

AN EVALUATION OF KNOWLEDGE AND SKILLS
OF 4-H VOLUNTEERS IN TULSA COUNTY
WHO PARTICIPATED IN THE
VOLUNTEER TRAINING,
"YOUNG PEOPLE
AS LEARNERS"

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CHAPTER I

THE RESEARCH PROBLEM

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Introduction

The survival of the democratic way of life depends upon the ability of people to voluntarily give of themselves and their resources to meet the needs of society. However, research shows that youth and immigrants are not developing the volunteer ethic necessary for maintaining voluntary human services (Cooperative Extension System, [CES] 1988). Expanding programs and clientele necessitates strengthening the roles of volunteers as providers of educational programs. In a time of shrinking financial resources, well-trained volunteers play an even more important role in society. If communities had to pay for volunteer services, the bill would be over \$100 billion a year! It is estimated that from 1988 to 1996, there will be a 500 percent increase in the need for volunteer services (CES, 1988).

Developing human capital is a national initiative of the 4-H Youth Development Program. The purpose of this initiative is to provide for the development of adult volunteers as well as youth through 4-H experiences. One of the

best methods of helping people develop human and social skills, abilities, and knowledge is through volunteerism (CES, 1988).

The mission of the 4-H organization is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society (Wessel & Wessel, 1982). This mission has guided 4-H programs throughout its history.

The goal of 4-H (CES, 1989) is to create a learning environment for youth that is conducive to the development of life skills. These life skills include competency, coping, and contributing skills.

Volunteer leaders have been central to the success of 4-H club work since its inception (Wessel & Wessel, 1982). Without the enthusiastic involvement of thousands of adults willing to donate their time and energy to 4-H, little could have been accomplished.

Purpose of the Study

The National 4-H Council has developed training material for use with volunteers which enables the volunteer to increase the work of the Cooperative Extension System as educators of youth. This study of the Training Trainers to Teach (National 4-H Council, n.d.) educational materials will measure the knowledge and skill levels gained by

participants upon the completion of one unit of training. The unit selected for this educational experience is "Young People as Learners."

Objectives of the Study

In order to accomplish the purpose of this study, the research is directed toward these specific objectives:

1. To discover the knowledge and skill level of volunteers prior to participating in the unit "Young People as Learners" which is part of the Training Trainers to Teach (National 4-H Council, n.d.) volunteer education course.
2. To measure the level of knowledge and skills gained at the completion of the unit "Young People as Learners" which is part of the Training Trainers to Teach (National 4-H Council, n.d.) volunteer education course.
3. To identify and formulate recommendations, based on this study, that might be useful in implementation of this educational material throughout the state.

Hypothesis

Hypothesis: There will be no difference in the knowledge and skills on the test scores of those who participate in the training "Young People as Learners" and those who do not participate in the training.

Basic Assumptions and a Limitation
of the Study

The researcher assumed that several conditions would apply to this study. The following assumptions were made prior to the study.

1. Volunteers will assent to improve their effectiveness as volunteer educators in the 4-H Youth Development Program by participating in the study.

2. Volunteers possess a wide variety of experiences, knowledge and skills.

3. A reliable and valid pretest/posttest format will effectively measure the knowledge and skill levels gained on the test scores.

4. Responses made by the participants of this study will provide useful information for making recommendations to the county and state 4-H staff and to the others involved in the development of the materials.

Keeping the treatment group committed to the study in order to obtain valid data was viewed as a potential limitation. The opportunity of involving a large sample of volunteers was limited by a heavy schedule of spring activities which affected the amount of time available to families.

Definition of Terms

Four-H (4-H) is the youth education program of the Cooperative Extension System (Wessel & Wessel, 1982). The program is research-based and utilizes a variety of delivery methods to reach youth who are 9 to 19 years of age. Membership is open regardless of race, sex, creed, national origin, or handicap. The four "H's" stand for the head, heart, hands, and health of each individual member.

Volunteer is someone who gives time, talents, and resources without pay for the good of a greater society.

Cooperative Extension System is a public-funded, non-formal, educational system that links the education and research resources and activities of the United States Department of Agriculture, the land-grant university and the county unit.

Training Trainers to Teach (National 4-H Council, n.d.) is a volunteer educational series designed to teach volunteers to be teachers of other volunteers. This material includes the instructional objectives, scripts, handout and visual masters, and directions for use. The 30 hour training program consists of 14 different topics.

Voluntarism is the principle or system of doing something by or relying on voluntary action or volunteers (Webster's Ninth New, 1988).

Volunteerism is concerned with the experiences of the individual acting as a volunteer (Naylor, 1976).

CHAPTER II

REVIEW OF RELATED LITERATURE

American Society and Volunteer Programs

Extension has long relied on volunteers for leadership and communications. Extension offerings can be increased by using volunteers, especially as teachers. Volunteers are selected for their knowledge and experiences, but they frequently lack teaching skills (Feather, 1990). The volunteer selection process must be carefully planned and implemented in order to identify and recruit individuals for a volunteer experience which is successful for them and for the organization. After the volunteers are recruited, it is critical to prepare them for their responsibilities in order to enhance the opportunity for building success and confidence. Feather (1990) also says volunteers should be informed of expectations before they make a commitment to volunteering.

The concept of volunteers as teachers and volunteer-led programs has not been without problems. One of these problems has been the tenure of volunteers through the years. A study by Sabrosky (Wessel & Wessel, 1982) indicated considerable time had been devoted to volunteer recruitment and

training as early as the 1950s, and yet the retention of volunteers beyond the first year remained low for the Cooperative Extension System. Probably the most significant finding which resulted from this study was that only about half of the volunteer leaders ever attended a training session, and those who did generally attended only one or two sessions.

This study prompted other studies, one of which used a personality profile of volunteers who continued in the program compared with those who did not. It was found that there was no measurable difference between those who continued as volunteer leaders and those who did not. The study did indicate that lack of training headed the list of reasons why people did not continue as a volunteer.

Independent Sector, a national coalition of over 600 corporate, foundation, and voluntary organizations published findings (CES, 1988) of a survey conducted by the Gallup Organization in October, 1985. The survey consisted of in-house interviews conducted with a nationally representative sample of 1,638 individuals, 14 years of age and older.

Some of its findings show that volunteering is becoming a nationwide social issue. These findings include:

1. Volunteer participation declined four percent from 1980 to 1985.
2. Among the 18 to 24-year-old group and single persons, volunteerism decreased 19 percent.

3. There was a slight decline in volunteering among females, caucasians, and those employed full time.

4. Volunteerism among high school graduates was down eight percent; and, for those with four or more years of college, down 10 percent.

Volunteerism is an integral part of American society. The contributions of voluntarism are enhanced when the volunteer pool is highly skilled. According to Botkin, Elmandjra, and Malitza (1979), the concept of lifelong learning is also well entrenched into the fabric of American life. Such lifelong learners have the best chance of attaining the skills, knowledge, and attitudes needed for effective citizenship, family life, and social participation.

Because parents and other adults serve as volunteer leaders, a need exists for more volunteer and parent training and active involvement with club members (Clark, Reagan, & Scott, 1990). Specific factors related to volunteer involvement have been shown to influence the success of 4-H youth in reaching the mission of the organization. These factors include: (a) parental involvement; (b) adult volunteer leaders; (c) friends; and (d) extension agents.

While assessing the impact of volunteering, Stephens, as cited in Clark, Reagan, and Scott (1990), identified three major reasons for the failure of youth groups. Group

failure was associated with: (a) the absence of a volunteer leader; (b) the lack of volunteer commitment; and (c) the absence of support for volunteers.

Volunteering often means something different to volunteers than it does to organizations and their managers. According to Ilsley (1990), organization-base definitions often center on bureaucratic elements such as training and supervision. An individual-based definition focuses more on such elements as altruism, commitment to a cause or organization, free will, learning, absence of remuneration, organization, psychological benefits, and sacrifice. All these elements are found in one combination or another in popular definitions of voluntarism. Meeting the needs through volunteerism of both the individual and the organization benefits all.

Factors Affecting Training in Volunteer Programs

Probably one of the most serious barriers to the development of a high quality of voluntarism in any agency or community is the lack of available training for trainers. Being a competent trainer of volunteers is not the same as being a good trainer of other trainers. The training of trainers is a different type of task requiring different competencies from those involved in the direct training and supervising of volunteers. Every organization or community

using volunteer power needs to develop special training resources to provide a continuing program for the training of trainers (Schindler-Rainman & Lippitt, 1977).

If organizations are to be viable, they must have an ongoing training plan for self-renewal. Commitment to the self-renewal and agency-renewal ideal implies that plans will be translated into action. This commitment also implies that the organization will be flexible enough to change plans when better ones are found and to fit plans to people, rather than the reverse.

An ideal continuous training plan might have five phases, according to Schindler-Rainman and Lippitt (1977) This training plan includes:

1. Pre-service training for the volunteers before beginning work.
2. Start-up support for the volunteers as they begin their volunteer work. This support may be from another volunteer who has had some experience in the organization and on the job.
3. Maintenance-of-effort training during the volunteer's period of service. Regular opportunities are needed for asking questions and gaining additional job related knowledge. The volunteer needs to feel that the organization is committed to growth.
4. Periodic review and feedback opportunities need to be provided frequently in the beginning of the volunteer's

service and less often as time goes on. The trainer or supervisor and the volunteer need to have the opportunity to discuss issues. Some of these concerns could be: (a) whether or not goals are being accomplished; (b) how the volunteer feels about accomplishments; (c) how the volunteer feels about the organization; (d) how the job and service could be improved; and (e) how the trainer feels the volunteer could function more efficiently.

5. Transition training for volunteers addresses the need some may have to grow and develop on the job. In order to really enjoy their work, some volunteers must periodically take on additional responsibilities. Increased responsibility can lead to alternative avenues of service. In addition to being a job enrichment strategy, expanding responsibility is also known for being a strong motivator which is a crucial factor in volunteer retention. The structuring of opportunities to transition from one volunteer position to another of greater challenge is often forgotten in voluntary organizations.

This ideal framework provides for the self-renewal of the agency, as well as the volunteer. It is essential to provide the training needed for a person to be successful as measured by competence and commitment.

Blanchard, Zigarmi, and Zigarmi (1990) define competence as a function of knowledge and skills which can be gained from education, training, and/or experience.

Competence can be developed with appropriate direction and support. Commitment is a combination of confidence and motivation. Confidence is a measure of a person's self-reliance; the feeling of being able to do a task well without much supervision. Motivation is a person's enthusiasm for doing a task well.

The connection between learning and duration of service in a volunteer organization is linked to the amount and quality of learning that volunteers experience in that organization (Ilsley, 1990). The learning that takes place in volunteer settings benefits not only the volunteers, but also the people they serve, the organization in which they work, and the society as a whole. Learning can bring new insights, new questions, new ways of looking at goals and missions, and new suggestions for procedures that will enrich any group. Given the importance of learning to both volunteers and their organizations, planners of these programs should make the establishment of a healthy learning climate and multiple opportunities for learning a high priority.

Factors Affecting Motivation in Volunteer Programs

The six following aspects of motivation are useful to consider when designing volunteer programs that appeal to adult motivation for learning (Wlodkowski, 1985). They are:

(a) attitude influences behavior; (b) needs promote desire; (c) stimulation maintains attention; (d) affect motivates behavior; (e) competence builds confidence; and (f) reinforcement enhances learning.

Many suggestions could be offered for keeping volunteers motivated and helping their motivations evolve in positive directions. The following ideas for motivation have been identified by Schindler-Rainman and Lippitt (1977) and adapted by Ilsley and Niemi (1981).

1. Allow volunteers to participate in problem solving and significant decision making.

2. Assign volunteers to tasks and roles that fit their individual needs and interests.

3. Give volunteers work that offers opportunities for both personal development and meaningful service.

4. Soon after volunteers join the organization, work out explicit agreements that specify a feasible commitment of time and other resources and allow for personal variations in time, energy and interest.

5. Provide on-the-job experiences that include constant opportunities both for joint planning and design of organizational service goals and action. Much motivation comes from seeing clear steps that lead toward the successful completion of goals.

6. Provide job structure that allows for individual

advancement through a series of steps leading to higher levels of responsibility, skill and influence.

7. Develop channels for supportive feedback from clients, co-workers, managers or leaders and for recognition of volunteers by the organization and the community.

8. Encourage meaningful learning activities, both inside and outside the organization.

Others (Atkinson, 1983; Wilson, 1976) who have studied motivational factors in human behavior say that there are three distinct motives which affect people's work-related behavior. The need for achievement, power, and affiliation make up these motives. The achievement motivated person has the goal of reaching success in a situation which requires excellent or improved performance. The power motivated person strives to have impact or influence over others. The affiliation motivated person has the need of being with someone else and enjoying mutual friendship. People have all three motives, but in varying degrees. Identifying these factors and assigning volunteers to roles which meet their dominant motive helps keep the volunteers involved.

Successful Leadership for Volunteer Programs

The goal of a study of 60 corporate leaders and 30 leaders from the public sector conducted by Bennis (1990) was to find the common characteristics of the most effec-

tive, successful leaders in the nation. After the study, he made the following conclusions. The four competencies evident to some extent in every member of the group included: (a) the management of attention; (b) the management of meaning; (c) the management of trust; and (d) the management of self.

The management of attention is the ability these leaders have of drawing others to them, not just because they have a vision but because they communicate an extraordinary focus of commitment. They manage attention through an insight that brings others to a place they have not been before.

The second leadership competency is the management of meaning. To make dreams apparent to others and to align people with them, leaders must communicate their vision. Communication and alignment work together.

The third competency is the management of trust. Trust is essential to all organizations. The main determinant of trust is reliability or constancy.

The fourth leadership competency is the management of self. This means knowing one's skills and deploying them effectively. The management of self is critical. Without it, leaders and managers can do more harm than good for the organization and those influenced by it.

Bennis (1990) goes on to say we are most effective when we know what we want. Leaders make ideas tangible and real

to others, so they can support them. Leadership can be felt in an organization. It gives pace and energy to the work and empowers the work force. Empowerment is the collective force of leadership. In organizations with effective leaders, empowerment is most evident in four themes:

1. people feel significant,
2. learning and competence are important,
3. people are part of a community, and
4. work is exciting.

Bennis (1990) stated that "Routine work drives out non-routine work and smothers to death all creative planning, all fundamental change in the university--or any institution" (p. 15). There is an important difference between "managing" and "leading." While management means doing things right, leadership means doing the right thing. Many an institution is very well managed and very poorly led. An organization may excel in the ability to handle each day all the routine inputs, yet may never ask whether the routine should be done at all. Being a leader means being a conceptualist. Being a leader is having vision and making the time to spend thinking about the forces that will affect destiny. Leadership cannot grow without management and management cannot survive without leadership. A balance between leadership and management means doing the right things right.

Analysis of a wide range of volunteer activities

reveals that most volunteer activity produces significant benefits. These contributions are not only to the volunteer's own psychological health and self-actualization, but also to the success of a functioning democracy (Schindler-Rainman & Lippitt, 1977).

Evaluation of Volunteer Programs

Evaluation is the yard stick or thermometer applied to a program. Evaluation determines if what was done is what was intended. It has many names such as feedback, assessment, controls, and others (Wilson, 1976). Evaluation is as essential to the health of any program as is planning.

Program evaluation is the process of judging the worth or value of a program (Steele, 1970) and includes making decisions which involve establishing standards or criteria, gathering evidence about the criteria, and making judgment about what this comparison revealed (Boyle, 1981). Program evaluation helps people improve their effectiveness, assists administrators in making program level decisions, and makes it possible for programs to be accountable to the public (Posavac and Carey, 1989).

Wilson (1976) cites three reasons why volunteer programs need to have the best evaluation possible conducted. The rationale for evaluation is first, to account for funds. Increasingly, program sponsors and funders require it. Secondly, evaluation is the only way to

preserve what is good in programs and to identify what needs improvement in programs. Thirdly, evaluation is important for staff and volunteer morale. Evaluation, if done objectively, establishes the idea that someone cares enough to look carefully at what is being done.

Posavac and Carey (1989) tell us that human behavior is adaptive only when people obtain feedback from the environment. Just as our physical existence literally depends on the feedback within our bodies to regulate breathing and heart rate, social existence also requires feedback. Program evaluation provides feedback on social systems.

The volunteer program needs to be assessed for its effectiveness in reaching the goals set for it. An objective evaluation sets clear values for performance and eliminates the use of personal judgement of the evaluator (Best, 1981). All those impacted by the volunteer program should have the opportunity to evaluate the program from their perspectives (Wilson, 1976).

Two basic targets are used to determine the criteria for a volunteer program evaluation. By reviewing the program itself and the individuals working within the program, more thorough results can be obtained from evaluation.

The Future of Volunteer Programs

New social problems will demand new solutions and require not only action but vision and creativity from voluntarism in the twenty-first century. Rigid assignment of tasks and roles decreases opportunities for creativity for volunteers and managers. If the helping mission of voluntary action is to continue, leaders will need to have an expanded social imagination and volunteers will need the freedom to share and act on their insights (Ilsley, 1990).

According to Ilsley (1990),

The people of the society we envision, furthermore, will view the world holistically, seeing themselves as integral parts not only of all humanity but of all living things on earth and of the ecology of earth itself. Possessed of this holistic view, the society will put less emphasis on large institutions in both government and the private sector--and will return concern to family and the community (p. 139).

Summary

As we plan voluntary involvement by individuals and families in the community, we need to consider the benefits to volunteers which will enable us to meet the needs of the society. Volunteers function to help organizations reach their goals and, at the same time, help meet the needs of individuals. Empowering volunteers by providing continuous learning opportunities will enhance the development of future leaders for voluntary human service organizations.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter describes the methods and procedures followed in conducting the study. The purpose of the study dictated the methods and procedures used.

The primary purpose of this study was to measure the knowledge and skill levels gained by participants upon the completion in the training, "Young People as Learners." This was derived from the volunteer educational material, Training Trainers to Teach (National 4-H Council, n.d.). The National 4-H Council developed this material in conjunction with the Extension Service at the United States Department of Agriculture (ES-USDA) and 4-H youth development professionals.

The specific objectives of this study provided guidance for the design and conduct of the research. The objectives were:

1. To discover the knowledge and skill level of volunteers prior to participating in the training "Young People as Learners" which is part of the Training Trainers to Teach (National 4-H Council, n.d.) volunteer education course.

2. To measure the level of knowledge and skills gained at the completion of the training "Young People as Learners" which is part of the Training Trainers to Teach (National 4-H Council, n.d.) volunteer education course.

3. To identify and formulate recommendations, based on this study, that might be useful in implementation of this educational material throughout the state.

Description of Research Design

Two groups of participants were involved in the study. One group, the treatment group, was pretested, trained, and posttested. The second group, the control group, had a pretest and posttest only as shown in Figure 1.

Group I	O ₁	X	O ₂
Group II	O ₁		O ₂

Where O = Observation and X = Treatment and subscript numerals represent sequence.

Figure 1. Pretest/Posttest Design

Volunteers were randomly assigned to the treatment and control group.

Population and Sample

A population of 220 volunteers enrolled with the Tulsa County 4-H Youth Development Program were surveyed by telephone and by letter in order to identify their priorities for volunteer training. The topics for training were derived from the Training Trainers to Teach (National 4-H Council, n.d.) educational materials being used in the study.

To make the random selection of participants in both the treatment and the control group, each volunteer was assigned an identification number beginning with one and ending with 220. The number 62 was randomly chosen as the starting point for drawing the sample.

Volunteers listed by even numbers were chosen as participants. Each one was alternately assigned to the treatment and control groups. Letters (see Appendix A) explaining the study and requesting participation were sent to 54 people for the treatment group and 54 people for the control group. To obtain the desired number of 25 participants in each group, samples were overdrawn. Due to conflicts, only 21 people were obtained for the control group and 18 people were obtained for the treatment group.

The volunteers participating in the two groups had leadership experience ranging from one to 13 years. The groups included both teen and adult volunteers.

The Development of the Instrument

A telephone survey was conducted in January and February of 1991 by volunteers who were trained to make the telephone calls. The survey (see Appendix B) contained questions to confirm demographic information and to determine topics for training. A Likert Scale (Sax, 1989), was used to rank the importance of the 14 topics to be considered for training. After obtaining completed surveys by phone from 85 people, a follow-up letter (see Appendix C) was sent to the remainder of the volunteers. A total of 125 responses was obtained.

After receiving the survey responses, the results were tabulated. One hundred twenty of the respondents rated the unit "Young People as Learners" to be the most important. Based on this information, this was the unit selected for the training used in this study.

After reviewing an evaluation instrument provided from the National 4-H Council for Training Trainers to Teach (National 4-H Council, n.d.), the researcher determined that an objective test, one which yields a clear score value for each performance, would be appropriate. According to Best (1981), an advantage of an objective test is that the score is independent of the personal judgement of the scorer.

An evaluation instrument containing 10 multiple choice and 20 matching items was devised (see Appendix D). For the

purposes of scoring, multiple choice questions were assigned four points each and the matching items were assigned three points each. A maximum of 100 points was possible. Since the researcher wanted to avoid creating test anxiety, the scoring system was not printed on the questionnaire.

During the instrument design phase of the study, the researcher was enrolled in an evaluation design course (HEECS 5663) offered through the college of Home Economics at Oklahoma State University. The criteria for instrument design used for the projects in the course were the same as those used in designing the pretest/posttest. A copy of the criteria may be found in Appendix E.

The evaluation instrument was previewed by volunteers who were not currently involved in the 4-H program and by the evaluation design class. This was to determine if the directions and items on the instrument were clear. Based on the input from the pilot group, the instrument was revised to clarify the directions, to improve distractors in the multiple choice section, and to refine options in the matching section. The pretest/posttest was then printed in a four-page vertical display format.

The application for Review of Human Subjects Research was submitted by the researcher and subsequently approved by the Institutional Review Board at Oklahoma State University.

Methods of Gathering Data

The treatment group was oriented to the objectives of the "Young People as Learners" lesson and the purpose of the study. After distributing the pretest, the group participated in a two-part training experience which was held on two different evenings. This was done in order to help with time commitments of volunteers since a meeting had been previously scheduled for volunteers. A total of three hours was spent with the training. This included the pretest and the posttest time.

The unit of educational material used provided the script, handouts, guidelines for making visuals, and other directions. At the completion of the training, the treatment group was given the posttest. The respondents self-checked the test and were given the pretest which was completed earlier, so they could make comparisons, ask questions, and find out how they scored.

The control group was contacted by mail with a cover letter, instructions, and an addressed, stamped envelope (see Appendix F). The letter asked them to complete the instrument and return it by May 6, 1991. The group was sent the posttest in the same manner. The posttest was to be returned by May 27, 1991. Follow-up phone calls were made in order to obtain the necessary data.

Data Analysis Procedures Used

Parametric tests are considered to be the most powerful tests and should be used if their basic assumptions can be met. The assumptions of parametric tests are based on the population distribution, and on the way the type of scale is used to quantify the data observations (Best, 1981). The assumptions are:

1. The observations are independent. The selection of one observation is not dependent upon the selection of any other.

2. The samples have equal or nearly equal variances. This condition is particularly important to determine when samples are small.

3. The variables described are expressed in interval or ratio scales.

When small samples are involved, the t table, rather than the normal probability table is used to determine statistical significance (Best, 1981). Fewer than 30 observations is considered a small sample.

After administering the pretest and posttest, scores were determined. The F ratio was used to ascertain homogeneity between the two groups. A t test was calculated to measure the difference between the means after the treatment had been administered. The Critical Values of Student's Distribution (t) Table (Best & Kahn, 1990) was used to determine significance at the $p \leq .05$ level.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter describes and analyzes the differences in the pretest and posttest scores of the treatment and control groups participating in the study. Differences in scores were tested for significance at the $p \leq .05$ level for gain of knowledge and skills after the treatment was administered.

The following hypothesis was used to guide the study: There will be no difference in the knowledge and skills on test scores of those who participate in the training "Young People as Learners" and of those who do not participate in the training.

Characteristics of the Treatment and Control Groups

The enrollment of 220 volunteer leaders in the Tulsa County 4-H Program was the population which was surveyed in order to determine the main topic of interest for the training to be used in the study. The unit, "Young People as Learners," was determined to be of the most interest since it received the highest rating according to a Likert Scale.

A random sample of volunteers was drawn from the population of volunteers. Commitments were obtained from 21 people for the control group and 18 people for the treatment group. Chapter III explained the details of the sampling procedure.

The usable responses for the control group totaled 19. Of the 18 originally obtained for the treatment group, two were sick, one had sick children, one had a family crisis, one did not return for the second part of the program, and one gave no explanation, only that she could not attend. Therefore, 12 people completed the training program. A summary of the respondents' demographic characteristics is presented in Table I.

The participants in each group were at least 14 years of age or older. The educational level of teens who were in the study was included with the category of having a high school education. There were two teens in the treatment group and seven in the control group. The educational levels reported in the two groups varied. There were 63% in the control group who had a high school education only, while 67% percent in the treatment group had education beyond high school. In order to verify that the difference between the means of the two groups would not be attributed to this educational difference, a *t* test was calculated on the pretest scores. The researcher determined that the

difference between the pretest scores was not significant at the $p \leq .05$ level. The study to test the hypothesis was continued.

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF THE
TREATMENT AND CONTROL GROUPS

Characteristics	Treatment Group N = 12	Percent of Total	Control Group N = 19	Percent of Total
Male	8	67	3	16
Female	4	33	16	84
High School Education	4	33	12	63
Post-High School Education	8	67	7	37
4-H Members and Alumni	5	42	12	63
Non-4-H Alumni	7	58	7	37
Adult Volunteers	10	83	12	63
Teen Volunteers	2	17	7	37

Analysis of Data

The pretest and posttest scores were used to analyze knowledge and skills gained at the completion of the training. An F ratio was used to determine homogeneity between the variances of the treatment and control group. Once this was established a t test was calculated on the data. Table II presents the pretest scores of the two groups.

In order to determine whether the assumptions for the t test were met, the variances of the pretest scores for the treatment and control groups were computed. The variance for the treatment group was 105.90 and the variance for the control group was 154.49. An F test was calculated to determine whether the samples met the criterion of equality of variances. This condition must be met so that differences that would be attributed to sampling error in small samples do not impair the validity of the process (Best, 1981). According to Downie & Heath (1965) the following equation is used to compute the F test.

Where

$$F = \frac{S^2 \text{ (larger variance)}}{S^2 \text{ (smaller variance)}}$$

then,

$$F = \frac{154.49}{105.90} = 1.46$$

TABLE II
PRETEST SCORES OF THE TREATMENT
AND CONTROL GROUPS

Treatment X_1	Control X_2	Treatment X_1^2	Control X_2^2
80	63	6400	3969
61	39	3721	1521
51	43	2601	1849
52	53	2704	2809
55	53	3025	2809
64	53	4096	2809
68	54	4624	2916
70	56	4900	3136
73	58	5329	3364
73	59	5329	3481
77	62	5929	3844
79	63	6241	3969
	65		4225
	75		5625
	77		5929
	78		6084
	79		6241
	79		6241
	79		6241
$\Sigma X_1 = 803$	$\Sigma X_2 = 1188$	$\Sigma X_1^2 = 54899$	$\Sigma X_2^2 = 77062$
$\bar{X}_1 = 66.92$	$\bar{X}_2 = 62.53$		
$\Sigma x_1^2 = 1164.91$	$\Sigma x_2^2 = 2780.74$		
$S_1^2 = 105.90$	$S_2^2 = 154.49$		
$s_1 = 10.29$	$s_2 = 12.43$		
$N_1 = 12$	$N_2 = 19$		

Unless the calculated F equals or exceeds the appropriate F critical value, it may be assumed that the variances are homogeneous and the difference is not significant.

Using the *F* Distribution of Critical Values Table (Best & Kahn, 1990), the researcher found 2.65 (*df* 18, 11) must be equaled to or exceeded to determine that the difference between variances is significant at the .05 level. Since $1.46 < 2.65$, the researcher concluded that the variances fulfilled the condition of homogeneity.

The posttest scores of the treatment group and control group are presented in Table III. These scores provided the data to calculate the significance at the .05 level.

When the samples are small and their variances are equal or nearly equal, the method of pooled variances is used to determine the significance of the difference between the two independent means (Best, 1981). The formula for pooled variances provides a more powerful test of significance and is found in the equation below (Downie & Heath, 1965). The appropriate *t* critical value for rejection of the null hypothesis would be found for 29 degrees of freedom, using the *t* distribution table.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{77.08 - 64.37}{\sqrt{\frac{(11) 118.24 + (18) 110.34}{29} \left(\frac{1}{12} + \frac{1}{19} \right)}}$$

$$t = 3.24$$

TABLE III
 POSTTEST SCORES OF THE TREATMENT
 AND CONTROL GROUPS

Treatment X_1	Control X_2	Treatment X_1^2	Control X_2^2
82	66	6724	4356
88	46	7744	2116
80	51	6400	2601
59	53	3481	2809
65	57	4225	3249
74	57	5476	3249
66	54	4356	2916
65	56	4225	3136
85	62	7225	3844
94	63	8836	3969
90	62	8100	3844
77	63	5929	3969
	65		4225
	75		5625
	79		6241
	76		5776
	82		6724
	79		6241
	77		5929

$$\begin{array}{ll}
 \Sigma X_1 = 925 & \Sigma X_2 = 1223 \\
 \bar{X}_1 = 77.08 & \bar{X}_2 = 64.37 \\
 \Sigma X_1^2 = 1418.92 & \Sigma X_2^2 = 2096.42 \\
 S_1^2 = 118.24 & S_2^2 = 110.34 \\
 s_1 = 10.87 & s_2 = 10.50 \\
 N_1 = 12 & N_2 = 19
 \end{array}
 \qquad
 \begin{array}{ll}
 \Sigma X_1^2 = 72721 & \Sigma X_2^2 = 80819
 \end{array}$$

Using the Critical Values of Student's Distribution (t) Table (Best & Kahn, 1990), with $p \leq .05$ and 29 *df*, the researcher found $3.24 > 2.045$, at the .05 level of

significance for a two-tailed test. This means that the difference between the means of the treatment and the control groups was greater than that which could be attributed to sampling error at the .05 level. The null hypothesis was rejected since there was a significant difference in the knowledge and skills of the participants as measured by the test scores after the treatment had been administered.

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the Problem

The National 4-H Council has developed training material which, when used, enables the volunteer to increase the work of the Cooperative Extension System as an educator of youth. The purpose of the study of the Training Trainers to Teach (National 4-H Council, n.d.) educational material was to measure the knowledge and skill gained by participants upon the completion of one unit of the training.

Description of Procedures Used

Two groups of participants were involved in the study. One group, the treatment group, was pretested, trained, and posttested. The second group, the control group, had a pretest and posttest only.

After surveying volunteers enrolled in the Tulsa County 4-H Youth Development Program, the unit "Young People as Learners" received the highest interest rating. This rating was determined by using a four-point Likert Scale. A sample was drawn from 220 volunteers in the Tulsa County 4-H Program. From the 108 people contacted for the control and

treatment groups, there were 19 volunteers in the control group and 12 volunteers who completed the training in the treatment group.

Findings and Conclusions

The hypothesis which guided this study was: There will be no difference in knowledge and skills on the test scores of the participants in the training "Young People as Learners" and those who do not participate in the training.

Using the Critical Values of Student's Distribution (t) Table with $p \leq .05$ and 29 df , the researcher found $3.24 > 2.042$. Therefore, the null hypothesis was rejected.

The researcher determined that the teen and adult volunteers participating in the training had gained a greater understanding of the various stages of youth development at the completion of the training. Participants did indicate that this training would help them, in their particular volunteer roles, plan future educational experiences.

The researcher found the teaching methods included in the unit were active and inclusive which enabled participants to have input and to share their own experiences. Nine of the participants in the treatment group indicated greater confidence in what they had learned after comparing the posttest scores with the pretest scores.

Recommendations

The recommendations for this study are directed toward three focus areas. These are to the authors of the educational material, the county and state staff involved in volunteer development programming, and to volunteer training in general.

First the researcher recommends that the material in this and other educational programs include a bibliography. This not only reinforces the fact that the 4-H Youth Development Program is research-based but also provides immediate information for teachers of the material if they desire to verify or add to the information already provided.

Developing an evaluation section to test for knowledge and skills gained from the educational material could provide valuable information for each specific session. In addition, data necessary for determining program needs and accomplishments could be obtained. Since evaluation is a continuous part of programming, the pretest/posttest design could be utilized for formative evaluation purposes.

Surveying volunteers to discover volunteer training needs and interests is recommended. Surveys of need provide a way to keep the lines of communication open with volunteers and to involve them in decisions of continuing education.

Implications

There are implications that more emphasis should be given to the training of all 4-H volunteers. Expectations of volunteers to participate in educational experiences need to be communicated to them at the onset of their involvement with the 4-H youth program and continued throughout the volunteer's involvement. A well designed plan for training should be provided to all volunteers.

The improvement in knowledge among those volunteers who made up the treatment group, as indicated in the pretest and posttest scores, implies that adult and teen volunteers should be involved in educational experiences to plan better programs for the youth involved in 4-H. The unit "Young People as Learners" strives to build understanding of the developmental stages of youth and to help the participants structure learning experiences which are age appropriate.

In-service programming on evaluation methods should be available to extension professionals in order to better acquire facts on the changes in knowledge and skills of clientele at the completion of educational experiences. A bank of evaluation instruments could evolve which would help save time for professionals and assist in accomplishing the task of gathering and analyzing data on impacts made.

Teen volunteers performed as well as or better than adult volunteers which indicates that their experiences in

leadership have been as beneficial to them as the experiences adult volunteers have had. This reinforces one of the objectives of the training, that is, that youth should be viewed as resources in designing youth experiences.

Alternative delivery methods for the training should be considered as a method of dealing with lack of attendance. Of those attending, all said they hoped more people would have a chance to participate in the future.

Summary

Conducting evaluation on changes of knowledge and skills is not often done in the Extension 4-H Youth Development Programs. With more emphasis being placed on evaluation, it would be to the advantage of the volunteers and the organization to have a systematic way of training and evaluating volunteer activities in such a way as to find out, objectively, what has been learned or realized.

A follow-up study on volunteers who participate in the Training Trainers to Teach (National 4-H Council, n.d.) lessons could help us learn how information gained at the completion of a unit is merged into every day experiences.

Training volunteers is an integral part of the Cooperative Extension System. Training is important enough to be implemented thoroughly from providing pre-service training, to having volunteers as teachers and evaluating the results against established criteria.

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Line 24



APPENDIXES

APPENDIX A
CORRESPONDENCE TO TREATMENT
AND CONTROL GROUPS

April 9, 1991

^F1^
^F2^
^F3^

YOU HAVE JUST WON THE TRIP OF A LIFETIME!!!

Not really!! but now that I have your attention, you have been randomly selected to participate in a "once in a lifetime" opportunity. As you know, volunteer education is a BIG part of what we do in the 4-H Youth Development Program. With your help, we have a chance to see how some exciting, new materials for volunteer training makes a difference in how we "do 4-H."

We hear a lot today about people not making commitments or accepting responsibility for their commitments. I know that's not true with you. That's one reason I was so excited for your name to be selected to participate in a Trial of the Teaching Volunteers to Teach Educational series.

WHAT IS IT?

By attending two training experiences, we hope to show, statistically, that this training does indeed make a difference in how all of us work together to make 4-H happen. The first training date is on Monday, May 6. Dinner will be served at 5:30 and the program begins promptly at 6:00 p.m. and ends at 7:00 p.m.

The second session is on Monday, May 13 from 7:00 to 9:00 p.m.

WHY SHOULD I DO THIS?

By participating in this study, you will be:

- . learning how the various needs and stages of youth affect planning decisions
- . planning a program based on the criteria developed in the lesson based on the development of the youth involved.
- . learning what it takes to coordinate club or county events and activities effectively.

This study is part of my Master's Thesis. With your help, I can finish this requirement, while striving to constantly look at our 4-H program thoroughly. As usual, I can't do it without you!

(continued on next page)

(page 2, volunteer training)

WHAT DIFFERENCE WILL IT MAKE?

The results of this study will be used as part of the volunteer educational plan for 1991-92 and to make recommendations to the state and national 4-H program on volunteer wants and needs.

HOW TO PARTICIPATE?

Return the enclosed, postage paid card with your confirmation to participate by April 26! It is important that you attend both sessions. There are 54 of you who were randomly selected. The more of you who participate, the more reliable the results. There are also 54 people who were randomly selected to be in the "control group."

Finally, you are the only one who has your own particular knowledge and skills that you bring to the group, no one else can have the input you do. When you do this, you do it for yourself and for the 4-H youth in Tulsa County.

This training will be made available to everyone during the 1991-92 year. If you have any questions, please call me at (918) 744-6635.

Thanks a million for your time,

Charlotte L. Richert
4-H Youth Development
Tulsa County

April 10, 1991

^F1^
^F2^
^F3^

IT'S YOUR LUCKY DAY!!!

You have been randomly selected to be a part of the "Control Group" to study the effects of an exciting, new volunteer training program.

WHAT IS IT?

The Teaching Trainer's to Teach is a series designed to help volunteers be teachers of other volunteers. It was developed through the efforts of the National 4-H Council, 4-H volunteers and professionals throughout the nation. There has not been a study of this kind done on the material.

WHAT DO YOU DO?

All you do is complete the enclosed evaluation and return it to the 4-H office. Postage has been provided. Return it no later than April 26.

You don't have to attend any meetings; tell anybody how you answered the questions; or anything else!! I told you it was your lucky day...

Someone in your household may be in the trial group. It is very important that you keep this information to yourself in order to keep the study valid.

WHY SHOULD I DO THIS?

Your answers will be kept confidential. The results of your answers will be averaged with the other 53 respondents. Comparisons will then be made with those randomly selected to be in the "Trial Group." Conclusions and recommendations on the material will be made for the county, state and national program.

Finally, you are the only one who has your own particular knowledge and skill that you bring to this study. When you do this, you do it for yourself and for the 4-H members in Tulsa County.

If you have any questions, please call me at 744-6635. *Thanks for your time!!!*

Charlotte L. Richert
4-H Youth Development
Tulsa County

APPENDIX B

SURVEY AND INSTRUCTIONS

January 18, 1991

TO: ^F1^

RE: VOLUNTEER SURVEY

FROM: CHARLOTTE RICHERT

Enclosed is a list of volunteers who we have enrolled. Please call the one's who are highlighted in blue according to the club number. There are several families with more than one volunteer per family. Hopefully, you will be able to reach the majority with one phone call. Each person should have a separate survey form completed on them.

There are really two components to the survey.

1. Verify the information and make corrections or additions as needed. Do your best to get answers. I know some people may not want to give some of that information, so just move on.
2. The second component is the training interest survey. We are really excited about this new training program and the opportunities for personal development as well as what we hope will strengthen our volunteer education. We will be conducting an experiment to see if volunteer skills are enhanced as a result of the training. This is a major reason for getting the other data.

Make sure you put the volunteer number on the survey form. This is the number that is in the first column on the sheets.

If you have someone say, for example, that they didn't realize they were "enrolled" as a 4-H volunteer, please explain to them that even if they have driven from time to time or have "just done things to help out," that this is recognized as volunteer service. It's very important to get as much information and input as possible.

If this does happen, you might say something like, "If you were more involved as a volunteer, how important would you find..." and then ask the various questions on the survey.

Hopefully, this will go smoothly. We are trying to get this information together by January 28 or 29.

THANKS A MILLION for helping out with this. If you have any questions, my home number is 492-5810. I will be in Stillwater next week until Friday. Once again, your help is greatly appreciated.

Volunteer Number: _____

Volunteer Telephone Survey
January, 1991

Hello, I'm a volunteer with Tulsa County 4-H. We are calling to verify information on our records and to get your opinion about volunteer training needs. We have received an exciting new volunteer training program. However, it is so comprehensive, we need your help deciding which concepts to teach. If we could visit with you for about five minutes it would be a great help.

First of all we want to make sure our information is correct.
(refer to attached list)

On a scale of 1 - 4 please rate the following topics as to how important you feel these are to you. One (1) is the least important, four (4) is the most important.

How important is training on:	least	. . .	most	
. Presentation Skills	1	2	3	4
. Assessing the needs of the group	1	2	3	4
. Adults as learners	1	2	3	4

As a volunteer, how important is knowing about:	1	2	3	4
. Young people as learners	1	2	3	4
. The learning process	1	2	3	4
. Individual learning styles	1	2	3	4

How would you rate these training topics:	1	2	3	4
. Teaching others	1	2	3	4
. Mentoring	1	2	3	4
. Simple visuals	1	2	3	4

And how significant would training be in:	1	2	3	4
. Training styles	1	2	3	4
. Basic facilitating	1	2	3	4
. Designing a lesson or workshop	1	2	3	4

If you were participating in this training program, how many hours would you be willing to commit?	6 hours
	8 hours
	12 hours or more

How many times would you prefer to meet?	2	3	4
other			
(If other, please get an explanation)			

APPENDIX C

CORRESPONDENCE FOR VOLUNTEER

SURVEY INFORMATION

February 28, 1991

TO: 4-H Volunteers
RE: Volunteer Training Survey
FROM: Charlotte L. Richert
4-H Youth Development
Tulsa County

Your ideas are needed to help us determine training for 4-H Volunteers in Tulsa County. Enclosed is a survey. We would really appreciate you completing it as soon as possible and returning it to our office.

For your convenience, postage has been provided. Just fold and return by March 15. If you have any questions, please feel free to call me at 744-6635.

Volunteer "In-Service" Survey
March, 1991

We are verifying information on our records and need to get your opinion about volunteer training. We have received an exciting new volunteer training program. However, it's so comprehensive, we need your help deciding which concepts to teach. If you could take about five minutes to complete this it would be a great help.

First of all we want to make sure our information is correct.

Name: _____

Address: _____

Phone Number: _____

Were you ever a 4-H member? yes no

Place of employment (optional) _____

On a scale of 1 - 4 please rate the following topics as to how important you feel these are to you. One (1) is the least important, four (4) is the most important. Circle one response.

How important is training on:	least	.	.	.	most
. Presentation Skills	1	2	3	4	4
. Assessing the needs of the group	1	2	3	4	4
. Adults as learners	1	2	3	4	4

As a volunteer, how important is knowing about:	1	2	3	4
. Young people as learners	1	2	3	4
. The learning process	1	2	3	4
. Individual learning styles	1	2	3	4

How would you rate these training topics:	1	2	3	4
. Teaching others	1	2	3	4
. Mentoring	1	2	3	4
. Simple visuals	1	2	3	4

And how significant would training be in:	1	2	3	4
. Training styles	1	2	3	4
. Basic facilitating	1	2	3	4
. Designing a lesson or workshop	1	2	3	4

If you were participating in this training program, how many hours would you be willing to commit?	6 hours
	8 hours
	12 hours or more

How many times would you prefer to meet?	2	3	4
other			

(If other, please explain)

Thanks a million for helping out with this survey! Just fold and return.

APPENDIX D
PRE-POST EVALUATION
INSTRUMENT

Name: _____

Date: _____

Teaching Trainers to Teach (T³)
A Volunteer Education Series
Evaluation

Part I

Multiple Choice Items: Choose the one best answer and place the appropriate letter to the left of the item number.

- _____ 1. Program planning is most useful when:
- a. developing a structure for analyzing, interpreting, and making decisions about situations that can be changed or improved.
 - b. making major impacts in learning.
 - c. determining how to make improvements in existing activities.
- _____ 2. The following major item is to be considered when planning specific educational experiences for youth:
- a. the ages of the youth, the methods for teaching, and the expectations of the learners.
 - b. the goals and objectives of the organization.
 - c. the criteria, comparison, evaluation to be used.
- _____ 3. The major advantage to understanding the age appropriate behavior of youth as it relates to program planning is:
- a. to determine the number of youth who can participate in an activity.
 - b. to design learning experiences which create interest and help young people interact with information they need.
 - c. to avoid the need for disciplinary actions.
- _____ 4. The following is a common characteristic of most 6-8 year old youth:
- a. they are self-conscious, with many needing help to get over inferiority complexes; like fan clubs with many having adult idols.
 - b. they seek adult approval because not confident enough yet to set their own standard; is more interested in process than product.
 - c. they have high social needs and desires; interested in travel and adventure.
- _____ 5. The major reason why youth join groups is:
- a. to win awards, trips and scholarships.
 - b. to be involved in the community and school.
 - c. to have fun, be with friends, and learn new things.

- _____ 6. Probably the most difficult task in planning for learning is:
- a. to plan so that the needs of all youth are met.
 - b. to determine the cognitive and affective domain.
 - c. to involve enough people in order to "give away" ownership.
- _____ 7. In order to plan effective programs for youth 9 to 12 years old, you should:
- a. relate life skills to career choices; provide learning experiences outside of the individual skills.
 - b. emphasize active learning experiences; and provide a wide variety of learning experiences.
 - c. provide opportunities to work on projects rather than emphasizing the completion of projects.
- _____ 8. The following is a common consideration when planning for adult learners rather than youth learners:
- a. that learning is usually thought of as something needed for the future.
 - b. that new ideas are being directed toward the learner.
 - c. that experiences of life are brought to the learning environment.
- _____ 9. Needs everyone has, according to Maslow's Hierachy of Needs include:
- a. to have knowledge, attitudes, skills and aspirations.
 - b. to have basic needs, belonging, safety, achievement, and self-actualization.
 - c. to have lifelong learning, opportunity, change, and success.
- _____ 10. The major attitudes adults have toward youth as learners, according to national surveys, include:
- a. Youth are seen as participants, and informed about their interests.
 - b. Youth should be included in the planning, operation, and evaluation of programs.
 - c. Youth are seen as subjects; as recipients; and as resources for programs.

Part II:

Matching: Match the following characteristics of learning (Column I) to the implications for learning (Column II) by placing the letter in front of the numbered item. Select one answer from the choices given within each set.

SET A

COLUMN I		COLUMN II
Characteristics of Learning		Implications for Learning
_____ 1.	Group activities are preferred	A. Plan activities using small and large muscles
_____ 2.	Admire and imitate older boys and girls	B. Encourage apprenticing with older 4-H members
_____ 3.	Have interests which change often, jumping from one thing to the other	C. Provide small group activities
_____ 4.	Usually do best work when it is laid out in small pieces	D. Encourage many brief learning experiences
_____ 5.	Learning how to use their bodies by mastering physical skills	E. Use detailed outlines with the youth for the learning experiences
		F. Relate life skills to career choices
		G. Concentrate on developing individual skills
		H. Put more emphasis on personal development wherever possible
		I. Emphasize guidance and counseling from adult leaders rather than directions

SET B

COLUMN I		COLUMN II
Characteristics of Learning		Implications of Learning
_____ 6.	Moving from dependence on parents to dependence on another adult	J. Put emphasis on economics, planning and management
_____ 7.	Thinking is concrete	K. Use the senses to help the person experience learning
_____ 8.	Learning coping skills is important	L. Emphasize active, fun learning experiences
_____ 9.	Are interested in sports and active games	M. Provide learning outside of the community
_____ 10.	Want to do things outside of their community	N. Be a friend that the young person can count on
		O. Point out reasons behind disappointments or failures and offer suggestions for improvement
		P. Work closely with them in completing records of their leadership work

(Part II, continued)

Match the following characteristics of learning (Column I) to the implications for learning (Column II) by placing the letter in front of the numbered item. Select one answer using this page only.

COLUMN I		COLUMN II	
Characteristics of Learning		Implications for Learning	
_____ 11.	Desire a sense of independence, yet they want and need their parent's help	A.	Recommend civic projects of a service nature
_____ 12.	Are concerned about being liked by friends, physical development, social graces and good grooming	B.	Project work can have considerable more depth
_____ 13.	Want a strong voice in planning own programs	C.	Provide suggestions and several alternatives rather than detailed instructions
_____ 14.	Developing social consciousness	D.	Emphasize guidance and counseling from adult leaders rather than directions
_____ 15.	Beginning to think and plan for future lifestyles	E.	Put emphasis on economics, planning and management
_____ 16.	Want adult leadership	F.	Encourage working with adults and older teens to complete learning experiences and apprenticing
		G.	Use detailed outlines with the youth for the learning experiences
		H.	Encourage learning experiences related to understanding yourself and getting along with others

Part III:

Match the following characteristics in Column I to the appropriate ages in Column II by writing the letter in front of the numbered item. Choices may be used more than once.

COLUMN I		COLUMN II	
_____ 17.	Are ready for indepth learning experiences	J.	6 - 8 years old
_____ 18.	Need vocational guidance	K.	9 - 12 years old
_____ 19.	Planning for work, college, etc.	L.	13 - 15 years old
_____ 20.	Trying to clarify values and needs	M.	16 - 19 years old

APPENDIX E
CRITERIA FOR EVALUATION
INSTRUMENT

CRITERIA FOR EVALUATION DESIGN
HEECS 5663

GENERAL GUIDELINES: (20 points)

Directions are clear and complete	yes	no
Scoring method is clear	yes	no
Vocabulary is suitable for audience	yes	no
Items are based on facts, not opinions	yes	no
Trick questions have been eliminated	yes	no
Correct grammar is used	yes	no

MULTIPLE CHOICE ITEMS: (40 points)

Stems measure objects at the intended level of complexity	yes	no
There is a minimum a three stems for each question	yes	no
Options are not padded with trivia	yes	no
Overlapping options are avoided	yes	no
Correct answer is same length as other distractors	yes	no
All distractors are plausible	yes	no
Location of correct answer is varied	yes	no
Specific determiners are avoided	yes	no
"All of the above" options are avoided	yes	no
Option difficulty levels are appropriate	yes	no
Distractors cannot be defended as being best or correct	yes	no
Correct answer cannot be determined by solely examining the options	yes	no
Options do not contain common elements that could be included in the stem	yes	no
No more than one answer is keyed correct or best	yes	no

MATCHING TEST ITEMS: (40 points)

Items and options are homogeneous	yes	no
More options are provided than items	yes	no
Items are limited within each age set	yes	no
Place options on the same page	yes	no
Specific determiners are avoided	yes	no
Sets do not include more than 5 or 6 items	yes	no

APPENDIX F
CORRESPONDENCE TO CONTROL GROUP
FOR POSTTEST

May 6, 1991

^F1^

^F2^

^F3^

Dear ^F4^:

I'm sure you will recall having completed an evaluation a few weeks ago on the subject of "Young People as Learners." Enclosed you'll find another test to complete. Please take a few moments to answer the questions and return it no later than May 27, 1991. Enclosed is a stamped, addressed envelope for your convenience.

I really need you to do your best on this. Once it is returned, I'll be able to determine whether or not the training that the treatment group is participating in makes a difference in knowledge and skills gained on this subject.

I appreciate your help and support on this project. I'll be sure to let you know of the results once the study is completed.

If you have any questions, please call me at 744-6635. Thanks again.

Sincerely,

Charlotte L. Richert
4-H Youth Development
Tulsa County

VITA

Charlotte Leven Richert

Candidate for the Degree of
Master of Science

Thesis: AN EVALUATION OF KNOWLEDGE AND SKILLS OF 4-H
VOLUNTEERS IN TULSA COUNTY WHO PARTICIPATED IN THE
VOLUNTEER TRAINING, "YOUNG PEOPLE AS LEARNERS"

Major Field: Home Economics Education
and Community Services

Biographical:

Personal Data: Born in Ponca City, Oklahoma, April 7,
1957, the daughter of Mr. and Mrs. Otto J. Leven.

Education: Graduated from Newkirk High School,
Newkirk, Oklahoma in May, 1975; attended Northern
Oklahoma College in Tonkawa, Oklahoma from 1975-
77; attended Oklahoma State University, Still-
water, Oklahoma, from 1977-79; graduated with a
Bachelor of Science Degree in Home Economics
Education in 1979; accepted to the graduate
program in 1989; completed requirements for the
Master of Science Degree in July, 1991.

Professional Experience: 4-H Home Economist, in
Washington County, Dewey, Oklahoma, 1979-81; 4-H
Home Economist in Tulsa County, Tulsa, Oklahoma,
1981-82; 4-H Program Leader, Tulsa County, 1982
to present.

Professional and Honorary Associations: National
Association of Extension 4-H Agents, National
Association of Extension Home Economists, Epsilon
Sigma Phi, Omicron Nu, and Phi Upsilon Omicron.