

A STUDY OF ADULT VOLUNTEERS AND THEIR
PERCEPTIONS OF SELECTED ASPECTS
OF THE OKLAHOMA 4-H SHOOTING
SPORTS PROGRAM

By

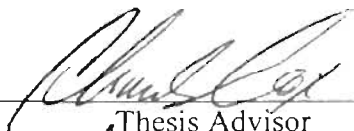
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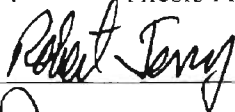
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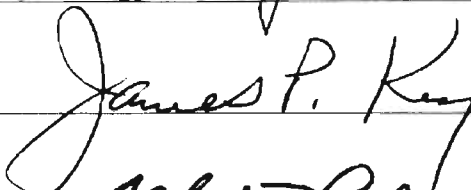
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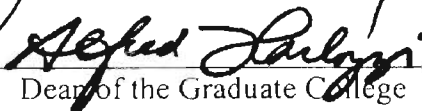
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TABLE OF CONTENTS

Chapter	Page
I .INTRODUCTION.....	1
Rationale for the Study	2
Statement of the Problem.....	2
Purpose of the Study.....	2
Objectives	3
Definition of terms.....	3
Scope of the Study	4
II. REVIEW OF LITERATURE.....	5
Volunteers	5
Who Volunteers	6
Why Volunteer.....	7
Extension, 4-H, and Volunteers	9
Shooting Sports.....	11
What is Shooting Sports	12
4-H Shooting Sports.....	13
Oklahoma Shooting Sports Program	14
Other Shooting Sports Programs	15
Jakes program	21
JAYCEES	22
American Legion Jr. Shooting Sports Program	23
Programs of the National Rifle Association	23
Summary	24
III. METHODOLOGY	25
Objectives of the Study.....	25
IRB Approval.....	26
Population	26
Development of Instrument	27
Data Collection	27
Analysis of Data.....	27
IV. PRESENTATION AND ANALYSIS OF FINDINGS	28
Demographic Characteristics	28
Distribution of Volunteers by Gender.....	28
Distribution of Volunteers by Age.....	29
Distribution of Volunteers by 4-H District	30
Distribution of Volunteers by Racial/Ethnic Affiliation.....	30
Distribution of Volunteers by Whether or Not They Had Children in In SS	31

Chapter	Page
Distribution of Volunteers by Previous Involvement in 4-H.....	31
Distribution of Volunteers by Number of Years of Previous Involvement.....	32
Distribution of Volunteers by Previous Projects Involved In.....	33
Distribution of Volunteers by Other Areas They Volunteer.....	34
Distribution of Volunteers by Why They Volunteered For SS Program.....	35
Distribution of Volunteers by Years of Shooting Experience.....	37
Distribution of Volunteers by Other Shooting Sports Affiliations.....	37
A Distribution of Shooting Sports Disciplines.....	38
Distribution of Volunteers by Disciplines Certified In.....	38
Distribution of Volunteers by Number of Youth & Other Adults in Program.....	39
Distribution by Discipline of Respondents by Level Of Competition.....	40
A Distribution of Club Makeup.....	41
Distribution of Respondents by Other Competitions Youth Participate In.....	41
Distribution of Respondents by How Often They Meet.....	42
Distribution of Respondents by Perceived Beneficial Aspects of Shooting Sports..	43
Knowledge Increase Among Participants.....	44
A Summary of Degrees of Improvement of Knowledge & Skills.....	45
Summary of New Skills & Techniques Learned.....	45
Participants Perceptions of Ways to Improve The Program.....	45
Summary of Improvement Suggestions by Respondents.....	46
Summary of Respondents by If They Would Recommend Program to Youth.....	48
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	 48
Introduction.....	48
Purpose of the Study.....	48
Objectives of the Study.....	48
Population of the Study.....	49
Design and Procedures.....	50
Instrument.....	49
Data Collection.....	50
Major Findings of the Study.....	50
Demographics of the Respondents.....	51
Conclusions.....	54
Rccommendations for Further Study.....	55
 BIBLIOGRAPHY.....	 57
 APPENDEICIES.....	 59
APPENDIX A – IRB FORM.....	60
APPENDIX B – COVER LETTER & Survey.....	61
APPENDIX C – List of Responses From Question 24.....	65
APPENDIX D – List of Other Responses.....	69

LIST OF TABLES

Table	Page
I. Distribution of Oklahoma 4-H Shooting Sports Volunteers by Gender	28
II. Distribution of Oklahoma 4-H Shooting Sports Volunteers by Age	29
III. Distribution of Volunteers by 4-H District	30
VI. Distribution of Volunteers by Racial/Ethnic Affiliation	30
V. Distribution of Volunteers by Whether or Not They Had Children in the 4-H Shooting Sports Program	31
VI. Distribution of Volunteers by Whether or Not They Had Been Involved In 4-H as Either a Member or Volunteer Before Agreeing to Be A Shooting Sports Volunteer	31
VII. Distribution of Volunteers by Previous Involvement In 4-H as either a Member or Volunteer & Number of Years As a Shooting Sports Volunteer	32
VIII. A Distribution of Volunteers by Projects Involved in before Becoming a Shooting Sports Volunteer.....	33
IX. A Distribution of Volunteers by Other Youth Activities for Which They Volunteer.....	34
X. Distribution of Volunteers by Reason for Volunteering in the 4-H Shooting Sports Program.....	35
XI. Distribution of Volunteers by Years of Shooting Sports Experience.....	37
XII. Distribution of Respondents by Other Shooting Sports Affiliations.....	37
XIII. Distribution of Respondents by Disciplines in which Certified	38
XIV. A Distribution of Respondents by Number of Youth and Number of Adult Helpers by Range and Mean by Discipline	39
XV. A Distribution by Discipline of Respondents by the Level of Competition.....	40

Table	Page
XVI. Distribution of Responses by Special Shooting Competitions in Which Students Have Participated.....	41
XVII. Distribution of Respondents by How Often They Meet with Their Shooting Sports Club	42
XVIII. Distribution of Perceived Beneficial Aspects of the Shooting Sports Program	43
XIX. A Summary of Degrees of Improvement of Knowledge & Skills.....	45
XX. A Summary of New Skills and Teaching Techniques Learned.....	45
XXI. A Summary of Improvements to Training Program by Respondents.....	46
XXII A Summary of Respondents as to Whether or Not They Would Recommend the Shooting Sports Program to All Youth.....	48

CHAPTER I

INTRODUCTION

At the time of the study, many major stories in newspapers, television and radio had a common theme: YOUTH AND GUNS DON'T MIX; TEENAGERS GO ON SHOOTING RAMPAGE; SEVERAL YOUTH AND ADVISORS KILLED IN SCHOOL SHOOTING! And the headlines continued.

The combination of kids and guns is one that often makes the public uneasy, especially in time when acts of violence seem commonplace. However, the Oklahoma Cooperative Extension has taken a positive approach to dispel these kinds of headlines. The Oklahoma 4-H Shooting Sports (SS) program is attempting to develop youth by utilizing adult volunteers and promote responsible behavior with firearms and to develop shooting skills.

Many 4-H programs deal directly with environmental concerns. They are designed to instill positive attitudes and values toward the natural world in today's youth. One area of programming that focuses heavily on environmental topics is natural resources and shooting sports. According to Reed & Hestwood, "A major program goal of 4-H Natural Resources is to increase people's understanding and enjoyment of natural resources. We seek to promote responsible use of natural resources as a major contributor to "quality of life" (Carlson & O'brien, 1995).

The Oklahoma SS program began in 1993 and through a set of volunteers, has conducted at least one certification training each year. Based on personal experience of the investigator, the skills being developed by youth who are involved with the program

include: safety, problem solving, marksmanship, and decision making. Youth also have the opportunity to develop positive traits such as cooperation, responsibility, and commitment. This program teaches young people how to handle firearms and related equipment safely and responsibly by teaching basic skills and safety techniques associated with air pistol, air rifle, shotgun, archery, blackpowder, and hunting. (Carlson & O'brien, 1995, p.7.)

Since establishment of the shooting sports program over six years ago, no study has been done to see if the program is meeting its goals. Over 200 adult volunteers have participated in the annual trainings and the only feedback of program success has been the attendance at shoots offered on the district and state level of competition. This study focuses on the Oklahoma 4-H Shooting Sports program adult participants' demographics and their implementation and perceptions of how the program is beneficial for youth.

Statement of the Problem

An evaluation of the Oklahoma 4-H Shooting Sports program has not occurred since its implementation over five years ago. It is the investigators hope that this study will serve as a base line for future research of the shooting sports and certification program.

Purpose of the Study

This study will help determine the effectiveness of leader training in general and of the shooting sports leader certification program in Oklahoma. Data collected from the adult volunteers who have participated in the 4-H Shooting Sports certification program

offered annually will help define the demographic traits of current volunteers while providing information that might assist in program evaluation and future expansion.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established.

1. To describe the demographic characteristics of certified adult shooting sports volunteers.
2. To determine volunteers' previous associations with 4-H.
3. To determine areas of volunteer assistance with 4-H and other organizations.
4. To determine reasons for joining the Oklahoma 4-H Shooting Sports program as a volunteer.
5. To determine other wildlife or shooting sports organizations to which the volunteers belong.
6. To determine the volunteers area(s) of 4-H Shooting Sports certification, and how the disciplines are utilized in their respective counties.
7. To determine the benefits and areas for improvement of the Oklahoma 4-H Shooting Sports Program.

Definition of Common Terms

Cooperative Extension Service – The organization established in each state by the Smith-Lever Act of 1914 to disseminate Agricultural and Home Economics research based information from land-grant colleges and universities to the citizens of each state for use in improving their standard of living.

Cooperative Extension is the direct link between the U.S. Department of Agriculture, the land-grant universities of each state and local county governments.

4-H – The youth organization directed through the Cooperative Extension Service designed to teach life skills to youth in Oklahoma counties.

Project Club – project clubs are learning groups composed of members dedicated to one primary project, with their 4-H emphasis being subject related. Often these are continuing learning groups that also have a team of volunteer leaders that meet more frequently to do more in-depth project activities.

Volunteer training– the process of stimulating and preparing volunteers to acquire knowledge and to develop attitudes and skills necessary to enable them to be successful in their leadership roles.

Scope of the Study

The scope of this study included the adult participants of the Oklahoma 4-H Shooting Sports Certification program since 1993. According to the 1999 enrollment forms, 219 adults from 57 different counties have participated in the annual certification training programs.

Chapter II

Review of Literature

Introduction

The purpose of this chapter is to present an overview of information relating to the topic of this study. The review is organized into two major components that relate directly to the study and include: 1. Volunteers and 2. Shooting Sports.

The researcher was only able to locate a limited number of related studies to shooting sports while information about volunteerism was abundant.

Volunteers

Volunteerism – It has many meanings to different organizations. Many reasons also exist as to who volunteers and why they do.

However, it was Herzberg, Mausner, and Snyderman (1967, p. 139) who best summarized the sphere of volunteers: We cannot help but feel that the greatest fulfillment of man is to be found in activities that are meaningfully related to his own need as well as those of society.

More emphatically, Mead (1975, p. 60) stated: Anything that embodies our deepest commitment to the way human life should be lived and cared for depends on some form- more often, many forms- of volunteerism. (as cited by Henderson, 1979, p1).

Volunteers are essential to the continued growth of many organizations. They are individuals from whom organizations seek a significant time commitment, and volunteers

want to feel that they are contributing to a meaningful and worthwhile cause (Oklahoma 4-H Volunteer Application & Enrollment System, 1999, P.1.).

WHO VOLUNTEERS

Rohls (1986) stated a familiarity with various social background characteristics and their relationship to participation provides information on both “who” volunteers and to a limited extent, “why” they volunteer. According to Zeutschel & Hansel, (1989) those most ready to volunteer typically have a history of volunteering or serving in some unpaid position during their youth. Volunteering has become a way of life. Others learn to volunteer through early experiences in school, sports clubs, church groups, 4-H and Scouts (as cited in Kulp, 1994).

Zeutschel & Hansel also stated parents most readily volunteer in efforts benefiting their children. A distinct pattern of moving from one volunteer position to the next is found in parents, mostly mothers, who accompany their children through different educational institutions from kindergarten through secondary school. They become involved as classroom aides, as chaperones on excursions, or as helpers at special events; they are found on parent advisory boards and may be active volunteers or committee chairpersons (as cited in Kulp, 1994).

Research says of American volunteers that married women with children and retired people are most likely to be volunteers, and that volunteers are likely to have education beyond high school. Men are less likely to be involved in volunteer work than women, and well over half of volunteers report annual family incomes over \$25,000 (Rowland, 1990).

WHY PEOPLE VOLUNTEER

According to Morrison (1983, p.9) “Today a far greater percentage of the population is involved in volunteer efforts than at any time in history.” He further pointed out: There are some things that belong to us that are so precious we can’t sell them; we must share them with others – so it is with our volunteer efforts... There is a certain reward in being part of an effort that makes a difference. In contemporary society the problems are complex, the solutions more involved, and the satisfaction more obscure. It is these very challenges which spark the interest and involvement of 20th century volunteers. This involvement meets inner needs and brings happiness (as cited in Edmonson, 1989).

Volunteerism is a mutually beneficial process for both the volunteer and the organization. According to Henderson (1981), some of the most common reasons why people volunteer are:

- To help people.
- Out of a sense of duty.
- One couldn’t refuse.
- A child was in the program.
- There was nothing else to do.
- Enjoyment of volunteer work.
- Volunteering might lead to a paying job.
- To improve the community.
- For self-growth.
- Because volunteering was a good use of free time.

- To feel needed or useful.
- For a cause.
- To meet personal social needs.

According to Burgess, several characteristics exist as to the type of adults who choose to participate in the learning experience or volunteerism: 1. They want to know; 2. They have established personal, social, or religious goals; 3. They are engaged in some activity; 4. They need to meet a formal work-related requirement; and 5. They simply want to escape (as cited in Norland, 1992, p.1.).

Norland also noted in her literature that other factors related to participation, such as: involvement with a formal organization that encourages adult participation, broad and diverse leisure activities, and high levels of income. The data from her study indicated the same basic results as to why clientele volunteered for the Ohio Extension service; those reasons being: 1. They can arrange to participate, they are internally motivated, they believe Extension provides quality information, and they enjoy social involvement. (Norland, 1992).

Studies done by Henderson 1979, Parrott 1977, and ACTION 1974 had similar findings as to what motivates people to volunteer their time. Those main motivations were: wanting to help people, having a sense of duty, having children in the program, and enjoyment of volunteer work (as cited in Henderson, 1981).

EXTENSION, 4-H AND VOLUNTEERS

According to Patton (1990), working with volunteers is an Extension tradition. Extension and 4-H could not exist without the help of those volunteers who use their time to further the goals of the program.

Since 4-H is an organization focused on youth development, volunteers and youth alike must be able to co-exist within the confines of said organization. According to the Carnegie Council on Adolescent Development 1994, "A critical factor to successful youth programs is the response of young people to the adults who work with them. Moreover, Cox & Woyach (1992) stated effective youth leadership programs involve youth in significant relationships with mentors, positive role models and other nurturing adults" (as cited in Wingertan, Kling, & Kleon, 1999).

Volunteering to work with youth is widespread and ranges from schools to clubs, but in all cases, volunteers help in educating youth (Edmonson, 1989). Addressing volunteerism in education, Whaley (1973) stated, in efforts to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have turned for help to one of the oldest traditions in American life - - the tradition of volunteerism. While the roots of voluntary service run deep in American society, the concept of organized, coordinated volunteerism in nearly every facet of school life is a relatively recent phenomenon (as cited in Edmonson, 1989).

The need for volunteer leaders by many youth organizations throughout the country has continued to grow. Almost all aspects of youth education, whether it is public schools or other youth serving organizations rely heavily on volunteers. Tyler (1966) stated "volunteers help maintain an atmosphere of caring, help people become

better community members, give additional support to agencies, and allow for increased services (as cited in Henderson, 1979).

According to Boyle & Douglas (1964), annually over two million adults serve in voluntary leadership capacities for educational youth organizations in the United States. Such groups as Boy Scouts, Girl Scouts, Campfire Girls, 4-H Clubs, Farm Youth Organizations, and Young Adults Church Groups rely almost exclusively on lay people in the community to provide adult leadership for their organizations (as cited in Edmonson, 1989).

Since its beginning, 4-H has relied heavily on volunteers to help carry out programs, give guidance to 4-H members, and assist the 4-H agents (Edmonson, 1989). According to Wessel and Wessel (1982) 4-H is the youth education program of the Cooperative Extension Service...4-H participants are youth taking part in programs provided as a result of action planned and initiated by Extension personnel in cooperation with volunteer leadership at the local level.

Volunteers serve in numerous capacities within the 4-H system. Some may serve as leaders or assistant leaders for local clubs which meet all year long, while others may be in charge of various projects and serve as a local or county project leader, such as livestock, sewing, or shooting sports. Another level for 4-H volunteers is as committee members who are involved with decision making, as well as serving in leadership roles on specific local, county, or state events throughout the year.

SHOOTING SPORTS

Youth and Guns! It seems you hear about this combination almost daily on the news and in the papers. It makes the public very uneasy because it is almost always reported in a violent nature. In fact, the combination is one that deserves attention.

According to the National Center of Health Statistics, 14 children die in America every day from a gunshot wound. While this rate was the lowest in the US since 1990, children under the age of 15 are still 12 times more likely to die of a gun shot than are their peers in 25 other industrialized nations (4-H Impact Statement, ND).

While the researcher noticed several studies which portrayed a decrease in amount of gun related deaths and accidents in youth, there were limited suggestions to reinforce the numbers. Although many reasons come to mind, one that arose time and again in several studies was that of firearm and safety education. Many studies showed that youngsters who have had firearm safety instruction were less likely to have an accident than those who had not had such instruction.

National Safety Council statistics show that the number of firearm accidents each year had declined significantly ---a direct result of increased safety awareness and proper training. Accidents while hunting or participating in other outdoor-related firearm activities have declined more than one-third over the past two decades. Firearm accidents in the home have declined 50% over the same period (Ruth,1999).

Safety entails more than just placing an extra safety device on a gun, removing a firearm from the home, or never acquiring a gun. Because of the large quantities and availability of guns in the US, it is a real possibility that a child may at some point

encounter an unattended gun. Therefore, education on the fundamentals of gun safety would enhance the prospects of fewer gun-related deaths.

Groups such as the Boy Scouts of America, Jaycees, the National Rifle Association, and 4-H have promoted and taught gun and shooting sports safety for many years. It is these organizations which educate youth about the many aspects dealing with firearms and related topics. They use many different teaching methods to achieve their goals, but they all relate to the general topic of shooting sports.

WHAT IS SHOOTING SPORTS?

Shooting sports is an active program, attractive to youth and adult audiences. The curriculum is designed to assist young people in personal development, establish a personal environmental ethic and explore life long vocational and avocational activities. The program uses experimental learning and positive interactions with youth and adult role models to help young people develop self-concept, self-assurance, and a positive self-image. (Howard, 1987).

Because shooting sports is such an active program, many parents and adults, who themselves enjoy shooting, believe that this is an opportunity to share their interest with kids and allows them the activities for which they can participate together.

According to Meili (1993), "Shooting is an easy sport to get started in, and one that builds self-esteem and confidence as beginners can quickly see their progress." Shooting builds a number of skills, such as concentration and hand-eye coordination. Visualization and relaxation techniques are also incorporated to enhance skills. Through

the safety training that is an essential part of any shooting program, youngsters learn responsibility, discipline and respect for others.

4-H SHOOTING SPORTS

4-H Shooting Sports is one of the fastest growing programs in 4-H today.

- Currently 33 states have an active shooting sports program
- Each year, approximately 100,000 youth are involved in one or more disciplines of the shooting sports program.
- The Shooting Sports program has more than 10,000 adult volunteers, donating time, talents, and financial resources.
- Sixty different national companies and organizations have contributed annually.
- Many public and private organizations recognize and support the 4-H Shooting Sports Program.

(Kling, 1990,p.3)

While the 4-H Shooting Sports program teaches youth many concepts about firearm and shooting safety, it also offers youth the chance to develop other important life skills such as citizenship, leadership, and sportsmanship. Moreover, they have the chance to develop critical thinking, ethics practices, and an appreciation for nature. 4-H Shooting Sports is a community-based, volunteer-directed, family-oriented activity that emphasizes hands-on learning (National 4-H Shooting Sports Committee,1998).

Involvement in the Shooting Sports program can teach responsibility at an early age. The younger age that participants start, the better opportunity they have to develop

shooting skills that they will use the rest of their lives, and they get to learn these skills in a disciplined environment. The 4-H shooting sports program is designed to:

- give boys and girls thorough instruction in the use of firearms;
- develop self-confidence, personal discipline, responsibility and sportsmanship;
- create an appreciation and understanding of natural resources;
- provide volunteer instructors safe and proper instructional techniques; and
- show volunteer leaders how to plan and manage a 4-H Shooting Sports Club.

(Kling,1990, p.4)

The 4-H Shooting Sports program strives to enable youth, their parents and other adult volunteers to become responsible, self-directed and productive members of society. The goals and objectives of the shooting sports program are consistent with those of the 4-H program in general. The specific goals and objectives of the 4-H Shooting Sports Program include, but are not limited to, the following:

1. To encourage participation in natural resources and related natural science programs by exposing participants to the content through shooting, hunting and related activities.
2. To enhance development of self-concept, character and personal growth through safe, educational and socially acceptable involvement in shooting activities.
3. To teach safe and responsible use of firearms and archery equipment including sound decision making, self-discipline, and concentration.

4. To promote the highest standard of safety, sportsmanship and ethical behavior.
5. To expose participants to the broad array of vocational and life-long avocational activities related to shooting sports.
6. To strengthen families through participation in life-long recreational activities.
7. To complement and enhance the impact of existing safety, shooting and hunter education programs using experiential educational methods and progressive development of skills and abilities.

(Howard, 1993, fact sheet 1)

OKLAHOMA/OTHER STATE SHOOTING SPORTS PROGRAMS

The Oklahoma 4-H Shooting Sports Program started in 1982. It developed primarily into a 4-H Shotgun Sports Program with 17 counties in Oklahoma having a program. In 1994, the program was revised to include the following disciplines: archery, air rifle, air pistol, black powder, shotgun, hunting, and coordinator. The program revision was modeled after the National 4-H Shooting Sports Program and is administered by a nationally certified state committee consisting of extension staff and volunteers. (Oklahoma 4-H Shooting Sports Policy, 1994).

In this day and age, youth programs (especially those dealing with shooting sports) have a high potential of liability and lawsuits. Because of this potential, Oklahoma and other states have required 4-H shooting sports volunteers to attend a training and be certified in order to conduct classes in the various disciplines.

Extension employees, including 4-H volunteers, are granted a level of protection under Article VII, Section 701 (The Government Tort Claims Act) of Oklahoma Statute when they are functioning within the realm and scope of their duties. In order to help Extension professionals and volunteers understand what normal and reasonable duties might be, all coaches must be certified. (Oklahoma 4-H Shooting Sports Committee, 1994).

Certification workshops are held annually across the state. Sites have included campgrounds in Guthrie, Ponca City, and Muskogee. The training usually last from Friday evening through Sunday noon. On the final day, participants have the opportunity to train the other team members in their respective discipline. This allows the instructors the opportunity to review the teaching skills of each trainee.

Requirements for certification in the Oklahoma 4-H Shooting Sports Program include:

1. Twenty-one years old on or before January 1 of the current year.
(With the exception of archery, which is 18 years old.)
2. Attend state instructor training sessions administered by the State 4-H Shooting Sports Committee. Attend all sessions and successfully complete training course.
3. One certification per discipline may be achieved at a state sponsored instructor training program. The instructor in each class reserves the right not to certify a person if he/she feels the candidate will not be a competent instructor (Oklahoma 4-H Shooting Sports Committee, 1994).

Since its revision in 1994, the Oklahoma 4-H program has recognized 229 adult participants for successfully completing a training session of over 20 hours in a shooting discipline. The adults who have successfully completed the sessions are primarily new volunteers for 4-H and of those approximately 85% are male. This core group of volunteers work with youth in 55 of the 70 counties in Oklahoma. (Oklahoma Cooperative Extension Service, 1999).

While many states offer a 4-H Shooting Sports Program, it was realized by the researcher that most, if not all, were based on the same principles set forth by the National Shooting Sports Program. They had common goals, situation statements, and training methods. Most were focused on how to increase enrollment of urban youth or those who thought of 4-H as “Cows, Sows, and Plows”, as well as focusing on the aspect of safety and firearms. Limited differences were found, however certain statistics, goals, and ideas from other states became prominent.

Michigan’s 4-H Shooting Sports Program had over 3,000 youth participate in 1998. The program incorporates Project Leopold and other wildlife education programs and provided leader certification workshops in Archery, Riflery, Shotgun, Hunting, and Wildlife. Some of its innovative goals include:

- To conduct 30 volunteer leader-training workshops in outdoor and aquatic education by April 2001, resulting with a proposed 600 trained volunteer leaders to work with youth at the local level.
- To establish a community based youth outdoor club in every county in Michigan.

- Develop a College Scholarship to enhance recruitment of teens into undergraduate programs related to natural resources.
- To coordinate a voucher system to allow youth and families who have participated in their programs to purchase equipment at a discounted price.
- Offer grants to local youth clubs focused on outdoor/aquatic education.

Michigan's Vision Statement is to enhance the youth and families of the state through environmental education and outdoor experiences in the effort to nurture stewardship and leadership related to their natural resources (Michigan Cooperative Extension Service, 2000).

The creation of the Mississippi 4-H Field and Stream Shooting Sports Program rests in the shooting and hunter education communities, the arms and ammunition industries, the Extension Service, 4-H, the Mississippi State University Department of Wildlife and Fisheries, and the Mississippi Department of Wildlife, Fisheries and Parks (MDWFP).

The Mississippi 4-H Field and Stream Program tries to combine the best of all of the aforementioned programs, while keeping a relationship with the existing natural resources, safety, and outdoor recreation programs. The materials and training programs emphasize youth and their life skills as the product of the program while using tested techniques and positive reinforcement to develop fundamentally sound shooters. Strong and continuing recruitment of volunteers, intensive volunteer training and management, minimal commitment of professional staff time and attractiveness to males and older teens have been and

continue to be key elements in the successful program (Mississippi State Extension Service, Publication 2227, 2000).

The Nebraska 4-H Shooting Sports program is much like that of the Oklahoma and National programs. The program has the same disciplines offered and requires 4-H volunteer certification training. Furthermore, the programs share the same basic objectives and philosophy. The major difference in the Nebraska program is in their certification requirements.

The Nebraska program requires the use of a state 4-H certified/trained instructors to conduct classes in the various disciplines. No person may be certified as an instructor until the following requirements are met:

- 18 years of age or older.
- Any person certified by an organization other than 4-H (i.e. NRA) who wishes to become a 4-H Shooting Sports instructor without taking the entire state 4-H Shooting Sports training is required to submit copies of their certification and outline of curriculum for their discipline to the state committee.
- Personal Record
- Have no felony convictions
- Have no convictions for hunting or fishing violations within 2 years
- Have no convictions related to child abuse
- Youth, 14-17, who have successfully completed a state or national sponsored workshop, may assist a certified instructor while under their direct supervision as a Junior Instructor.

- To keep up the certification, instructors must teach or assist in teaching a class every two years (Nebraska Cooperative Extension Service, 2000).

Kansas has a statewide group approach to its Shooting Sports Program. It uses what is called a 4-H Shooting Sports Action Team, which is composed of 15 positions. These positions are composed of 5 adult volunteers, 5 teens, and 5 extension agents representing the five extension areas. Potential extension agent candidates complete an application which includes a letter of recommendation from either the county extension agent or area director. Volunteers and teens are selected on the basis of outstanding leadership in the subject or area.

The fifteen committee members then select a chair, co-chair, and a secretary from within their ranks. The Project Action team concept serves to bring together volunteers, agents, and specialists to conduct one or more of the state events or activities, (Kansas Cooperative Extension Service).

New Mexico initiated a 4-H shooting sports project in a low-income housing project in southern New Mexico. 4-H was already a part of a public housing program coordinated by the Truth or Consequences Public Housing Authority. The program targets low-income youth residents of a 75 - home facility (Sabo & Hamilton, 1997).

In as much as the 4-H Youth program is in a position to make positive changes in the perceptions and safety practices of the youth today, the solution cannot be addressed by just one youth organization. The problems and concerns are far too numerous, and resources are too few. Thereby, other youth organizations, educational institutions, civic groups and private industries must cooperate and work together to effectively make a difference.

Four-H is the lead youth organization filling the gap in firearm safety education. Fast on 4-H's footsteps are the National Rifle Association, International Hunter Education Association, Boy Scouts of America, and other organizations that are recognizing the need for organized skill training in hunter education, firearm safety, and shooting sports (Sabo & Hamilton,1997).

According to Hechinger (1992) many youth-serving organizations provide programs that promote healthy, positive youth development. These organizations typically share common fundamental elements that guide their programs, such as "a commitment to the effective development of young people, reliance on small group activities under the guidance of committed adults, and the engagement of their participants in the process of cooperative learning (as cited in O'brien & Carlson,1995)."

OTHER YOUTH SHOOTING PROGRAMS

JAKES Program

JAKES is a program offered by the National Wild Turkey Federation and it focuses on young people. JAKES (Juniors Acquiring Knowledge, Ethics, and Sportsmanship) is dedicated to informing, education and involving America's youth in wildlife conservation and the wise stewardship of our natural resources. The program is also designed to help pass on the traditions of hunting with emphasis toward ethics and safety. Any youth 17 years old or younger can participate (National Wild Turkey Federation, 2000).

JAYCEES Shooting Education

The JAYCEES Shooting Education program began in 1963 and teaches safety and respect of guns to America's youth. It is sponsored by Daisy Manufacturing Company, Inc. and uses only BB guns for training. The four basic components of the program are: Education, Safety, Enjoyment, and Competition (The United States Junior Chamber of Commerce JAYCEES, 2000).

American Legion Junior Shooting Sports Program

The American Legion Junior Shooting Sports program combines a Basic Marksmanship Course, Qualification Awards, and Air Rifle Competition. Participants can be of any gender, and must be 14 – 20 years old.

- The Basic Marksmanship Course is a comprehensive instruction package which focuses primarily on gun safety and marksmanship fundamentals.
- Qualification Awards are courses which offer a personal skill development ladder where individual shooters work to achieve established performance standards. Junior shooters may enroll in this program upon graduation from the Basic Marksmanship Course.
- Air Rifle Competition is an annual tournament which is held on a progressive basis starting with postal matches to determine state and/or regional champions. The next stage is a Qualification Round to determine who will compete in the National Championship, which is a shoulder to shoulder match held during the summer at the Olympic Training Facility in Colorado Springs, Colorado (The American Legion Junior Shooting Sports Program, 2000).

Programs Of The National Rifle Association (NRA)

NRA Shooting Sports Camps are camps for people of various ages.

Individuals have the opportunity to learn gun safety, participate in shooting sports activities, learn a new discipline, or hone their skills. These camps are conducted through the efforts of the NRA, local-level shooting and sporting clubs and other organizations. Camp themes include: Safety and Firearm Education, Basic Shooting, Competition, Hunting, Special Interest, or Youth SportsFests.

Eddie the Eagle – This program was developed in 1988 with the help of educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials, and NRA safety experts. It is a comprehensive curriculum for parents, teachers and law enforcement personnel to teach pre-kindergarten through 6th grade schoolchildren to avoid gun accidents through a four-part plan of action – 1. STOP 2. Don't Touch 3. Leave the Area 4. Tell an Adult.

YHEC – The Youth Hunter Education Challenge is a program in outdoor skills and safety training for young hunters. It is open only to those who have completed hunter-safety training at the state level and is conducted under simulated hunting conditions to provide the best practical environment for reinforcing and testing a young hunter's skills (National Rifle Association, 2000).

Summary

This review of literature presents background information in the areas of shooting sports and volunteers. The literature reviewed indicates that the majority of volunteers are retirees and women whose children participate in the program. People are motivated to volunteer to help others, to improve their community, and to feel needed. Historically, individuals who donate their time have a history of volunteering with other organizations and they tend to change the organization they volunteer with based on the activities their children participate in.

Youth organizations, such as 4-H, Scouts, religious based youth groups and others rely on volunteers to accomplish their goals. Like other organizations, most 4-H volunteers are women, adults whose children participate in the program or believe in the goals of the program.

As society changes, the requirements for being a volunteer are changing as well. In this age of lawsuits and litigation, volunteers must have the appropriate training and support from the host organization. Literature reviewed indicates that education and training in the areas of preference has a significant impact on the number of incidents or accidents, especially when dealing with firearms and safety. Since 4-H Shooting Sports is one of the fastest growing projects, 4-H has taken a proactive step in training by requiring volunteer certification.

Chapter III

Methodology

The purpose of this chapter is to describe the methods and procedures used to conduct the study. The intent of this study was to determine the effectiveness and benefits of the Oklahoma 4-H Shooting Sports Training process.

In order to accomplish the purpose it was necessary to determine population and develop an instrument which would acquire the information necessary to fulfill the study objectives. A procedure for data collection was established and methods to analyze the data were selected.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established.

1. To describe the demographic characteristics of certified adult shooting sports volunteers.
2. To determine previous associations with 4-H and its values and goals.
3. To determine areas of volunteer assistance with 4-H and other organizations.
4. To determine reasons for joining the Oklahoma 4-H Shooting Sports program as a volunteer.
5. To determine other wildlife or shooting sports organizations in which the volunteers belong.

6. To determine the volunteers area(s) of 4-H Shooting Sports certification and how the disciplines are utilized in their respective counties.
7. To determine the benefits and areas for improvement of the Oklahoma 4-H Shooting Sports Program.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators may initiate a research effort. The Oklahoma State University Research Services and the Internal Review Board (IRB) conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. Within the parameters of the aforementioned policy, this study was thoroughly examined and permission was granted to proceed. The project number assigned by the IRB was AG-00-044. A copy of the approval form is located in appendix A.

Population

The population for this study included 219 volunteers and agents who had completed the Oklahoma 4-H Shooting Sports Training program since 1993. Since the population was reasonably small in number, it was decided to survey all participants. Contact information for these individuals was located on a mailing list in the State 4-H Office as of July 1, 1999. Those individuals listed had actively participated in one of the many trainings offered over a 6 year period.

Development of the Instrument

The survey instrument was limited to a one-page cover letter and a three-page questionnaire. Based on similar studies, the cover letter was used to describe the purpose of the study and to give directions regarding how to complete the questionnaire (appendix B). The 24-item survey consisted of two main parts: 1. Demographics, and 2. Training. The survey included forced response and open-ended questions, consisting of multiple-choice questions and a Likert-type scale (Appendix B). Selected members of the National Shooting Sports Committee reviewed the survey. Changes were made based on suggestions from these members as well as members of the graduate committee.

Data Collection

The instrument was mailed to all known participants with a self-addressed, stamped, return envelope. One original mailing was sent with one follow-up mailing. Having a low response to the original two mailings, the researcher conducted a follow up phone survey of 33% of the non-respondents. Of the responses from the phone survey, it was determined that answers were similar to those from the mailings.

Analysis of Data

The data were analyzed using descriptive statistics including means. Open-ended questions were categorized by type of response and sums were reported. The mean score was calculated for demographic responses and one question in the training section.

Chapter IV

Presentation and Analysis of Findings

The major purpose of this chapter is to present, describe and analyze the perceived image and attitudes of volunteers toward the Oklahoma 4-H Shooting Sports training and certification process. A questionnaire was sent to the entire population which consisted of 219 certified volunteers. Useable responses were received from a total of 103 (47%) volunteers. Their inputs are presented in two sections including Demographics and Training.

Demographic Characteristics

Tables I through XXII were developed to report selected demographic information. As shown in Table I, 24 (23.3%) of the volunteers responding were female, while the other 79 (76.7%) were male. This ratio of males to females is considerably different from the distribution of other 4-H volunteers. At the time of the study female volunteers in all projects totaled 3,347 (71.95%) while male volunteers in all projects were recorded as 1,305 (28.05%), (Oklahoma 4-H ES-237 report).

TABLE I

A DISTRIBUTION OF OKLAHOMA 4-H SHOOTING SPORTS VOLUNTEERS BY GENDER

Gender	N	Percent (%)
Female Respondents	24	23.30
Male Respondents	79	76.70
Total	103	100.00

Table II was developed to illustrate a distribution by age of responding volunteers. Of the 103 respondents, ages ranged from 20 years old to 69 years old with a mean age of 42.98. Three (2.92%) responses associated with the 20 – 29 range. The two ranges with the largest number of responses were 30 – 39 and 40 – 49 with 38 responses each (36.89%). 50 – 59 had the second highest association rate with 21 (20.40%) while 60 and above tied for the least amount of responses with 3 (2.91%).

TABLE II
A DISTRIBUTION OF OKLAHOMA 4-H SHOOTING SPORTS
VOLUNTEERS BY AGE

Range	Number	Percent	Mean
20 – 29	3	2.91	
30 – 39	38	36.89	
40 – 49	38	36.89	
50 – 59	21	20.40	
60 & up	3	2.91	
Total	103	100.00	42.98

Table III contains data illustrating the distribution of respondents by OCES district where the volunteer resides. The largest group of volunteers were from the Northwest District, and this group consisted of 31 (30.1%) respondents. The second largest group was from the Northeast District and included 30 (29.13%) respondents. Twenty-seven (26.21%) respondents listed the Southwest District as the area in which they reside, and the Southeast District had the smallest lowest response rate with only 11 (10.68%) respondents. Four (3.88%) of the surveys did not answer this question.

TABLE III
A DISTRIBUTION OF VOLUNTEERS BY 4-H DISTRICT

District	N	Percentage (%)
Southwest	27	26.21
Northwest	31	30.10
Northeast	30	29.13
Southeast	11	10.68
Dist. Not Specified	4	3.88
Total	103	100.00

Table IV contains data as to the ethnic group with which the volunteers affiliate. The ethnic affiliation which had the highest number of responses, eighty-eight (85.44%) was white/Caucasian. The second largest group of respondents had a Native American affiliation. This group consisted of 14 (13.59%) respondents. One (.97%) respondent reported an affiliation with Hispanic heritage. No respondents indicated African American, Asian/Pacific Islander, or other as their affiliation.

As shown in Table V, 57 (55.34%) of the respondents had children of their own in the 4-H Shooting Sports Program, while the other 46 (44.66%) respondents indicated that they did not have kids of their own in the program.

TABLE IV
A DISTRIBUTION OF VOLUNTEERS BY RACIAL/ETHNIC AFFILIATION

Affiliation	N	Percentage (%)
African American	0	0
Native American	14	13.59
Asian/Pacific Islander	0	0
Hispanic	1	.97.00
White/Caucasian	88	85.44
Total	103	100.00

TABLE V

A DISTRIBUTION OF VOLUNTEERS BY WHETHER OR NOT THEY HAD CHILDREN IN THE 4-H SHOOTING SPORTS PROGRAM

Response	N	Percentage (%)
Yes	57	55.34
No	46	44.66
Total	103	100.00

Question six of the instrument asked the volunteers if they had been involved in 4-H as a member or volunteer before they agreed to be a shooting sports volunteer. As seen in table VI, Eighty-three (80.58%) respondents indicated that they had been involved in 4-H before becoming a shooting sports volunteer, whereas only 20 (19.42%) volunteers responded that they had not been previously involved.

TABLE VI

A DISTRIBUTION OF VOLUNTEERS BY WHETHER OR NOT THEY HAD BEEN INVOLVED IN 4-H AS EITHER A MEMBER OR VOLUNTEER BEFORE AGREEING TO BE A SHOOTING SPORTS VOLUNTEER

Response	N	Percentage (%)
Yes	83	80.58
No	20	19.42
Total	103	100.00

Question number seven depended on a yes answer in question number 6. The question stated “if yes on question 6, meaning if they had been a volunteer or member previously, for how many years?” As Table VII indicates, the range of 1-4 years had 20 respondents, while the range with the largest amount of respondents was 5-10 years with

39 respondents. The range of 11-20 years was indicated by 14 volunteers, and those indicating from 21-30 years of previous involvement were 6. Many did not indicate whether the years involved were as a member or a volunteer. The mean response for this question was 9.11 years. Table VII also indicates the number of years surveyed individuals have as a 4-H Shooting Sports volunteer. Years as a volunteer ranged from 0 – 20 with a mean of 4.23 years. The range with the largest amount of responses was 0-2 years which had 40. The next largest range was 3-5 years of experience as a shooting sports volunteer which had 38 responses. The range of 6-10 years had 19 responses and finally the range of 11 years and up had only 6 responses.

TABLE VII

A DISTRIBUTION OF VOLUNTEERS BY PREVIOUS INVOLVEMENT IN 4-H AS
EITHER A MEMBER OR VOLUNTEER AND NUMBER OF YEARS
AS A SHOOTING SPORTS VOLUNTEER

Number of leaders indicating previous involvement with 4-H		83 (80.58%)
The Range of years of service		1-30 years
Range	Number	
1 – 4	20	
5 – 10	39	
11 – 20	14	
21 – 30	6	
Mean number of years of 4-H involvement		9.11 years
The Range of years as a shooting sports volunteer		0-20 years
Range	Number	
0-2	40	
3-5	38	
6-10	19	
11 & up	6	
Mean number of years as a shooting sports volunteer		4.23 years

The projects that the respondents were involved in were the basis for the next table. This was an open-ended question and responses were categorized based on the Oklahoma 4-H enrollment form focus areas and reported in Table VIII. As can be determined by inspecting data in this table, the project focus area with the largest number of responses was Animal Science, which totaled 46 (44.66%). Family and Consumer Sciences was the second largest response with a total of 13 (12.62%). Respondents who listed Leisure Education responses included 11 (10.68%), while Organizational Leader responses were next with 6 (5.82%). The fifth largest group of responses fell into the category of Communication Art, which had 5 (4.85%) respondents. Volunteers whose responses were categorized as Mechanical Science came next at 4 (3.88%), and the Social and Political Sciences category had 3 (2.91%). Respondents who went into the Plant Science category were 2 (1.95%), with another 2 (1.95%) indicating Natural Resources as their project area. Eleven (10.68%) were non-respondents.

TABLE VIII

A DISTRIBUTION OF VOLUNTEERS BY PROJECTS INVOLVED IN BEFORE BECOMING A SHOOTING SPORTS VOLUNTEER

Project	Number	Percentage (%)
Animal Science	46	44.66
Family/Consumer Science	13	12.62
Leisure Education	11	10.68
Organizational Leader	6	5.82
Communication Arts	5	4.85
Mechanical Science	4	3.88
Social/Political Science	3	2.91
Plant Science	2	1.95
Natural Resources	2	1.95
Non Respondents	11	10.68

Table IX was developed to present the total number of responses and the percentage of each as to other organizations or other 4-H projects, with which the respondent volunteered. Commanding the top spot was Church Youth organizations, which had a total of 25 (17.87%) respondents. The second largest group was other 4-H Clubs or Projects which presented a total of 21 (15%). High School and Little League sports tied for the next largest at 19 (13.60%) with 4-H Large Animal and Livestock Projects 19 (13.60%). Being involved in 4-H Shooting Sports had 18 (12.86%) responses, while volunteering in the similar organization of FFA had 15 (10.79%) of the responses. Another type of youth organization, which had a frequent number of responses, was Boy Scouts and Cub Scouts with 11 (7.70%). Rounding out the table were School Clubs with 8 (5.72%) and Other Community Clubs with 4 (2.86%).

TABLE IX

A DISTRIBUTION OF VOLUNTEERS BY OTHER YOUTH ACTIVITIES FOR WHICH THEY VOLUNTEER

Activities	Frequency	Percentage of Total
Church	25	17.87
Other 4-H Clubs/Projects	21	15.00
4-H livestock large animals	19	13.60
H.S. & little league sports	19	13.56
Nat. Resources shooting sports	18	12.86
FFA	15	10.79
Boy scouts/cub scouts	11	7.70
School clubs	8	5.72
Other community clubs	4	2.86
Total	140	100.00

A summary of the distribution of the reasons that respondents gave for becoming involved in the 4-H Shooting Sports program is presented in Table X. The

largest group of respondents, 34 (32.04%), indicated that an agent had asked them to get involved. The category with the next highest response was “other” which had 26 (25.24%). Among the “Other” reasons category, the primary reason listed was because the respondent was the Extension professional in the county. “Another adult leader asked” was the third largest group of responses with 15 (13.6%), followed by “A child Asked Me” with 13 (11.65%). Respondents who were already a 4-H volunteer with an interest in Shooting Sports numbered 12 (10.68%), while being asked by a friend commanded 4 (3.88%) responses. Three (2.91%) of the respondents were Shooting Sports volunteers for another group or agency.

TABLE X

A DISTRIBUTION OF VOLUNTEERS BY REASON FOR VOLUNTEERING
IN THE 4-H SHOOTING SPORTS PROGRAM

Reasons for Volunteering	Frequency	Percent of Total
Agent asked	34	32.04
Other*	26	25.24
Another adult leader asked	15	13.6
Child asked	13	11.65
Already a 4-H volunteer w/ an interest in shooting sports	12	10.68
Friend ask	4	3.88
Volunteer in similar program	3	2.91
Total	103	100.00

*Other reasons for joining 4-H as a Shooting Sports Volunteer:

1. I am an agent – 9
2. Wanted to start a Shooting Sports club for county kids – 2
3. Needed a county coordinator – 2
4. To make county eligible to shoot at 4-H events – 2
5. Transfer volunteer from Ohio
6. Interested in Shooting Sports – 2
7. Wanted to learn to shoot properly
8. I was on original shooting sports team - 2
9. To guarantee child’s ability to continue SS because leader was quitting, Parent asked, Saw a safety need in our children, For our own kid - 1

Table XI was developed to illustrate a distribution of how many years of shooting experience were held by the respondents. Those who didn't have any experience at the time of the training totaled nine. In the range of 1 - 10 years experience, there were 19 responses. Seventeen (17) individuals indicated 11 – 20 years of shooting experience while the category with the most respondents was the range of 21-30 years of experience which had 28. The range of 31-40 years of experience had 20 respondents, and the range of 41 & up had 10. Time of experience ranged from 0 to 66 years and the mean number years of shooting experience was 23.33 years.

Affiliations with other shooting sports organizations were the basis for Table XII. Of the 15 organizations listed, the National Rifle Association had the highest reply with 37 responses. The group with the next highest response was Quail Unlimited at 9, followed closely by Duck's Unlimited with 8 responses. "Other Hunting & Gun Clubs" ranked fourth, having 6 respondents. Other organizations which had minimal responses were: American Trap Association (ATA), Oklahoma Trap Association (OTA), Oklahoma Rifle Association (ORA), Grand National Quail Club, Oklahoma Bow hunting Club, National Skeet Association, North American Hunting Club, Oklahoma State Archery Association, Oklahoma Skeet Association, Oklahoma Wildlife Department, and the American Turkey Club.

TABLE XI

A DISTRIBUTION OF VOLUNTEERS BY YEARS OF SHOOTING EXPERIENCE

Number of respondents	103	
The Range of years of shooting experience	0 – 60 years	
Range	Number	
0 years	9	
1 – 10	19	
11 – 20	17	
21 – 30	28	
31 – 40	20	
41 & up	10	
Mean number of years of shooting experience	23.33 years	

TABLE XII

A DISTRIBUTION OF RESPONDENTS BY OTHER SHOOTING
SPORTS AFFILIATIONS

Organization	Frequency listed
National Rifle Association	37
Quail Unlimited	9
Duck's Unlimited	8
Other Hunting/Gun Clubs	6
American Trap Association (ATA)	3
Oklahoma Trap Association (OTA)	2
Oklahoma Rifle Association (ORA)	2
Grand National Quail Club	1
Oklahoma Bowhunting Club	1
National Skeet Association	1
North American Hunting Club	1
Oklahoma State Archery Assoc.	1
Oklahoma Skeet Association	1
Oklahoma Wildlife Department	1
American Turkey Club	1
Non Responses	28
Total	103

A DESCRIPTION OF SHOOTING SPORTS DISCIPLINES

Table XIII provides a distribution of respondents by discipline in which they were certified. The area of expertise which had the highest number of responses was Shotgun with 54, followed next by Coordinator which had 33. The disciplines with the third and fourth most responses to this survey were Air Rifle and Archery with 27 and 23 respectively. Air Pistol had 9 responses, while Hunting and Black Powder each had 4. Some persons have been certified in multiple disciplines, thus accounting for the large number of responses.

TABLE XIII

A DISTRIBUTION OF RESPONDENTS BY DISCIPLINES IN WHICH CERTIFIED

Discipline	Frequency listed
Shotgun	54
Coordinator	33
Air Rifle	27
Archery	23
Air Pistol	9
Hunting	4
Black Powder	4
Total	154*

*103 respondents - additional responses reflect individuals who have been certified in multiple disciplines

Table XIV presents data from respondents regarding the number of youth and adult helpers involved in each discipline in their local club. The Shotgun discipline had the highest amount with a mean of 17.32 youth and a mean of 4.46 adult helpers. The discipline which had the second most youth and adults helpers involved was Air Rifle which had a mean of 15.17 youth and a mean of 2.79 adult helpers. A mean of 13.8

youth and 2.27 adult helpers were involved in Air Pistol, while Archery had a mean of 12.78 youth and 2.29 adult helpers. Black Powder had a mean youth involvement of 5.5 and a mean adult helper involvement of 2.0, and finishing up the table was the Hunting discipline with a mean of 5 youth and a mean of 2 adult helpers.

TABLE XIV

A DISTRIBUTION OF RESPONDENTS BY NUMBER OF YOUTH AND NUMBER OF ADULT HELPERS BY RANGE AND MEAN BY DISCIPLINE

Discipline	Shotgun		Air Rifle		Air Pistol		Black Powder		Archery		Hunting	
Audience	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean
Youth	5-42	17.32	0-40	15.17	3-25	13.8	5-6	5.5	1-32	12.78	0-5	5
Adult helpers	1-12	4.46	0-10	2.79	1-5	2.27	1-4	2.0	1-7	2.29	0-2	2

Table XV is presented to describe the distribution of disciplines by the level of competition and number of respondents in each. Currently, more competition opportunities exist for the disciplines of Shotgun, Archery, Air Rifle and Air Pistol, especially on the State and District level. Once again, Shotgun had the largest number of responses. This discipline had participants involved at all three levels of competition including 36 county events, 37 district events and 45 state events. Shooting Sports Instructors in Air Rifle indicated that youth from their local club participated in 18 county events, 4 district events, and 20 state events. Archery respondents were the next most active with 12 county, 4 district and 16 state events participated in by youth from their clubs. Participants from Air Pistol clubs across the state competed in 8 county events, 2 district events, and 10 state events. Black Powder was the only other discipline in which

instructors indicated competitive involvement and that was 1 at the county level. To date, the Hunting discipline has had no official contest at any level.

TABLE XV
A DISTRIBUTION BY DISCIPLINE OF RESPONDENTS BY THE LEVEL OF
COMPETITION

Discipline	Number by Level of Competition		
	County	District	State
Shotgun	36	37	45
Air Rifle	18	4	20
Air Pistol	8	2	10
Black Powder	1	0	0
Archery	12	4	16
Hunting	0	0	0

Table XVI contains data as to other types of competitive events and the number of responses in each. Other Community Shoots had the largest amount of responses with 13, followed by Youth Hunter Education Challenge, which had 8 responses. Six respondents indicated that they had had participants at competitions presented by Quail Unlimited, followed closely in number by Archery Shoots which had 5 responses. The Sooner State Game had the fifth largest response rate with 4, while the Oklahoma Trap Association and the National Rifle Association each had 3 responses respectively. Other competitive events which were listed include: Civilian Marksmanship Program, JAKES, American Trap Association, Jaycee shoots, and the Oklahoma Skeet Association.

A DESCRIPTION OF CLUB MAKE-UP

Table XVII was developed to illustrate a distribution by how often participants held shooting sports meeting. Those respondents indicating that they met weekly totaled 10, while those which indicated that they met monthly were 25. There were 42 respondents that met seasonal, and 14 that indicated other meeting times. Immediately following the table are the explanations for Seasonal and Other categories.

TABLE XVI

A DISTRIBUTION OF RESPONSES BY SPECIAL SHOOTING COMPETITIONS IN WHICH STUDENTS HAVE PARTICIPATED

Type of competitive shoot	Number of responses
Other community shoots	13
Youth hunter education challenge	8
Quail unlimited	6
Archery shoots	5
Sooner state games	4
Oklahoma trap association	3
National rifle association	3
Civilian marksmanship program	1
Jakes shoots	1
American trap association	1
Jaycee shoots	1
Oklahoma skeet association	1

TABLE XVII

A DISTRIBUTION OF RESPONDENTS BY HOW OFTEN THEY MEET WITH
THEIR SHOOTING SPORTS CLUB

How often club meets	Number of responses
Weekly	10
Monthly	25
Seasonal	42*
Other	14**
* Seasonal explained:	
6-8 weeks prior to state contest	12
Getting ready for hunting season and state shoots	10
Only spring and summer months	4
1-2 times/week spring and fall	4
As time allows	3
Two months prior to season	2
As instructors hold trainings	1
** Other explained:	
Bi-weekly	5
Just starting program	5
Do not meet	3
Met with club until I changed jobs	1
Varies according to discipline instructor	1
Summer workshops only	1
Bi-Monthly	1
Varies according to season, competition, & training	1

Perceived benefits of the Oklahoma 4-H Shooting Sports program are reported in Table XVIII. The number one response was Safety which had 65 responses. The perceived benefit with the second largest response of 17 was Discipline. Allows for Self-improvement and Promotes Self-esteem each had 10 responses, while Respect for Firearms and Develops Responsibility totaled 9 responses each. A total of 8 respondents indicated that the perceived benefits of the shooting sports program was that it Encourages Youth Development, and 8 more replied that it Involves Kids and Fun. Sportsmanship had a total of 7 responses and 6 said that the program teaches ethics, as

well as 6 others that indicated that the program Brings in New Kids and Adults. Other perceived benefits of the program and their response rate include: Encourages Family Involvement 5, Promotes Confidence 4, Promotes Friends 4, Competition 4, Provides Role Models and Builds Character 3 each, the Materials Provided 2, the Enthusiasm for Shooting Sports 2, Teaches Hunting Skills 1, Promotes Communication 1, and allows for College Scholarships 1.

TABLE XVIII

A DISTRIBUTION OF RESPONSES AS TO PERCEIVED BENEFICIAL ASPECTS
OF THE SHOOTING SPORTS PROGRAM

Safety	65
Discipline	17
Allows for self-improvement	10
Promotes self-esteem	10
Respect for firearms	9
Develop responsibility	9
Encourages youth development	8
Involves kids and fun	8
Sportsmanship	7
Teaches ethics	6
Brings in new people – kids & adults	6
Encourages family involvement	5
Promotes confidence	4
Promotes friends	4
Competition	4
Role models	3
Builds character	3
The materials provided	2
The enthusiasm for shooting sports	2
Teaches hunting skills	1
Promotes communication	1
College scholarships	1

KNOWLEDGE INCREASE AMONG PARTICIPANTS

Table XIX is the only table based on the Likert-type scale. This table was designed to illustrate the degree of improvement of knowledge of the respondents. Forced responses varied from Greatly to None at All. Of the 103 respondents, 30 (29.13%) indicated that they improved their knowledge greatly, 39 (37.86%) said their knowledge improved Significantly, and 23 replied that they improved their knowledge Average. Of the remainder, 8 (7.77%) indicated that they improved their knowledge only Somewhat, while 3 (2.91%) responded None at All.

Respondents were asked what new skills or techniques they acquired as a result of their training. Table XX was designed to present their responses. Twenty-one indicated Safety skills, while 10 replied Coaching/Team shooting techniques. Another 10 said that they utilized All of It. Sighting/Aiming skills had the next largest response rate with nine (9), while another nine (9) cited Teaching Techniques. Moreover, eight (8) respondents indicated that the skills they utilized the most were Organizational/Club Process & Risk Management skills. How to Work with Kids and How to Handle Firearms each had eight (8) responses, while seven (7) indicated that they utilized the Eye Dominance test most. The final statements on the table were Stance/Body position with five (5) responses, and Terminology/Materials with two (2) responses.

TABLE XIX
A SUMMARY OF DEGREES OF IMPROVEMENT
IN KNOWLEDGE AND SKILLS

Degree of Improvement	Greatly	Significantly	Average	Somewhat	None at All	Total
Number of responses	30	39	23	8	3	103
Mean Response	29.13	37.86	22.33	7.77	2.91	100.00

TABLE XX
A SUMMARY OF NEW SKILLS AND TEACHING TECHNIQUES
LEARNED BY RESPONDENTS

Skill/Teaching Technique Learned	Number of Responses
Safety	21
Coaching/Team shooting	10
All of It	10
Sighting/Aiming	9
Teaching Techniques	9
Organizational/Club processes & Risk Management	8
How To Work with Kids better	8
How to Handle Firearms	8
Eye Dominance Test	7
Stance/body Positioning	5
Terminology/materials	2

PARTICIPANTS PERCEPTION OF WAYS TO IMPROVE THE PROGRAM

Table XXI details respondents' suggestions as to what improvements needed to be made to the training program. Providing the training more often and at more locations had the largest response rate with 18. The next largest response of nine (9) was to Shorten the Training or Make it a two-day program. More Time at Training, Advertise

More, and Provide Newsletter/more Information to Work With commanded seven (7) responses each. Six (6) respondents said trainings need to Focus On Competition Shooting, while five (5) said to Make sure Instructor is Qualified/Has the Ability to Teach. Each of the following suggestions had three (3) respondents: Make Cheaper/Provide Scholarships, Provide Advanced Training opportunities, Combine Similar Disciplines (i.e. Air Rifle & Air Pistol), and Have Shortened sessions for Kid/Parents to be Assistants. Of the final three (3) respondents, two (2) indicated that they wanted To Have Short Courses of Disciplines which Don't Have Enough Participants (i.e. Hunting), and one (1) replied that they would like to be able to Have Multi-discipline Certification Training.

TABLE XXI

A SUMMARY OF IMPROVEMENTS TO TRAINING
PROGRAM BY RESPONDENTS

Improvement Suggestion	Number of Responses
More Locations/More Often	18
Shorten – Make 2 day format	9
More Time at Training	7
Advertise More	7
Provide Newsletter/more information to work with	7
Focus on Competition Shooting	6
Make sure Instructor is qualified to teach/has ability to teach	5
Make Cheaper/Provide Scholarships	3
Provide Advanced Training	3
Combine Similar Disciplines i.e. Air Rifle/Air Pistol	3
Have Shortened sessions for kids/parents to be assistants	3
Have short courses of disciplines which don't have enough participants, i.e. hunting	2
Have Multi-Discipline Certification Training	1

Table XXII contains a summary of data from respondents regarding whether or not they would recommend the Shooting Sports program to all youth and why or why not. Of the 103 respondents, 91 (88.35%) indicated that they would recommend the Shooting Sports program to all youth, while five (4.86%) said they would not recommend it to all youth. Four (3.88%) respondents indicated they would only recommend the program to Those Youth Who are Interested, and two (1.94%) said they would only recommend it If Parents Get Involved also. The one (.97%)final respondent indicated “Not necessarily to all/ Depending on Aptitude. As noted at the bottom of the table, a complete list of explanations can be found in the Appendix D.

TABLE XXII

A SUMMARY BY RESPONDENTS AS TO WHETHER OR NOT THEY WOULD RECOMMEND THE SHOOTING SPORTS PROGRAM TO ALL YOUTH

Response	Number of responses	Percentage
Yes	91	88.35%
No	5	4.86%
Only to Those interested	4	3.88%
Only if parents get involved	2	1.94%
Not necessarily all depending on aptitude	1	.97%

* A complete list of explanations is listed in Appendix C

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENTATIONS

Introduction

The purpose of this chapter is to present a summary of the study problem and its setting, the design and conduct of the study and the major findings. Also presented are conclusions and recommendations, which were based upon analysis and summarization of data collected and upon observations and impressions resulting from the design and conduct of the study.

Purpose of the Study

The purpose of this study was to determine the effectiveness of leader training in general and of the Shooting Sports leader certification program in Oklahoma. Also, to determine the demographics of volunteers who have participated in the training.

Objectives of the Study

To accomplish the purpose of this study, the following objectives were established:

1. To describe the demographic characteristics of certified adult shooting sports volunteers.
2. To determine previous associations with 4-H.
3. To determine areas of volunteer assistance with 4-H and other organizations.

4. To determine reasons for joining the Oklahoma 4-H Shooting Sports program as a volunteer.
5. To determine other wildlife or shooting sports organizations in which the volunteers belong.
6. To determine the volunteers area(s) of 4-H Shooting Sports certification, and how the disciplines are utilized in their respective counties.
7. To determine the benefits and areas of improvement of the Oklahoma 4-H Shooting Sports program.

Population

The population for this study included 219 volunteers and agents who had completed the Oklahoma 4-H Shooting Sports certification program since 1993. Contact information for these individuals was located on a mailing list in the State 4-H Office as of July 1, 1999. A total of 103 questionnaires were returned, a 47% response rate.

Design and Procedure

Instrument

The survey instrument was limited to a one page cover letter and a three page questionnaire. The cover letter was used to describe the purpose of the study and to give directions regarding how to complete the questionnaire. The 24 item survey consisted of two main parts: Demographics and Training. The questionnaire included forced response questions and open-ended questions which consisted of multiple choice questions and a Likert-type scale.

Data Collection

The data were collected by means of a questionnaire mailed on October 19, 1999, to all known participants. A self-addressed, stamped, return envelope was included in the mailing. After one additional follow-up mailing, a telephone survey of 35% of the non-respondents was conducted with no notable difference being observed. Of the 219 certified volunteers, 103 useable responses were received for a total response rate of 47.03%.

Major Findings of the Study

The purpose of the study was to determine the demographics of certified volunteers, and the effectiveness of the Shooting Sports certification training in Oklahoma. The major findings of the study are presented in the following discussion.

Profile of the Respondents

Of the 103 respondents, it was found that the majority of them, 79 (76.70%), were male while 24 (23.30%) were female. The age range of 20-69 encompassed all of those who responded with a mean age of 41. Eighty-eight (85.44%) listed an ethnic affiliation with White/caucasian, while 14 (13.59%) associated with Native American, and 1 (.97%) with Hispanic.

The largest group of respondents were from the Northwest District, 31 (30.10%), followed closely by the Northeast District which had 30 (29.13%). The other one-third of the respondents were from the Southwest District which had 27 (26.21%) and the

Southeast District which had 11 (10.68%). Four (3.88%) of the respondents left their instrument blank on this question.

Fifty-seven (55.34%) of the respondents indicated that their own children had been involved in the 4-H Shooting Sports program. Moreover, a majority, 83 (80.58%) had been previously involved in 4-H as either a member or volunteer. The average number of years of 4-H involvement was 9.11, with an average of 4.23 years as a shooting sports volunteer.

Of those who had reported previous involvement, 46 (50%) had been involved with Animal Science projects, 13 (14.13%) with Family and Consumer Science type projects, and 11 (11.96%) with Leisure Education projects or clubs. In addition, 6 (6.53%) reported that they had been an Organizational/ Club Leader and 5 (5.43%) listed involvement with Communication Arts. The categories of Mechanical Science, Social and Political Science, Plant Science and Natural Resources had fewer than five respondents reporting.

Respondents of the study listed many other youth organizations for which they volunteer. The largest was Church Youth groups which had 25 (17.87%) respondents, followed closely by Other 4-H Clubs and Projects with 21 (15%). Natural Resources with 18 (12.86%) and FFA with 15 (10.79%) ranked third and fourth respectively. Other organizations that were listed include: Boy Scouts/Cub Scouts, H.S. & Little League Sports, School Clubs, 4-H Livestock & Large Animals, as well as Other Community clubs such as Lions Club and Kiwanas.

An objective of the study was to report reasons for joining Oklahoma 4-H Shooting Sports as a volunteer. By far, the category with the largest number of responses

was “An Agent Asked Me” with 34 (32.04%). The category having another large response rate was “Other” which had 26 (25.24%) responses. Of these “other” responses, nine indicated that they were an agent/extension educator, many of these were found to be serving in the role of county coordinator for their respective programs. “Another Adult asked Me” and “A Child asked Me” were similar in their response rates with 15 (13.6%) and 13 (11.65%) respectively. Other responses for joining included: “I was already a volunteer with an interest in Shooting Sports”, “a Friend Asked Me”, and “Was a Shooting Sports Volunteer for another group/agency”.

Respondents indicated that they had an average of 23.33 years of shooting experience. In addition, well over half of the total respondents listed affiliations with other shooting sports organizations. Among the most popular were NRA 37, Quail Unlimited 9, and Duck’s Unlimited 8.

Of the 103 survey that were returned, over half of the responses from those certified in the Shotgun discipline with 54. Those certified in Coordinator and Air Rifle had the next largest amount of responses with 33 and 27 respectively.

An underlying purpose of the shooting sports program is to involve people of all ages. In the reporting process, respondents were asked to provide a reasonable estimate of youth and other adult helpers who were involved in the local programs. The three disciplines with the largest mean response rate of both youth and adult helpers were Shotgun 17.32 youth, 4.46 adults; Air Rifle 15.17 youth, 2.79 adults, and Air Pistol 13.8 youth, 2.27 adults. Archery also had a large number of people involved with an average of 12.78 youth and 2.29 adults.

As well as having youth involved in the shooting sports program, many instructors encourage shooting competition. While most disciplines have competitions, respondents which had the highest rate of participation when asked if youth from their clubs competed at the county, district, or state level were in the Shotgun discipline with 36 county, 37 district, and 45 state. Air Rifle also had large participation in competitions with 18 county, 4 district, and 20 state. Youth from the respondents clubs also participated in numerous other types of shoots across the state. Other Community Shoots 13, Youth Hunter Education Challenge 8, and Quail Unlimited shoots 6 were the top three listed. Competition shoots with other organizations included Sooner State Games, Oklahoma Trap Association, Archery Shoots, and JAYCEE Shoots to name a few. Respondents also indicated that the majority of their clubs, 42, met Seasonal listing directly before hunting seasons or spring and fall competition. Another 25 indicated that they met monthly, while 10 cited weekly meetings.

A final set of objectives of the study was to determine the benefits of the shooting sports program and of the training program itself. Ranking highest among perceived benefits of the program was Safety with 65 responses. Another perceived benefit of the shooting sports program which had a high response rate was Discipline with 17 responses. Allows for Self-improvement (10), Promotes Self-esteem (10), Develops Responsibility (9) and Develops Respect for Firearms (9) are also perceived as major benefits.

Of the 103 respondents indicated that their degree of knowledge improved either Greatly (30) or Significantly (39) due in part to the training program. Respondents also indicated that they acquired many new skills or teaching techniques as a result of the

training process. High among the responses of skills or techniques acquired were Safety (21), as well as Coaching/Team Shooting (10). Sighting/Aiming and other Teaching Techniques had a large number of responses also with nine each. When asked what they would change about the training process to improve it, a large number (18) indicated that the program needs to be held more often and in more locations. Several also cited that the program needs to have more time at training (7), and that the program needs to be advertised more (7). Nine (9) respondents suggested that the program needs to be condensed into a two-day format, while six (6) would like to see more emphasis on Competition Shooting.

Finally, the study sought to determine if the Shooting Sports program in whole should be recommended to all youth. Although a combined 11 (10.68%) respondents indicated that they would not offer it to all youth, an overwhelming 91 (88.35%) respondents indicated without reservations that it should be recommended to all youth.

Conclusions

Examination and interpretation of the major findings provided the opportunity for the author to draw the following conclusions:

1. Based on demographic data collected, volunteers who had participated in the Oklahoma 4-H Shooting Sports Training program were typically Caucasian (85.44%) male (76.7%) with an average age of 41 years.
2. Furthermore, the majority was from the Northern Extension Districts, and over half had been involved in 4-H before becoming a shooting sports volunteer.

3. While a slight majority most of the respondents 55.34 % had children in the program a notable group of volunteers are working with the program even though their own children are not involved.
4. Of the respondents 32.04 % said they are volunteering because they had been asked by their Extension Educator.
5. The current training seems to be highly effective in expanding the knowledge of the participants, however many of those who attend have not established clubs upon returning home.
6. The respondents have expanded their individual effectiveness by involving other adults in the program. Most respondents indicated having 2 or more other adults who are assisting with the disciplines that are being offered.
7. The shotgun and archery disciplines were reaching the largest number of youth at the time of the study with the mean club size being 17.32 and 12.78 respectively.
8. The respondents perceive that the program could be more effective if more trainings were conducted each year and in more geographic locations.

Recommendations

Based upon the major findings of the study the following recommendations are made by the researcher.

1. More emphasis should be placed on the recruitment of alumni 4-H members as leaders in 4-H. Over 80% of the respondents indicated having previous involvement in 4-H as either a member or volunteer in some other capacity. Of those 15% indicated current involvement in other 4-H programs.

2. Adult males are willing to volunteer based upon the data provided, if the topic is of interest to them. The current statewide 4-H volunteer leader enrollment for all projects is comprised of 71.95% female and 28.05% males. The participation ratio of males to females in this study was opposite of the current enrolment pattern.
3. For this and similar projects, Extension Educators should seek to find persons in the community who have skills and interests in a topic and recruit them as leaders. The largest single factor listed by the respondents for volunteering the shooting sports program was agent recruitment.
4. Based upon the positive responses of training model, this format may be replicable for leaders in other project areas.
5. Adult males are willing to volunteer based upon the data provided, if the topic is of interest to them.
6. The respondents would like to see more training conducted annually in more regions of the state. A redistribution of current state staff FTE or the addition of new staff would most likely be required to better meet the increased demand.

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APPENDIX A

IRB FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: September 30, 1999 IRB #: AG-00-044

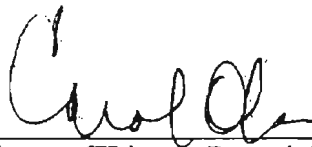
Proposal Title: "AN ASSESSMENT OF THE TRAINING AND ITS IMPLEMENTATION BY ADULT 4-H VOLUNTEERS IN THE OKLAHOMA 4-H SHOOTING SPORTS PROGRAM"

Principal Investigator(s): Dr. Charles Cox
Tomas Manake

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

September 30, 1999

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B
COVER LETTER
&
SURVEY



Oklahoma Cooperative Extension Service
Division of Agricultural Sciences and Natural Resources
Oklahoma State University

Department of Agricultural Education, Communications, and 4-H Youth Development
205 Poultry Science • Stillwater, Oklahoma 74078-6063 • (405)744-5390 • Fax (405)744-6522

August 31, 2000

Dear Fellow 4-H Shooting Sports Instructor,

I am currently attempting to complete the data collection portion of my study regarding shooting sports. I still need your help! A few months ago, you should have received a letter and survey about the Oklahoma 4-H Shooting Sports program. Based on our coded returns, we have yet to receive your reply. In visiting with some folks I have been told that they did not return the form because they had not yet started a shooting sports program. I am asking that you complete the form even if your program is not yet, or currently operating. It is fine to only answer the parts that relate to the training process and your demographics. You may simply note on the survey that you have not begun your program yet. If you do not recall the purpose of my study, let me explain what it is that I am trying to learn.

The Oklahoma 4-H Shooting Sports program has been offering certification training to adult leaders and volunteers for several years. This instrument is intended as a foundation for helping the impacts of formalized training on county 4-H Shooting Sports programs. Your cooperation and willingness to answer these questions will help to establish a base line for future studies. Please take a few minutes to answer the following questions and return. All surveys will be kept confidential, and all findings will be reported in the aggregate. Individual names will not be identified in the findings reported. If you have any questions, please call me at (405) 262-0155 at the Canadian County Extension Office, or Dr. Charles Cox, State 4-H Youth Development Program Leader at (405) 744-8891. If you have any questions about your rights as a participant in this survey, you can call the Institutional Review Board Office at Oklahoma State University, 203 Whitehurst Hall or phone (405) 744-5700.

I sincerely appreciate your willingness to take a few minutes of your time to share your ideas. Your comments are greatly appreciated and will be useful in helping to shape the future of the 4-H Shooting Sports Program in Oklahoma and may have an impact on volunteer training opportunities for other project areas. After completing the survey instrument, please return it in the envelope provided.

Thank You,

Tom Manske
Tom Manske
Principal Investigator
4-H Youth Development Educator
Canadian County

Charles B. Cox
Charles B. Cox
State Extension Specialist
Program Leader &
4-H Youth Development

Oklahoma 4-H Shooting Sports Program Leader Survey

DEMOGRAPHICS:

To assist in describing the volunteer population working with shooting sports, please answer the following items that describe you.

1. Gender: M or F
2. Age _____
3. Please circle which Extension District of the state you are from?

Oklahoma State University, U.S. Department of Agriculture. State and Local governments cooperating. Oklahoma Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, religion, sex, age or disability and is an Equal Opportunity Employer.

NW SW NE SE

4. With which racial or ethnic group do you affiliate.
 African American Native American Indian / Alaskan Native
 Asian/Pacific Is Hispanic. White/Caucasian
 Other (Specify) _____
5. Do you have children in the 4-H Shooting Sports Program?
 Yes No
6. Were you ever involved in 4-H as a member or volunteer before you agreed to be a Shooting Sports volunteer?
 Yes No
7. If Yes, for how many years? _____
8. What was your main Project? _____
9. Please list in order, according to the amount of time invested, any other youth organizations or other 4-H projects for which you provide volunteer assistance.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
10. What was your reason for joining OK. 4-H Shooting Sports as a volunteer? (Indicate all that apply)
 child asked me Friend asked Agent asked
 another adult leader asked I was already a volunteer w/ an interest in SS.
 was a SS volunteer for other group or agency
 Other (specify) _____
11. How many years of shooting experience do you have? _____
12. Number of years as a 4-H Shooting Sports (SS) Volunteer _____
13. Please list any other wildlife or shooting sports organization to which you belong?
 (i.e. NRA, Ducks Unlimited, etc.)

TRAINING:

14. Please indicate the year in which you were certified in each applicable discipline?
 (training has been conducted annually since 1993)
 Shotgun Air Pistol Black Powder
 Archery Air Rifle Hunting Coordinator
15. How many youth (18 & under) are enrolled in each of the discipline(s) you teach in your county?
 Shotgun Air Pistol Black Powder

Archery Air Rifle Hunting

16. How many parents and other volunteers (18 & over) work with you in each of the disciplines offered?

Shotgun Air Pistol Black Powder
 Archery Air Rifle Hunting

17. Indicate the levels (c= County, d = District, s = State) where your members have participated/competed in "shoots" in all disciplines that apply.

Shotgun Air Pistol Black Powder
 Archery Air Rifle Hunting

18. Please indicate shooting events sponsored by other groups in which youth from your club compete (ie: Jakes, Youth Hunter Challenge, Jaycees, Quail Unlimited etc.)

19. How often do you meet with your SS Discipline/4-H club?

Weekly Monthly Seasonal (explain) _____
 Other (explain) _____

20. What do you perceive to be the most beneficial aspects of the 4-H Shooting Sports program?

21. As a result of attending this training, to what degree did your knowledge and skills improve?

Greatly	Significantly	Average	Somewhat	None at all

22. What new skill(s) or technique(s) did you acquire then take home and apply as a result of your training?

23. What improvements do you think need to be made in the 4-H Shooting Sports training program?

24. Having participated in the 4-H shooting sports program, would you recommend this program to all youth? Why?

APPENDIX C
LIST OF RESPONSES
QUESTION 24

APPENDIX C - Question 24 Responses and Explanations

Yes, in depth program where kids can excel on individual basis, can build on own skills

Yes, teaches discipline and safety, rids youth of firearm curiosity

Yes, makes kids a more rounded individual.

Yes, ones who take it seriously especially to help them learn what 4-H and SS offers

To most, needs to have parental involvement or some adult and some kids don't want that.

Yes, gets kids on right track, alienates them from their parents bad habits.

Yes, teaches safety and ethics

Yes, provides opportunity to achieve individually & teaches firearm safety

Yes, safety issues should be learned for all kids, gets kids comfortable w/firearms,safety

Yes, personal goal setting reasons and competing with self.

Yes, it involves kids and parents together.

Yes, familiarizes kids w/firearms and safety

Yes, teaches safety, proper time and place to use skill.

Yes, it gives kids the chance to learn new skill, do something on their own, Non-Trad. kid

Yes, because of gun safety issues and how to handle firearms.

Yes, safety, discipline fun, etc.

Yes, it gives responsibility and a sense of achievement.

Yes, it is well conducted

Yes, it teaches our youth respect for firearms.

Offer it to all and let them decide if it is for them.

Yes, it is a good project that encourages family participation

Yes, because you can never get enough knowledge on gun safety & it is fun.

Yes, it allows the youth to succeed by himself, not like in showing animals.

Yes, all youth need to understand the safety in handling firearms, how to have fun w/them, and how to respect the shooting implement.

Yes, teaches safety w/ guns, responsibility and builds character for a lifetime.

Yes, kids receive instruction using good equip. & learn to respect firearms and rights.

Yes, it stresses gun safety, allows kids the opport. To correct adults habits,

Yes, it develops self-confidence and discipline, and provides proper training w/firearms

Yes, it introduces children to hunting, shooting and archery whom might not otherwise have the opportunity and it insures future generations of sportsmen/women

Yes, within the framework of 4-H SS, youth can learn many valuable skills and techniques for everyday life.

Yes, it can & will be helpful in the safe handling of a firearm.

Yes, practicing all of the basic safety rules teaches self-discipline even to those who usually shun rules and regulations. Peers are better role models than anyone else.

Yes, it is an individual sport as well as a team sport.

Yes, it teaches respect and safe handling of firearms.

Yes, the level in which they are trained and educated builds confidence and knowledge without limiting the instructor as to their ultimate decision of when to make it a live shoot.

YES, NFA

No, not all youth, only those whose parents are actively involved and who are old enough to have their own gun and their parents blessings.

Yes, to expose them all to gun safety and to teach them about a sport they can compete in individually and at their own level, also is something that can get the parents involved in.

Yes, the ones that have a chance to participate need to be there because they want to.

Yes, NFA Yes, safety, discipline, and fun.

Only to those interested in gun use. Yes, teaches discipline to youth.

Yes, safe, educational, fun for participants

Yes, they can learn to shoot in a controlled environment that is concerned w/stressing safety. YES, NFA YES, NFA

Yes, it boosts self-esteem and responsibility in the participant.

Yes, the knowledge and skills can be carried over to other walks in life so as to combat fear of the unknown and respect for others and the value of life.

Yes, increase children's knowledge of the safe handling on any firearms

Yes, the program is designed in such a way that young people should learn the need for respect of all firearms and learn the proper manner to utilize them

Yes, nfa Yes, proper use of firearms

Yes, very good opportunity to participate in, doesn't cost a lot and they actually compete against themselves.

Yes, it is the best way to reach our youth.

Yes, NFA Yes, it teaches respect for themselves & others, & teaches care & handling of firearms.

Yes, the instruction given can help them learn the reasons for safety and how to apply the techniques first hand.

Yes, everyone needs to know how to use a shotgun correctly and safely.

Yes, safety and sportsmanship and positive motivation.

Yes, I think firearm education is worthwhile for everyone.

Yes, It has allowed our youth to develop a greater respect for firearms and the use of them – it also gives a greater respect by the kids for law enforcement officers

Yes, it is an event that they all can achieve in.

No, not all are interested

Yes, gets them involved.

Not all youth, some kids aren't mature or responsible enough to handle a gun.

Yes – everyone should be exposed to it, even the troubled kids as long as the safety rules are upheld.

Promoted to all youth, recommended to those having an interest

Yes – teaches gun safety

No – they need to have an interest in becoming skilled in shooting – if no interest, they don't need to be in the class.

You bet – some of our best people are in this project.

Yes – the program not only teaches safety, it also promotes the fact that guns are not weapons, and are used for recreational purposes.

Yes- if it is done properly, it teaches a life skill that can be used for a life time and it teaches firearm safety.

-Most definitely – it teaches safety, knowledge, and respect in use of guns, It helps youth to not be afraid of guns, if receive concealed gun license later, they have acquired some knowledge, safety and use in hunting – an acquired knowledge of a fun sport for now and later in life

Yes, good program

Yes, safety, discipline and knowledge of guns.

Yes –NFA

Yes, it is a positive and productive activity.

-Not necessarily all – some just don't have the aptitude for this type of competition.

-Yes, because it is a good learning experience for anyone who will ever go hunting.

-Yes, hunting and firearms ownership is in danger of disappearing in our society. A good 4-H shooting sports program is needed to help preserve a tradition and way of life

-Yes, safe handling and respect for firearms

Yes – *(no further answer)NFA

Yes Promote as fun and exciting while teaching concepts of question 20(self-control, responsibility discipline)

Yes - *NFA

Yes – It is a great way to learn responsibility.

Yes- they can learn sportsmanship, ethics, safety and respect in relation to SS.

Yes – a project that youth can do by themselves without parental involvement.

YES - *NFA

Yes – anyone who wants to learn to shoot safely needs to enroll.

YES - *NFA

Yes – we can give the kids a lot of knowledge they aren't getting at home.

Yes – for sportsmanship, and safety, and respect for the sport.

Yes – if SS can save lives and keep a good name for sports using guns.

Most – NFA

Yes – fun time well spent with other people learning tools for later in life.

Yes – Safe handling of any firearm, hunter safety education

Yes, It could be a great program with proper training and leadership, (our program failed because no one would assume responsibility for keeping trainers motivated.

APPENDIX D – LIST OF OTHER RESPONSES

Excellent program, Hard to find volunteers who follow through after training

Need more competitive and practice events held more often

More communication and information about other shoots.

Start working on sponsored events for the kids to participate in.

Need one central location for meeting and practicing.

Add compound bows to competition.

In my county, it is the #1 project area ahead of the livestock projects.

Continue trainings in this program

More competitions made available i.e. sooner state games

Kids don't need to be belittled because they like to hunt or shoot – this program is a positive for kids in this area

Keeping the kids of today interested helps to preserve our heritage.

-If someone wants to be a salesperson but can't talk to people, someone needs to let them know they are in the wrong profession.

(18)-there was an archery program for awhile but individual has gone out of business.

Our local youth still train at a commercial location

(6)- as an agent I was certified in case we lose all certified volunteers; this way the program can continue in the county.

(22) I own and operate an archery pro-shop – have several state and national championships and have bow hunted for 45 years, and taught archery at the Univ. of N. Dakota.

I am not doing anything with the SS program other than promoting the gun safety workshops. Such emphasis was placed on “risk” and risk management at the training that I felt the risk was too great to start a SS program in shotgun, which was all we were qualified for – plus I don't have access to a shooting range.

There are better qualified teachers even within the county, I need help encouraging them to help.

Vita

Tomas Joe Manske

Candidate for the Degree of

Master of Science

Thesis. A STUDY OF ADULT VOLUNTEERS AND THEIR PERCEPTIONS OF
SELECTED ASPECTS OF THE OKLAHOMA 4-H SHOOTING SPORTS
PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Shattuck, Oklahoma, on February 7, 1968, the son of Archie and Bertha Jean Manske.

Education: Graduated from Shattuck High School, Shattuck, Oklahoma in May 1986; received a Bachelor of Science degree in Agricultural Education from Oklahoma State University, Stillwater, Oklahoma in December, 1990; Completed the requirements for the Master of Science Degree with a major in Agricultural Education at Oklahoma State University in December 2000.

Experience: Reared in Ellis County, Oklahoma on family farm and ranching operation; employed as substitute teacher in Shattuck school system for two school years; employed by Verden school system, Verden, Oklahoma as Agricultural Education instructor for over one year; employed by Oklahoma State University, Oklahoma Cooperative Extension Service as Extension Educator, 4-H and Youth Development – Canadian County from May 1, 1993 to present.