaking	19.33	15.63
Overall CA	65.00	53.75

(*n* = 9) (*n* = 8)

Note. Scores on the four categories of CA (Group Discussions, Meetings, Interpersonal Conversations, and Public Speaking) range from a low of 6 to a high of 30. A score above 18 indicated some degree of apprehension.

For overall CA, scores between 83 and 120 indicate a high level of communication apprehension, scores between 55 and 83 indicate a moderate level of communication apprehension, and scores between 24 and 55 indicate a low level of communication apprehension.

categories of CA spanned the full range of levels from low to high. Group Discussion scores ranged from 8 to 23 with the mean being 13.50; Meetings scores ranged from 9 to 16 with a mean of 12.63; Interpersonal Conversations scores ranged from 8 to 17 with the mean being 12; Public Speaking scores ranged from 10 to 20 with the mean being 15.63. Post-tests for CA indicated overall CA scores ranged from low to high levels (37 to 71) with the mean being low (53.75). Mean scores for the four categories of CA were under 18, which indicates that there was a low level of apprehension associated with each category. The Overall CA score of 53.75 for the cohort 2 post-test indicated a low level of CA.

When comparing pre and post-tests scores for cohort 2, Group Discussion scores decreased from 15.78 to 13.50, Meetings scores decreased from 15.22 to 12.63, Interpersonal Conversations scores decreased from 14.67 to 12, and Public Speaking scores decreased from 19.33 to 15.63. Overall CA score decreased from a moderate level of 65, to a low level of CA at 53.75. With all scores lowered from pre to post-test, this indicates that as a whole, students became more confident and comfortable in each situation, therefore having a lower apprehension score. Lower CA scores could be attributed to the extensive training that participants received throughout the judging training experience.

Table 2.4 reports results for a paired- samples t-test that was conducted to compare pre and post-test results for CA for cohort 2 before and after a summer judging training experience. When dealing with missing values for all cohorts, a case analysis by analysis exclusion technique was utilized. When evaluating the four categories of CA,

Table 2.4 Communication Apprehension paired t-test results for Cohort 2 (2015)

Response Category	Cohort 2 Pre-Test CA Average Scores		Cohort 2 Post-Test CA Average Scores		t(6)	P	95% CI	
	M	SD	M	SD			LL	UL
Group Discussion	15.71	4.75	14.00	4.76	0.737	0.489	-3.98	7.41
Meetings	15.71	4.57	13.14	2.26	1.669	0.146	-1.19	6.34
Interpersonal Conversations	15.14	4.56	12.57	2.44	1.621	0.156	-1.31	6.45
Public Speaking	19.71	3.82	16.43	2.82	2.969	0.025	0.58	5.99
Overall CA	66.29	15.29	56.14	8.47	1.944	0.100	-2.62	22.91

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. ($n = 7$)

there was no statistical significant difference found in the pre and post-test scores for Group Discussion ($P = 0.489$), Meetings ($P = 0.146$), and Interpersonal Conversations ($P = 0.156$), however, there are statistically significant differences, at the .05 significance level, in pre-test to post-test scores for Public Speaking ($P = 0.025$). Overall CA scores for cohort 2 indicated no statistical difference ($P = 0.100$). Results for cohort 2 indicate Public Speaking significantly decreased between pre and post-test, while Group Discussion, Meetings, Interpersonal Conversations, and overall CA remained statically unchanged after a summer judging training program, though there was a change in the means.

Pre and post-test results for cohort 3 (2016) are reported in Table 2.5. Six students completed the pre-test PRCA-24, with 5 having fully completed responses that were used in this assessment ($n = 5$). Pre-test scores on the four categories of CA spanned the full range of levels from low to high. Group Discussion scores ranged from 11 to 18 with the mean being 14.80; Meetings scores ranged from 9 to 24 with the mean being 15.80; Interpersonal Conversations scores ranged from 6 to 22 with a mean of 15.20; Public Speaking scores ranged from 13 to 26 with the mean being 19.40. Pre-tests scores for CA indicated that overall CA scores ranged from levels of low to high (49 to 88) with the mean being 65.20. With only Public Speaking scores having a mean score (19.40) that indicates a level of apprehension, the scores from the other three categories indicated low levels of apprehension. The Overall CA score of 65.20 for cohort 3 pre-test indicated a moderate level of CA.

Eight students completed the post-test PRCA-24, with 7 having fully completed responses that were used in this assessment ($n = 7$). Post-test scores on the four

Table 2.5 Pre and Post-Test Communication Apprehension Mean Scores for Cohort 3 (2016)

Response Categories	Pre-Test CA Score	Post-Test CA Score
Group Discussion	14.80	14.57
Meetings	15.80	13.71
Interpersonal Conversations	15.20	14.43
Public Speaking	19.40	16.29
Overall CA	65.20	59.00

(*n* = 5) (*n* = 7)

Note. Scores on the four categories of CA (Group Discussions, Meetings, Interpersonal Conversations, and Public Speaking) range from a low of 6 to a high of 30. A score above 18 indicated some degree of apprehension.

For overall CA, scores between 83 and 120 indicate a high level of communication apprehension, scores between 55 and 83 indicate a moderate level of communication apprehension, and scores between 24 and 55 indicate a low level of communication apprehension.

categories of CA spanned the full range of levels from low to high. Group Discussion scores ranged from 11 to 18 with a mean of 14.57; Meetings scores ranged from 9 to 19 with a mean of 13.71; Interpersonal Conversations scores ranged from 12 to 18 with a mean of 14.43; Public Speaking scores ranged from 13 to 22 with the mean being 16.29. Post-tests scores for CA indicated that overall CA scores ranged from low to moderate levels (46 to 72) with the mean being moderate at 59. Mean scores for the four categories of CA were under 18, which indicates there was a low level of apprehension associated with each category. The Overall CA score of 59 for cohort 2 post-test indicated a low level of CA.

When comparing pre and post-tests scores for cohort 3, Group Discussion scores lowered from 14.80 to 14.57, Meetings scores lowered from 15.80 to 13.71, Interpersonal Conversations scores decreased from 15.20 to 14.43, and Public Speaking scores decreased from 19.40 to 16.29. Overall CA scores went down from a moderate level of 65.20 to a low level of CA at 59. With all CA scores lowering between pre and post-test, this indicates as a whole, students became more confident and comfortable in each category, therefore having a lower apprehension score.

Table 2.6 reports results for a paired- samples t-test that was conducted to compare pre and post-test results for CA for cohort 3 before and after a summer judging training experience. When dealing with missing values for all cohorts, a case analysis by analysis exclusion technique was utilized. When evaluating the four categories of CA, there was no statistical significant difference found in the pre and post-test scores for Group Discussion ($P = 1.00$), Meetings ($P = 0.901$), Interpersonal Conversations ($P = 0.761$), and Public Speaking ($P = 0.721$). Overall CA means scores for cohort 3 were not

Table 2.6 Communication Apprehension paired t-test results for Cohort 3 (2016)

Response Category	Cohort 3 Pre-Test CA Average Scores		Cohort 3 Post-Test CA Average Scores		<i>t</i> (3)	<i>P</i>	95% CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Group Discussion	14.50	2.89	14.50	2.89	0.000	1.000	-9.10	9.09
Meetings	13.75	4.65	14.25	3.20	-0.135	0.901	-12.30	11.30
Interpersonal Conversations	13.50	5.44	14.25	2.63	-0.333	0.761	-7.91	6.41
Public Speaking	17.75	4.99	16.75	4.11	-0.392	0.721	-7.11	9.11
Overall CA	59.50	12.23	59.75	8.99	-0.024	0.982	-33.43	32.93

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. (*n* = 4)

statistically different ($P = 0.982$). Results for cohort 3 indicate the four categories of CA and overall CA remained statically unchanged after a summer judging training program. The training program did change participants CA between pre and post-test, although it was not statistically significant. This could be due to small sample sizes, and that a number of participants coming into the training program already had a fairly low level of CA due to their past experience with horse judging.

The findings for objective two, determining the effect judging training has on individual's SE, were explained using the GSE. Each participants GSE score was calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher SE. Pre and post-test individual GSE scores for cohorts 1, 2, and 3 are reported in appendix Tables A-1 to A-6. Participants are not listed in any particular order in these individual tables and should not be compared against one another.

Pre and post-test results for cohort 1 (2014) are reported in Table 2.7. Fifteen students completed the pre-test GSE with 14 having fully completed responses ($n = 14$). Individual pre-test GSE scores ranged from 10 to 18 with the group mean being 13.9. Fourteen students completed the post-test GSE ($n = 14$). Individual post-test GSE scores ranged from 12 to 34 with the group mean being 16.8.

When comparing pre and post-test GSE scores for cohort 1, individual pre-tests scores of 10 to 18, rose from 12 to 34 in the post-test. The GSE overall mean from the pre-test of 13.9, rose to 16.8 in post-test results. As a group, cohort 1 did not appear to change their SE throughout the judging training experience.

Table 2.7 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 1 (2014)

Participants	Pre-Test GSE Score	Post-Test GSE Score
Cohort 1	13.9	16.8
	(<i>n</i> = 14)	(<i>n</i> = 14)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Pre and post-test results for cohort 2 (2015) are reported in Table 2.8. Ten students completed the pre-test GSE that was used in this assessment ($n = 10$). Individual pre-test GSE scores ranged from 13 to 29 with the group mean being 17.2. Ten students completed the post-test GSE that was used in this assessment ($n = 10$). Individual post-test GSE scores ranged from 10 to 39 with the group mean being 17.5.

When comparing pre and post-test GSE scores for cohort 2, the overall mean score from the pre-test (17.2) was lower than the overall mean score from the post-test (17.5). This indicates that as a group, cohort 2 had slightly higher SE before the judging training experience. However, when compared to pre-test scores of 13 to 29, individual scores from post-test were a low level of 10 but were also a high level of 39. This could indicate that some individuals improved their SE, while others actually lowered during the judging training experience.

Pre and post-test results for cohort 3 (2016) are reported in Table 2.9. Six students completed the pre-test GSE that was used in this assessment ($n = 6$). Individual pre-test GSE scores ranged from 13 to 22 with the group mean being 16.67. Eight students completed the post-test GSE that was used in this assessment ($n = 8$). Individual post-test GSE scores ranged from 12 to 19 with the group mean being 15.75.

When comparing pre and post-test GSE scores for cohort 3, individual pre-tests scores of 13 to 22 lowered to 12 to 19 in the post-test. This indicates that participants improved their SE. The GSE overall mean from the pre-test of 16.67, lowered to 15.75 in the post-test. This indicates that as a group, cohort 3 improved their SE throughout the feedback and guidance of judging training experience.

Table 2.8 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 2 (2015)

Participants	Pre-Test GSE Score	Post-Test GSE Score
Cohort 2	17.2	17.5
	(n = 10)	(n = 10)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table 2.9 Pre and Post-Test General Self-Efficacy Mean Scores for Cohort 3 (2016)

The findings for objective three, determining the relationship between communication apprehension and SE within a judging training program used results from the PRCA-24 and GSE to compare trends in improvement. Overall CA and GSE results for cohort 1, 2, and 3 pre and post-tests are reported in Table 2.10. For cohort 1, overall CA lowered from moderate level of 56.57 to a low level of CA at 54.38. For cohort 2, overall CA lowered from moderate level of 65 to a low level of CA at 53.75. For cohort 3 overall CA lowered from moderate level of 65.20 to a low level of CA at 59. Overall CA scores lowered a full level from moderate to low between pre and post-tests in each year investigated. Through a judging training experience, it appears that students became more confident and comfortable in the four categories of CA, as reflected by having a lower apprehension score.

For cohort 1, GSE pre-test mean scores rose from 13.9 to 16.8 in the post-test. For cohort 2, the GSE pre-test mean rose from 17.2 to 17.5 in the post-test. For cohort 3, the GSE the pre-test mean of 16.67 lowered to 15.75 in the post-test. Cohort 1 appeared to have lowered their SE by rising 2.9 points in the mean GSE post-test score. Cohort 2 appeared to have slightly lowered their SE by their GSE mean score rising by three tenths of a point in the post-test. Cohort 3 seemed to improve their SE throughout the judging training experience with a decreased in mean GSE scores of at least one full point between pre and post-test.

For each group, starting mean scores for CA were relatively similar with all groups starting in the moderate CA level. However, greater differences were observed in post-test results. For cohort 1, the starting CA score was the lowest of the three groups

Table 2.10 Overall Communication Apprehension and Self-Efficacy Scores

Participants	Overall CA Score	Overall GSE Score
Cohort 1 Pre-test	56.57	13.9
Cohort 1 Post-test	54.38	16.8
Cohort 2 Pre-test	65	17.2
Cohort 2 Post-test	53.75	17.5
Cohort 3 Pre-test	65.20	16.67
Cohort 3 Post-test	59	15.75

Note. For overall CA, scores between 83 and 120 indicate a high level of communication apprehension, scores between 55 and 83 indicate a moderate level of communication apprehension, and scores between 24 and 55 indicate a low level of communication apprehension.

For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

surveyed, over 8 points lower than cohorts 2 and 3. Overall, groups surveyed saw an improvement in CA throughout the judging training experience.

In Cohorts 1 and 2, mean GSE scores increased (2.9 and 0.3, respectively), while their CA lowered between pre and post-test. Even though means for CA in cohort 1 were the lowest of the three groups, and cohort 2 had a decrease of 11.25 points in pre and post-test, their GSE scores increased indicating that the groups SE decreased. For cohort 3, as overall means for CA lowered, means for GSE decreased as well. From these findings, there appears to be no meaningful consistent relationship between CA and SE indicating that when one increases or decreases the other will follow.

CONCLUSIONS AND RECOMMENDATIONS

For the objective of determining the effect of a judging training experience on an individual's communication apprehension, overall CA scores for cohorts 1, 2, and 3 lowered between pre and post-tests. Each group lowered their CA a full level from pre and post-test from moderate to low (C1 56.57 to 54.38, C2 65 to 53.75, and C3 65.20 to 59) after a judging training experience. From the feedback, coaching, and experience given through a summer judging training session, participants appeared to be more confident in different social and communication situations with an overall lower CA score at the end of the treatment. Within all cohorts, Public Speaking in cohort 2 reported the only statistically significant result between pre and post-test ($P = 0.025$) scores. A summer judging training program did appear to change participants CA between pre and post-test, although it was not statistically significant. This could be due to small sample

sizes, and that a number of participants coming into the training program already had a fairly low level of CA due to their past experience with horse judging.

When determining the affect a judging training experience has on SE, cohort 1 pre-test mean of 13.9 increased to 16.8 for post-test. Cohort 2 results reported virtually no change with GSE going from pre-test score of 17.2 to post-test score of 17.5, indicating there could be a slight decrease in the groups SE. Improvement was observed on cohort 3, as GSE scores lowered a least a full point with C3 going from 16.67 pre-test to 15.75 for post-test. As CA and SE change within a group, one does not appear to directly affect the other. Overall, improvement in CA was observed within all groups throughout this judging training experience, however, improvement was not observed with all groups in SE.

Although this research could be useful to judging teams and coaches across the country, there are some limitations and areas to improve in future studies. This research is very narrowly focused as it is specifically surveying CA and SE progress in a horse judging team. Taking those same individuals out of a judging environment may change their CA and SE levels. Another limitation is that there was no way to track specific individuals CA and SE to evaluate the level of potential improvement for each individual. Further research can be conducted to examine CA and SE in horse judging students, when they are removed from judging and placed in everyday life.

CHAPTER III
YOUTH AND/OR COLLEGIATE JUDGING TRAINING RELATED TO
PROFESSIONAL JUDGE’S CERTIFICATIONS

ABSTRACT

The purpose of this study was to determine the value of receiving judging training as a youth and/or collegiate in preparing applicants seeking to obtain their professional judge’s certification. There are significant resources invested by numerous equine associations in youth and collegiate judging programs and contests or competitions. Several equine associations have expressed strong interest in assessing the value of these youth and/or collegiate judging programs as they relate to preparing candidates to obtain their professional judge’s certification.

A pilot study was used in conjunction with another project. Participants in the pilot study were 226 individuals that are certified professional horse show judges with the Pinto Horse Association of America (PtHA). A total of 92 completed survey responses were used in the pilot study (41.0% response rate). Participants in the primary study were certified professional horse show judges with the American Quarter Horse Association (AQHA), American Paint Horse Association (APHA) and National Reining Horse Association (NRHA). Two different surveys were distributed, one survey to AQHA and APHA judges and another to NRHA judges. Both surveys contained the same questions about how a judging training experience may have impacted their testing for their

professional judge's certification. Per AQHA and APHA request, the survey sent to their judges contained 3 additional questions related to scoring systems currently used for each association but were not used in this study. Of the AQHA and APHA judges contacted, a total of 129 completed survey responses were collected. Of the 245 NRHA judges that were emailed surveys, 71 responses were recorded (29.7% response rate). In the pilot and primary study, surveys were sent via email using the Qualtrics Survey System. Results were collected through the Qualtrics Survey System and survey responses were evaluated to determine how judging training programs may affect preparedness in obtaining a professional judge's certification.

AQHA/APHA and NRHA survey responses indicated there was value from going through an in-depth and challenging youth and/or collegiate program. Results from the pilot study were concurrent with all results from each survey in the primary study. Current judges stated they strongly encourage individuals hoping to become a certified judge to participate in a youth and/or collegiate judging program. From the overall positive results of each survey, it can be inferred that participating in youth and/or collegiate judging programs could help future judges become more prepared for the lengthy and in-depth training and testing process that it takes to become a certified judge.

Key words: American Paint Horse Association, American Quarter Horse Association, collegiate judging program, National Reining Horse Association, professional judging certification, youth judging program

INTRODUCTION

Horse judging is a team and individual activity that requires participants to evaluate (commonly known as judge) groups (commonly known as classes) of horses, by using logic, critical thinking skills and decision-making skills, and knowledge of horses. Participants rank the classes of horses from first to last based on the standard of what is the ideal set forth by different equine associations. In horse judging contests or competitions, participants defend their placings by giving a brief oral presentation (commonly known as oral reasons) to an official. There are horse judging programs associated with youth (4-H and FFA), collegiate (Junior or Senior Colleges), and/or equine associations that provide training on judging. In many cases, this training is in preparation for youth or collegiate students that will be competing in judging contests.

Preparation for obtaining a professional judge's certification with equine related associations that qualifies them to officiate (or judge) their shows and competitions is typically considered a lengthy, extensive, and in-depth process. The American Paint Horse Association (APHA, 2018) lists on their website that "Becoming an APHA-approved judge is a stringent process, designed to award judging cards to only the most qualified applicants. We strive to develop high-quality judges who are able to precisely evaluate and rank entries in a variety of classes, in keeping with rules set forth by the association". There are significant resources invested by numerous equine associations in youth and collegiate judging programs and contests. Several equine associations have expressed strong interest in assessing the value of these youth and/or collegiate judging programs as they relate to preparing candidates that obtain their professional judge's certification. Therefore, the purpose of this study was to determine the value of receiving

judging training as a youth and/or collegiate in preparing applicants seeking to obtain their professional judge's certification.

REVIEW OF LITERATURE

According to Yost et al. (1997), "Horse judging is an activity that develops communication skills through the process of analyzing given information and organizing and presenting oral reasons". No research has been conducted or reported in the literature to determine the relationship or potential benefit in receiving training as a youth or collegiate as it relates to obtaining a professional judge's certification. However, there is research to prove that judging team participants gain benefits in other areas of life such as personal success in school and in the workforce. Nash and Sant (2005) reported, "over 97% of Idaho 4-H judging alumni indicated that the Idaho 4-H judging experience positively influences their personal success, and 63.8% stated it helped in preparation for the workforce" (p. 6). In a study conducted by Potter and Mulroy (1994), the authors stated that aside from the obvious of learning how to properly judge horses, horse judging team members also hone their critical thinking and decision-making skills while learning to present themselves in a positive and assertive manner. This supports how useful judging training is and can be, not only when preparing for a judge's certification, but in all aspects of life.

There is currently limited formal schools or forms of training that an individual can complete to prepare for the rigorous and challenging task of preparing and testing for their professional judge's certifications. The American Quarter Horse Association (AQHA) Official Handbook of Rules and Regulations (2018) provides insight on how

prestigious it is to hold a certification with their association, stating that “designation as an AQHA-approved judge is a privilege, not a right, bestowed by the Judges Committee according to procedures formulated by it, to individuals whose equine expertise and personal character merit the honor” (p. 282). The National Reining Horse Association (NRHA) Handbook (2018) supports AQHA’s philosophy stating, “designation as an NRHA approved judge is a privilege, not a right, bestowed by the NRHA Board of Directors, according to procedures formulated by the Judges Committee” (p. 85). A number of equine associations have expressed interest in determining the value of youth and/or college judging programs in preparing applicants that pursue and test for professional certifications. Therefore, the purpose of this study was to determine the value of receiving judging training as a youth and/or collegiate in preparing applicants seeking to obtain their professional judge’s certification.

MATERIALS AND METHODS

Participants

A pilot study was used in conjunction with this primary project, as well as another project. Participants in the pilot study came from 226 individuals that are certified professional horse show judges with the Pinto Horse Association of America (PtHA). Of the 226 judges contacted, a total of 99 surveys were completed. Of that 99, a total of 92 completed responses were used to analyze the data ($n = 92$; 41.0% response rate). Respondents consisted of 37 males (41.1%), 52 females (56.5%), and 1 Prefer Not to Respond (1.1%). The number of years participants held their judge’s certification ranged from 8 to 45 years. In addition to PtHA judge’s certification (96.7%), respondents

reported having additional certification with the American Paint Horse Association (APHA; 51.1%), the National Snaffle Bit Association (NSBA; 46.7%), the American Quarter Horse Association (AQHA; 34.8%), the National Reining Horse Association (NRHA; 14.1%), the National Reined Cow Horse Association (NRCHA; 10.9%), the World Conformation Horse Association (WCHA; 7.6%), and/or the National Cutting Horse Association (NCHA; 3.3%).

Participants in the primary study were individuals who were North American certified professional horse show judges with the American Quarter Horse Association (AQHA), American Paint Horse Association (APHA), and National Reining Horse Association (NRHA). Due to privacy restrictions from AQHA, contact information for AQHA judges was not allowed for this study. A reusable link to the survey was sent to all AQHA judges via the AQHA staff, so the exact number of AQHA judges contacted is unknown. A total of 283 APHA judges were emailed the APHA/AQHA survey. Of the AQHA and APHA judges contacted, a total of 133 responses were recorded, 129 respondents (96.9%; $n = 129$) agreed to complete the survey, and 4 (3.01%) did not wish to participate. Of the 129 respondents, 125 indicated their gender: 56 males (44.8%), 67 females (53.6%), and 2 Prefer Not to Respond (1.6%; $n = 125$). Regarding age, 3 were age 21 to 25 (2.4%), 1 was 26 to 29 (0.80%), 8 were 30 to 39 (6.4%), 17 were 40 to 49 (13.6%), 57 were 50 to 59 (45.6%), 33 were 60 to 69 (26.4%), 5 were 70 or older (4.0%), and 1 preferred not to respond (0.80%). Of the 245 NRHA judges that were emailed surveys, a total of 73 responses were recorded, 71 respondents (97.26%; $n = 71$) agreed to complete the survey, and 2 (2.74%) did not wish to participate (29.7% response rate). Of the 71 respondents, 67 indicated their gender: 36 males (53.7%) and 31 females (46.3%;

$n = 67$). In reference to age, 0 were age 21 to 25 (0%), 1 was 26 to 29 (1.49%), 5 were 30 to 39 (7.46%), 16 were 40 to 49 (23.99%), 25 were 50 to 59 (37.31%), 17 were 60 to 69 (25.37%), 3 were 70 or older (4.48%), and 0 preferred not to respond (0%).

The number of years participants held a judge's certification ranged from 1 to 45. In addition to AQHA, APHA, and NRHA judge's certifications, respondents reported having certification with the Pinto Horse Association of America (PtHA), World Conformation Horse Association (WCHA), National Snaffle Bit Association (NSBA), National Reined Cow Horse Association (NRCHA), National Cutting Horse Association (NCHA), International Buckskin Horse Association (IBHA), Pony of the Americas (POA), American Miniature Horse Association (AMHA), and American Buckskin Registry Association (ABRA).

Instrument and Procedure

In the pilot study, contact emails were provided by PtHA, and judges were emailed a brief survey using the Qualtrics Survey System. The survey was distributed on March 31, 2017 and closed on April 10, 2017. The survey (see Figure B-1) was created for another project, but questions 4, 5, 6, 7, 8, and 10 relate to questions asked in the primary study. Results from the pilot study were included with the primary study results for further reference. Results were collected through the Qualtrics Survey System, which was only accessible to the investigators.

In the primary study, contact emails were provided by APHA and NRHA, and judges were emailed the survey using the Qualtrics Survey System. Due to privacy restrictions within AQHA, a reusable link to the survey was sent to all AQHA judges via the AQHA staff. The survey was distributed on June 27, 2017 and closed on July 12,

2017. Two different surveys were distributed, one survey to AQHA and APHA judges (see Figure B-2), and another to NRHA judges (see Figure B-3). Both surveys contained the same questions about judges experience with judging training programs, and how their judging training experience may have impacted their testing for their professional judge's certification. Per AQHA and APHA request, the survey sent to their judges contained 3 additional questions related to scoring systems used by each association that were not analyzed in this study.

Results and Data Analysis

Survey results were collected through the Qualtrics Survey System, which was only accessible to the investigators. Survey data was evaluated to determine how youth and/or collegiate judging training programs may affect preparedness in obtaining a professional judge's certification.

RESULTS AND DISCUSSION

Results from questions 4, 5, 6, 7, 8, and 10 from the pilot study corresponded with survey questions from the primary study. Results from question 4 "Did you participate in any youth and/or collegiate judging training programs and/or contests?" for PtHA judges survey are reported in Table 3.1. Respondents answered 51 Yes (55.4%) and 41 No (44.6%; $n = 92$). Those 41 judges that indicated they had not participated in any youth and/or collegiate judging programs were directed on to question 8 and did not respond to the following questions.

Results from the question 5 "How challenging or rigorous was the youth and/or collegiate program you participated in?" for PtHA judges are reported in Table 3.2. Of

Table 3.1 Pinto Horse Association of America Judges Survey- Participation in any youth and/or collegiate judging training programs and/or contests

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes	51	55.4
No	41	44.6

(*n* = 92)

the 51 respondents that answered question 4 ($n = 51$), results consisted of: 4 Not at all Challenging (7.8%), 4 Somewhat Not Challenging (7.8%), 7 Neutral (13.7%), 17 Somewhat Challenging (33.3%), and 19 Extremely Challenging (37.3%). The high results for Somewhat Challenging (33.3%) and Extremely Challenging (37.3%), indicates that a majority (70.6%) of participants went through an in-depth judging training process prior to applying for their judges certification, which could have prepared them more than other applicants.

Table 3.3 reports results from PtHA judges for question 6 “Please rate how valuable your participation in each these programs was to your preparation for becoming an approved association judge: Youth breed/event program, 4-H, FFA, Junior College, Senior College, and/or Other (select all that apply)”. Participants indicated their agreement level with these statements using a Likert type scale ranging from ‘Not at all Valuable’ to ‘Extremely Valuable’, and ‘Did Not Participate’. Combined totals for all programs were: 4 Not at all Valuable (1.6%), 2 Somewhat Invaluable (0.8%), 17 Neutral (7.3%), 31 Somewhat Valuable (13.6%), 75 Extremely Valuable (33.1%), and 99 Did not Participate (43.6%; $n=228$).

When combining overall Somewhat Valuable (13.6%) and Extremely Valuable (33.1%), 46.7% of respondents reported their participation in a youth and/or collegiate program was valuable when preparing to become an approved association judge, while only a total of 2.4% of respondents indicated their participation in these programs was of no value. When combining Somewhat and Extremely Valuable for youth programs (Youth breed/event, 4-H, and FFA), and college programs (Junior and Senior College), a total of 33.2% of PtHA judges reported youth programs to be the most valuable over

Table 3.2 Pinto Horse Association of America Judges Survey- Level of challenge of a youth and/or collegiate program

Response Categories	Frequency (<i>f</i>)	Percent (%)
Not at all Challenging	4	7.8
Somewhat Not Challenging	4	7.8
Neutral	7	13.7
Somewhat Challenging	17	33.3
Extremely Challenging	19	37.3
<i>(n</i> = 51)		

Table 3.3 Pinto Horse Association of America Judges Survey- Level of value of a youth and/or collegiate program(s) when preparing to become an approved association judge

Response Categories	Youth breed/event program			4-H			FFA			Junior College			Senior College			Other			Total		
	f	(%C)**	(%T)***	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)
Not at all Valuable	0	0.0	0.0	1	2.2	0.4	1	2.3	0.4	1	2.4	0.4	1	2.4	0.4	0	0.0	0.0	4	1.6	1.6
Somewhat Invaluable	1	2.2	0.4	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	2.4	0.4	0	0.0	0.0	2	0.8	0.8
Neutral	3	6.7	1.3	1	2.2	0.4	6	14.0	2.6	3	7.3	1.3	3	7.3	1.3	1	7.7	0.4	17	7.3	7.3
Somewhat Valuable	10	22.2	4.4	7	15.6	3.1	6	14.0	2.6	3	7.3	1.3	5	12.2	2.2	0	0.0	0.0	31	13.6	13.6
Extremely Valuable	15	33.3	6.7	29	64.4	12.8	8	18.6	3.5	6	14.6	2.6	14	34.1	6.1	3	23.1	1.3	75	33.1	33.1
Did not participate	16	35.6	7.0	7	15.6	3.1	22	51.1	9.7	28	68.3	12.3	17	41.5	7.5	9	69.2	4.0	99	43.6	43.6
Total	45	100.0	19.8	45	100.0	19.8	43	100.0	18.9	41	100.0	17.9	41	100.0	17.9	13	100.0	5.7	228	100.0	100.0

* *f* = Frequency of responses

** Percent of total responses (*f*) for each category (C)

*** Percent of the total (T) number of responses across categories (*n* = 228)

college programs (12.2%) when preparing to become an approved association judge. When combining Somewhat and Extremely Valuable for individual groups, judges indicated 4-H was the combined overall most valuable at 15.9%, while junior college programs reported the combined lowest of value at 3.9%, yet still of value.

Table 3.4 reports results question 7 “Please rate how strongly you agree your youth and/or collegiate judging training programs helped with: Apprehension/ Stress, Oral Communication, Written Communication, and Critical Thinking/Problem Solving”. PtHA judges indicated their agreement level with these statements using a 5-point, Likert-type scale ranging from Strongly Disagree to Strongly Agree.

Combined overall totals were: 6 Strongly Disagree (3.0%), 12 Somewhat Disagree (6.2%), 30 Neutral (15.4%), 58 Somewhat Agree (29.7%), and 89 Strongly Agree (45.7%; $n = 195$). When combining Somewhat Agree (29.7%) and Strongly Agree (45.7%), a majority (75.1%) of respondents reported to have found participating in a youth and/or collegiate judging training program helped improve Apprehension/Stress, Oral Communication, Written Communication, and Critical Thinking/Problem Solving. For individual categories, respondents Somewhat or Strongly Agreed youth and/or collegiate judging training programs helped the most with Oral Communication (20.5%) and Critical Thinking/Problem Solving (19.5%).

Results for question 8 “Do you think youth and/or collegiate judging programs could have helped prepare you to become a professional certified judge?” for PtHA judges are reported in Table 3.5. This question was only available to those judges who indicated in question 4 that they had not participated in a youth and/or collegiate

Table 3.4 Pinto Horse Association of America Judges Survey- How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas

Response Categories	Apprehension/ Stress			Oral Communication			Written Communication			Critical Thinking/Problem Solving			Total	
	(f)*	(%C)**	(%T)***	(f)	(%C)	(%T)	(f)	(%C)	(%T)	(f)	(%C)	(%T)	(f)	(%T)
Strongly Disagree	1	2.0	0.5	1	2.0	0.5	2	4.1	1.0	2	4.2	1.0	6	3.0
Somewhat Disagree	5	10.2	2.6	2	4.1	1.0	2	4.1	1.0	3	6.2	1.5	12	6.2
Neutral	9	18.4	4.5	6	12.2	3.1	10	20.4	5.2	5	10.4	2.6	30	15.4
Somewhat Agree	14	28.6	7.2	11	22.5	5.6	19	38.7	9.7	14	29.2	7.2	58	29.7
Strongly Agree	20	40.8	10.3	29	59.2	14.9	16	32.7	8.2	24	50.0	12.3	89	45.7
Total	49	100.0	25.1	49	100.0	25.1	49	100.0	25.1	48	100.0	24.6	195	100.0

* f = Frequency of responses

** Percent of total responses (f) for each category (C)

*** Percent of the total (T) number of responses across categories (n = 195)

program. Of the 41 respondents, a total of 82.9% judges indicated that participating in a youth and/or collegiate judging program would or might have helped them become more prepared to become a professional certified judge. Respondents from this question may not have an accurate perception of what exactly it entails to participate in a judging program, as they have never gone through a youth and/or collegiate program. However, from already being a certified horse show judge, and being around other judges who have participated in these programs, these judges should have a better idea of what a judging program is about.

Question 10 “Would you recommend to potential future judges that they participate in youth and/or collegiate judging programs?” was asked to all PtHA judges. Results are reported in Table 3.6. Of the 91 respondents, 95.6% judges indicated they would or might recommend that protentional future judges participate in a youth and/or collegiate judging program. Of current judges, (70.3%) responded that individuals that want to pursue a professional judges certification would have value by participating a youth and/or collegiate judging program.

Table 3.5 Pinto Horse Association of America Judges Survey- Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain a professional judge's certification

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes	16	39.0
Maybe	18	43.9
No	7	17.1
<i>(n = 41)</i>		

Table 3.6 Pinto Horse Association of America Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes	64	70.3
Maybe	23	25.3
No	4	4.4
<i>(n = 91)</i>		

The following results from the primary study were used to determine the potential benefit in receiving judging training as a youth and/or collegiate, related to obtaining a professional judge's certification. Tables 3.7 and 3.8 report results for "Did you participate in any youth and/or collegiate judging training programs and/or contests?" Results from the AQHA/APHA survey are reported in Table 3.7. Participants responded a combined 126 Yes (69.2%) or 56 No (30.8%; $n = 182$) to participating in a youth and/or collegiate judging program. Of the "Yes" responses, 83 combined youth programs (Youth breed/event, 4-H, and FFA; 45.6%), and 41 college programs (Junior and Senior college; 22.5%), and 2 Other (1.1%). Results for the NRHA survey respondents are reported in Table 3.8. Participants responded a combined Yes 50 (58.8%) or 35 No (41.2%; $n = 85$). Of the "Yes" responses, 27 combined youth programs (Youth breed/event, 4-H, and FFA; 31.7%), and 22 college programs (Junior and Senior college; 25.9%), and 1 Other (1.2%).

From the initial question "Did you participate in any youth and/or collegiate judging training programs and/or contests?", a majority of combined "Yes" responses (69.2% and 58.8%, AQHA/APHA and NRHA, respectively) of judges in each survey reported to have participated in a youth and/or collegiate program. A larger percent of judges surveyed responded that they had participated in a youth (Youth breed/event, 4-H, and FFA; 45.6% and 31.7%, AQHA/APHA and NRHA, respectively) program over a Collegiate (Junior and Senior College; 22.5% and 25.9%, AQHA/APHA and NRHA, respectively) program. Those judges that responded "Yes" answered additional questions about their youth and/or judging training program they participated in, while judges that

Table 3.7 American Quarter Horse Association/American Paint Horse Association Judges Survey- Participation in youth and/or collegiate judging programs

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes, Youth breed/event program	11	6.0
Yes, 4-H	54	29.7
Yes, FFA	18	9.9
Yes, Junior College	12	6.6
Yes, Senior College	29	15.9
Yes, Other	2	1.1
No	56	30.8

(*n* = 182)

Table 3.8 National Reining Horse Association Judges Survey- Participation in youth and/or collegiate judging programs

Response Categories	Frequency (f)	Percent (%)
Yes, Youth breed/event program	3	3.5
Yes, 4-H	16	18.8
Yes, FFA	8	9.4
Yes, Junior College	6	7.1
Yes, Senior College	16	18.8
Yes, Other	1	1.2
No	35	41.2

(n = 85)

answered “No” were directed to question 9 and did not complete the following survey questions.

Tables 3.9 and 3.10 report results for the question 6 “How challenging and rigorous was the youth and/or collegiate program you participated in?”. Participants indicated their agreement level with these statements using a Likert-type scale ranging from ‘Not Challenging and Rigorous’ to ‘Extremely Challenging and Rigorous’, and ‘Did Not Participate’.

From the AQHA/APHA survey, overall results are reported in Table 3.9 ($n = 266$). The higher results for the combination of Somewhat Challenging and Rigorous (21.5%) and Extremely Challenging and Rigorous (12.6%) indicated 34.1% of participants experienced an in-depth judging training process prior to receiving their judges certification, which could have prepared them more than the 10.9% of judges that indicated their youth and/or collegiate program was Not or Somewhat Not Challenging and Rigorous. When evaluating individual groups, judges indicated that a senior college judging program was the overall most challenging at 10.5%, with 4-H programs closely following at 10.1%, while FFA programs reported be to the lowest amount of challenge and rigor at 3.0%.

From the NRHA survey, overall results are reported in Table 3.10 ($n = 124$). The combined results for Somewhat Challenging and Rigorous (23.3%) and Extremely Challenging and Rigorous (12.9%) indicated 36.2% of participants went through an in-depth judging training process prior to receiving their judges certification, which could have prepared them more than the 5.6% of judges that indicated their youth and/or

Table 3.9 American Quarter Horse Association/American Paint Horse Association Judges Survey – Level of challenge and rigor of a youth and/or collegiate program

Response Categories	Youth breed/event program			4-H			FFA			Junior College			Senior College			Other			Total		
	<i>f</i> *	(%C)**	(%T)***	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)
Not Challenging and Rigorous	3	6.3	1.1	7	12.3	2.6	5	11.6	1.9	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	15	5.6	5.6
Somewhat Not Challenging and Rigorous	1	2.0	0.4	8	14.0	3.0	3	7.0	1.1	1	2.6	0.4	1	2.0	0.4	0	0.0	0.0	14	5.3	5.3
Neutral	6	12.5	2.3	9	15.8	3.4	2	4.7	0.8	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	17	6.5	6.5
Somewhat Challenging and Rigorous	10	20.8	3.8	24	42.1	9.0	5	11.6	1.9	7	18.4	2.6	9	18.4	3.4	2	6.4	0.8	57	21.5	21.5
Extremely Challenging and Rigorous	3	6.3	1.1	3	5.3	1.1	3	7.0	1.1	3	7.9	1.1	19	38.8	7.1	3	9.7	1.1	34	12.6	12.6
Did not participate	25	52.1	9.4	6	10.5	2.3	25	58.1	9.4	27	71.1	10.1	20	40.8	7.5	26	83.9	9.8	129	48.5	48.5
Total	48	100.0	18.1	57	100.0	21.4	43	100.0	16.2	38	100.0	14.1	49	100.0	18.4	31	100.0	11.7	266	100.0	100.0

* *f* = Frequency of responses

** Percent of total responses (*f*) for each category (C)

*** Percent of the total (T) number of responses across categories (*n* = 266)

Table 3.10 National Reining Horse Association Judges Survey - Level of challenge and rigor of a youth and/or collegiate program

Response Categories	Youth breed/event program			4-H			FFA			Junior College			Senior College			Other			Total		
	<i>f</i> *	(%C)**	(%T)***	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)
Not Challenging and Rigorous	2	9.1	1.6	1	3.7	0.8	0	0.0	0.0	0	0.0	0.0	1	4.5	0.8	0	0.0	0.0	4	3.2	3.2
Somewhat Not Challenging and Rigorous	0	0.0	0.0	2	7.4	1.6	1	4.8	0.8	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	3	2.4	2.4
Neutral	1	4.5	0.8	7	25.9	5.7	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	8	6.5	6.5
Somewhat Challenging and Rigorous	5	22.7	4.0	8	29.7	6.5	6	28.5	4.8	5	22.7	4.0	5	22.7	4.0	0	0.0	0.0	29	23.3	23.3
Extremely Challenging and Rigorous	1	4.5	0.8	3	11.1	2.4	1	4.8	0.8	2	9.1	1.6	8	36.4	6.5	1	10.0	0.8	16	12.9	12.9
Did not participate	13	59.1	10.5	6	22.2	4.8	13	61.9	10.5	15	68.2	12.1	8	36.4	6.5	9	90.0	7.3	64	51.7	51.7
Total	22	100.0	17.7	27	100.0	21.8	21	100.0	16.9	22	100.0	17.7	22	100.0	17.7	10	100.0	8.1	124	100.0	100.0

* *f* = Frequency of responses

** Percent of total responses (*f*) for each category (C)

*** Percent of the total (T) number of responses across categories (*n* = 124)

collegiate program was Not or Somewhat Not Challenging and Rigorous. When combining Somewhat and Extremely Challenging and Rigorous and evaluating individual groups, judges indicated a senior college judging program was the overall most challenging with at 10.5%, with youth breed/event programs reported to be the lowest challenging at 4.8%.

From the initial question “How challenging and rigorous was the youth and/or collegiate program you participated in?”, a large percent (34.1% and 36.2%, AQHA/APHA and NRHA, respectively) of judges in each survey reported to have participated in a youth and/or collegiate program that was challenging and rigorous. For the AQHA/APHA and NRHA judges surveyed, a senior college judging program reported to be the most challenging and rigorous when compared to other programs.

Tables 3.11 and 3.12 report results for question 7 “Please rate how valuable your participation in each these programs was to your preparation for becoming a certified association judge: Youth breed/event program, 4-H, FFA, Junior College, Senior College”. Participants indicated their agreement level with these statements using a Likert type scale ranging from ‘Not at all Valuable’ to ‘Extremely Valuable’, and ‘Did Not Participate’.

From the AQHA/APHA survey, overall results for all programs are reported in Table 3.11 ($n = 253$). When combining overall Somewhat Valuable (11.1%) and Extremely Valuable (26.9%) of AQHA/APHA judges surveyed, a total of 38.0% of respondents reported their participation in a youth and/or collegiate program valuable when preparing to become a certified association judge, while only a total of 7.5% of AQHA/APHA respondents indicated that their participation in these programs was Not

Table 3.11 American Quarter Horse Association/American Paint Horse Association Judges Survey – How valuable participation in youth and/or collegiate judging training program(s) were when preparing to become a certified association judge

Response Categories	Youth breed/event program			4-H			FFA			Junior College			Senior College			Other			Total		
	f	*(%C)**	(%T)***	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)
Not at all Valuable	3	6.6	1.2	5	9.1	1.9	3	7.1	1.2	0	0.0	0.0	0	0.0	0.0	1	3.7	0.4	12	4.7	4.7
Somewhat Invaluable	0	0.0	0.0	3	5.5	1.2	3	7.1	1.2	1	2.8	0.4	0	0.0	0.0	0	0.0	0.0	7	2.8	2.8
Neutral	1	2.2	0.4	5	9.1	1.9	1	2.4	0.4	0	0.0	0.0	2	4.2	0.7	0	0.0	0.0	9	3.4	3.4
Somewhat Valuable	4	8.9	1.6	12	21.8	4.7	8	19.0	3.2	3	8.3	1.2	1	2.1	0.4	0	0.0	0.0	28	11.1	11.1
Extremely Valuable	12	26.7	4.7	23	41.8	9.1	1	2.4	0.4	6	16.7	2.4	25	52.0	9.9	1	3.7	0.4	68	26.9	26.9
Did not participate	25	55.6	9.9	7	12.7	2.8	26	61.9	10.3	26	72.2	10.3	20	41.7	7.9	25	92.6	9.9	129	51.1	51.1
Total	45	100.0	17.8	55	100.0	21.6	42	100.0	16.7	36	100.0	14.3	48	100.0	18.9	27	100.0	10.7	253	100.0	100.0

* f = Frequency of responses

** Percent of total responses (f) for each category (C)

*** Percent of the total (T) number of responses across categories (n = 253)

Table 3.12 National Reining Horse Association Judges Survey – How valuable participation in youth and/or collegiate judging training program(s) were when preparing to become a certified association judge

Response Categories	Youth breed/event program			4-H			FFA			Junior College			Senior College			Other			Total		
	<i>f</i> *	(%C)**	(%T)***	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)	<i>f</i>	(%C)	(%T)
Not at all Valuable	2	9.5	1.7	3	13.0	2.6	1	5.6	0.9	0	0.0	0.0	1	4.2	0.9	0	0.0	0.0	7	6.1	
Somewhat Invaluable	1	4.8	0.9	2	8.7	1.7	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	3	2.6	
Neutral	3	14.3	2.6	3	13.0	2.6	1	5.6	0.9	1	5.3	0.9	1	4.2	0.9	0	0.0	0.0	9	7.9	
Somewhat Valuable	2	9.5	1.7	4	17.4	3.4	4	22.2	3.4	1	5.3	0.9	4	16.7	3.4	0	0.0	0.0	15	12.8	
Extremely Valuable	3	14.3	2.6	6	26.1	5.1	2	11.1	1.7	4	21.0	3.4	11	45.8	9.4	1	8.3	0.9	27	23.1	
Did not participate	10	47.6	8.4	5	21.7	4.3	10	55.5	8.4	13	68.4	11.1	7	29.1	5.9	11	91.7	9.4	56	47.7	
Total	21	100.0	17.9	23	100.0	19.7	18	100.0	15.3	19	100.0	16.3	24	100.0	20.5	12	100.0	10.3	117	100.0	

* *f* = Frequency of responses

** Percent of total responses (*f*) for each category (C)

*** Percent of the total (T) number of responses across categories (*n* = 117)

Valuable or Somewhat Invaluable. Of all programs when combining Somewhat and Extremely Valuable, youth programs (Youth breed/event, 4-H, and FFA) were the most valuable at 23.7%, over collegiate programs (Junior and Senior College) at 13.9%. When evaluating the combination of Somewhat and Extremely Valuable for individual groups, judges indicated that 4-H was the overall most valuable at 13.8%, while FFA and junior college programs were the lowest of value with each at 3.6%, yet still valuable.

From the NRHA survey, overall results for all programs are reported in Table 3.12 ($n = 117$). When combining overall Somewhat Valuable (12.8%) and Extremely Valuable (23.1%), a total of 35.9% of respondents reported their participation in a youth and/or collegiate program valuable when preparing to become a certified association judge, while a total of 8.7% of respondents indicated that their participation in these programs was Not Valuable or Somewhat Invaluable. When combining Somewhat and Extremely Valuable, the combination of all youth programs (17.9%) were slightly more valuable over the combination of all college programs (17.1%) when preparing to become a certified association judge. When evaluating the combination of Somewhat and Extremely Valuable of individual groups, judges indicated senior college programs were the overall most valuable at 12.8%, while youth breed/event programs and junior college programs reported the lowest value at 4.3% each, yet still of value.

From the initial question for AQHA/APHA and NRHA judges “Please rate how valuable your participation in each these programs was to your preparation for becoming a certified association judge: Youth breed/event program, 4-H, FFA, Junior College, Senior College”, 38.0% and 35.9% (AQHA/APHA and NRHA, respectively) of judges in each survey indicated their participation in a youth and/or collegiate judging program

some level of value when preparing to become a certified association judge. For AQHA/APHA judges surveyed, a 4-H program was the most valuable, while NRHA judges stated that a senior college judging program was the most valuable. These results follow very closely with those of the pilot study, where 46.4% of PtHA judges indicated their youth and/or collegiate program was Somewhat or Extremely Valuable, while youth programs were indicated the most valuable at 33.2%, and a 4-H program the most valuable at 15.9%.

Tables 3.13 and 3.14 report results for “Please rate how strongly you believe your youth and/or collegiate judging training program(s) helped with each of the following when testing for your judge's certification: Apprehension/ Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging”. Participants indicated their agreement level with these statements using a 5-point Likert type scale ranging from Strongly Disagree to Strongly Agree.

From the AQHA/APHA survey, overall results for each area are reported in Table 3.13 ($n = 320$). When combining Somewhat Agree (33.5%) and Strongly Agree (45.3%), a large majority of 78.8% of respondents indicated participating in a youth and/or collegiate judging training program helped with Apprehension/Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging. When combining Somewhat and Strongly Agree for individual categories, respondents indicated participating in youth and/or collegiate judging training programs helped the most with Oral Communication (18.2%).

From the NRHA survey, overall results for each area are reported in Table 3.14 ($n = 150$). When combining Somewhat Agree (28.1%) and Strongly Agree (43.3%), a

Table 3.13 American Quarter Horse Association/American Paint Horse Association Judges Survey - How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas

Response Categories	Apprehension/ Stress			Oral Communication			Written Communication			Critical Thinking/Problem Solving			Knowledge of Judging			Total	
	(f)*	(%C)**	(%T)**	(f)	(%C)	(%T)	(f)	(%C)	(%T)	(f)	(%C)	(%T)	(f)	(%C)	(%T)	(f)	(%T)
Strongly Disagree	2	3.1	0.6	2	3.1	0.6	2	3.1	0.6	2	3.2	0.6	4	6.3	1.3	12	3.7
Somewhat Disagree	3	4.6	0.9	2	3.1	0.6	4	6.3	1.3	3	4.8	0.9	2	3.1	0.6	14	4.3
Neutral	12	18.5	3.8	3	4.6	0.9	13	20.3	4.1	9	14.5	2.8	5	7.8	1.6	42	13.2
Somewhat Agree	26	40.0	8.1	22	33.8	6.9	27	42.2	8.4	14	22.6	4.5	18	28.1	5.6	107	33.5
Strongly Agree	22	33.8	6.9	36	55.4	11.3	18	28.1	5.6	34	54.8	10.6	35	54.7	10.9	145	45.3
Total	65	100.0	20.3	65	100.0	20.3	64	100.0	20.0	62	100.0	19.4	64	100.0	20.0	320	100.0

* *f* = Frequency of responses

** Percent of total responses (*f*) for each category (C)

*** Percent of the total (T) number of responses across categories (*n* = 320)

Table 3.14 National Reining Horse Association Judges Survey - How strongly participants believed their youth and/or collegiate judging training program(s) helped with other areas

Response Categories	Apprehension/ Stress			Oral Communication			Written Communication			Critical Thinking/Problem Solving			Knowledge of Judging			Total	
	f*	(%C)**	(%T)***	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)	f	(%C)	(%T)		
Strongly Disagree	2	6.7	1.3	2	6.7	1.3	2	6.7	1.3	0	0.0	0.0	1	3.3	0.7	7	4.6
Somewhat Disagree	0	0.0	0.0	1	3.3	0.7	0	0.0	0.0	2	6.7	1.3	3	10.0	2.0	6	4
Neutral	6	20.0	4.0	3	10.0	2.0	9	30.0	6.0	5	16.7	3.3	7	23.3	4.7	30	20
Somewhat Agree	12	40.0	8.0	7	23.3	4.7	10	33.3	6.7	8	26.6	5.4	5	16.7	3.3	42	28.1
Strongly Agree	10	33.3	6.7	17	56.7	11.3	9	30.0	6.0	15	50.0	10.0	14	46.7	9.3	65	43.3
Total	30	100.0	20.0	30	100.0	20.0	30	100.0	20.0	30	100.0	20.0	30	100.0	20.0	150	100.0

* f = Frequency of responses

** Percent of total responses (f) for each category (C)

*** Percent of the total (T) number of responses across categories (n = 150)

majority of 71.4% of judges indicated participating in a youth and/or collegiate judging training program helped with Apprehension/Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging. When combining Somewhat and Strongly Agree for individual categories, respondents indicated youth and/or collegiate judging training programs helped the most with Oral Communication (16.0%) the most.

From the initial question “Please rate how strongly you believe your youth and/or collegiate judging training program(s) helped with each of the following when testing for your judge's certification: Apprehension/ Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging”, both groups of judges surveyed responded Somewhat or Strongly Agree (78.8% and 71.4%, AQHA/APHA and NRHA, respectively) that participating in a youth and/or collegiate judging training program helped with Apprehension/Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging. These results follow very closely with those of the pilot study, where when combining Somewhat and Strongly Agree, 75.1% of PtHA judges stated that participating in a youth and/or collegiate program helped with each area. From all three surveys (PtHA, AQHA/APHA, and NRHA), Oral Communication was the area that all respondents stated judging programs helped with the most.

AQHA/APHA and NRHA survey question 9, “Do you think youth and/or collegiate judging programs could have helped prepare you to become a professional certified judge?” was asked only to judges who indicated in question 5 that they had not participated in a youth and/or collegiate program. AQHA/APHA survey results are

reported in Table 3.14 ($n = 55$), and NRHA survey results are reported in Table 3.15 ($n = 35$). From both surveys, most judges that did not participate in a judging training program indicated that Yes (38.2% and 28.6%, AQHA/APHA and NRHA, respectively) would have helped, or Maybe (41.8% and 57.1%, AQHA/APHA and NRHA, respectively) could have helped them in the testing process to become a certified judge. Results from the pilot study with PtHA judges were consistent with these results. Respondents from this question may not have an accurate perception of what exactly it entails to participate in a judging program, as they have never gone through a youth and/or collegiate program. However, from already being a certified horse show judge, and being around other judges who have participated in these programs, these judges should have an idea of what a judging program is about.

Results for “What disciplines do you believe would have been helpful to receive more preparation before testing for your professional judge’s certification?” are listed in appendix Table B-1 and B-2 for AQHA/APHA and NRHA judges, respectively.

Results for the question “Would you recommend to individuals hoping to become a certified judge in the future that they participate in youth and/or collegiate judging programs? (select all that apply)” are reported in Tables 3.17 and 3.18. for AQHA/APHA and NRHA judges, respectively. In the AQHA/APHA survey, when combining youth and collegiate responses, 147 indicated Yes (77.3%), 35 Maybe (17.9%), and 9 No (4.7%; $n = 190$). In the NRHA survey, when combining youth and collegiate responses, 78 indicated Yes (75.0%), 21 Maybe (20.2%), and 5 No (4.8%; $n=104$). From both AQHA/APHA and NRHA surveys, current judges indicated that individual hoping to become a certified judge should participate in a youth and/or

Table 3.15 American Quarter Horse Association/American Paint Horse Association Judges Survey- Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain professional judge's certification

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes	21	38.2
Maybe	23	41.8
No	11	20.0

(*n* = 55)

Table 3.16 National Reining Horse Association Judges Survey- Potential value in participating in a youth and/or collegiate judging training program to help prepare to obtain a professional judge's certification

Response Categories	Frequency (f)	Percent (%)
Yes	10	28.6
Maybe	20	57.1
No	5	14.3
<i>(n = 35)</i>		

Table 3.17 American Quarter Horse Association/American Paint Horse Association Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)

Response Categories	Frequency (<i>f</i>)	Percent (%)
Yes, Youth	70	36.8
Yes, Collegiate	77	40.5
Maybe, Youth	16	8.4
Maybe, Collegiate	18	9.5
No	9	4.7

(*n* = 190)

Table 3.18 National Reining Horse Association Judges Survey- Recommendation to potential future judges that they should participate in youth and/or collegiate judging program(s)

Response Categories	Frequency (f)	Percent (%)
Yes, Youth	33	31.7
Yes, Collegiate	45	43.3
Maybe, Youth	10	9.6
Maybe, Collegiate	11	10.6
No	5	4.8

(*n* = 104)

collegiate judging programs (77.3% and 75.0%, AQHA/APHA and NRHA, respectively). Both AQHA/APHA (40.5%) and NRHA (43.3%) judges indicated potential judges should participate in collegiate programs over youth programs. These results are consistent with the pilot study with PtHA judges where 70.3% of PtHA judges indicated individuals hoping to get a judges certification should participate in a youth and/or collegiate judging program. It can be inferred that judges believe that participating in a judging training program could help future judges become more prepared for the lengthy and in-depth training and testing process that it takes to become a certified judge.

CONCLUSIONS AND RECOMMENDATIONS

In the objective to determine the potential benefit in receiving judging training as a youth and/or collegiate in relation to obtaining a professional judge's certification, AQHA/APHA and NRHA survey responses indicated there was value from going through a youth and/or collegiate program. Results from the pilot study with PtHA judges were consistent with all results from the primary study. In the primary study, 34.1% (AQHA/APHA) and 36.2% (NRHA) of judges in each survey indicated to have participated in a youth and/or collegiate program that was challenging and rigorous. Participating in an in-depth judging program prior to testing for judge's certifications could prepare potential judges more so than a program that is less challenging. Both primary groups surveyed indicated the most challenging and rigorous program they had been through was a senior college program.

For how valuable participation in each program was in preparing for becoming a certified association judge, 38.0% (AQHA/APHA) and 35.9% (NRHA) of judges in each

survey indicated their participation as valuable. When evaluating specific programs, for AQHA/APHA judges, results indicated that 4-H programs were most valuable, while NRHA judges stated that a senior college judging program was the most valuable. Between youth and collegiate programs, both AQHA/APHA and NRHA judges surveyed indicated youth programs added more value in preparing them for their judge's certification than college programs.

Judging programs appear to have a positive affect on other aspects of life, as 78.8% of AQHA/APHA judges and 71.4% NRHA judges indicated participating in a youth and/or collegiate program helped with Apprehension/ Stress, Oral Communication, Written Communication, Critical Thinking/Problem Solving, and Knowledge of Judging. From both groups, Oral Communication indicated to be the area that a youth and/or collegiate judging program helped with the most. This largely could be contributed to the oral reasons that judges give during their preparation and participation in contests. When asked if they would recommend to individuals hoping to become a certified judge that they participate in youth and/or collegiate judging programs, a majority indicated "Yes" (77.3% and 75.0%, AQHA/APHA and NRHA, respectively). It appears that current judges feel strongly that individuals planning to become a certified judge should participate in a youth and/or collegiate judging program. From the overall positive results of each survey, it can be inferred that participating in youth and/or collegiate judging programs could be valuable to future judges to become more prepared for the lengthy and in-depth training and testing process that is required to become a certified judge.

A limitation of this study would be the results coming from two separate surveys. Ideally, judges from all associations (AQHA, APHA, NRHA, and additional

associations) would receive the same link to the same survey. Data could be more effectively evaluated with one large population, rather than multiple smaller samples. Further research is needed in this area overall as seen from the lack of literature available. Results from these studies could be of use for 4-H, FFA, colleges, and universities across the U.S. Further, the positive results from this study could help validate the support of judging programs by verifying the value of these training programs to benefit judges seeking a professional certification, and that they merit financial support.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

In the study to determine the effect of a judging training experience on an individual's CA and SE, overall CA scores for cohorts 1, 2, and 3 lowered between pre and post-tests. Each group lowered their CA a full level, from moderate to low, from pre and post-test, after a judging training experience. From the feedback, coaching, and experience given through a summer judging training session, participants appeared to be more confident in different social and communication situations, with an overall lower CA score at the end of the study. Within all cohorts, Public Speaking in cohort 2 reported the only statistically significant result between pre and post-test ($P = 0.025$) scores. A summer judging training program did appear to change participants CA between pre and post-test, although it was not statistically significant. This could be due to small sample sizes, and that many participants coming into the training program already had a fairly low level of CA due to their past experience with horse judging. When determining the affect a judging training experience has on SE, cohort 1 and cohort 2 overall mean GSE scores did not improve throughout the judging training experience. This could indicate there could be a slight decrease in the groups SE. Cohort 3 seemed to improve their SE throughout the judging training experience with a decrease in mean GSE score between pre and post-test. Overall, improvement in CA was observed within all groups throughout this judging training experience, but improvement from all groups was not observed with SE. From these results, there appears to be no meaningful consistent relationship between CA and SE indicating that when one increases or decreases, the other will follow.

Although this study could be useful to judging teams and coaches across the country, there are some limitations and areas to improve in future studies. This research is very narrowly focused, specifically surveying CA and SE progress in a horse judging team. Taking those same individuals out of a judging environment may change their CA and SE levels. Another limitation is that there was no way to track specific individuals CA and SE pre and post-test to evaluate the level of potential improvement for each participant. Further research can be conducted to examine CA and SE in horse judging students, when they are removed from judging and placed everyday life, and tracking each individuals progress.

The responses from the AQHA/APHA and NRHA survey indicated that going through a challenging and rigorous youth and/or collegiate program added value when going on to test for a professional judge's certification. Both primary groups surveyed indicated that the most challenging and rigorous program they had been through was a senior college program. While AQHA/APHA judges indicated that 4-H programs were most useful, NRHA judges stated that a senior college judging programs were the most useful for preparing to become a certified judge. Between youth and collegiate programs, both AQHA/APHA and NRHA indicated that youth programs added more value to preparing to get their judge's certification. Current judges stated that they strongly encourage individuals wanting to become a certified judge to participate in a youth and/or collegiate judging program. From the overall positive results of each survey, it can be inferred that participating in youth and/or collegiate judging programs could help future judges become more prepared for the lengthy and in-depth training and testing process that it takes to become a certified judge.

A way to improve this study would be to have results come from a larger, more purposeful sampling, rather than multiple smaller samples. Ideally, judges from all associations (AQHA, APHA, NRHA, and additional associations) would receive the same link to the same survey. Further research is needed in this area overall as seen from the lack of literature available. Results from these studies could be of use for 4-H, FFA, colleges, and universities across the U.S., as positive results could help validate judging programs by providing proof of their value for judges seeking a professional certification, and that these training programs merit financial support.

REFERENCES

- Abbondandolo, K. A. (1994). Communication apprehension: Causes and development, effects, measurement, and treatment. *Florida Communication Journal*, 22(2), 97. Retrieved from Communication Source.
- Allen, M., & Bourhis, J. (1996). The relationship of communication apprehension to communication behavior: A meta-analysis. *Communication Quarterly*, 44(2), 214-226. Retrieved from Communication Source.
- American Paint Horse Association (2018). *Judges*. Retrieved from <http://apha.com/showing/judges/>
- American Quarter Horse Association (2018). SHW900 AQHA-Approved Judges, *AQHA Official Handbook of Rules and Regulations* (p. 282). Amarillo, Texas.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295X.84.2.191
- Cavinder, C. A., Byrd, B., Franke, J., & Holub, G. (2011). Texas A&M University student life skill development and professional achievement from participation on a collegiate judging team. *NACTA Journal*, 55(1), 60-62. Retrieved from Google Scholar.
- Maddux, J. E., Sherer, M., Mercandante, B, Prentice-Dunn, S., Jacobs, B., & Rogers, R.W. (1982). The self-efficacy scale: Construction and validation. *Psychological Reports*, 51(2), 663-671. doi: 10.2466/pr0.1982.51.2.663
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent

- theory and research. *Human Communication Research*, 4(1), 78.
doi:10.1111/j.1468-2958.1977.tb00599.x
- McCroskey, J. C. (1978). Validity of the PRCA as an index of oral communication apprehension. *Communication Monographs*, 45(3), 192. Retrieved from Communication Source.
- McCroskey, J. C., Beatty, M. J., Kearney, P., & Plax, T. G. (1985). The content validity of the PRCA-24 as a measure of communication apprehension across communication contexts. *Communication Quarterly*, 33(3), 165-173. Retrieved from Communication Source.
- McCroskey, J. C. (2009). Communication apprehension: What have we learned in the last four decades. *Human Communication*, 12(2), 157. Retrieved from Communication Source.
- Nash, S. A., & Sant, L. L. (2005). Life-skill development found in 4-H animal judging. *Journal of Extension*, 43(2), N.PAG. Retrieved from Google Scholar.
- National Reining Horse Association (2018). JUDGES A. Judging Privileges, *NRHA Handbook, Rules, Regulations, and Judges Guide* (p. 85). Oklahoma City, Oklahoma.
- Potter, J., & Mulroy, M. (1994). A tool to evaluate horse judging students perceptions of critical thinking and life skills development. *NACTA Journal*, 38(4), 42-43.
Retrieved from <http://www.jstor.org/stable/43765087>
- Rusk, C. P., Martin, C. A., Talbert, B. A., & Balschweid, M. A. (2002). Attributes of Indiana's 4-H livestock judging program. *Decision Making*, 185(4.04), 0-80.
Retrieved from Google Scholar.

- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.
- White, L. M., Layfield, K. D., Birrenkott, G., Skewes, P., & Beck, M. M. (2012). Appraisal of critical thinking skills in animal science undergraduates who participated on a nationally competitive collegiate judging team. *NACTA Journal*, 56(1), 43-47. Retrieved from Google Scholar.
- Yost, M. M., Pipkin, J. L., Baker, L. A., & Bachman, R.C., (1997, May). An assessment of communication apprehension experienced by horse judging students. Presented at the conference of the Equine Science Society Symposium, Fort Worth, Texas.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 2582-91. doi:10.1006/ceps.1999.1016

APPENDIX TABLES

Table A-1. General Self-Efficacy Scores Cohort 1 (2014) Pre-Test

Participants	GSE Score
1	15
2	11
3	14
4	10
5	12
6	14
7	13
8	18
9	10
10	17
11	14
12	18
13	15
14	13
Group Average	13.9

(*n* = 14)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table A-2. General Self-Efficacy Scores Cohort 1 (2014) Post-Test

Participants	GSE Score
1	15
2	14
3	20
4	11
5	14
6	14
7	16
8	12
9	34
10	14
11	15
12	21
13	14
14	21
Group Mean	16.8

(*n* = 14)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table A-3. General Self-Efficacy Scores Cohort 2 (2015) Pre-Test

Participants	GSE Score
1	21
2	15
3	12
4	13
5	21
6	15
7	14
8	29
9	16
10	16
Group Mean	17.2

($n = 10$)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table A-4. General Self-Efficacy Scores Cohort 2 (2015) Post-Test

Participants	GSE Score
1	14
2	11
3	16
4	11
5	13
6	17
7	32
8	10
9	12
10	39
Group Mean	17.5

(*n* = 10)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table A-5. General Self-Efficacy Scores Cohort 3 (2016) Pre-Test

Participants	GSE Score
1	16
2	17
3	14
4	22
5	18
6	13
Group Mean	16.67

(*n* = 6)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table A-6. General Self-Efficacy Scores Cohort 3 (2016) Post-Test

Participants	GSE Score
1	18
2	12
3	19
4	17
5	13
6	14
7	19
8	14
Group Mean	15.75

($n = 8$)

Note. For the GSE, the total score ranges between 10 and 40, with a lower score indicating higher self-efficacy.

Table B-1. American Quarter Horse Association/American Paint Horse Association Judges Survey - Disciplines judges would have liked to receive more preparation in before testing for their professional judge's certification

Response Categories	Frequency (f)	Percent (%)
Halter	25	5.8
Western Pleasure	9	2.1
Hunter Under Saddle	11	2.6
Pattern (Showmanship, Horsemanship, Equitation)	22	5.1
Western Riding	18	4.2
Trail	16	3.7
Reining	22	5.1
Roping	67	15.5
Working Cow Horse	69	15.9
Working Hunter and Hunter Hack	38	8.8
Cutting	65	15.1
Ranch Classes	25	5.8
Longe Line	20	4.6
Pleasure Driving	15	3.5
None	10	2.3

(n = 432)

Table B-2. National Reining Horse Association Judges Survey - Disciplines judges would have liked to receive more preparation in before testing for their professional judge's certification

Response Categories	Frequency (<i>f</i>)	Percent (%)
Halter	8	4.9
Western Pleasure	8	4.9
Hunter Under Saddle	6	3.7
Pattern (Showmanship, Horsemanship, Equitation)	11	6.8
Western Riding	9	5.5
Trail	5	3.1
Reining	27	16.6
Roping	10	6.1
Working Cow Horse	17	10.4
Working Hunter and Hunter Hack	13	7.9
Cutting	14	8.6
Ranch Classes	10	6.1
Longe Line	6	3.7
Pleasure Driving	5	3.1
None	14	8.6

(*n* = 163)

APPENDIX SURVEY RELATED INSTRUMENTS

Figure A-1. Survey Instrument – GSE and PRCA-24

Survey Instrument

Directions:

Please carefully read the statements below and select with an "x" the rating that is most appropriate for you.

Rating Scale: 1 = Exactly true | 2 = Moderately true | 3 = Hardly true | 4 = Not at all true

Items:	1	2	3	4
1. I can always manage to solve difficult problems if I try hard enough.				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

Figure A-1. Survey Instrument – GSE and PRCA-24

DIRECTIONS:
This instrument is composed of 24 statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking an "X" in the box.

Just record your first impression.

Statements	1 – strongly agree	2 – agree	3 – undecided	4 – disagree	5 – strongly disagree
1. I dislike participating in group discussions.					
2. Generally, I am comfortable while participating in group discussions.					
3. I am tense and nervous while participating in group discussions.					
4. I like to get involved in group discussions.					
5. Engaging in group discussion with new people makes me tense and nervous.					
6. I am calm and relaxed while participating in group discussions.					
7. Generally, I am nervous when I have to participate in meetings.					
8. Usually, I am calm and relaxed while participating in meetings.					
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.					
10. I am afraid to express myself at meetings.					

Figure A-1. Survey Instrument – GSE and PRCA-24

Statements	1 – strongly agree	2 – agree	3 – undecided	4 – disagree	5 – strongly disagree
11. Communicating at meetings usually makes me feel uncomfortable.					
12. I am very relaxed when answering questions at a meeting.					
13. While participating in conversation with a new acquaintance, I feel very nervous.					
14. I have no fear of speaking up in conversations.					
15. Ordinarily, I am very tense and nervous in conversations.					
16. Ordinarily, I am very calm and relaxed in conversations.					
17. While conversing with a new acquaintance, I feel very relaxed.					
18. I'm afraid to speak up in conversations.					
19. I have no fear of giving a speech.					
20. Certain parts of my body feel very tense and rigid while giving a speech.					
21. I feel relaxed while giving a speech.					
22. My thoughts become confused and jumbled when I am giving a speech.					
23. I face the prospect of giving a speech with confidence.					
24. While giving a speech, I get so nervous I forget facts I really know.					

Figure A-2. PRCA-24 Scoring System

Personal Report of Communication Apprehension (PRCA-24)

DIRECTIONS: This instrument is composed of twenty-four statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you **strongly agree (1-SA)**, **agree (2-A)**, **undecided (3-U)**, **disagree (4-D)**, or **strongly disagree (5-SD)**.

Work quickly; record your first impression.

Question	Response				
1. I dislike participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
2. Generally, I am comfortable while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
3. I am tense and nervous while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
4. I like to get involved in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
5. Engaging in a group discussion with new people makes me tense and nervous.	1 - SA	2 - A	3 - U	4 - D	5 - SD
6. I am calm and relaxed while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
7. Generally, I am nervous when I have to participate in a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
8. Usually I am calm and relaxed while participating in meetings.	1 - SA	2 - A	3 - U	4 - D	5 - SD
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
10. I am afraid to express myself at meetings.	1 - SA	2 - A	3 - U	4 - D	5 - SD
11. Communicating at meetings usually makes me uncomfortable.	1 - SA	2 - A	3 - U	4 - D	5 - SD
12. I am very relaxed when answering questions at a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
13. While participating in a conversation with a new acquaintance, I feel very nervous.	1 - SA	2 - A	3 - U	4 - D	5 - SD
14. I have no fear of speaking up in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
15. Ordinarily I am very tense and nervous in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
16. Ordinarily I am very calm and relaxed in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
17. While conversing with a new acquaintance, I feel very relaxed.	1 - SA	2 - A	3 - U	4 - D	5 - SD
18. I'm afraid to speak up in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
19. I have no fear of giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
20. Certain parts of my body feel very tense and rigid while giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
21. I feel relaxed while giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
22. My thoughts become confused and jumbled when I am giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
23. I face the prospect of giving a speech with confidence.	1 - SA	2 - A	3 - U	4 - D	5 - SD
24. While giving a speech, I get so nervous I forget facts I really know.	1 - SA	2 - A	3 - U	4 - D	5 - SD

Figure A-2. PRCA-24 Scoring System

Personal Report of Communication Apprehension Scoring

SCORING: Compute subscores for four communication contexts—group discussions, meetings, interpersonal conversations, and public speaking— and an overall communication apprehension (CA) score. Strongly agree=1 point, agree=2 points, undecided=3 points, etc.

Sub scores	Scoring Formula
Group discussion	18+scores for items 2, 4, and 6; – scores for items 1, 3, and 5
Meetings	18+scores for items 8, 9, and 12; – scores for items 7, 10, and 11
Interpersonal conversations	18+scores for items 14, 16, and 17; – scores for items 13, 15, and 18
Public speaking	18+scores for items 19, 21, and 23; – scores for items 20, 22, and 24

Scores on the four contexts (groups, meetings, interpersonal conversations, and public speaking) can range from a low of 6 to a high of 30. Any score above 18 indicates some degree of apprehension.

To determine your overall CA score, add together all four sub scores.

Your score should range between 24 and 120. If your score is below 24 or above 120, you have made a mistake in computing the score.

Scores between **83 and 120** indicate a high level of communication apprehension.

Scores between **55 and 83** indicate a moderate level of communication apprehension.

Scores between **24 and 55** indicate a low level of communication apprehension.

Figure A-3. GSE Scoring System

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	☐	☐	☐	☐
2. If someone opposes me, I can find the means and ways to get what I want.	☐	☐	☐	☐
3. It is easy for me to stick to my aims and accomplish my goals.	☐	☐	☐	☐
4. I am confident that I could deal efficiently with unexpected events.	☐	☐	☐	☐
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	☐	☐	☐	☐
6. I can solve most problems if I invest the necessary effort.	☐	☐	☐	☐
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	☐	☐	☐	☐
8. When I am confronted with a problem, I can usually find several solutions.	☐	☐	☐	☐
9. If I am in trouble, I can usually think of a solution	☐	☐	☐	☐
10. I can usually handle whatever comes my way.	☐	☐	☐	☐

Figure A-3. GSE Scoring System

General Self-Efficacy Scale (GSE)

About: This scale is a self-report measure of self-efficacy.

Items: 10

Reliability:

Internal reliability for GSE = Cronbach's alphas between .76 and .90

Validity:

The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring:

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

References:

Schwarzer, R., & Jerusalem, M. (1995). [Generalized Self-Efficacy scale](#). In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

Figure A-4. IRB Approval Letter

West Texas A&M University
Academic Research Environmental Health and Safety
WTAMU Box 60217 Canyon, Tx 79016
806.651.2270
INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS
Letter of Approval

July 1, 2017

Tanner Robertson
WTAMU Box 60998
Canyon, TX 79016

The West Texas A&M University Institutional Review Board is pleased to inform you that upon review, proposal #04-06-17 for your study titled, **“Perceived Communication Appreciation Associated with Horse Judging”** meets the requirements of the WTAMU Standard Operating Procedure (SOP) No. 15.99.05.W1.01AR Institutional Review Board (Human Subject Research). Approval is granted for one calendar year. This approval expires on **July 1, 2018**.

Principal investigators assume the following responsibilities:

1. **Continuing Review:** The protocol must be renewed on or before the expiration date if the research project requires more than one year for completion. A [Continuing Review form](#) along with required documents must be submitted on or before the stated deadline. Failure to do so will result in study termination and/or loss of funding.
2. **Completion Report:** At the conclusion of the research project (including data analysis and final written papers), a [Close out form](#) must be submitted to AR-EHS.
3. **Unanticipated Problems and Adverse Events:** Pursuant to [SOP No. 15.99.05.W1.13AR](#), unanticipated problems and serious adverse events must be reported to AR-EHS.
4. **Reports of Potential Non-Compliance:** Pursuant to [SOP No. 15.99.05.W1.05AR](#), potential non-compliance, including deviations from the protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol must be requested by submitting an [Amendment form](#) to AR-EHS for review by the IRB. The Amendment must be approved by the IRB before being implemented. Amendments do not extend time granted on the initial approval.
6. **Consent Forms:** When using a consent form, only the IRB approved form is allowed.
7. **Audit:** Any proposal may be subject to audit by the IRB Administrator during the life of the study. Investigators are responsible for maintaining complete and accurate records for five years and making them available for inspection upon request.
8. **Recruitment:** All recruitment materials must be approved by the IRB. Recruitment materials distributed to potential participants must use the approved text and include

Figure A-4. IRB Approval Letter

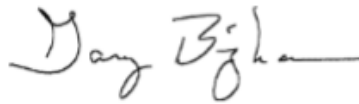
the study's IRB number, approval date, and expiration dates in the following format:
WTAMU IRB##-##-## Approved: ##/##/#### Expiration Date: ##/##/####.

9. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the Family Education Rights and Privacy Act (FERPA) administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA) if applicable to the research being proposed. The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.

Sixty days prior to the expiration of this proposal, you will receive a notification of the approaching expiration date at which time you will need to submit an [Amendment/Continuation/Close out](#) form.

Thank you for your cooperation with the IRB and we wish you well with your research project.

Sincerely,



Dr. Gary Bigham
Chair, WTAMU IRB



Dr. Angela Spaulding,
Vice President of Research and Compliance

Figure B-1. Pilot Study Survey Instrument (Pinto Horse Association of America)

Block Thank you for your participation in this study regarding the effects that a judging training program (youth/collegiate judging teams) has on obtaining your professional judges certification. We appreciate you taking the time to help us by giving your feedback. You hereby state that you are 18 years of age or older, and wish to participate in the research project conducted by Josi Reed, a graduate student at West Texas A&M University. In this survey, you will be asked a series of questions regarding your experience with youth and/or collegiate judging teams and your professional judge's certification. There is no more risk than everyday conversation and though you will not directly benefit, you will help us gain a better understanding of how judging training programs can impact testing for professional judge's certification. You understand that you are not obligated to participate in this survey. If you choose not to participate, you may opt out of this survey by selecting "No" at the bottom of this page. You can also withdraw at any time without penalty. This survey should take approximately 10-15 minutes. Participation in this survey is voluntary and your responses will remain completely confidential. All research reports will report survey data in aggregate form only and individual responses will not be identifiable. The Qualtrics website is encrypted to ensure security and privacy of the information provided by the participants. If you have any concerns about this survey or your rights, you can contact the faculty advisor, Dr. Kristina Drumheller, at 806.651.2816, or Dr. John Pipkin, at 806.651.2557 or jpipkin@wtamu.edu; or Dr. Angela Spaulding, research compliance at West Texas A&M University at aspaulding@wtamu.edu, or 806.651.2732. By clicking "Yes" below, you indicate that you agree to participate in this study. By clicking "No", you will be taken to the end of the survey. Josi Reed, West Texas A&M University. I have read the above statement and agree with the terms listed herein.

- ☐ Yes, I agree to participate in this study. (1)
- ☐ No, I do not wish to participate in this study. (2)

Condition: No, I do not wish to partic... Is Selected. Skip To: End of Survey.

CC Communication Competence: Below are twelve situations in which you might need to communicate. People's abilities to communicate effectively vary a lot, and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below. 0= Completely Incompetent and 100= Competent

- _____ Present a talk to a group of strangers (1)
- _____ Talk with an acquaintance (2)
- _____ Talk in a large meeting of friends (3)
- _____ Talk in a small group of strangers (4)
- _____ Talk with a friend (5)
- _____ Talk in a large meeting of acquaintances (6)
- _____ Talk with a stranger (7)
- _____ Present a talk to a group of friends (8)
- _____ Talk in a small group of acquaintances (9)
- _____ Talk in a large meeting of strangers (10)
- _____ Talk in a small group of friends (11)
- _____ Present a talk to a group of acquaintances (12)

Q1 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to respond (3)

Q2 Please identify the association(s) in which you hold a judge's certification. (select all that apply)

- ☐ AQHA (1)
- ☐ APHA (2)
- ☐ PtHA (3)
- ☐ WCHA (4)
- ☐ NSBA (5)
- ☐ NRHA (6)
- ☐ NRCHA (7)
- ☐ NCHA (8)
- ☐ Other. Please identify (9) _____

Q3 How long have you been a professional certified judge?

Years (1)

Q4 Did you participate in any youth and/or collegiate judging training programs and/or contests?

- ☐ Yes (1)
- ☐ No (2)

Condition: No Is Selected. Skip To: Do you think competitive judging team....

Q5 How challenging or rigorous was the youth and/or collegiate program you participated in?

- ☐ Not at all challenging (1)
- ☐ Somewhat not challenging (2)
- ☐ Neutral (3)
- ☐ Somewhat challenging (4)
- ☐ Extremely challenging (5)

Q6 Please rate how valuable your participation in each these programs was to your preparation for becoming an approved association judge?

	1- Not at all Valuable (1)	2- Somewhat Invaluable (2)	3- Neutral (3)	4- Somewhat Valuable (4)	5- Extremely Valuable (5)	Did not participate (6)
Youth breed/event program (AQHYA, NRHYA, APHYA, etc.) (1)	☐	☐	☐	☐	☐	☐
4-H (2)	☐	☐	☐	☐	☐	☐
FFA (3)	☐	☐	☐	☐	☐	☐
Junior College Judging Team (4)	☐	☐	☐	☐	☐	☐
Senior College Judging Team (5)	☐	☐	☐	☐	☐	☐
Other (please fill in) (6)	☐	☐	☐	☐	☐	☐

Q7 Please rate how strongly you agree your youth and/or collegiate judging training programs helped with each of the following when testing for judge's certification.

	Strongly Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Strongly Agree (5)
Apprehension/Stress (2)	☐	☐	☐	☐	☐
Oral Communication (3)	☐	☐	☐	☐	☐
Written Communication (4)	☐	☐	☐	☐	☐
Critical Thinking/Problem Solving (5)	☐	☐	☐	☐	☐

Display This Question:

If Did you participate in any youth and/or collegiate judging training programs and/or contests? No Is Selected

Q8 Do you think youth and/or collegiate judging programs could have helped prepare you to become a professional certified judge?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

Condition: No Is Selected. Skip To: Would you recommend potential future

Q9 What disciplines (cattle, rail, hunter, halter) were/would have been helpful in preparation to test for your professional judge's certification?

Q10 Would you recommend to potential future judges that they participate in youth and/or collegiate judging programs?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

Figure B-2. Primary Study Survey Instrument (American Quarter Horse Association/American Paint Horse Association)

Previous Training Related to Horse Show Judges Certification

Block: Thank you for your participation in this study regarding the effects that participation with a youth or collegiate judging program or team(s) has on obtaining professional horse show judge's certification, as well as your input on Pattern Class Scoring. We appreciate you taking the time to help us by giving your feedback. You hereby state that you are 18 years of age or older, and willing to participate in the research project conducted by Josi Reed, a graduate student at West Texas A&M University. In this survey, you will be asked questions regarding your judging experience with youth and/or collegiate judging teams and your professional judge's certification, as well as your perceptions on the Pattern class Scoring System. There is no more risk than everyday conversation and though you will not directly benefit, you will help us gain a better understanding of how youth and/or collegiate judging programs can affect testing for professional horse show judge's certification. You understand that you are not obligated to participate in this survey. If you choose not to participate, you may opt out of this survey by selecting "No" at the bottom of this page. You can also withdraw at any time without penalty.

This survey contains 15 questions, and should take 2 to 5 minutes.

Participation in this survey is voluntary and your responses will remain completely confidential. All research reports will report survey data in aggregate form only and individual responses will not be identifiable. The Qualtrics website is encrypted to ensure security and privacy of the information provided by the participants. If you have any concerns about this survey or your rights, you can contact Dr. John Pipkin, at 806.651.2557 or jpipkin@wtamu.edu; or the Dr. Angela Spaulding, research compliance at West Texas A&M University, at aspaulding@wtamu.edu or 806.651.2732. By clicking "Yes" below, you indicate that you agree to participate in this study. By clicking "No", you will be taken to the end of the survey. Josi Reed, West Texas A&M University. I have read the above statement and agree with the terms listed herein.

- ☐ Yes, I agree to participate in this study. (1)
- ☐ No, I do not wish to participate in this study. (2)

Condition: No, I do not wish to participate... Is Selected. Skip To: End of Survey.

Q1: What is your Gender

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to respond (3)

Q2: What is your Age

- ☐ 21-25 (1)
- ☐ 25-29 (2)
- ☐ 30-39 (3)
- ☐ 40-49 (4)
- ☐ 50-59 (5)
- ☐ 60-69 (6)
- ☐ 70 or over (7)
- ☐ Prefer not to respond (8)

Q3: Please identify the association(s) in which you hold a judge's certification. (select all that apply)

- ☐ AQHA (1)
- ☐ APHA (2)
- ☐ PtHA (3)
- ☐ WCHA (4)
- ☐ NSBA (5)
- ☐ NRHA (6)
- ☐ NRCHA (7)
- ☐ NCHA (8)
- ☐ Other. Please identify (9) _____

Q4: How long have you been a professional certified judge for each certification?

Years (1)

Q5: Did you participate in any youth and/or collegiate judging training programs and/or contests? (Select all that apply)

- ☐ Yes, Youth breed/event program (AQHYA, NRHA, APHYA, PTHA, etc. (1)
- ☐ Yes, 4-H (2)
- ☐ Yes, FFA (3)
- ☐ Yes, Junior College (4)
- ☐ Yes, Senior College (5)
- ☐ Yes, Other (6)
- ☐ No (7)

Condition: No Is Selected. Skip To: Do you think competitive judging team....

Q6: How challenging and rigorous was the youth and/or collegiate program you participated in?

	1- Not Challenging and Rigorous (1)	2- Somewhat Not Challenging and Rigorous (2)	3- Neutral (3)	4- Somewhat Challenging and Rigorous (4)	5- Extremely Challenging and Rigorous (5)	Did not participate (6)
Youth breed/event program (AQHYA, NRHYA, APHYA, etc.) (1)	☐	☐	☐	☐	☐	☐
4-H (2)	☐	☐	☐	☐	☐	☐
FFA (3)	☐	☐	☐	☐	☐	☐
Junior College (4)	☐	☐	☐	☐	☐	☐
Senior College (5)	☐	☐	☐	☐	☐	☐
Other (please fill in) (6)	☐	☐	☐	☐	☐	☐

Q7: Please rate how valuable your participation in each these programs was to your preparation for becoming a certified association judge?

	1- Not Valuable at All(1)	2- Somewhat Invaluable (2)	3- Neutral (3)	4- Somewhat Valuable (4)	5- Extremely Valuable (5)	Did not participate (6)
Youth breed/event program (AQHYA, NRHYA, APHYA, etc.) (1)	☐	☐	☐	☐	☐	☐
4-H (2)	☐	☐	☐	☐	☐	☐
FFA (3)	☐	☐	☐	☐	☐	☐
Junior College (4)	☐	☐	☐	☐	☐	☐
Senior College (5)	☐	☐	☐	☐	☐	☐
Other (please fill in) (6)	☐	☐	☐	☐	☐	☐

Q8: Please rate how strongly you believe your youth and/or college judging training program(s) helped with each of the following when you tested for your judge's certification.

	Strongly Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Strongly Agree (5)
Knowledge of Judging (2)	☐	☐	☐	☐	☐
Apprehension/Stress (3)	☐	☐	☐	☐	☐
Oral Communication (4)	☐	☐	☐	☐	☐
Written Communication (5)	☐	☐	☐	☐	☐
Critical Thinking/Problem Solving (6)	☐	☐	☐	☐	☐

Display This Question:

If "Did you participate in any youth and/or collegiate judging training programs"? No Is Selected

Q9: Do you think that participating in a youth and/or collegiate judging program could have helped you prepare to obtain your professional judge's certification?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

Condition: No Is Selected. Skip To: Would you recommend potential future

Q10: What disciplines do you believe would have been helpful to receive more preparation before testing for your professional judge's certification? (Select all that apply)

- ☐ Halter (1)
- ☐ Western Pleasure (2)
- ☐ Hunter Under Saddle (3)
- ☐ Pattern (Showmanship, Horsemanship, Equitation) (4)
- ☐ Western Riding (5)
- ☐ Trail (6)
- ☐ Reining (7)
- ☐ Roping (8)
- ☐ Working Cow Horse (9)
- ☐ Working Hunter and Hunter Hack (10)
- ☐ Cutting (11)
- ☐ Ranch classes (12)
- ☐ Longe line (13)
- ☐ Pleasure Driving (14)

Q11: Would you recommend to individuals hoping to become a certified judge in the future that they participate in youth and/or collegiate judging programs? (Select all that apply)

- ☐ Yes, Youth (1)
- ☐ Yes, Collegiate (2)
- ☐ Maybe, Youth (3)
- ☐ Maybe, Collegiate (4)
- ☐ No (5)

Q12: Please rate how effective you think the current scoring system for Pattern classes (Showmanship, Western Horsemanship, and Hunt Seat Equitation on the Flat) simply and accurately score and rank exhibitors.

Very Ineffective (1)	Somewhat Ineffective (2)	Neutral (3)	Somewhat Effective (4)	Very Effective (5)
☐	☐	☐	☐	☐

Q13: Please rate how effective you think the current scoring system for Pattern classes (Showmanship, Western Horsemanship, and Hunt Seat Equitation on the Flat) provides meaningful and constructive feedback to exhibitors.

Very Ineffective (1)	Somewhat Ineffective (2)	Neutral (3)	Somewhat Effective (4)	Very Effective (5)
☐	☐	☐	☐	☐

Q14: Please rate whether you would prefer to use the current score system for Pattern classes (Showmanship, Western Horsemanship, and Hunt Seat Equitation on the Flat) or a different scoring system that uses incremental numeric scoring system similar to Reining, Western Riding, Trail, and Roping classes.

Strongly Prefer Different System (1)	Somewhat Prefer Different System (2)	Neutral (3)	Somewhat Prefer Current System (4)	Strongly Prefer Current System (5)
☐	☐	☐	☐	☐

Q15. Please provide any comments or suggestions you would like to make regarding the Pattern class Scoring System:

Figure B-3. Primary Study Survey Instrument (National Reining Horse Association)

Block: Thank you for your participation in this study regarding the effects that participation with a youth or collegiate judging program or team(s) has on obtaining professional horse show judge's certification. We appreciate you taking the time to help us by giving your feedback. You hereby state that you are 18 years of age or older, and willing to participate in the research project conducted by Josi Reed, a graduate student at West Texas A&M University. In this survey, you will be asked questions regarding your judging experience with youth and/or collegiate judging teams and your professional judge's certification. There is no more risk than everyday conversation and though you will not directly benefit, you will help us gain a better understanding of how youth and/or collegiate judging programs can affect testing for professional horse show judge's certification. You understand that you are not obligated to participate in this survey. If you choose not to participate, you may opt out of this survey by selecting "No" at the bottom of this page. You can also withdraw at any time without penalty.

This survey contains 11 questions, and should take 2 to 5 minutes.

Participation in this survey is voluntary and your responses will remain completely confidential. All research reports will report survey data in aggregate form only and individual responses will not be identifiable. The Qualtrics website is encrypted to ensure security and privacy of the information provided by the participants. If you have any concerns about this survey or your rights, you can contact Dr. John Pipkin, at 806.651.2557 or jpipkin@wtamu.edu; or the Dr. Angela Spaulding, research compliance at West Texas A&M University, at aspaulding@wtamu.edu or 806.651.2732. By clicking "Yes" below, you indicate that you agree to participate in this study. By clicking "No", you will be taken to the end of the survey. Josi Reed, West Texas A&M University. I have read the above statement and agree with the terms listed herein.

- ☐ Yes, I agree to participate in this study. (1)
- ☐ No, I do not wish to participate in this study. (2)

Condition: No, I do not wish to participate... Is Selected. Skip To: End of Survey.

Q1: What is your Gender

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to respond (3)

Q2: What is your Age

- ☐ 21-25 (1)
- ☐ 25-29 (2)
- ☐ 30-39 (3)
- ☐ 40-49 (4)
- ☐ 50-59 (5)
- ☐ 60-69 (6)
- ☐ 70 or over (7)
- ☐ Prefer not to respond (8)

Q3: Please identify the association(s) in which you hold a judge's certification. (select all that apply)

- ☐ AQHA (1)
- ☐ APHA (2)
- ☐ PtHA (3)
- ☐ WCHA (4)
- ☐ NSBA (5)
- ☐ NRHA (6)
- ☐ NRCHA (7)
- ☐ NCHA (8)
- ☐ Other. Please identify (9) _____

Q4: How long have you been a professional certified judge for each certification?

Years (1)

Q5: Did you participate in any youth and/or collegiate judging training programs and/or contests? (Select all that apply)

- ☐ Yes, Youth breed/event program (AQHYA, NRHA, APHYA, PTHA, etc. (1)
- ☐ Yes, 4-H (2)
- ☐ Yes, FFA (3)
- ☐ Yes, Junior College (4)
- ☐ Yes, Senior College (5)
- ☐ Yes, Other (6)
- ☐ No (7)

Condition: No Is Selected. Skip To: Do you think competitive judging team....

Q6: How challenging and rigorous was the youth and/or collegiate program you participated in?

	1- Not Challenging and Rigorous (1)	2- Somewhat Not Challenging and Rigorous (2)	3- Neutral (3)	4- Somewhat Challenging and Rigorous (4)	5- Extremely Challenging and Rigorous (5)	Did not participate (6)
Youth breed/event program (AQHYA, NRHYA, APHYA, etc.) (1)	☐	☐	☐	☐	☐	☐
4-H (2)	☐	☐	☐	☐	☐	☐
FFA (3)	☐	☐	☐	☐	☐	☐
Junior College (4)	☐	☐	☐	☐	☐	☐
Senior College (5)	☐	☐	☐	☐	☐	☐
Other (please fill in) (6)	☐	☐	☐	☐	☐	☐

Q7: Please rate how valuable your participation in each these programs was to your preparation for becoming a certified association judge?

	1- Not Valuable at All(1)	2- Somewhat Invaluable (2)	3- Neutral (3)	4- Somewhat Valuable (4)	5- Extremely Valuable (5)	Did not participate (6)
Youth breed/event program (AQHYA, NRHYA, APHYA, etc.) (1)	☐	☐	☐	☐	☐	☐
4-H (2)	☐	☐	☐	☐	☐	☐
FFA (3)	☐	☐	☐	☐	☐	☐
Junior College (4)	☐	☐	☐	☐	☐	☐
Senior College (5)	☐	☐	☐	☐	☐	☐
Other (please fill in) (6)	☐	☐	☐	☐	☐	☐

Q8: Please rate how strongly you believe your youth and/or college judging training program(s) helped with each of the following when you tested for your judge's certification.

	Strongly Disagree (1)	Somewhat Disagree (2)	Neutral (3)	Somewhat Agree (4)	Strongly Agree (5)
Knowledge of Judging (2)	☐	☐	☐	☐	☐
Apprehension/Stress (3)	☐	☐	☐	☐	☐
Oral Communication (4)	☐	☐	☐	☐	☐
Written Communication (5)	☐	☐	☐	☐	☐
Critical Thinking/Problem Solving (6)	☐	☐	☐	☐	☐

Display This Question:

If "Did you participate in any youth and/or collegiate judging training programs"? No Is Selected

Q9: Do you think that participating in a youth and/or collegiate judging program could have helped you prepare to obtain your professional judge's certification?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

Condition: No Is Selected. Skip To: Would you recommend potential future

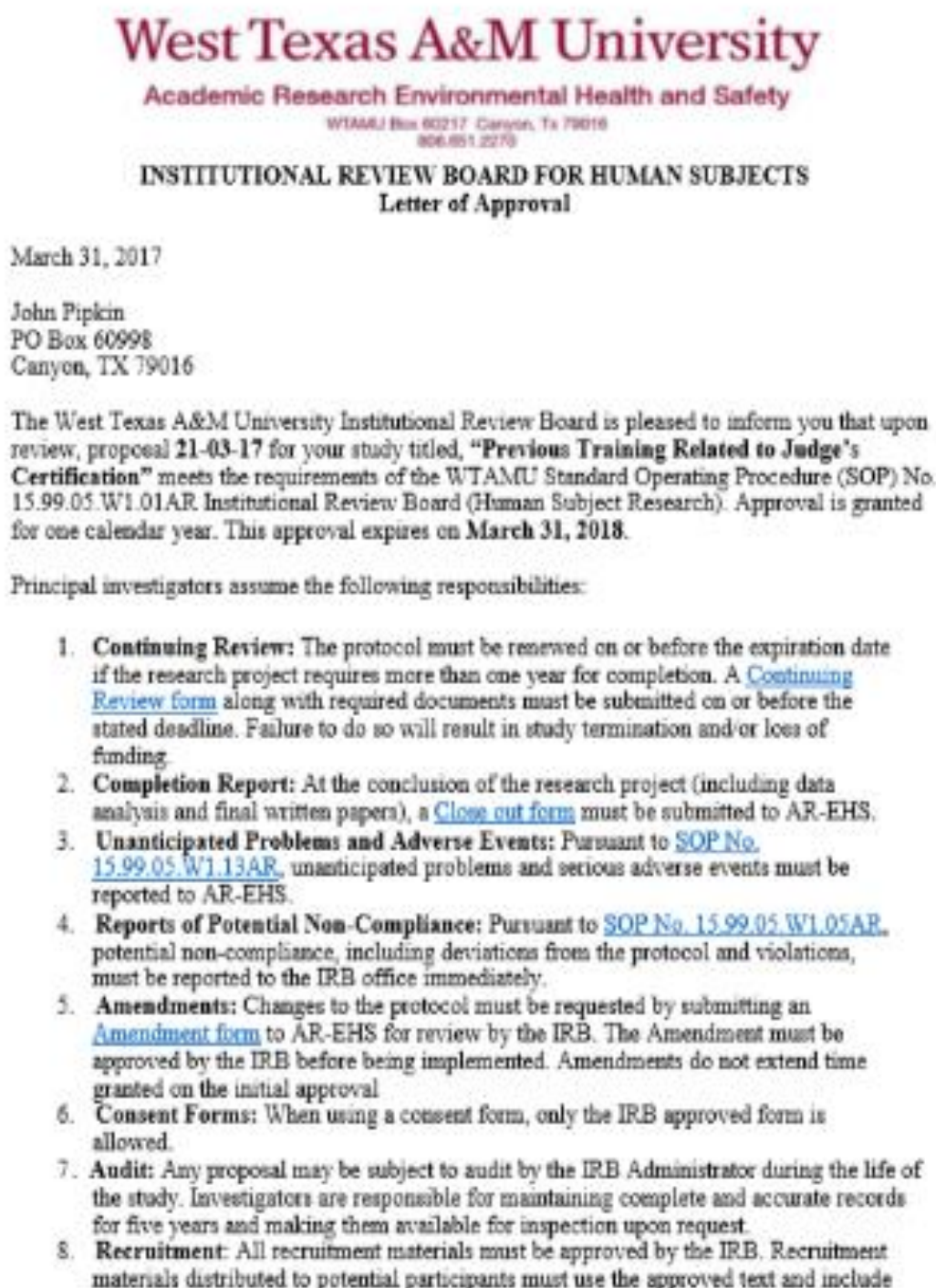
Q10: What disciplines do you believe would have been helpful to receive more preparation before testing for your professional judge's certification? (Select all that apply)

- ☐ Halter (1)
- ☐ Western Pleasure (2)
- ☐ Hunter Under Saddle (3)
- ☐ Pattern (Showmanship, Horsemanship, Equitation) (4)
- ☐ Western Riding (5)
- ☐ Trail (6)
- ☐ Reining (7)
- ☐ Roping (8)
- ☐ Working Cow Horse (9)
- ☐ Working Hunter and Hunter Hack (10)
- ☐ Cutting (11)
- ☐ Ranch classes (12)
- ☐ Longe line (13)
- ☐ Pleasure Driving (14)

Q11: Would you recommend to individuals hoping to become a certified judge in the future that they participate in youth and/or collegiate judging programs? (Select all that apply)

- ☐ Yes, Youth (1)
- ☐ Yes, Collegiate (2)
- ☐ Maybe, Youth (3)
- ☐ Maybe, Collegiate (4)
- ☐ No (5)

Figure B-4. IRB Approval Letter



the study's IRB number, approval date, and expiration dates in the following format:
WTAMU IRB##-##-## Approved: ##/##/#### Expiration Date: ##/##/####.

9. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the Family Education Rights and Privacy Act (FERPA) administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA) if applicable to the research being proposed. The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.

Sixty days prior to the expiration of this proposal, you will receive a notification of the approaching expiration date at which time you will need to submit an [Amendment/Continuation/Close out](#) form.

Thank you for your cooperation with the IRB and we wish you well with your research project.

Sincerely,



Dr. Gary Bigham
Chair, WTAMU IRB



Dr. Angela Spaulding,
Vice President of Research and Compliance