

ATTITUDES OF SELECTED OKLAHOMA COOPERATIVE
EXTENSION STAFF TOWARD TASKS OF ADULT
4-H VOLUNTEER LEADERS

By

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PREFACE

This study is concerned with the perceptions of Extension staff regarding tasks of volunteer leaders. The research focuses on the differences in the perceptions of the sample when divided by geographic location, area of responsibility, tenure, and bachelor degree area.

The author wishes to express sincere gratitude to Dr. Elaine Jorgenson for guidance and assistance with this study. Special appreciation is also expressed to Dr. Eugene Williams for his advisement in this project and for assistance in securing resources for the development of the study. A special thanks is extended to Dr. Anna Gorman for her cooperation and research methodology insight.

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CHAPTER I

INTRODUCTION

An American invention, the 4-H program of the Cooperative Extension Service, originated near the beginning of the Twentieth Century as a result of a vital need to improve life in rural areas. The "learn by doing" method of teaching was utilized by 4-H to introduce new developments in farming and homemaking to boys and girls (Cooperative Extension Service, 1976). As the program has evolved through the years, the focus has changed to one of overall youth development.

The original corn club and canning clubs with 46 members have grown to include diversified 4-H projects to appeal to boys and girls in urban as well as rural areas. Today 4-H reaches 5.8 million youngsters (Anderson, 1977).

Just as the definition of 4-H has changed through the years, so has the role of the Extension staff members responsible for the program. In the 1950's the individual Extension staff member was believed to be employed full time if the 4-H enrollment was 250 to 300 members. The staff role during this period involved a great deal of personal interaction between the staff and the individual members. Analysts of the 1960's assigned the ratio of members to staff at 750 to 1,000 per professional. Volunteer leaders were called on to assume some of the roles that Extension staff had formerly performed. In the 1970's, Extension staff have demonstrated that one staff member

can manage programs involving unlimited numbers of members if there is a complementing adult volunteer support system. As 4-H moves into Century III and Extension staff becomes committed to making 4-H available to all youth, the Extension staff role, more than ever before, becomes that of program management.

The ability to reach large numbers of youth is a valid argument for involving 4-H volunteer leaders; however, it is not the only one. Quality programs are another reason for involving 4-H volunteer leaders. Volunteer leaders are a rich source of knowledge and experience. The potential volunteer skills available in any community usually exceed that which any individual Extension staff member can personally provide. Also, if 4-H is to involve many youth intensively over a period of years, thus enhancing their growth and development, more time than most Extension staff can provide will be required.

Problem Statement

If we expect to increase both the quality and quantity of 4-H programs in Century III, we must commit ourselves to greater involvement of volunteer leaders (Cooperative Extension Service, 1976, p. 10). It will also be necessary for volunteers to assume more and more tasks formerly considered the responsibility of the Extension agent. This will further necessitate a change in roles for the Extension agent working with 4-H. Extension agents will have to become teachers of teachers; whereas, under the former plan they worked directly with 4-H club members (Northrop, 1975, p. 2).

Since these concepts regarding changing roles and tasks were introduced to Extension staff in 1976, there has been no evaluation,

other than informal feedback, of this plan. There is no documentation of attitudes of Extension staff at various levels toward the role and task changes.

The importance of attitude in influencing behavior is well known. Attitude has been described as an effective component based upon cognitive processes which is an antecedent of behavior (Shaw, 1967). Attitudes, as they relate to program implementation, are considered a major factor (Heckel, 1965, p. 87).

It would seem, therefore, that if Extension staff members hold unfavorable attitudes toward changes in tasks and the many variables associated with these changes, the program guidelines of Oklahoma 4-H for Century III will have limited acceptance either at the county or state level. Thus, the impact of Oklahoma 4-H for Century III on Oklahoma 4-H programs will be minimal. This information leads one to ask: What are the attitudes of Oklahoma professional Extension agents toward the tasks of 4-H volunteer leaders?

Purpose of the Study

The purpose of the study is to provide the Oklahoma 4-H staff and Extension administration with some basic information regarding the attitudes of Oklahoma professional Extension staff toward tasks of 4-H volunteer leaders. The study will provide information necessary to determine Oklahoma's progress in implementing the program guidelines of Oklahoma 4-H for Century III. State and district 4-H staff will be able to utilize the data in planning future 4-H training emphasis. County staff will find the information helpful in comparing their

attitudes regarding the roles of volunteer leaders to suggested roles outlined in Oklahoma 4-H for Century III.

Objectives

The specific objectives of this study are as follows:

1. To identify attitudes of county Extension staff regarding tasks performed by volunteer leaders.
2. To compare the attitudes of county Extension staff, district and State 4-H staff in regard to tasks of volunteer adult 4-H leaders.
3. To identify differences in the attitudes of county, district and State Extension staff regarding the tasks of volunteer adult 4-H leaders.
4. To compare the attitudes of county Extension staff with different personal characteristics regarding the tasks of volunteer adult 4-H leaders.
5. To make recommendations regarding future training emphasis for county, district, and State Extension staff members.

Hypotheses

The hypotheses of this study are developed in keeping with the basic assumption that attitude of staff affects program implementation. This theory is shown to be true in other Extension and business situations.

- H_1 : There will be no significant difference in the attitudes of Extension staff in the five Oklahoma Extension districts regarding the tasks of adult 4-H volunteer leaders.
- H_2 : There will be no significant difference in the attitudes of Extension staff of varying tenure regarding the tasks of adult 4-H volunteer leaders.
- H_3 : There will be no significant difference in the attitudes of Extension staff with bachelor's degrees from different areas regarding the tasks of adult 4-H volunteer leaders.

- H₄: There will be no significant difference in the attitudes of Extension staff with varying number of Extension work experiences regarding the tasks of adult 4-H volunteer leaders.
- H₅: There will be no significant difference in the attitudes of county, district, and State Extension staff toward the tasks of adult 4-H volunteer leaders.

Assumptions

In conducting this study, the author assumes:

1. That implementation of Oklahoma 4-H for Century III is a desirable goal for Oklahoma Extension.
2. That Extension administration will be willing to provide training for staff as necessary to facilitate implementation of Oklahoma 4-H for Century III.
3. That Extension staff will act in the most objective manner possible in identifying the tasks of adult 4-H volunteer leaders.
4. That Likert-type scales measuring attitudes have equal intervals between the numbers; therefore, data are interval in nature.
5. That the questionnaire covers only the adult 4-H volunteer leader roles which are most pertinent to the Oklahoma 4-H program, as suggested by the review of related literature.

Limitations

There are several limitations which may influence the value of this study.

1. The attitudes toward tasks of adult 4-H volunteer leaders can only be generalized to Oklahoma--one state of 50 that may have similar situations and needs for such information.
2. There is limited information regarding the reliability and validity of the instrument used to measure the attitudes of respondents.
3. The study does not attempt to include attitudes of administrators, even though their attitudes can influence effectiveness of committees (Vandenberg, 1955).

Definitions

Certain terms used in this research problem may be unfamiliar. To facilitate clarity and understanding, the following definitions are offered.

4-H members are those youth nine to 19 years of age who voluntarily participate in any of Extension's youth development programs, ranging from only minimal involvement to participation in all opportunities available (Kruse, 1977, p. 26).

4-H leaders include adults and older teens assuming adult-like roles as they work with 4-H members. 4-H leaders are volunteers; they are both learners and teachers. Professional staff provide training and guidance to leaders as they in turn deliver the program to the youth (Kruse, 1977, p. 26).

County Extension staff includes all subjects in this study working at the county level. Staff members include county Extension directors, county Extension agricultural agents, and county Extension home economists - 4H (Cooperative Extension Service, 1976, p. 41).

4-H is the youth development phase of the Cooperative Extension Service (Cooperative Extension Service, 1976, p. 6).

Maintenance tasks are those tasks involving physical arrangement and the overseeing of supporting details necessary for effective programming (Boyce, 1968, p. 12).

Educational tasks are those tasks which are aimed at changing the behavior pattern of people (Boyce, 1968, p. 12).

Managerial tasks are those tasks involving decision making which set or maintain a precedent or establish a procedure.

CHAPTER II

REVIEW OF LITERATURE

Introduction

From the earliest history of Cooperative Extension and 4-H, the emphasis was on the involvement of adults as well as youth in 4-H programs. The earliest corn and canning clubs were organized to educate adults as well as youth (Benedetti, Cox, and Phelps, 1976). It was thought that the youth would share newly learned skills and knowledge with their parents, and thus help implement new agriculture and Home Economics innovations. The 4-H program evolved and expanded through the years to include a more varied curriculum and to acknowledge the role of adults in the program. The Cooperative Extension Service (1976) cited the overall objectives of the 4-H program as to:

- Provide the opportunity for all youth to develop their own greatest potential.
- Provide for adult education through development and training of leaders to share the program with youth (p. 9).

Thus, through the period of 70 years, the role of the adult in 4-H has changed from one of being a recipient of educational efforts in 1907 to one of being an informal educator in 1977. The volunteer adult 4-H leader is now a key figure in helping youth develop toward their potential. This chapter presents a summary of selected literature related to volunteers in general, 4-H volunteers, the roles and tasks of volunteers, and managers of volunteers.

Volunteers: General Information

The impact and influence of adult volunteers in the United States were immeasurable. A Census Bureau survey conducted in April, 1974, indicated approximately 37 million Americans over 18 were volunteering at that time. The U.S. Department of Labor, in its manpower/automation monograph, estimated that by 1980 the volunteer work force will contribute 30 billion annually to the U.S. economy. Boyle and Douglass (1974) cited in their study that over two million adults served in voluntary leadership capacities annually for educational youth organizations. These statistics verified how great was this contribution of volunteerism; further exemplified by Kramer's (1974) remarks that volunteers were a more important and dynamic resource for most nonprofit organizations than money.

Such groups as 4-H, Boy Scouts, Girl Scouts, Campfire Girls, farm youth organizations, and young adult church groups relied almost exclusively on lay people in the community to provide adult leadership for their particular organization. Volunteers were vital to the very existence of these and other similar organizations. Tyler (1968) cited five reasons for utilizing volunteers in youth development organizations as follows:

1. Volunteers furnish greatly needed personnel to supplement and complement the limited professional staff.
2. Volunteers help to maintain a friendly climate in the organization.
3. Volunteers learn from experience in the organization ways to be better members of the family and of the community.
4. Volunteers help to gain public understanding and support for the work and the organization.

5. Volunteers make it possible for the agency to increase its services in spite of a limited budget (p. 155).

Schlinder-Rainman and Lippitt (1971, p. 21) recognized there was a need in our American society for volunteer energy, time, and competence. However, they also stated that of equal importance is the need of individuals to have the opportunity to be of service as a means of self-fulfillment and in order to grow toward self-actualization as a democratic caring-for-others person. The Census Bureau study regarding volunteerism stated "helping others" was the primary motive for 53 percent of the Americans who volunteer, which was ironic since volunteerism was actually an outgrowth of the "helping others" principle. In Colonial America the concept took roots through the tradition of "help thy neighbor" and "it's better to give than to receive." Through the years as more needs for assistance became evident, volunteers responded in larger numbers and assistance was provided on a more organized basis.

Volunteers: 4-H Leaders

Adult volunteer leaders provide a tremendous impact on the 4-H program. This fact was emphasized by Boyce (1971) when he revealed statistics that:

In the 1970 fiscal year, 338,000 adult men and women served as volunteer leaders. Research studies indicate that these volunteers donated an average of 25 days service to the information education of 4-H members. If Extension were to replace these volunteers with paid aides, it would require a national contribution of around 200 million or approximately three times the present private and public funds now being spent for the 4-H portion of the Extension program (p. 1).

These facts stressed the immense impact of present volunteers on the 4-H program. It appears the impact will be increased in the future in view of the following Extension Committee on Policy (ECOP) (1976) recommendation:

A highly desirable goal for the next decade of Century III would be to double the number of volunteer leaders serving 4-H. It is imperative that the expanded roles of the volunteers and paraprofessional staff and the functions and responsibilities of the professional staff be more clearly defined (p. 6).

To meet the challenge of doubling the number of volunteers in this decade, there are several requirements, according to Boyce (1977).

A planned leader program in each county; enhanced support of volunteers including training, follow-up, and teaching materials; adapting leader roles and tasks to appeal to previously overlooked sources of leadership who, due to time or other limitations, have not been able to serve youth through 4-H; and enhancing teamwork between volunteers and Extension personnel (p. 27).

Since expanded roles for 4-H leaders was a major part of the ECOP recommendation, Extension professionals began to expand the tasks available to 4-H leaders and offered new flexibility in carrying out tasks. Expanded responsibility meant delegation of tasks that was previously performed by agents; greater flexibility meant one year a leader serves as project leader while next the leader might serve as a public information leader (Boyce, 1977, p. 27). According to Gilliland (1977, p. 28), the challenge in the future is for agents and volunteers alike to continually evaluate their roles and determine who can and should fulfill a given task.

Volunteers: The Individual and the Task

Placing the appropriate person in a suitable, well-designed job

has been one of the most difficult responsibilities of a volunteer manager. This was because the greatest challenge and joy for a good manager was not just to produce things but to grow people, and people grow best when given a meaningful job to do that requires the best they have to offer (Wilson, 1976, p. 131). To make sensible and imaginative placements, the interest, skills, and personal characteristics of the volunteer must be matched with the requirements outlined for a specific job. This process resembles fitting two parts of a puzzle together. When the fit is right, it helps complete the whole picture of volunteer involvement.

It was necessary to build into the volunteer selection process procedures for ensuring suitability, appropriateness, and quality control (Wilson, 1976, p. 122). Applicants must be screened to eliminate those clearly unsuited for certain jobs and redirected to appropriate placements whenever possible. According to Scheier (1976), screening was essential for several reasons:

1. The clients of the agency must be protected. They must be helped, not hindered by any volunteer involvement.
2. The agency's reputation is greatly affected by the volunteers who work there.
3. Morale of paid staff and other volunteers declines when inappropriate or poor volunteer placements occur; and
4. The volunteer himself suffers when misplaced (p. 46).

It was essential to recognize and deal with high risk volunteers, and it was equally important to recognize high potential candidates. According to Wilson (1976, p. 122), one of the greatest faults of many volunteer programs was under-utilizing those volunteers who have unusual skills, organizational capabilities, or extraordinary potential.

Often these volunteers went undetected because they were misplaced initially and, once placed, they were forgotten (Wilson, 1976, p. 122).

So for the benefit of all concerned--the agency, volunteer, staff, and client--it was important that the task of matching volunteers and tasks be taken seriously. The volunteers selected for tasks today have an impact on the quality of programs now and in the future. This single factor will determine which people will be involved in designing, directing, and carrying out the programs of the future.

Volunteers: 4-H Supervision

Working with 4-H volunteer leaders was one of the most difficult and also one of the most rewarding and interesting aspects of a supervisory Extension position. Supervision of volunteers requires skill, knowledge, and a set of attitudes not required in many other types of work (Weaver, 1976, p. 25). As 4-H for Century III is implemented and volunteers are more fully utilized, more 4-H agents will face the challenges of supervisory roles. Running parallel to these changes were trends of resistance to widespread use of volunteers. Lippitt and Schindler-Rainman (1975) list eight areas of resistance:

1. The professional wants to keep their boundaries of professional competence.
2. As the professional delegates more responsibility to the volunteer he has less contact with the client, thus losing immediate interpersonal reward.
3. Many professionals, due to their formal education, do not feel confident as a trainer.
4. The volunteer may have more relevant information and skills than the professional.
5. The volunteers are indigenous to the client, thus a closer working relationship.

6. Volunteers can be very articulate about their expectations and needs.
7. Professionals withhold information as a form of power, thus limiting the effectiveness of the volunteer.
8. Professionals do not always understand the new population they are requested to work with (p. 21).

The 4-H voluntary supervisor must work to overcome these obstacles and delegate more and more responsibility to the volunteer staff.

The major task of a supervisor of volunteers was to help the volunteers improve their effectiveness. The supervisor needed to demonstrate, explain, and illustrate to help the volunteers understand what was expected of them. The volunteers needed guidance which was reinforced with current information. Volunteers should be recognized for their accomplishments or constructively criticized if their work is poor. The supervision should also provide opportunities for the volunteers to accept greater responsibility as their abilities increase (Boyce, 1971, p. 12).

It was through proper supervision that the roles of the professional, the paraprofessional, the volunteer, and the teen volunteer were delineated (Boyce, 1971, p. 12). Each of these members of the Extension staff knew to whom they reported and received information and their relationship to each other.

William B. Mullins (1970), Director of the National Center for Voluntary Action, stated that individual volunteers should not be referred to agencies that could not insure proper supervision. To assist the 4-H agent in giving proper supervision, Van Dersal (1974) offered six basic principles for gaining more success in supervision.

1. People must always understand clearly what is expected of them.
2. People must have guidance in doing their work.
3. Good work should always be recognized.
4. Poor work deserves constructive criticism.
5. People should have the opportunity to show they can accept greater responsibilities.
6. People should be encouraged to improve themselves (p. 10).

A conscientious application and use of the principles mentioned above can do much to improve 4-H agents' supervisory competencies.

Summary

The 4-H leader is a resource viable to the Cooperative Extension Service. To adequately utilize 4-H leaders at their fullest potential, it is necessary to define the tasks of the volunteer and to match the talents of the volunteer to the specifications of the task. Another factor which affects successful volunteer utilization is the supervisory capabilities of the 4-H professional. To implement the 4-H in Century III guidelines, the 4-H professional must learn to be a manager of programs and a supervisor of volunteer personnel. This will be a role change for the 4-H professional who has previously provided direct service to clients. As the role change occurs, it is likely that tension will develop and many professionals will continue to resist using volunteers.

CHAPTER III

RESEARCH PROCEDURES

This was a descriptive study confined to the analysis of Extension staff attitudes toward the tasks of adult 4-H volunteer leaders. A Likert-type questionnaire was used to collect the necessary data from county, district, and State Extension staff. The questionnaire required the respondent to agree or disagree with a series of statements regarding possible 4-H volunteer leader tasks.

Population and Sample

The population represented in the study was all county Extension agents, district 4-H agents, and State 4-H staff in Oklahoma. The Extension personnel office listed 211 county Extension agents, five district 4-H agents, and seven State 4-H staff members. The sample for the study included the entire population of county Extension agents and district 4-H agents. The sample of State staff members was six, excluding the author.

Instrumentation

A Likert-type instrument was used to elicit the desired information for this study. The instrument was developed from: (1) practical experience of the researcher with adult 4-H volunteer leaders; (2) practical experience of other 4-H staff members in similar

situations; (3) 4-H volunteer leader job descriptions listed in Oklahoma 4-H for Century III; and tasks listed by a committee attending a 4-H volunteer recruitment meeting in 1974.

To establish validity and reliability, the questionnaire was first pretested with 20 Extension staff members from other states. The participants made comments concerning form, readability, clarity, and ease of completion. The respondents also provided verbal comments for improvement.

The instrument was then revised by the researcher and members of the thesis committee. Minor revisions were made, based on the feedback received from the pretest group and the thesis committee. The letter and questionnaires are included in Appendix A.

The questionnaire contained 93 attitudinal scale items and one open-ended question. The Likert-scale format was chosen for the items. Shaw (1967) stated that attitude scales are generally composed of statements with varying degrees of positivity and negativity. The most frequently used methods of measuring attitudes require subjects to indicate their agreement or disagreement with these statements. Endorsement of the statement served as the basis for inferring the existence of a positive or negative evaluation of the subject. Thus, the questionnaire was developed with scales of 1 to 5, with the extreme indicating strong disagreement and agreement, respectively. Demographic factors included on the questionnaire were: (1) position in the Extension service, (2) tenure, (3) sex, (4) number of different Extension positions held, (5) Bachelor degree field, and (6) educational status. These were determined as a result of theorizing from

various Extension professionals that these factors might be related to attitudes toward the tasks of 4-H volunteer leaders.

The tasks listed on the questionnaire were categorized as either maintenance tasks, educational tasks, or managerial tasks. The tasks were categorized by a panel of experts who individually received the classification instrument which is included in Appendix B.

Data Collection

The appropriate questionnaire was mailed to each of the individuals in the sample. An appropriate cover letter accompanied each of the questionnaires. The letter explained the purpose of the survey, how the information would affect county programming, and instructions for completing and returning the questionnaire. The completed questionnaires were returned to the researcher in a self-addressed, stamped envelope. A follow-up letter was sent to the individuals not returning the questionnaire within three weeks.

The total return from the sample was 214 out of a potential sample of 228. This was a 94 percent participation rate for the total sample. The corrected percentage of return for the sample was 90 percent, or 206 of 228.

Analysis of Data

The chi-square statistical technique was used to measure differences in perceptions of volunteer tasks. Frequency count and percentage were used to report demographical data.

The data were further analyzed by number, percentages, arithmetic mean, and standard deviation. The data were analyzed at the Computer Science Center at Oklahoma State University.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The overall purpose of this study was to gain insight into the tasks of 4-H volunteer leaders as perceived by county Extension professionals, State and district 4-H staff, and district administrative staff. This study was based on the perceptions of the above group regarding 93 tasks usually required in conducting a county 4-H program. The tasks are identified in Oklahoma 4-H for Century III (Cooperative Extension Service, 1976). As a result of the findings of this study, more relevant Extension staff training programs can be planned and implemented in Oklahoma.

This study provided the information from which State, district, and county staff can identify perceptions regarding volunteer tasks. This knowledge and the comparison of the population, perceptions of the tasks are expected to assist professional staff in planning in-service training.

Because of the importance placed on the utilization of 4-H volunteer leaders by the Oklahoma Cooperative Extension Service, a high rate of questionnaires return was expected. The total of the research sample consisted of 214 respondents out of a potential sample of 228. This was a 94 percent participation rate for the total sample, while

the corrected percentage rate was 90 percent. The return percentage by sample further clarifies the sample response.

Three copies of the questionnaire were judged unusable. Five forms were returned too late for value to the study. The corrected percentage for the questionnaire was 90 percent or 206 of 228. The data from these samples was summarized and analyzed in relation to the objectives and hypotheses established in Chapter I.

Demographical Description of the Sample

In order to more fully identify the sample surveyed in the study, the following demographic data are presented in Table I.

Extension Staff Sample

The sample for the study includes the entire population of county Extension staff, district 4-H agents, State 4-H staff, and district administrative staff. Of the 206 respondents, 100 were female. The largest single age group was the 26-30 years of age group with 41 Extension staff members (19.903 percent).

The tenure of the Extension staff in the sample was concentrated in the eight years to less than 15 years, 36 (17.734 percent), the fifteen years to less than 25 years, 44 (21.675 percent) and 25 years or more, 30 (14.778 percent). One-hundred and two (49.515 percent) of the staff had bachelor degrees in Agriculture, while 97 (47.087 percent) had degrees in Home Economics. Seven (3.398 percent) staff members had bachelor degrees in other areas.

The largest number of the sample had 4-H and Home Economics as their area of responsibility. Sixty-one (30.049 percent) were in this

TABLE I
DESCRIPTION OF EXTENSION STAFF, NUMBER,
AND PERCENTAGE

Description - Classification	Number	Percent
<u>Extension Districts</u>		
Northwest	35	17.073
Southwest	41	20.000
Central	52	25.366
Northeast	33	16.098
Southeast	38	18.537
State	6	2.927
<u>Sex</u>		
Male	106	51.456
Female	100	48.544
<u>Age</u>		
25 years or younger	37	17.961
26-30	41	19.903
31-35	22	10.680
36-40	23	11.165
41-45	22	10.680
46-50	17	8.252
51-55	21	10.194
56 years or older	23	11.165
<u>Years Worked in County Extension Position</u>		
1 month to less than 1 year	21	10.345
1 year to less than 3 years	23	11.330
3 years to less than 5 years	24	11.823
5 years to less than 8 years	25	12.315
8 years to less than 15 years	36	17.734
15 years to less than 25 years	44	21.675
25 years or more	30	14.778
<u>Area of Responsibility</u>		
4-H	53	26.108
Home Economics	16	7.882
Agriculture	27	13.300
4-H and Home Economics	61	30.049
4-H and Agriculture	34	16.749
Other	12	5.911

TABLE I (Continued)

Description - Classification	Number	Percent
<u>Position Title</u>		
County Extension Director	66	32.836
County Extension Agent	27	13.433
County Extension Home Economist	67	33.333
County Extension Agent, Agriculture	14	6.965
County Extension Home Economist, 4-H	27	13.433
Other	0	0
<u>Bachelor Degree Area</u>		
Home Economics	97	47.087
Agriculture	102	49.515
Other	7	3.398
<u>Educational Status</u>		
Bachelor's Degree	28	13.592
Bachelor's Degree with Some Graduate Work	88	42.718
Master's Degree	47	22.816
Master's Degree with Some Graduate Work	38	18.447
Doctoral Degree	4	1.942
Doctoral Degree with Some Graduate Work	1	0.487
Other	0	0
<u>Number of County Extension Positions Held</u>		
One	66	32.673
Two	75	37.129
Three	37	18.317
Four	14	6.931
Five	7	3.465
Six or More	3	1.485

group. Fifty-three (26.108 percent) had 4-H as their area of responsibility, while 34 (16.749 percent) had an area responsibility for 4-H and Agriculture. Sixteen (7.882 percent) had an area of responsibility for Home Economics and 27 (13.300 percent) had an area of responsibility for Agriculture programs.

Test of Hypotheses

There were five major hypotheses formulated in relation to the objectives. These hypotheses related to tasks of volunteer adult 4-H leaders as perceived by Extension staff.

Hypothesis 1: There is no significant difference in the attitudes of Extension staff in the five Oklahoma Extension districts regarding tasks of adult 4-H volunteer leaders.

This hypothesis was tested by analyzing the results of the Likert-type rating scale for the responses of Extension staff in relation to each of 93 tasks. The respondents were asked to rate the task items indicating their agreement that the task should be performed by a 4-H adult volunteer leader. The chi-square was used to determine the difference between the Extension staff in each of the five Extension districts. Table II reveals significant differences between the five districts at the .05 level or less for one of 17 tasks classified as educational. Table III reveals significant differences between the five districts at the .05 level or less for five of 34 tasks classified as maintenance. Table IV reveals significant differences between the five districts at the .05 level or less for five of 23 tasks classified as managerial tasks.

Hypothesis I was accepted for 82 of the task items and not accepted for 11 task items which met the criterion for significance. Thus, Hypothesis 1 was not accepted on the basis of significant differences in task perceptions between the districts for eleven of the tasks:

TABLE II

DIFFERENCES OF PERCEIVED VOLUNTEER EDUCATIONAL
TASKS AMONG EXTENSION STAFF BY DISTRICT

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Educational Tasks</u>			
Plan local club program	25.993	15	0.0381 ^a
Represent 4-H with civic groups	21.911	20	0.3454
Suggest new 4-H programs or projects	25.905	20	0.1690
Create new visual materials	27.097	20	0.1326
Develop mass media programs	191252	20	0.5055
Serve as county project leaders	22.404	20	0.3190
Serve as teachers to train other volunteers in spe- cialty	21.658	20	0.3593
Teach subject matter	30.137	20	0.0677
Organize tours	21.082	20	0.3923
Coach judging teams	26.030	20	0.1648
Teach club officer training	26.761	20	0.1421
Motivate 4-H members	23.604	15	0.0721
Introduce new projects and activities	19.539	20	0.4871
Teach crafts	16.908	20	0.6589
Serve as a resource person	19.839	20	0.4680
Make samples of projects to show	26.284	20	0.1567
Attend project training sessions	25.820	20	0.1718

^aSignificant at the .05 or lower level.

TABLE III
 DIFFERENCES OF PERCEIVED VOLUNTEER MAINTENANCE
 TASKS AMONG EXTENSION STAFF BY DISTRICT

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Contact potential 4-H leaders	19.828	20	0.4687
Recruit 4-H members	30.318	20	0.0649
Represent 4-H with county fair boards	21.472	20	0.3698
Recruit volunteers	22.129	20	0.3336
Promote 4-H awards	23.023	20	0.2877
Conduct tours	29.450	20	0.0793
Conduct surveys	19.520	20	0.4883
Recruit project leaders	24.960	20	0.2030
Work with parents	23.071	15	0.0826
Serve on 4-H council	28.227	20	0.1040
Assist with fair entry	36.373	20	0.0139 ^a
Assist with club enrollment	20.030	15	0.1708
Provide transportation	18.447	20	0.5580
Support new 4-H club	21.277	15	0.1282
Make visuals	15.997	20	0.1768
Give recognition	22.004	20	0.3403
Locate meeting places	26.646	15	0.0318 ^a
Plan leader coffee	19.523	20	0.4881
Secure meeting places	30.560	20	0.0613
Tag livestock	23.995	20	0.2426
Organize clubs	24.249	20	0.2317
Serve as camp counselor	31.672	20	0.0469 ^a
Lead recreation	28.252	20	0.1036
Sponsor junior leader group	15.395	20	0.7534

TABLE III (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks (Cont.)</u>			
Take exhibits to fair	29.471	20	0.0789
Serve on telephone committee	22.058	20	0.3374
Present awards and recognition	26.912	20	0.1377
Clean county fairgrounds	27.485	20	0.1222
Help build floats and booths	40.801	20	0.0040 ^a
Make signs	34.911	20	0.0206 ^a
Write newsletter	19.549	20	0.4864
Tabulate judging results	12.447	20	0.8998
Fill club literature orders	11.538	20	0.9311
Sponsor awards	17.293	20	0.6339

^aSignificant at the .05 or lower level.

TABLE IV

DIFFERENCES OF PERCEIVED VOLUNTEER MANAGERIAL
TASKS AMONG EXTENSION STAFF BY DISTRICT

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks</u>			
Set rules for county events	15.171	20	0.7665
Evaluate 4-H programs	37.396	20	0.0105 ^a
Serve as activity chairpersons	23.581	20	0.2612

TABLE IV (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks (Cont.)</u>			
Initiate 4-H publicity	19.329	20	0.5005
Make award selections	18.176	20	0.5758
Serve on inter-agency committees	13.025	20	0.8763
Set county goals	18.635	20	0.5457
Evaluate extension staff	17.468	20	0.6224
Appoint committees	17.443	20	0.6241
Organize money making activities	13.691	20	0.8458
Serve as advisors to extension staff	21.673	20	0.3585
Recommend staffing	24.034	20	0.2409
Justify budgets	20.868	20	0.4049
Recommend major purchases	21.967	20	0.3423
Select fair superintendents	19.234	20	0.5067
Represent 4-H with school administration	39.097	20	0.0065 ^a
Inform other leaders	26.113	20	0.1621
Serve as county fair superintendent	22.389	20	0.3198
Contact minorities regarding membership	31.018	20	0.0549 ^a
Supervise food stand	27.486	20	0.1221
Serve as activity coordinator	25.511	15	0.0435 ^a
Utilize junior leaders	31.046	15	0.0087 ^a
Chaperone out-of-state trips	15.752	20	0.7319

^aSignificant at the .05 or lower level.

The data were also analyzed by comparing the arithmetic mean of the five districts for each task. Tables V, VI, and VII show data relative to this hypothesis. The mean responses for the 93 task items ranged from a low of 2.31 for a managerial task to a high of 4.63 for an educational task.

The mean scores of Extension staff in the Northeast District were higher than the mean scores for the other districts for each category of tasks. The Central district had the second highest scores for educational and maintenance tasks and the third highest for managerial tasks. The Southwest district had the second highest mean scores for the managerial tasks and third highest for educational and maintenance tasks. The Northwest district had the lowest mean scores of all districts for each task category. The Northwest district had the lowest mean scores of all districts for each task category. The Southeast District had the fourth highest mean scores of all districts for each task category. There was less variance in mean scores for tasks classified as educational and the most variance for maintenance tasks.

To further identify the perceived differences in the responses of Extension staff in the five districts, the number and percentages are reported in Appendix C. The responses were calculated for each of the 93 tasks from data on the chi square cells.

Hypothesis 2: There is no significant difference in the attitudes of Extension staff of varying tenure regarding the tasks of adult 4-H volunteer leaders.

Hypothesis 2 was tested using the chi-square to analyze the rating scale response of Extension staff as divided by tenure. Table VIII reveals significant differences between Extension staff members

TABLE V
 MEAN SCORES COMPARING EDUCATIONAL TASKS OF
 ADULT 4-H VOLUNTEER LEADERS AS ASSESSED
 BY EXTENSION STAFF IN EACH DISTRICT

Tasks	Northwest		Southwest		Central		Northeast		Southeast	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>EDUCATIONAL TASKS</u>										
Plan local club program	4.17	0.92	4.24	0.69	4.63	0.52	4.57	0.50	4.18	0.65
Represent 4-H with civic groups	3.71	0.92	3.92	0.75	3.98	0.61	4.12	0.64	3.75	0.68
Suggest new 4-H programs or projects	4.14	0.69	4.48	0.50	4.26	0.68	4.63	0.48	4.36	0.54
Create new visual materials	3.20	0.90	3.43	0.77	3.26	0.93	3.75	0.96	3.52	0.86
Develop mass media materials	3.14	1.00	3.46	0.95	3.28	1.01	3.30	1.10	3.13	0.87
Serve as county project leaders	3.97	0.95	4.41	0.63	4.48	0.72	4.54	0.50	4.42	0.50
Serve as teachers to train other volunteers in speciality areas	3.91	0.78	4.19	0.78	4.46	0.50	4.12	0.83	4.13	0.77
Teach subject matter	3.80	0.75	4.12	0.55	4.05	0.81	4.03	0.72	3.89	0.55
Organize tours	3.91	0.74	4.07	0.60	4.13	0.62	4.33	0.59	4.00	0.56
Coach judging teams	3.82	0.78	3.92	0.93	4.11	0.75	4.21	0.69	3.94	0.65
Teach club officer training	3.62	0.97	3.78	0.98	3.90	0.84	3.84	0.83	3.81	0.72
Motivate 4-H members	4.22	0.73	4.60	0.49	4.48	0.50	4.48	0.56	4.31	0.47
Introduce new projects and activities	4.00	0.72	4.21	0.72	4.03	0.74	4.18	0.58	4.02	0.59
Teach crafts	3.94	0.63	4.04	0.70	4.11	0.73	4.21	0.60	4.05	0.56
Serve as a resource person	4.11	0.67	4.36	0.53	4.21	0.64	4.33	0.59	4.10	0.60
Make samples of projects to show	4.00	0.64	3.87	0.85	3.98	0.82	4.03	0.68	4.02	0.63
Attend project training sessions	4.11	0.67	4.29	0.55	4.42	0.60	4.51	0.56	4.35	0.48

TABLE VI

MEAN SCORES COMPARING MAINTENANCE TASKS OF
ADULT 4-H VOLUNTEER LEADERS AS ASSESSED
BY EXTENSION STAFF IN EACH DISTRICT

Tasks	Northwest		Southwest		Central		Northeast		Southeast	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>MAINTENANCE TASKS</u>										
Contact potential 4-H leaders	4.00	0.80	4.29	0.46	4.30	0.57	4.27	0.51	4.05	0.65
Recruit 4-H members	4.22	0.73	4.41	0.59	4.53	0.54	0.60	0.49	4.18	0.56
Represent 4-H with county fair boards	3.88	0.36	3.58	0.92	3.59	0.84	3.96	0.84	3.75	0.92
Recruit volunteers	4.11	0.68	4.09	0.70	4.30	0.67	4.33	0.69	4.18	0.69
Promote 4-H awards	4.11	0.67	4.22	0.53	4.19	0.52	4.27	0.67	4.23	0.43
Conduct tours	3.80	0.83	4.07	0.60	4.21	0.53	4.39	0.49	4.02	0.67
Conduct surveys	3.25	0.98	3.39	0.94	3.44	0.91	3.51	0.87	3.28	1.08
Recruit project leaders	3.97	0.61	4.31	0.60	4.40	0.49	4.27	0.67	4.27	0.50
Work with parents	4.11	0.67	4.58	0.49	4.48	0.50	4.51	0.50	4.34	0.53
Serve on 4-H council	4.08	0.74	4.43	0.77	4.46	0.54	4.51	0.50	4.27	0.56
Assist with fair entry	3.80	1.02	4.29	0.71	4.38	0.52	4.27	0.83	4.29	0.51
Assist with club enrollment	4.17	0.74	4.58	0.49	4.50	0.54	4.66	0.47	4.37	0.49
Provide transportation	3.88	0.79	4.17	0.77	4.15	0.83	4.27	0.83	4.26	0.55
Support new 4-H club	4.17	0.70	4.43	0.50	4.37	0.52	4.48	0.61	4.31	0.47
Make visuals	3.51	0.70	3.50	0.93	3.52	1.00	3.69	0.84	3.60	0.82
Give recognition	4.02	0.70	4.39	0.49	4.32	0.55	4.30	0.52	4.07	0.63
Locate meeting places	3.97	0.66	4.39	0.49	4.32	0.58	4.51	0.56	4.13	0.47
Plan leader coffee	3.77	0.77	3.85	0.82	3.96	0.86	4.09	0.87	3.92	0.71
Secure meeting places	3.88	0.71	4.26	0.74	4.30	0.54	4.36	0.60	4.07	0.53
Tag livestock	3.60	1.03	3.02	0.97	3.80	0.86	3.90	0.94	3.67	0.81

TABLE VI (Continued)

Tasks	Northwest		Southwest		Central		Northeast		Southeast	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>MAINTENANCE TASKS</u>										
Organize clubs	4.02	0.56	4.19	0.64	4.25	0.74	4.21	0.78	3.97	0.67
Serve as camp counselor	3.94	0.80	3.97	0.99	4.15	0.75	4.18	0.63	4.05	0.39
Lead recreation	3.45	1.06	3.46	1.18	3.94	0.91	3.93	1.02	3.86	0.96
Sponsor junior leader group	4.05	0.68	4.07	0.56	4.25	0.48	4.24	0.50	4.13	0.41
Take exhibits to fair	3.85	0.87	3.48	1.07	4.01	0.75	4.24	0.66	3.92	0.78
Serve on telephone committee	3.77	0.77	3.97	0.72	4.01	0.77	4.06	0.82	4.00	0.56
Present awards and recognition	4.02	0.74	4.19	0.74	4.28	0.60	4.48	0.56	4.21	0.47
Clean county fairgrounds	2.51	1.17	2.65	1.40	2.65	1.20	3.12	1.49	3.15	1.24
Help build floats and booths	3.77	0.77	3.87	0.71	3.84	0.87	4.15	0.75	3.78	0.81
Make signs	3.77	0.77	3.95	0.70	3.96	0.81	3.96	0.80	3.73	0.86
Write newsletter	2.62	0.91	3.02	1.01	2.78	1.19	3.06	1.08	2.86	1.16
Tabulate judging results	3.91	0.81	3.97	0.85	3.86	1.10	4.06	0.91	3.83	0.87
Fill club literature order	3.31	1.10	3.34	1.17	3.53	1.16	3.63	1.05	3.59	1.06
Sponsor awards	3.60	1.00	3.46	1.09	3.73	0.93	3.84	0.93	3.45	1.04

TABLE VII

MEAN SCORES COMPARING MANAGERIAL TASKS OF
ADULT 4-H VOLUNTEER LEADERS AS ASSESSED
BY EXTENSION STAFF IN EACH DISTRICT

Tasks	Northwest		Southwest		Central		Northeast		Southeast	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>MANAGERIAL TASKS</u>										
Set rules for county events	3.85	0.87	3.97	0.90	3.80	0.29	3.93	0.60	3.65	0.99
Evaluate 4-H programs	3.94	0.72	4.36	0.53	4.28	0.69	4.21	0.48	3.78	0.81
Serve as activity chairpersons	4.11	0.79	4.00	0.80	4.32	0.61	4.36	0.78	4.18	0.51
Initiate 4-H publicity	3.77	0.77	3.73	0.94	3.98	0.69	3.90	0.76	3.68	0.90
Make award selections	3.51	1.12	3.43	0.99	3.66	0.95	3.96	0.68	3.44	1.13
Serve on inter-agency committees	3.62	0.97	3.82	0.71	3.71	0.87	4.00	0.67	3.70	0.84
Set county goals	3.85	0.73	4.00	0.67	4.01	0.91	4.15	0.80	3.84	0.91
Evaluate extension staff	3.17	1.01	3.31	1.17	2.90	1.15	3.15	1.22	2.81	1.22
Appoint committees	3.77	0.80	3.60	1.06	3.59	0.95	3.69	0.91	3.59	0.92
Organize money making activities	4.02	0.61	3.97	0.72	4.00	0.76	4.24	0.56	3.94	0.52
Serve as advisors to extension staff	4.02	0.74	4.39	0.77	4.00	0.99	4.33	0.69	4.13	0.66
Recommend staffing	2.85	1.06	2.85	0.93	2.80	1.08	2.72	1.06	2.31	1.09
Justify budgets	2.82	1.20	3.21	1.27	3.23	1.21	3.60	1.17	2.86	1.11
Recommend major purchases	3.02	1.01	3.26	0.86	3.15	1.06	3.51	0.93	3.05	1.08
Select fair superintendents	2.94	1.02	3.24	1.01	3.13	1.22	3.18	1.18	3.05	1.16
Represent 4-H with school administration	3.91	0.78	4.00	0.77	4.00	0.82	4.27	0.62	3.55	0.97
Inform other leaders	4.02	0.61	4.31	0.52	4.38	0.59	4.30	0.68	4.21	0.52
Serve as county fair superintendent	3.54	1.19	4.04	0.97	4.15	0.77	4.18	0.83	3.94	0.83

TABLE VII (Continued)

Tasks	Northwest		Southwest		Central		Northeast		Southeast	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>MANAGERIAL TASKS</u>										
Contact minorities regarding membership	3.94	0.63	4.35	0.62	4.13	0.80	4.21	0.59	4.13	0.62
Supervise food stand	3.82	0.82	4.07	0.90	4.11	0.83	4.24	0.75	4.00	0.62
Serve as activity coordinator	4.08	0.44	4.00	0.77	4.13	0.74	4.39	0.55	4.02	0.49
Utilize junior leaders	4.14	0.69	4.63	0.48	4.46	0.54	4.57	0.50	4.26	0.44
Chaperone out-of-state trips	3.94	0.96	4.24	0.66	4.15	0.72	4.33	0.64	4.18	0.51

TABLE VIII
 DIFFERENCES OF PERCEIVED VOLUNTEER EDUCATIONAL TASKS AMONG EXTENSION STAFF
 BY TENURE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Educational Tasks</u>			
Plan local 4-H club program	24.091	18	0.1521
Represent 4-H with civic groups	33.018	24	0.1037
Suggest new 4-H programs or projects	24.551	24	0.1431
Create new visual materials	26.935	24	0.3075
Develop mass media programs	28.547	24	0.2377
Serve as county project leaders	39.866	24	0.0221 ^a
Serve as teachers to train other volunteers in specialty areas	38.254	24	0.0327 ^a
Teach subject matter	36.680	24	0.0471 ^a
Organize tours	26.777	24	0.3150
Coach judging teams	34.264	24	0.0801
Teach club officer training	29.183	24	0.2133
Motivate 4-H members	16.368	18	0.5669
Introduce new projects and activities	28.394	24	0.2438
Teach crafts	30.963	24	0.1549
Serve as a resource person	24.558	24	0.4301
Make samples of projects to show	29.155	24	0.2144
Attend project training sessions	32.924	24	0.1057

^aSignificant at the .05 or lower level.

of varying tenure at the .05 level or less for three of 17 tasks classified as educational. Table IX reveals significant differences between Extension staff members of varying tenure at the .05 level or less for five of 34 tasks classified as maintenance. Table X reveals significant differences between Extension staff members of varying tenure at the .05 level or less for two of 23 tasks and the .001 or lower level for one task classified as managerial.

Hypothesis 2 was accepted for 82 of the task items and not accepted for 11 task items which met the criterion for significance. Hypothesis 2 was not accepted on the basis of significant differences in task perception between the staff members of varying tenure for 10 tasks.

The data were also analyzed by comparing the arithmetic mean of the tenure categories for each task. Tables XI, XII, and XIII show data relative to this hypothesis. The mean responses for the 93 task items ranged from a low of 2.33 for a managerial task to a high of 4.70 for an educational task.

The mean scores for those having worked three years to less than five years were higher for all task categories, than those of any other tenure classification. Those staff members who have worked 15 years to less than 25 years had the second highest mean scores for all task categories. The third highest mean scores were recorded by those who have worked five years to less than eight years. The fourth highest mean scores for all task categories were recorded by staff members who have worked eight years to less than 15 years. The fifth highest mean scores for all task categories were recorded by staff members who have worked one month to less than one year. The sixth highest

TABLE IX

DIFFERENCES OF PERCEIVED VOLUNTEER MAINTENANCE
TASKS AMONG EXTENSION STAFF BY TENURE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Contact potential 4-H leaders	26.082	24	0.3490
Recruit 4-H members	33.867	24	0.0871
Represent 4-H with county fair boards	15.746	24	0.8970
Recruit volunteers	21.976	24	0.5807
Promote 4-H awards	27.306	24	0.2904
Conduct tours	31.579	24	0.1378
Conduct surveys	23.231	24	0.5062
Recruit project leaders	22.138	24	0.5710
Work with parents	19.532	18	0.3597
Serve on 4-H council	37.967	24	0.0350 ^a
Assist with fair entry	24.058	24	0.4583
Assist with club enroll- ment	19.241	18	0.3772
Provide transportation	41.251	24	0.0156 ^a
Support new 4-H club	19.764	18	0.3463
Make visuals	32.808	24	0.1082
Give recognition	26.815	24	0.3131
Locate meeting places	26.494	18	0.0890
Plan leader coffee	26.795	24	0.3141
Secure meeting places	24.141	24	0.4535
Tag livestock	42.776	24	0.0105 ^a
Organize clubs	37.666	24	0.0375 ^a
Serve as camp counselor	30.682	24	0.1632
Lead recreation	48.411	24	0.0022 ^a
Sponsor junior leader group	26.644	24	0.3213
Take exhibits to fair	35.871	24	0.0565

TABLE IX (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks (Cont.)</u>			
Serve on telephone committee	31.917	24	0.1291
Present awards and recreation	31.486	24	0.1403
Clean county fairgrounds	35.711	24	0.0586
Help build floats and booths	24.594	24	0.4281
Make signs	28.877	24	0.2248
Write newsletter	25.825	24	0.3621
Tabulate judging results	30.628	24	0.1648
Fill club literature orders	32.515	24	0.1148
Sponsor awards	32.598	24	0.1129

^aSignificant at the .05 or lower level.

TABLE X

DIFFERENCES OF PERCEIVED VOLUNTEER MANAGERIAL
TASKS AMONG EXTENSION STAFF BY TENURE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks</u>			
Set rules for county events	14.726	24	0.9285
Evaluate 4-H programs	17.046	24	0.8467
Serve as activity chairpersons	32.666	24	0.1113
Initiate 4-H publicity	18.931	24	0.7556
Make award selections	25.142	24	0.3980
Serve on inter-agency committees	27.371	24	0.2875

TABLE X (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks (Cont.)</u>			
Set county goals	24.172	24	0.4518
Evaluate extension staff	22.908	24	0.5252
Appoint committees	34.186	24	0.0814
Organize money-making activities	30.090	24	0.1818
Serve as advisors to extension staff	22.089	24	0.5739
Recommend staffing	29.081	24	0.2171
Justify budgets	35.531	24	0.0609
Recommend major purchases	30.157	24	0.1796
Select fair superintendents	30.171	24	0.1792
Represent 4-H with school administration	27.101	24	0.2998
Inform other leaders	26.260	24	0.3401
Serve as county fair superintendent	25.841	24	0.3613
Contact minorities regarding membership	27.157	24	0.2972
Supervise food stand	42.618	24	0.0110 ^a
Serve as activity coordinator	30.560	18	0.0323 ^a
Utilize junior leaders	16.215	18	0.5776
Chaperone out-of-state trips	53.765	24	0.0005 ^b

^aSignificant at the .05 or lower level.

^bHighly significant at the .001 or lower level.

TABLE XI

MEAN SCORES COMPARING EDUCATIONAL TASKS OF
ADULT 4-H VOLUNTEER LEADERS AS ASSESSED
BY EXTENSION STAFF WITH
VARYING TENURE

Tasks	1 Month to less than 1 Year		1 Year to less than 3 years		3 Years to less than 5 years		5 years to less than 8 years		8 years to less than 15 years		15 years to less than 25 years		25 years or more	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Educational Tasks</u>														
Plan local club program	4.23	0.83	4.26	0.86	4.66	0.48	4.40	0.64	4.52	0.55	4.31	0.80	4.20	0.49
Represent 4-H with civic groups	3.90	0.83	3.73	0.75	4.16	0.76	3.88	0.52	4.00	0.53	3.95	0.68	3.72	0.99
Suggest new 4-H programs or projects	4.47	0.51	4.30	0.47	4.54	0.50	4.28	0.45	4.38	0.59	4.36	0.61	4.26	0.90
Create new visual materials	3.23	0.70	3.30	0.92	3.50	1.02	3.40	0.76	3.50	0.84	3.56	0.89	3.33	1.06
Develop mass media programs	3.42	1.02	3.26	0.96	3.37	1.13	3.36	0.90	3.27	0.84	3.25	0.91	2.96	1.18
Serve as county project leaders	4.47	0.60	4.47	0.51	4.66	0.48	4.40	0.57	4.36	0.48	4.38	0.72	4.00	1.11
Serve as teachers to train other volunteers in speciality areas	4.50	0.60	4.45	0.59	4.20	0.72	4.20	0.57	4.08	0.76	4.16	0.68	3.96	0.99
Teach subject matter	3.71	0.90	3.95	0.56	4.29	0.55	4.16	0.37	4.08	0.43	4.04	0.78	3.70	0.91
Organize tours	3.90	0.53	4.00	0.52	4.29	0.62	4.16	0.47	4.00	0.58	4.20	0.70	4.06	0.82
Coach judging teams	3.76	0.62	3.86	0.69	4.16	0.96	4.08	0.64	4.13	0.42	4.11	0.89	3.86	0.97
Teach club officer training	3.71	0.84	3.69	0.63	3.87	1.07	3.76	0.83	3.86	0.76	3.95	0.93	3.70	0.95
Motivate 4-H members	4.42	0.50	4.30	0.47	4.58	0.50	4.40	0.50	4.38	0.49	4.62	0.54	4.40	0.81
Introduce new projects and activities	3.85	0.72	3.95	0.56	4.39	0.58	4.08	0.64	3.97	0.65	4.29	0.55	4.00	0.90
Teach crafts	4.00	0.77	4.04	0.56	4.25	0.67	4.12	0.43	4.05	0.47	4.18	0.75	3.86	0.86
Serve as a resource person	4.26	0.64	4.13	0.62	4.37	0.57	4.16	0.47	4.17	0.56	4.31	0.63	4.20	0.76
Makes samples of projects to show	3.85	0.74	3.91	0.73	4.20	0.72	4.00	0.57	4.02	0.61	4.04	0.88	3.93	0.78
Attend project training sessions	4.33	0.57	4.39	0.72	4.70	0.46	4.20	0.50	4.31	0.47	4.36	0.53	4.20	0.76

TABLE XII

MEAN SCORES COMPARING MAINTENANCE TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EX-
TENSION STAFF WITH VARYING TENURE

MAINTENANCE TASKS	1 Month to less than 1 Year		1 Year to less than 3 years		3 Years to less than 5 years		5 years to less than 8 years		8 years to less than 15 years		15 years to less than 25 years		25 years or more	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Contact potential 4-H leaders	4.28	0.64	4.08	0.41	4.37	0.57	4.28	0.45	4.30	0.52	4.22	0.60	3.86	0.86
Recruit 4-H members	4.23	0.83	4.39	0.49	4.66	0.48	4.40	0.50	4.33	0.53	4.50	0.50	4.26	0.78
Represent 4-H with county fair groups	3.61	1.11	3.47	0.73	3.91	0.82	3.72	0.79	3.85	0.84	3.75	0.91	3.73	0.94
Recruit volunteers	4.28	0.64	4.34	0.48	4.37	0.71	4.33	0.48	4.16	0.65	4.15	0.74	4.03	0.88
Promote 4-H awards	4.33	0.73	4.04	0.63	4.37	0.49	4.20	0.40	4.08	0.37	4.22	0.47	4.23	0.77
Conduct tours	4.09	0.53	3.95	0.63	4.20	0.65	4.20	0.50	4.08	0.55	4.25	0.53	3.90	0.99
Conduct surveys	3.38	1.02	3.21	0.79	3.45	1.06	3.72	0.79	3.05	0.95	3.54	0.92	3.43	1.04
Recruit project leaders	4.42	0.50	4.47	0.51	4.45	0.50	4.32	0.47	4.05	0.53	4.23	0.61	4.13	0.77
Work with parents	4.52	0.51	4.56	0.50	4.41	0.58	4.36	0.48	4.30	0.46	4.50	0.50	4.30	0.79
Serve on 4-H council	4.09	0.99	4.34	0.53	4.47	0.51	4.32	0.55	4.38	0.54	4.47	0.50	4.30	0.79
Assist with fair entry	4.38	0.58	4.43	0.58	4.17	0.98	4.24	0.59	4.25	0.43	4.11	0.96	4.13	0.77
Assist with club enrollment	4.47	0.60	4.52	0.51	4.62	0.49	4.40	0.57	4.33	0.47	4.54	0.50	4.37	0.82
Provide transportation	4.04	0.58	4.21	0.73	4.45	0.50	4.20	0.64	4.08	0.69	4.25	0.81	3.86	1.13
Support new 4-H club	4.52	0.51	4.47	0.51	4.50	0.51	4.40	0.50	4.16	0.44	4.32	0.58	4.30	0.79
Make visuals	3.50	0.76	3.39	0.83	3.66	0.96	3.48	0.77	3.41	0.80	3.81	0.89	3.51	0.98
Give recognition	4.14	0.65	4.13	0.54	4.29	0.69	4.28	0.45	4.22	0.54	4.36	0.53	4.20	0.76
Locate meeting places	4.23	0.62	4.13	0.54	4.50	0.51	4.12	0.60	4.16	0.44	4.38	0.49	4.33	0.80
Plan leader coffee	3.90	0.76	3.91	0.41	3.95	0.95	4.04	0.67	3.91	0.69	3.95	0.88	3.80	1.06
Secure meeting places	4.14	0.72	4.17	0.57	4.29	0.69	4.16	0.55	4.08	0.55	4.29	0.63	4.23	0.81
Tag livestock	3.14	0.96	3.91	0.65	4.00	1.02	3.80	0.76	3.88	0.70	3.86	1.02	3.73	1.04
Organize clubs	3.95	0.49	4.08	0.41	4.20	0.93	4.20	0.64	4.02	0.69	4.39	0.54	4.03	0.88
Serve as camp counselor	3.80	0.69	3.95	0.56	4.12	0.74	3.64	0.85	4.13	0.68	4.20	0.79	4.16	0.79
Lead recreation	3.14	1.19	3.39	1.03	3.79	1.31	3.88	0.78	3.77	0.83	4.00	1.05	3.90	0.99
Sponsor junior leader group	4.19	0.40	4.13	0.45	4.41	0.50	4.08	0.40	4.05	0.48	4.22	0.58	4.06	0.73
Take exhibits to fair	3.61	0.97	3.69	0.76	4.12	0.99	3.88	0.60	3.88	0.88	4.09	0.80	3.86	0.97
Serve on telephone committee	3.90	0.70	3.65	0.83	4.16	0.70	4.04	0.61	3.91	0.60	4.11	0.78	3.90	0.92
Present awards and recognition	4.09	0.83	4.08	0.73	4.26	0.61	4.20	0.40	4.16	0.60	4.45	0.50	4.33	0.80
Clean county fairgrounds	3.19	1.16	2.73	1.21	3.16	1.37	3.12	1.23	2.74	1.17	2.45	1.53	2.60	1.27
Help build floats and booths	3.66	0.85	3.69	0.87	4.25	0.67	3.92	0.64	3.86	0.63	3.97	0.82	3.66	0.99
Make signs	3.71	0.78	3.78	0.85	4.16	0.81	4.00	0.57	3.83	0.69	3.95	0.86	3.66	0.52
Write newsletter	2.71	1.18	2.43	0.84	3.00	1.17	2.88	0.97	2.82	1.05	3.19	1.10	2.97	1.10
Tabulate judging results	3.61	1.20	3.82	0.71	4.04	1.06	3.76	0.77	4.02	0.70	4.11	0.87	4.83	0.98
Fill club literature order	3.42	0.92	3.00	1.12	3.95	1.04	3.60	0.95	3.62	1.00	3.47	1.33	3.33	1.09
Sponsor awards	3.28	1.05	3.55	0.78	3.79	1.28	3.60	0.86	3.68	1.02	3.77	1.00	3.50	1.00

TABLE XIII

MEAN SCORES COMPARING MANAGERIAL TASKS OF
ADULT 4-H VOLUNTEER LEADERS AS ASSESSED
BY EXTENSION STAFF WITH
VARYING TENURE

Tasks	1 Month to less than 1 Year		1 year to less than 3 years		3 years to less than 5 years		5 years to less than 8 years		8 years to less than 15 years		15 years to less than 25 years		25 years or more	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Managerial Tasks														
Set rules for county events	3.57	1.16	4.04	0.56	4.08	0.71	3.80	0.91	3.75	0.96	3.88	0.81	3.83	0.91
Evaluate 4-H programs	4.04	0.74	4.04	0.70	4.33	0.48	4.24	0.43	4.16	0.73	4.20	0.66	3.93	0.90
Serve as activity chairpersons	4.28	0.78	3.17	0.49	4.58	0.58	4.20	0.50	4.25	0.50	4.09	0.70	3.96	1.06
Initiate 4-H publicity	3.90	0.83	3.78	0.73	3.91	1.01	3.92	0.64	3.72	0.77	3.75	0.83	3.86	0.86
Make award selections	3.57	1.01	3.59	1.05	3.62	1.24	3.24	0.87	3.80	0.95	3.68	0.93	3.63	0.99
Serve on inter-agency committees	3.95	0.75	3.69	0.63	3.95	0.85	3.92	0.57	3.71	0.78	3.81	0.95	3.40	0.93
Set county goals	4.00	1.04	3.78	0.67	4.16	0.63	4.16	0.55	3.97	0.84	4.04	0.71	3.88	1.07
Evaluate extension staff	3.14	1.23	2.90	1.06	2.79	1.28	3.24	1.05	3.36	0.99	3.06	1.18	2.86	1.33
Appoint committees	3.61	1.07	3.60	0.83	3.62	1.17	3.64	0.99	3.51	0.88	3.93	0.69	3.43	1.04
Organize money-making activities	4.09	0.83	4.04	0.56	4.25	0.44	4.12	0.52	3.91	0.44	4.11	0.65	3.73	0.94
Serve as advisors to extension staff	4.04	0.92	3.86	0.91	4.41	0.58	4.12	0.72	4.11	0.82	4.36	0.65	4.13	0.97
Recommend staffing	2.85	0.91	2.69	1.01	2.87	1.29	2.96	1.01	2.75	0.93	2.70	1.00	2.33	1.21
Justify budgets	2.85	1.31	2.91	1.04	3.37	1.49	3.64	0.95	3.30	1.09	3.25	1.10	2.73	1.38
Recommend major purchases	3.04	1.17	3.08	0.90	3.75	0.84	3.40	0.91	3.25	0.90	3.18	1.02	2.70	1.08
Select fair superintendents	3.00	1.18	3.04	0.87	2.87	1.39	3.36	1.03	3.36	1.04	3.18	1.08	3.00	1.28
Represent 4-H with school administration	4.19	0.60	3.68	0.83	4.16	0.96	3.96	0.93	3.69	0.85	3.95	0.86	4.13	0.57
Inform other leaders	4.47	0.51	4.34	0.77	4.41	0.50	4.24	0.52	4.11	0.39	4.27	0.58	4.13	0.77
Serve as county fair superintendents	3.61	1.16	4.04	0.92	4.04	1.04	4.20	0.57	4.27	0.51	3.95	1.01	3.73	1.14
Contact minorities regarding membership	4.23	0.53	4.00	0.52	4.21	0.79	4.16	0.62	3.97	0.60	4.20	0.70	4.40	0.81
Supervise food stand	4.04	0.80	3.65	0.71	4.34	0.48	4.04	0.78	4.13	0.42	4.09	1.00	3.96	1.03
Serve as activity coordinator	4.00	0.63	3.95	0.36	4.25	0.89	4.08	0.64	4.02	0.60	4.32	0.60	4.16	0.64
Utilize junior leaders	4.42	0.50	4.43	0.50	4.54	0.50	4.44	0.50	4.33	0.47	4.54	0.50	4.26	0.82
Chaperone out-of-state trips	3.90	0.88	4.17	0.65	4.50	0.51	4.04	0.53	4.22	0.54	4.40	0.54	3.83	1.05

mean scores were recorded by staff members who have worked one year to less than three years. The lowest mean scores were recorded by those staff members who have worked 25 years or more. There was less variance in mean scores for tasks classified as educational and the greatest variance for those tasks classified as maintenance.

Hypothesis 3: There will be no significant difference in the attitudes of Extension staff with Bachelor's degrees from different areas regarding the tasks of adult 4-H volunteer leaders.

Hypothesis 3 was tested using the chi-square to analyze the rating scale response of Extension staff as divided by Bachelor degree areas. Tables XIV, XV, and XVI reveal significant differences between Extension staff members with Bachelor degrees in Home Economics, Agriculture, and Other fields at the .05 level or less for eight of 93 tasks. There were no significant differences for tasks classified as educational. Four maintenance tasks out of 34 showed significant differences at the .05 level or less. Two tasks showed highly significant differences at the .001 or lower level. Hypothesis 3 was not accepted on the basis of significant differences in task perception between the staff members with Bachelor degrees in Home Economics, Agriculture, and Other fields for eight tasks. The data were also analyzed by comparing the arithmetic mean of the degree categories for each task. Tables XVII, XVIII, and XIX show data relative to this hypothesis. The mean responses for the 93 task items ranged from a low of 2.75 for a maintenance task to a high of 4.57 for three maintenance tasks.

The mean scores of Extension staff with Bachelor degrees in Home Economics were higher than the mean scores for staff with degrees in

TABLE XIV
 DIFFERENCES OF PERCEIVED VOLUNTEER EDUCATIONAL
 TASKS AMONG EXTENSION STAFF BY AREA
 OF BACHELOR DEGREE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Educational Tasks</u>			
Plan local 4-H club programs	11.316	6	0.0791
Represent 4-H with civic groups	6.816	8	0.5566
Suggest new 4-H programs or projects	3.832	8	0.8720
Create new visual materials	7.399	8	0.4943
Develop mass media programs	8.993	8	0.3429
Serve as county project leaders	4.522	8	0.8073
Serve as teachers to train other volunteers in specialty areas	2.003	8	0.9809
Teach subject matter	3.490	8	0.9000
Organize tours	9.244	8	0.6561
Coach judging teams	5.912	8	0.6561
Teach club officer training	9.497	8	0.3021
Motivate 4-H members	2.230	6	0.8973
Introduce new projects and activities	6.607	8	0.5796
Teach crafts	6.702	8	0.5691
Serve as a resource person	4.287	8	0.8304
Make samples of projects to show	6.551	8	0.5858
Attend project training sessions	3.109	8	0.9274

TABLE XV
DIFFERENCES OF PERCEIVED VOLUNTEER MAINTENANCE
TASKS AMONG EXTENSION STAFF BY AREA OF
BACHELOR DEGREE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Contact potential 4-H leaders	7.211	8	0.5141
Recruit 4-H members	2.920	8	0.9393
Represent 4-H with county fair boards	26.058	8	0.0010 ^b
Recruit volunteers	4.719	8	0.7871
Promote 4-H awards	9.736	8	0.2841
Conduct tours	11.969	8	0.1653
Conduct surveys	2.855	8	0.9431
Recruit project leaders	2.854	8	0.9432
Work with parents	2.256	6	0.8948
Serve on 4-H council	4.609	8	0.7984
Assist with fair entry	4.252	8	0.8337
Assist with club enrollment	1.284	6	0.9725
Provide transportation	12.081	8	0.1476
Support new 4-H club	5.307	6	0.5050
Make visuals	9.319	8	0.3161
Give recognition	3.915	8	0.8647
Locate meeting places	4.254	6	0.6424
Plan leader coffee	12.381	8	0.1350
Secure meeting places	9.133	8	0.3312
Tag livestock	8.491	8	0.3870
Organize clubs	17.462	8	0.0256 ^a
Serve as camp counselor	6.087	8	0.6375
Lead recreation	10.140	8	0.2553
Sponsor junion leader group	3.283	8	0.9154
Take exhibits to fair	8.494	8	0.3868
Serve on telephone committee	17.837	8	0.0225 ^a

TABLE XV (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks (Cont.)</u>			
Present awards and recreation	14.151	8	0.0779
Clean county fairgrounds	10.480	8	0.2329
Help build floats and booths	24.559	8	0.0018 ^a
Make signs	29.494	8	0.0003 ^b
Write newsletter	7.769	8	0.4563
Tabulate judging results	12.453	8	0.1321
Fill club literature orders	5.927	8	0.6554
Sponsor awards	18.684	8	0.0166 ^a

^aSignificant at the .05 or lower level.

^bHighly significant at the .001 or lower level.

TABLE XVI

DIFFERENCES OF PERCEIVED VOLUNTEER MANAGERIAL
TASKS AMONG EXTENSION STAFF BY AREA OF
BACHELOR DEGREE

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks</u>			
Set rules for county events	8.202	8	0.4140
Evaluate 4-H programs	10.680	8	0.2205
Serve as activity chair- persons	8.731	8	0.3655
Initiate 4-H publicity	12.305	8	0.1381
Make award selections	4.029	8	0.8545
Serve on inter-agency committee	13.604	8	0.0927

TABLE XVI (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks (Cont.)</u>			
Set county goals	10.986	8	0.2025
Evaluate extension staff	4.060	8	0.8516
Appoint committees	20.088	8	0.0100 ^a
Organize money making activities	9.575	8	0.2962
Serve as advisors to extension staff	5.791	8	0.6706
Recommend staffing	6.834	8	0.5546
Justify budgets	6.067	8	0.6397
Recommend major purchases	10.383	8	0.2392
Select fair superintendents	4.605	8	0.7989
Represent 4-H with school administrators	14.937	8	0.0604
Inform other leaders	11.944	8	0.1537
Serve as county fair superintendent	14.736	8	0.0645
Contact minorities regarding membership	6.392	8	0.6034
Supervise food stand	17.005	8	0.0301 ^a
Serve as activity coordinator	4.397	6	0.6231
Utilize junior leaders	2.520	6	0.8663
Chaperone out-of-state trips	4.473	8	0.8121

^aSignificant at the .05 or lower level.

TABLE XVII

MEAN SCORES COMPARING EDUCATIONAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EXTENSION
STAFF WITH DIFFERENT BACHELOR
DEGREE AREAS

Tasks	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Educational Tasks</u>						
Plan local club program	4.47	0.59	4.29	0.72	4.00	1.15
Represent 4-H with civic groups	3.96	0.60	3.85	0.84	4.14	0.37
Suggest new 4-H programs or projects	4.40	0.51	4.33	0.69	4.57	0.53
Create new visual materials	3.53	0.82	3.36	0.95	3.00	0.81
Develop mass media programs	3.28	0.99	3.24	0.97	3.00	1.41
Serve as county project leaders	4.46	0.63	4.29	0.76	4.57	0.53
Serve as teachers to train other volunteers in specialty areas	4.21	0.76	4.18	0.71	4.14	0.69
Teach subject matter	4.04	0.67	3.98	0.73	3.85	0.37
Organize tours	4.19	0.55	4.02	0.69	3.85	0.69
Coach judging teams	4.00	0.76	4.04	0.80	4.00	0.81
Teach club officer training	3.81	0.88	3.83	0.85	3.42	0.97

TABLE XVII (Continued)

Tasks	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Educational Tasks (Cont.)</u>						
Motivate 4-H members	4.48	0.50	4.41	0.61	4.42	0.53
Introduce new projects and activities	4.14	0.63	4.06	0.73	3.71	0.48
Teach crafts	4.12	0.64	4.04	0.70	4.00	0.00
Serve as a resource person	4.25	0.61	4.21	0.62	4.28	0.48
Make samples of projects to show	3.97	0.76	4.03	0.72	3.57	0.78
Attend project training sessions	4.39	0.53	4.30	0.64	4.42	0.53

TABLE VIII
 MEAN SCORES COMPARING MAINTENANCE TASKS OF ADULT
 4-H VOLUNTEER LEADERS AS ASSESSED BY EXTENSION
 STAFF WITH DIFFERENT BACHELOR DEGREE AREAS

Tasks	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Maintenance Tasks</u>						
Contact potential 4-H leaders	4.25	0.50	4.13	0.70	4.57	0.53
Recruit 4-H members	4.42	0.57	4.39	0.63	4.57	0.53
Represent 4-H with county fair boards	3.85	0.84	3.63	0.92	2.85	1.34
Recruit volunteers	4.25	0.63	4.17	0.73	4.57	0.53
Promote 4-H awards	4.27	0.51	4.15	0.60	4.14	0.69
Conduct tours	4.13	0.55	4.09	0.73	3.85	0.69
Conduct surveys	3.38	1.00	3.42	0.90	3.57	0.97
Recruit project leaders	4.30	0.56	4.22	0.61	4.42	0.53
Work with parents	4.44	0.51	4.40	0.60	4.42	0.53
Serve on 4-H council	4.40	0.59	4.34	0.68	4.28	0.75
Assist with fair entry	4.28	0.72	4.19	0.77	4.00	0.57
Assist with club enrollment	4.74	0.52	4.45	0.62	4.42	0.53
Provide transportation	4.30	0.58	4.00	0.89	4.28	0.48
Support new 4-H club	4.44	0.51	4.27	0.60	4.57	0.53
Make visuals	3.62	0.84	3.51	0.89	3.42	0.97

TABLE XVIII (Continued)

Tasks	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Maintenance Tasks (Cont.)</u>						
Give recognition	4.29	0.54	4.20	0.65	4.14	0.37
Locate meeting places	4.30	0.54	4.26	0.61	4.00	0.57
Plan leader coffee	3.90	0.84	3.98	0.78	3.57	0.53
Secure meeting places	4.23	0.59	4.17	0.69	3.85	0.69
Tag livestock	3.80	0.88	3.68	0.96	3.14	0.89
Organize clubs	4.15	0.71	4.15	0.67	3.71	0.75
Serve as camp counselor	4.08	0.75	4.05	0.75	4.00	0.00
Lead recreation	3.82	1.06	3.70	1.04	3.71	0.95
Sponsor junior leader group	4.20	0.45	4.120	0.61	4.14	0.37
Take exhibits to fair	3.89	0.90	3.94	0.84	3.57	0.53
Serve on telephone committee	4.11	0.49	3.86	0.91	3.71	0.75
Present awards and recognition	4.25	0.56	4.26	0.73	3.71	0.95
Clean county fairgrounds	3.03	1.28	2.57	1.30	2.42	1.61
Help build floats and booths	4.02	0.67	3.76	0.89	2.85	1.21
Make signs	4.01	0.66	3.80	0.87	2.57	1.13
Write newsletter	2.69	1.09	3.02	1.07	3.00	0.81
Tabulate judging results	3.91	0.93	3.95	0.88	3.57	0.78
Fill club literature order	3.47	1.14	3.50	1.12	3.00	0.81
Sponsor awards	3.76	1.00	3.50	1.02	3.28	0.48

TABLE XIX

MEAN SCORES COMPARING MANAGERIAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EX-
TENSION STAFF WITH DIFFERENT BACHELOR
DEGREE AREAS

Tasks	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Managerial Tasks</u>						
Set rules for county events	3.88	0.93	3.80	0.83	3.57	1.27
Evaluate 4-H programs	4.18	0.63	4.11	0.74	3.85	0.69
Serve as activity chairpersons	4.31	0.53	4.08	0.83	4.28	0.48
Initiate 4-H publicity	3.81	0.85	3.84	0.76	3.42	1.13
Make award selections	3.63	1.00	3.58	0.99	3.71	1.25
Serve on inter-agency committees	3.90	0.71	3.64	0.88	3.57	1.13
Set county goals	4.00	0.84	3.95	0.78	3.71	1.11
Evaluate extension staff	3.10	1.17	3.00	1.15	2.85	1.57
Appoint committees	3.68	0.95	3.58	0.93	3.14	1.57
Organize money making activities	4.12	0.66	3.94	0.64	4.00	0.57
Serve as advisors to extension staff	4.19	0.68	4.14	0.91	4.28	0.48
Recommend staffing	2.81	1.06	2.63	1.06	2.85	0.69

TABLE XIX (Continued)

Task	Home Economics		Agriculture		Other	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Managerial Tasks (Cont.)</u>						
Justify budgets	3.05	1.20	3.25	1.23	3.28	1.11
Recommend major purchases	3.32	0.93	3.03	1.05	3.42	1.39
Select fair superintendents	3.21	1.09	3.05	1.17	2.85	0.89
Represent 4-H with school administration	3.85	0.87	4.04	0.77	3.28	1.38
Inform other leaders	4.28	0.51	4.25	0.65	4.28	0.75
Serve as county fair superintendent	4.14	0.80	3.90	1.01	2.85	1.21
Contact minorities regarding membership	4.23	0.64	4.11	0.70	4.00	0.81
Supervise food stand	4.10	0.74	4.01	0.86	3.71	0.75
Serve as activity coordinator	4.10	0.65	4.17	0.63	3.85	0.69
Utilize junior leaders	4.43	0.49	4.43	0.62	4.42	0.53
Chaperone out-of-state trips	4.29	0.62	4.13	0.79	4.14	0.69

Agriculture or other fields for each category of tasks. Extension staff members with Bachelor degrees in Agriculture had the second highest mean scores for all three categories of tasks. Those staff members with degrees in other fields had the lowest mean scores for all three categories of tasks. There was less variance in mean scores for tasks classified as educational tasks and the most variance for maintenance tasks.

To further identify the perceived differences in attitudes toward volunteer leader tasks, the number and percentages are reported in Appendix C.

Hypothesis 4: There will be no significant difference in the attitudes of Extension staff with varying number of Extension work experiences regarding the tasks of adult 4-H volunteer leaders.

Hypothesis 4 was tested using the chi-square to analyze the rating scale response of Extension staff who have held varying number of Extension staff positions. Table XX reveals significant differences between Extension staff with varying number of work experiences at the .05 level or lower for three of 17 tasks classified as educational. Table XXI reveals significant differences between Extension staff with varying number of work experiences for three of 34 tasks classified as maintenance. Table XXII reveals significant differences between Extension staff members with varying number of work experiences at the .05 level or less for one of 23 tasks classified as managerial.

Hypothesis 4 was accepted for 86 of the task items and was not accepted for seven task items which met the criterion for significance.

TABLE XX
DIFFERENCES OF PERCEIVED VOLUNTEER EDUCATIONAL
TASKS AMONG EXTENSION STAFF BY NUMBER OF
EXTENSION POSITIONS HELD

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Educational Tasks</u>			
Plan local 4-H club program	5.572	9	0.7818
Represent 4-H with civic groups	17.409	12	0.1349
Suggest new 4-H programs or projects	9.414	12	0.6672
Create new visual materials	9.628	12	0.6486
Develop mass media programs	8.181	12	0.7708
Serve as county project leaders	13.076	12	0.3636
Serve as teachers to train other volunteers in spe- cialty areas	19.108	12	0.0859
Teach subject matter	20.981	12	0.0507 ^a
Organize tours	11.753	12	0.4657
Coach judging teams	18.864	12	0.0919
Teach club officer training	21.904	12	0.0386 ^a
Motivate 4-H members	5.380	9	0.8000
Introduce new project and activities	20.912	12	0.0517 ^a
Teach crafts	16.422	12	0.1727
Serve as a resource person	13.352	12	0.3440
Make samples of projects to show	14.143	12	0.2917
Attend project training sessions	8.906	12	0.7110

^aSignificant at the .05 or lower level.

TABLE XXI

DIFFERENCES OF PERCEIVED VOLUNTEER MAINTENANCE
TASKS AMONG EXTENSION STAFF BY NUMBER OF
EXTENSION POSITIONS HELD

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Contact potential 4-H leaders	8.487	12	0.7460
Recruit 4-H members	10.373	12	0.5833
Represent 4-H with county fair boards	9.129	12	0.6919
Recruit volunteers	9.096	12	0.6947
Promote 4-H awards	11.755	12	0.4656
Conduct tours	13.127	12	0.3599
Conduct surveys	13.668	12	0.3224
Recruit project leaders	10.524	12	0.5701
Work with parents	8.544	9	0.4803
Serve on 4-H council	19.403	12	0.0793
Assist with fair entry	9.959	12	0.6196
Assist with club enroll- ment	10.929	9	0.2806
Provide transportation	15.039	12	0.2393
Support new 4-H club	14.898	9	0.0938
Make visuals	11.702	12	0.4699
Give recognition	10.938	12	0.5342
Locate meeting places	13.477	9	0.1422
Plan leader coffee	9.438	12	0.6651
Secure meeting places	21.008	12	0.0503 ^a
Tag livestock	13.972	12	0.3025
Organize clubs	10.361	12	0.5843
Serve as camp counselor	17.301	12	0.1386
Lead recreation	19.115	12	0.0858
Sponsor junior leader group	9.184	12	0.6872

TABLE XXI (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Take exhibits to fair	14.420	12	0.2747
Serve on telephone committee	16.315	12	0.1772
Present awards and recreation	16.814	12	0.1567
Clean county fairgrounds	21.567	12	0.0427 ^a
Help build floats and booths	17.434	12	0.1340
Make signs	11.511	12	0.4857
Write newsletter	22.120	12	0.0362 ^a
Tabulate judging results	15.526	12	0.2139
Fill club literature orders	20.360	12	0.0606
Sponsor awards	10.708	12	0.5541

^aSignificant at the .05 or lower level.

TABLE XXII

DIFFERENCES OF PERCEIVED VOLUNTEER MANAGERIAL
TASKS AMONG EXTENSION STAFF BY NUMBER
OF EXTENSION POSITIONS HELD

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks</u>			
Set rules for county events	2.595	12	0.9978
Evaluate 4-H programs	12.959	12	0.3720
Serve as activity chairpersons	10.233	12	0.5955
Initiate 4-H publicity	9.139	12	0.6910
Make award selections	7.766	12	0.8031

TABLE XXII (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks (Cont.)</u>			
Serve on inter-agency committees	18.820	12	0.0930
Set county goals	10.268	12	0.5925
Evaluate extension staff	4.844	12	0.9630
Appoint committees	16.678	12	0.1621
Organize money making activities	10.644	12	0.5597
Serve as advisors to extension staff	9.582	12	0.6526
Recommend staffing	16.073	12	0.1879
Justify budgets	15.172	12	0.2322
Recommend major purchases	19.582	12	0.0754
Select fair superintendents	13.934	12	0.3050
Represent 4-H with school administrators	10.754	12	0.5501
Inform other leaders	11.393	12	0.4956
Serve as county fair superintendent	12.739	12	0.3883
Contact minorities regarding membership	14.055	12	0.2972
Supervise food stand	29.690	12	0.0031 ^a
Serve as activity coordinator	14.460	9	0.1069
Utilize junior leaders	10.157	9	0.3380
Chaperone out-of-state trips	16.348	12	0.1758

^aSignificant at the .05 or lower level.

The hypothesis was not accepted on the basis of significant differences in the task perceptions between staff members with varying number of work experiences for seven of the tasks.

The data were also analyzed by comparing the arithmetic mean of the four categories for each task. Tables XXIII, XXIV, and XXV show data relative to this hypothesis. The mean responses for the 93 task items ranged from a low of 2.16 for maintenance task to a high of 4.58 for a managerial task.

The mean scores of Extension staff having held four different Extension positions were higher than the mean scores for those having held less than four positions for all task categories. Those having held two positions were the second highest mean scores for all task categories while those having held three positions were third for all task categories. The lowest mean scores for each task category were scored by those working in only one position.

There was less variance in mean scores for tasks classified as educational and the greatest variance for those tasks classified as maintenance.

Hypothesis 5: There will be no significant differences in the attitudes of county, district, and state staff regarding the tasks of adult 4-H volunteer leaders.

Hypothesis 5 was tested using the chi-square to analyze the rating scale response of Extension staff positions. Table XXVI reveals significant differences between county, district, and state staff at the .05 level or lower for two of 17 tasks classified as educational. Table XVII reveals significant differences between county, district,

TABLE XXIII

MEAN SCORES COMPARING EDUCATIONAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EX-
TENSION STAFF ACCORDING TO NUMBER OF
EXTENSION POSITIONS

Tasks	One		Two		Three		Four		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
<u>Educational Tasks</u>									
Plan local club program	4.30	0.76	4.44	0.57	4.37	0.68	4.34	0.83	
Represent 4-H with civic groups	3.87	0.79	3.97	0.77	3.86	0.53	3.91	0.71	
Suggest new 4-H programs or projects	4.36	0.51	4.40	0.71	4.24	0.59	4.50	0.51	
Create new visual materials	3.27	0.85	3.49	0.92	3.37	0.92	3.70	0.85	
Develop mass media programs	3.31	0.99	3.18	1.04	3.18	0.96	3.41	0.82	
Serve as county project leaders	4.45	0.53	4.33	0.85	4.29	0.61	4.41	0.71	
Serve as teachers to train other volunteers in specialty areas	4.39	0.65	4.12	0.82	4.13	0.53	4.00	0.90	
Teach subject matter	3.98	0.61	4.09	0.68	3.83	0.83	4.00	0.73	
Organize tours	4.07	0.58	4.12	0.67	4.05	0.52	4.12	0.79	
Coach judging teams	3.87	0.71	4.08	0.86	3.97	0.64	4.25	0.79	
Teach club officer training	3.57	0.84	3.96	0.82	3.81	0.84	3.95	0.99	

TABLE XXIII (Continued)

Tasks	One		Two		Three		Four	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Educational Tasks (Cont.)</u>								
Motivate 4-H members	4.45	0.50	4.38	0.65	4.40	0.49	4.58	0.50
Introduce new projects and activities	3.90	0.79	4.20	0.66	4.05	0.46	4.29	0.55
Teach crafts	4.04	0.64	4.12	0.65	3.97	0.72	4.16	0.70
Serve as a resource person	4.21	0.59	4.24	0.65	4.27	0.50	4.20	0.72
Make samples of projects to show	3.87	0.74	4.10	0.68	3.89	0.80	4.16	0.70
Attend project training sessions	4.34	0.61	4.37	0.63	4.33	0.47	4.29	0.55

TABLE XXIV

MEAN SCORES COMPARING MAINTENANCE TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EXTENSION
STAFF ACCORDING TO NUMBER OF EXTENSION
POSITIONS

Tasks	One		Two		Three		Four		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
<u>Maintenance Tasks</u>									
Contact potential 4-H leaders	4.22	0.52	4.12	0.77	4.24	0.49	4.33	0.43	
Recruit 4-H members	4.34	0.54	4.38	0.63	4.48	0.50	4.45	0.50	
Represent 4-H with county fair boards	3.05	0.88	3.91	0.78	3.62	0.89	3.58	1.10	
Recruit volunteers	4.29	0.60	4.24	0.76	4.08	0.64	4.20	0.72	
Promote 4-H awards	4.21	0.62	4.22	0.62	4.13	0.34	4.26	0.44	
Conduct tours	4.06	0.65	4.10	0.70	4.08	0.54	4.29	0.62	
Conduct surveys	3.30	0.89	3.58	0.95	2.16	1.04	3.41	0.92	
Recruit project leaders	4.33	0.56	4.26	0.64	4.18	0.46	4.26	0.68	
Work with parents	4.43	0.52	4.37	0.63	4.35	0.48	4.62	0.49	
Serve on 4-H council	4.27	0.73	4.46	0.66	4.29	0.46	4.45	0.50	
Assist with fair entry	4.30	0.70	4.26	0.75	4.08	0.59	4.12	0.99	
Assist with club enrollment	4.46	0.53	4.51	0.66	4.29	0.46	4.54	0.50	
Provide transportation	4.13	0.65	4.24	0.81	3.89	0.87	4.33	0.63	
Support new 4-H club	4.40	0.52	4.42	0.66	4.16	0.37	4.29	0.55	
Make visuals	3.44	0.82	3.58	0.92	3.51	0.86	3.87	0.79	

TABLE XXIV (Continued)

Tasks	One		Two		Three		Four	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<u>Maintenance Tasks (Cont.)</u>								
Give recognition	4.19	0.56	4.28	0.70	4.18	0.46	4.37	0.49
Locate meeting places	4.24	0.58	4.26	0.66	4.18	0.39	4.50	0.51
Plan leader coffee	3.89	0.78	3.94	0.85	3.75	0.83	4.16	0.63
Secure meeting place	4.21	0.64	4.24	0.63	4.00	0.66	4.33	0.63
Tag livestock	3.56	0.84	3.81	0.96	3.72	0.81	3.83	1.12
Organize clubs	4.01	0.75	4.22	0.64	4.05	0.71	4.37	0.49
Serve as camp counselor	3.89	0.79	4.17	0.72	3.91	0.72	4.37	0.57
Lead recreation	3.45	1.09	3.89	0.99	3.78	0.88	4.00	1.17
Sponsor junior leader group	4.09	0.49	4.22	0.60	4.10	0.45	4.20	0.50
Take exhibits to fair	3.77	0.89	4.00	0.82	3.72	0.93	4.20	0.72
Serve on telephone committee	3.84	0.70	3.97	0.82	3.94	0.70	4.291	0.62
Present awards and recognition	4.09	0.72	4.26	0.64	4.29	0.51	4.54	0.50
Clean county fairgrounds	3.03	1.17	2.84	1.36	2.27	1.12	2.78	1.62
Help build floats and booths	3.71	0.83	4.08	0.71	3.67	0.85	3.91	0.77
Make signs	3.78	0.79	3.97	0.80	3.78	0.82	3.91	0.77
Write newsletter	2.62	0.98	2.98	1.14	2.72	0.93	3.29	1.19
Tabulate judging results	3.86	0.86	3.90	1.02	3.80	0.82	4.26	0.61
Fill club literature order	3.31	1.06	3.76	0.99	3.16	1.23	3.58	1.24
Sponsor awards	3.45	1.04	3.72	1.00	3.52	0.97	3.87	0.94

TABLE XXV

MEAN SCORES COMPARING MANAGERIAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY EX-
TENSION STAFF ACCORDING TO NUMBER OF
EXTENSION POSITIONS

Tasks	One		Two		Three		Four		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
<u>Managerial Tasks</u>									
Set rules for county events	3.83	0.92	3.92	0.83	3.70	0.93	3.91	0.82	
Evaluate 4-H programs	4.12	0.59	4.20	0.73	4.00	0.84	4.25	0.53	
Serve as activity chairpersons	4.24	0.60	4.18	0.78	4.16	0.60	4.16	0.86	
Initiate 4-H publicity	3.78	0.83	3.88	0.85	3.70	0.77	3.91	0.71	
Make award selections	3.51	0.97	3.67	0.99	3.56	1.11	3.70	0.90	
Serve on inter-agency committees	3.80	0.66	3.90	0.87	3.59	0.79	3.47	1.03	
Set county goals	4.01	0.69	4.01	0.80	3.75	1.01	4.04	0.80	
Evaluate extension staff	3.10	1.16	3.17	1.20	2.89	1.10	2.91	1.21	
Appoint committees	3.69	0.94	3.59	1.05	3.54	0.80	3.79	0.77	
Organize money making activities	4.04	0.68	4.08	0.67	3.83	0.60	4.08	0.58	
Serve as advisors to extension staff	4.04	0.84	4.16	0.90	4.29	0.66	4.37	0.49	
Recommend staffing	2.66	0.93	2.84	1.19	2.67	1.02	2.54	0.97	

TABLE XXV (Continued)

Tasks	One		Two		Three		Four		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
<u>Managerial Tasks (Cont.)</u>									
Justify budgets	2.96	1.17	3.48	1.24	2.94	1.17	3.04	1.16	
Recommend major purchases	3.21	0.92	3.36	1.03	2.75	1.10	3.30	1.06	
Select fair superintendents	3.07	1.07	3.34	1.21	2.91	1.06	2.95	1.08	
Represent 4-H with school administration	3.83	0.91	3.98	0.83	4.00	0.70	4.12	0.79	
Inform other leaders	4.31	0.58	4.20	0.69	4.18	0.39	4.45	0.50	
Serve as county fair superintendent	3.92	1.05	4.12	0.88	3.91	0.68	3.91	1.13	
Contact minorities regarding membership	4.07	0.58	4.29	0.76	4.02	0.65	4.26	0.61	
Supervise food stand	3.98	0.69	4.16	0.75	3.72	0.93	4.33	0.91	
Serve as activity coordinator	3.98	0.64	4.14	0.67	4.22	0.48	4.33	0.70	
Utilize junior leaders	4.37	0.48	4.45	0.64	4.37	0.54	4.58	0.50	
Chaperone out-of-state trips	4.13	0.74	4.21	0.74	4.08	0.69	4.21	0.62	

TABLE XXVI
 DIFFERENCES OF PERCEIVED VOLUNTEER EDUCATIONAL
 TASKS AMONG COUNTY, DISTRICT, AND STATE
 EXTENSION STAFF

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Educational Tasks</u>			
Plan 4-H club program	9.861	12	0.6286
Represent 4-H with civic groups	12.718	16	0.6933
Suggest new 4-H programs or projects	3.965	16	0.9990
Create new visual materials	27.534	16	0.0359 ^a
Develop mass media programs	21.900	16	0.1464
Serve as county project leaders	8.611	16	0.9286
Serve as teachers to train other volunteers in specialty areas	17.710	16	0.3411
Teach subject matter	14.687	16	0.5477
Organize tours	13.493	16	0.6365
Coach judging teams	25.085	16	0.0683
Teach club officer training	24.109	16	0.0871
Motivate 4-H members	21.313	12	0.0460 ^a
Introduce new project and activities	12.652	16	0.6980
Teach crafts	14.358	16	0.5721
Serve as a resource person	12.908	16	0.6795
Make samples of projects to show	16.651	16	0.4085
Attend project training sessions	5.313	16	0.9940

^aSignificant at the .05 or lower level.

TABLE XXVII

DIFFERENCES OF PERCEIVED VOLUNTEER MAINTENANCE
TASKS AMONG COUNTY, DISTRICT, AND STATE
EXTENSION STAFF

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks</u>			
Contact potential leaders	10.930	16	0.8138
Recruit 4-H members	7.693	16	0.9575
Represent 4-H with county fair boards	49.162	16	0.0001 ^b
Recruit volunteers	6.234	16	0.9854
Promote 4-H awards	31.161	16	0.0128 ^a
Conduct tours	13.843	16	0.6104
Conduct surveys	18.780	16	0.2802
Recruit project leaders	15.440	16	0.4927
Work with parents	7.606	16	0.8151
Serve on 4-H council	11.455	16	0.7805
Assist with fair entry	13.252	16	0.6543
Assist with club enrollment	11.784	12	0.4632
Provide transportation	10.165	16	0.8579
Support new 4-H club	21.220	12	0.0473 ^a
Make visuals	29.294	16	0.0220 ^a
Give recognition	22.205	16	0.1365
Locate meeting places	13.575	12	0.3287
Plan leader coffee	12.925	16	0.6783
Secure meeting places	7.671	16	0.9581
Tag livestock	201676	16	0.1913
Organize clubs	20.685	16	0.1909
Serve as camp counselor	15.896	16	0.4603
Lead recreation	25.726	16	0.0580 ^a
Sponsor junior leader group	10.410	16	0.8444
Take exhibits to fair	15.607	16	0.4807
Serve on telephone committee	18.586	16	0.2907

TABLE XXVII (Continued)

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Maintenance Tasks (Cont.)</u>			
Present awards and recognition	33.682	16	0.0060 ^a
Clean county fairgrounds	21.245	16	0.1693
Help build floats and booths	47.170	16	0.0001 ^b
Make signs	42.474	16	0.0003 ^b
Write newsletter	32.943	16	0.0075 ^a
Tabulate judging results	16.851	16	0.3953
Fill club literature order	24.028	16	0.0889
Sponsor awards	10.205	16	0.8557

^aSignificant at the .05 or lower level.

^bSignificant at the .001 or lower level.

and state staff at the .05 level for six of 34 tasks classified as maintenance. Three maintenance tasks showed a significant difference at the .001 level or less. Table XXVIII reveals significant differences at the .05 level for county, district, and state staff for four of the 23 managerial tasks. Two managerial tasks showed significant differences at the .001 level or less.

The hypothesis was rejected on the basis of significant differences in task perception between county, district, and state staff for 17 tasks. The data were also analyzed by comparing the arithmetic mean of county, district, and state staff for each task. Tables XXIX, XXX, and XXXI show data relative to this hypothesis. The mean

TABLE XXVIII

DIFFERENCES OF PERCEIVED VOLUNTEER MANAGERIAL
TASKS AMONG COUNTY, DISTRICT, AND STATE
EXTENSION STAFF

Tasks	Chi-Square Value	Degree of Freedom	Probability
<u>Managerial Tasks</u>			
Set rules for county events	16.486	16	0.4196
Evaluate 4-H programs	19.433	16	0.2469
Serve as activity chairpersons	4.614	16	0.9974
Initiate 4-H publicity	8.957	16	0.9152
Make award selections	11.537	16	0.7752
Serve on inter-agency committees	11.068	16	0.8052
Set county goals	17.992	16	0.3244
Evaluate extension staff	30.958	16	0.0136 ^a
Appoint committees	42.567	16	0.0003 ^b
Organize money making activities	9.894	16	0.8721
Serve as advisors to extension staff	4.227	16	0.9985
Recommend staffing	27.121	16	0.0402 ^a
Justify budgets	13.555	16	0.6318
Recommend major purchases	17.701	16	0.3417
Select fair superintendents	201671	16	0.1915
Represent 4-H with school administrators	26.917	16	0.0425 ^a
Inform other leaders	49.791	16	0.0001 ^b
Serve as county fair superintendent	25.641	16	0.0593 ^a
Contact minorities regarding membership	23.439	16	0.1025
Supervise food stand	13.597	16	0.6287
Serve as activity coordinator	12.475	12	0.4083
Utilize junior leaders	8.553	12	0.7405
Chaperone out-of-state trips	5.322	16	0.9939

^aSignificant at the .05 or lower level.

^bSignificant at the .001 or lower level.

TABLE XXIX

MEAN SCORES COMPARING EDUCATIONAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY COUNTY,
DISTRICT, AND STATE EXTENSION
STAFF MEMBERS

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff	
	Standard		Standard		Standard		Standard	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
<u>Educational Tasks</u>								
Plan local club program	4.50	0.54	4.80	0.44	4.25	1.03	4.34	0.70
Represent 4-H with civic groups	4.50	0.54	4.00	0.00	4.25	0.46	3.88	0.75
Suggest new 4-H programs or projects	4.50	0.54	4.40	0.54	4.62	0.51	4.35	0.61
Create new visual materials	4.16	0.75	3.60	0.89	4.25	0.70	3.36	0.88
Develop mass media programs	3.83	1.16	3.20	1.09	3.50	1.19	3.24	0.96
Serve as county project leaders	4.66	0.51	4.80	0.44	4.75	0.46	4.34	0.71
Serve as teachers to train other volunteers in spe- cialty areas	4.50	0.54	4.40	0.54	3.85	1.46	4.19	0.71
Teach subject matter	4.50	0.54	3.80	0.44	4.37	0.74	3.97	0.69
Organize tours	4.50	0.54	4.20	0.44	4.62	0.51	4.05	0.63

TABLE XXIX (Continued)

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
	<u>Educational Tasks (Cont.)</u>							
Coach judging teams	4.50	0.54	4.60	0.54	4.37	1.06	3.97	0.76
Teach club officer training	4.33	0.51	4.20	0.83	4.37	0.74	3.78	0.87
Motivate 4-H members	4.83	0.40	4.80	0.44	5.00	0.00	4.39	0.56
Introduce new projects and activities	4.50	0.54	4.40	0.54	4.50	0.75	4.06	0.68
Teach crafts	4.33	0.51	4.40	0.54	4.50	0.75	4.04	0.66
Serve as a resource person	4.66	0.51	4.40	0.54	4.75	0.46	4.19	0.61
Make samples of projects to show	4.50	0.54	4.00	0.70	4.25	0.88	3.97	0.73
Attend project training sessions	4.66	0.51	4.20	0.44	4.62	0.51	4.33	0.59

TABLE XXX

MEAN SCORES COMPARING MAINTENANCE TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY COUNTY,
DISTRICT, AND STATE EXTENSION STAFF
MEMBERS

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff		
	Standard		Standard		Standard		Standard		
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation	
<u>Maintenance Tasks</u>									
Contact potential 4-H leaders	4.50	0.54	4.20	0.44	4.37	0.74	4.17	0.62	
Recruit 4-H members	4.66	0.51	4.40	0.54	4.62	0.51	4.38	0.60	
Represent 4-H with county fair boards	3.83	1.16	4.20	0.44	3.50	1.19	3.73	0.87	
Recruit volunteers	4.50	0.54	4.40	0.54	4.62	0.51	4.18	0.69	
Promote 4-H awards	4.50	0.54	3.80	0.44	4.62	0.51	4.19	0.55	
Conduct tours	4.33	0.51	4.20	0.44	4.62	0.51	4.07	0.65	
Conduct surveys	4.00	1.09	3.20	0.83	3.75	0.88	3.36	0.95	
Recruit project leaders	4.50	0.54	4.00	0.00	4.37	1.06	4.25	0.59	
Work with parents	4.66	0.51	4.20	0.44	4.75	0.46	4.39	0.56	
Serve on 4-H council	4.83	0.40	4.40	0.54	4.87	0.35	4.33	0.64	
Assist with fair entry	4.33	0.51	4.00	1.22	4.62	0.51	4.21	0.74	
Assist with club enrollment	4.66	0.51	5.00	0.00	4.87	0.35	4.42	0.57	
Provide transportation	4.50	0.54	4.00	1.22	4.62	0.51	4.13	0.76	
Support new 4-H club	4.50	0.54	4.40	0.89	4.75	0.46	4.33	0.55	
Make visuals	4.00	0.89	3.40	0.89	4.37	0.91	3.52	0.85	

TABLE XXX (Continued)

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff		
	Standard		Standard		Standard		Standard		
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation	
<u>Maintenance Tasks (Cont.)</u>									
Give recognition	4.83	0.40	4.20	0.44	4.87	0.35	4.20	0.58	
Locate meeting places	4.50	0.54	4.20	0.44	4.87	0.35	4.24	0.58	
Plan leader coffee	4.33	0.51	3.80	1.09	4.37	0.74	3.89	0.80	
Secure meeting places	4.33	0.51	4.20	0.44	4.62	0.51	4.17	0.65	
Tag livestock	4.00	1.09	4.00	0.70	4.50	0.75	3.67	0.92	
Organize clubs	4.66	0.51	4.60	0.54	4.37	0.74	4.11	0.68	
Serve as camp counselor	4.16	0.75	4.40	0.54	4.75	0.46	4.02	0.74	
Lead recreation	4.16	1.16	4.40	0.54	4.75	0.46	3.67	1.04	
Sponsor junior leader group	4.50	0.54	4.40	0.54	4.50	0.53	4.13	0.52	
Take exhibits to fair	4.33	0.51	4.40	0.54	4.62	0.51	3.84	0.87	
Serve on telephone committee	4.16	1.16	4.00	1.22	4.50	0.53	3.94	0.72	
Present awards and recognition	4.83	0.40	4.60	0.54	4.75	0.46	4.20	0.64	
Clean county fairgrounds	3.33	1.36	3.00	1.58	4.00	1.19	2.74	1.30	
Help build floats and booths	3.83	1.16	4.20	0.44	4.50	0.75	3.83	0.79	
Make signs	3.83	1.06	3.80	1.09	4.50	0.53	3.85	0.78	
Write newsletter	3.66	1.21	3.20	0.83	3.87	1.45	2.79	1.04	
Tabulate judging results	4.00	1.09	4.20	0.44	4.50	0.75	3.88	0.90	
Fill club literature order	3.66	1.21	4.20	0.44	4.25	0.88	3.43	1.12	
Sponsor awards	3.83	1.16	3.60	1.14	4.00	1.19	3.60	0.99	

TABLE XXXI

MEAN SCORES COMPARING MANAGERIAL TASKS OF ADULT
4-H VOLUNTEER LEADERS AS ASSESSED BY COUNTY,
DISTRICT, AND STATE EXTENSION STAFF
MEMBERS

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
	<u>Managerial Tasks</u>							
Set rules for county events	4.33	0.51	4.00	0.00	3.87	0.99	3.83	0.89
Evaluate 4-H programs	4.66	0.51	4.20	0.44	4.37	1.06	4.11	0.67
Serve as activity chairpersons	4.33	0.51	4.40	0.54	4.37	0.74	4.18	0.71
Initiate 4-H publicity	4.16	0.75	4.00	0.00	3.87	0.99	3.80	0.82
Make award selections	4.06	0.75	4.40	0.54	3.50	1.19	3.57	0.99
Serve on inter-agency committees	3.83	1.16	3.80	0.44	4.12	0.83	3.75	0.82
Set county goals	4.00	1.09	4.20	0.44	4.00	0.92	3.96	0.81
Evaluate extension staff	3.33	1.36	3.40	0.54	2.12	1.35	3.07	1.16
Appoint committees	4.16	0.75	3.80	0.44	3.50	1.19	3.63	0.93
Organize money making activities	4.16	0.75	4.00	0.70	4.37	0.74	4.01	0.65
Serve as advisors to extension staff	4.50	0.54	4.40	0.54	4.50	0.53	4.14	0.82

TABLE XXXI (Continued)

Tasks	State 4-H Staff		District 4-H Staff		District Directors and District Home Economists		County Staff	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
	<u>Managerial Tasks (Cont.)</u>							
Recommend staffing	3.66	1.36	3.20	0.83	2.37	1.30	2.69	1.04
Justify budgets	3.66	1.36	3.80	0.44	3.37	1.40	3.11	1.22
Recommend major purchases	3.83	1.06	3.40	0.54	3.25	0.83	3.16	1.01
Select fair superintendents	4.00	0.89	3.80	0.44	3.25	1.16	3.07	1.12
Represent 4-H with school administration	4.50	0.54	4.00	0.70	3.87	1.12	3.92	0.83
Inform other leaders	4.50	0.54	3.80	1.09	4.25	0.88	4.26	0.56
Serve as county fair superintendents	4.33	0.51	4.00	1.22	4.50	0.75	3.96	0.94
Contact minorities regarding membership	4.66	0.51	4.00	0.00	4.87	0.35	4.12	0.68
Supervise food stand	4.00	1.09	4.20	0.83	4.62	0.51	4.02	0.80
Serve as activity coordinator	4.66	0.51	4.40	0.54	4.37	0.74	4.09	0.63
Utilize junior leaders	4.83	0.40	4.40	0.54	4.75	0.46	4.40	0.56
Chaperone out-of-state trips	4.50	0.54	4.20	0.44	4.50	0.53	4.15	0.73

responses for the 93 task items ranged from a low of 2.12 for a managerial task to a high of 4.87 for a maintenance task.

The mean scores of state 4-H staff members were higher for educational and managerial tasks than the mean scores of district or county staff members. State 4-H staff mean scores were the second highest for maintenance tasks. District 4-H staff held the second highest mean scores for managerial tasks and third highest mean scores for educational and maintenance tasks. District Directors and District Home Economists held the highest mean scores for maintenance tasks, the second highest for educational tasks, and the third highest for managerial tasks. The mean scores for county extension staff were the lowest for all task categories. There was less variance in mean scores for tasks classified as educational and the greatest variance for those tasks classified as maintenance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to gain insight regarding the attitudes of Oklahoma Extension staff toward tasks of adult 4-H volunteer leaders. The specific objectives included: to identify attitudes of county Extension staff, district, and state 4-H staff regarding tasks performed by volunteer leaders; to compare the attitudes of county Extension staff, district, and state 4-H staff in regard to tasks of volunteer adult 4-H leaders; to identify differences in the attitudes of county, district, and state 4-H staff regarding the tasks of volunteer adult 4-H leaders; to compare the attitudes of county Extension staff with different personal characteristics regarding the tasks of volunteer adult 4-H leaders; and to make recommendations regarding future training emphasis for county, district, and state Extension staff members.

The research method was descriptive survey. The research involved the use of a Likert-type rating scale and a checklist. The instruments were developed by the research to reflect the philosophy of Oklahoma 4-H in Century III. The questionnaire was completed and data analyzed from 211 county staff members, 15 district staff members, and seven state 4-H staff members. Analysis of the data was primarily

by the chi-square statistic to test for statistical significance, frequency count and percentage, and the arithmetic mean. Chi-square values were considered significant at the .05 or lower level. A mean score of five was the highest possible and indicated strong agreement with the statements.

Relationships were analyzed among the following variables: Extension district, Extension staff tenure, bachelor degree area, number of Extension work experiences, and Extension staff area of responsibility.

Summary of Major Findings

The study compared the samples' perceptions regarding 93 volunteer leader tasks. Each task was rated on a five-point scale according to the degree the subject felt was appropriate for the adult 4-H volunteer. A rating of five indicated strong agreement.

The 93 tasks were classified as educational, maintenance, or managerial by a panel of experts. The classification was done as a means of structuring the research and also to determine if attitudes varied regarding the three types of tasks.

Significant differences occurred for some tasks when analyzed by each of the variables. Therefore, each of the five hypotheses was in part not accepted. In all cases there were more maintenance tasks showing significant differences than educational tasks or managerial tasks when chi-squares were analyzed. When the arithmetic mean scores were analyzed there was less variance for educational tasks and more variance for maintenance tasks for each variable.

When chi-square values were tabulated by district, the county Extension professionals expressed significantly different attitudes

toward one educational task, five maintenance tasks, and five managerial tasks. When the mean scores were tabulated, Extension staff in the Northeast district were higher than the mean scores for the other districts for each category of tasks. The Northwest district had the lowest mean scores of all districts for each task category.

When the 93 tasks were analyzed by tenure, significant differences occurred for three educational tasks, five maintenance tasks, and three managerial tasks. The mean responses for those having worked three years to less than five years were higher for all task categories than those of any other tenure classification. The lowest mean scores were recorded by those staff members who have worked 25 years or more.

When the 93 tasks were analyzed by bachelor degree area, significant differences occurred for six maintenance tasks and two managerial tasks. The mean scores of Extension staff with bachelor degrees in Home Economics were higher than the mean scores for staff with degrees in agriculture or other fields for each category of tasks. Those staff members with degrees in other fields had the lowest mean scores for all three categories of tasks.

The chi-square was used to analyze the rating scale responses of Extension staff who have held varying numbers of Extension staff positions. Significant differences occurred for three educational tasks, three maintenance, and one managerial task. The mean scores of Extension staff having held four different Extension positions were higher than the mean scores for those having held less than four positions, for all task categories. The lowest mean scores for each task category were scored by those working in only one position.

When chi-squares were tabulated comparing county Extension staff, district 4-H and administrative staff, and state 4-H staff significant differences were found for two educational tasks, nine maintenance tasks, and two managerial tasks. The mean scores for state 4-H staff members were higher for education and managerial tasks than for other groups. County Extension staff had the lowest mean scores for all task categories.

The final objective of this study was to make recommendations for future in-service training emphasis for county, district, and state Extension staff members. These recommendations are made as a result of the examination of the literature in relation to the findings of this study.

Conclusions and Recommendations

The following recommendations should be considered as potential methods and systems for improving Oklahoma 4-H staff training. The recommendations are directed to the Oklahoma Cooperative Extension Administration, state and district 4-H staff, county Extension professionals, and other interested professionals and volunteers. These recommendations are based on the results of the study and the related literature.

1. The attitudes regarding tasks of volunteer leaders varied among districts. Therefore, it seems appropriate that greater effort be made to provide guidance for the districts and that in-service training efforts for districts be coordinated. The author assumes that it is desirable for

districts to exhibit similar attitudes which mirror Oklahoma 4-H for Century III.

2. The fact that lower mean scores were recorded by those with 25 or more years of service seems to indicate that it may be difficult to change attitudes regarding volunteer leader tasks once a pattern of operation has been established.
3. The highest mean scores of any tenure classification were recorded by those who have worked three years to less than five. One possible explanation for this group having higher scores than those who have worked less than three years is that in-service training regarding Oklahoma 4-H for Century III was conducted three years ago. Therefore, those who have worked less than three years would not have attended these meetings where task delegation to volunteer leaders was explored. It is the author's recommendation that follow-up training sessions be held or as a minimal effort that the training sessions be repeated for staff who have not previously attended.
4. The mean scores of those with bachelor degrees in areas other than Home Economics and Agriculture were lower for all task areas. This indicates these staff members are less willing to delegate tasks to volunteer than Home Economics or Agriculture majors. There were also differences in mean scores between Home Economics and Agriculture majors. The recommendation is that volunteer leader task delegation be included in new worker orientation sessions.

5. The mean scores for county Extension staff were lower than the mean scores for district staff and state 4-H staff. This seems to indicate that the task delegation philosophy of Oklahoma 4-H for Century III has been accepted by program specialists both at the district and state level and the district administrative staff. However, county staff who have the opportunity and responsibility of implementing this philosophy acceptance seems less positive. The recommendation here is two-fold: First, additional training to insure understanding of the philosophy; and second, further investigation to determine reasons for lack of acceptance.
6. The following suggestions are offered for future research as a result of this investigation.
 - A. Similar research should be conducted using different populations, such as 4-H organizational leaders, 4-H project leaders, tenured 4-H leaders, and beginning 4-H leaders.
 - B. Similar research should be conducted utilizing independent variables other than the ones used in this study; for example, number of adult 4-H volunteers in the program, size of the 4-H program, rural and/or urban.
 - C. Additional research needs to be conducted in an effort to identify those tasks critical to the success of an adult 4-H volunteer leader.

This study was an initial effort to categorize the tasks of 4-H volunteer leaders and attitudes toward them. However, further research is needed in specific areas to provide a firm foundation for effective programming with volunteers in the future. Further research could provide an understanding for the relationships between volunteer task perceptions and Extension staff.

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APPENDIXES

APPENDIX A

EXTENSION STAFF QUESTIONNAIRE

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

September 26, 1978

TO: Extension Staff

RE: Response requested by October 10; Return to: Shirley Welch
Hastings, 448 Ag. Hall, OSU, Stillwater, Oklahoma 74074.

Dear Co-Workers:

As you are aware, Oklahoma 4-H for Century III was introduced about two years ago. As one method of determining the impact and acceptance of Oklahoma 4-H for Century III, Shirley Hastings is doing a study to determine the attitudes of Extension personnel regarding volunteer leader tasks.

This study will be used to help determine training priorities as well as help guide future implementation of the Century III guidelines. We need your help. Shirley has our approval and support for this study. Please send you completed questionnaire by October 10.

All responses will be confidential. All data will be computed by Districts. No data will be computed by county or individuals.

Your prompt attention to this matter is critical to the study. Please use the enclosed envelope to mail your response today.

Thank you for your support and assistance.

Sincerely,

William F. Taggart
Associate Director
Cooperative Extension Service

WFT:vd
Enclosures - Questionnaire
Return Envelope

CODE	(1)	(2)	(3)
County Extension Professionals			
		(4)	
NAME	(Optional)		

4-H VOLUNTEER LEADER TASKS SURVEY

This questionnaire is designed to provide you with an opportunity to express the tasks you perceive 4-H leaders in your county should have. Your input will be used to design district in-service training sessions for Professional Extension Staff.

Section I - Directions: Personal information is needed about you. Select the number (1-8) that best answers the question and write it in the space to the left of the question number.

- _____ 6. What is your present age?
- | | |
|------------------------|----------------------|
| 1. 25 years or younger | 5. 41-45 |
| 2. 26-30 | 6. 46-50 |
| 3. 31-35 | 7. 51-55 |
| 4. 36-40 | 8. 56 years or older |
- _____ 7. What is your sex?
- Male
 - Female
- _____ 8. What is your bachelor's degree area?
- Home Economics
 - Agriculture
 - Other, Specify _____
- _____ 9. What is your educational status?
- Bachelor's degree
 - Bachelor's degree with some graduate work
 - Master's degree
 - Master's degree with some graduate work
 - Doctoral degree
 - Doctoral degree with some graduate work
 - Other, Specify _____
- _____ 10. How many years have you worked in a professional county extension position?
- | | |
|---------------------------------|-----------------------------------|
| 1. 1 month to less than 1 year | 5. 8 years to less than 15 years |
| 2. 1 year to less than 3 years | 6. 15 years to less than 25 years |
| 3. 3 years to less than 5 years | 7. 25 years or more |
| 4. 5 years to less than 8 years | |
- _____ 11. In what extension district do you work?
- | | |
|--------------|----------------|
| 1. Northwest | 4. Northeast |
| 2. Southwest | 5. Southeast |
| 3. Central | 6. Other _____ |
- _____ 12. What is your area of responsibility in your current position?
- | | |
|-------------------|---------------------------|
| 1. 4-H | 4. 4-H and Home Economics |
| 2. Home Economics | 5. 4-H and Agriculture |
| 3. Agriculture | 6. Other, specify _____ |
- _____ 13. What is your title?
- | | |
|------------------------------------|--|
| 1. County Extension Director | 4. County Extension Agent, Agriculture |
| 2. County Extension Agent | 5. County Extension Home Economist-4-H |
| 3. County Extension Home Economist | 6. Other, specify _____ |
- _____ 14. In how many different county extension positions have you worked?
- | | |
|----------|-----------------|
| 1. One | 4. Four |
| 2. Two | 5. Five |
| 3. Three | 6. Five or more |

Section II - Directions: Each item is a statement about utilizing 4-H volunteers with which you may or may not agree. Please read each statement carefully and circle the number which best describes your feelings about the statement.

Strongly Disagree	SD	Circle 1
Disagree	D	Circle 2
Uncertain	U	Circle 3
Agree	A	Circle 4
Strongly Agree	SA	Circle 5

The 4-H Volunteer Leader Should:	SD	D	U	A	SA
20. Plan local 4-H club programs	1	2	3	4	5
21. Contact potential 4-H leaders	1	2	3	4	5
22. Recruit 4-H members	1	2	3	4	5
23. Set rules for 4-H county events	1	2	3	4	5
24. Represent 4-H with civic groups	1	2	3	4	5
25. Evaluate 4-H programs	1	2	3	4	5
26. Suggest new 4-H programs or projects	1	2	3	4	5
27. Create new visual materials	1	2	3	4	5
28. Serve as activity chairpersons	1	2	3	4	5
29. Initiate 4-H publicity	1	2	3	4	5
30. Make award selections	1	2	3	4	5
31. Represent 4-H with county fair board	1	2	3	4	5
32. Recruit volunteers	1	2	3	4	5
33. Serve on inter-agency committees	1	2	3	4	5
34. Set county goals	1	2	3	4	5
35. Evaluate extension staff	1	2	3	4	5
36. Promote 4-H awards program	1	2	3	4	5
37. Appoint committees	1	2	3	4	5
38. Organize money-making activities	1	2	3	4	5
39. Develop mass media programs	1	2	3	4	5
40. Serve as advisors to extension staff	1	2	3	4	5
41. Serve as county project leaders	1	2	3	4	5
42. Conduct tours	1	2	3	4	5
43. Recommend staffing	1	2	3	4	5
44. Justify budgets	1	2	3	4	5
45. Conduct surveys	1	2	3	4	5
46. Recommend major purchases	1	2	3	4	5
47. Select fair superintendents	1	2	3	4	5
48. Represent 4-H with school administration	1	2	3	4	5
49. Recruit project leaders	1	2	3	4	5
50. Inform other leaders	1	2	3	4	5
51. Work with parents	1	2	3	4	5

The 4-H Volunteer Leader Should:	SD	D	U	A	SA
52. Serve as teachers to train other volunteers in speciality areas	1	2	3	4	5
53. Serve on 4-H council	1	2	3	4	5
54. Serve as county fair superintendent	1	2	3	4	5
55. Assist with fair entry	1	2	3	4	5
56. Assist with club enrollment	1	2	3	4	5
57. Provide transportation	1	2	3	4	5
58. Support new 4-H club	1	2	3	4	5
59. Make visuals	1	2	3	4	5
60. Contact minorities regarding membership	1	2	3	4	5
61. Teach subject matter	1	2	3	4	5
62. Give recognition	1	2	3	4	5
63. Locate meeting places	1	2	3	4	5
64. Organize tours	1	2	3	4	5
65. Plan leader coffee	1	2	3	4	5
66. Secure meeting places	1	2	3	4	5
67. Tag livestock	1	2	3	4	5
68. Supervise food stand	1	2	3	4	5
69. Organize clubs	1	2	3	4	5
70. Serve as activity coordinator	1	2	3	4	5
71. Coach judging teams	1	2	3	4	5
72. Serve as camp counselor	1	2	3	4	5
73. Teach club office training	1	2	3	4	5
74. Motivate 4-H members	1	2	3	4	5
75. Lead recreation	1	2	3	4	5
76. Introduce new projects and activities	1	2	3	4	5
77. Sponsor junior leader group	1	2	3	4	5
78. Take exhibits to fair	1	2	3	4	5
79. Teach crafts	1	2	3	4	5
80. Serve as a resource person	1	2	3	4	5
81. Make samples of projects to show	1	2	3	4	5
82. Serve on telephone committee	1	2	3	4	5
83. Present awards and recognition	1	2	3	4	5
84. Clean county fairgrounds	1	2	3	4	5
85. Help build floats and booths	1	2	3	4	5
86. Make signs	1	2	3	4	5
87. Write newsletter	1	2	3	4	5
88. Utilize junior leaders	1	2	3	4	5

The 4-H Volunteer Leader Should:	SD	D	U	A	SA
89. Tabulate judging results	1	2	3	4	5
90. Fill club literature orders	1	2	3	4	5
91. Attend project training sessions	1	2	3	4	5
92. Chaperone out-of-state trips	1	2	3	4	5
93. Sponsor awards	1	2	3	4	5

Section III - Directions: Please list tasks other than those already mentioned which you feel 4-H leaders in Oklahoma should perform.

94. _____

Thank you for your cooperation.

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

October 19, 1978

• TO: Extension Staff

A few weeks ago, you received a questionnaire regarding the tasks of volunteer leaders. The questionnaire is a part of a research project being conducted by Shirley Hastings. Many of you have returned the questionnaire, but several have not been received. If you have not returned the questionnaire, please do so. We have enclosed an extra copy of the questionnaire and an addressed envelope for your convenience.

The research project will only be successful with your input and will not be representative without your participation. Your cooperation is appreciated.

Sincerely,

William F. Taggart
Associate Director

WFT:vd
Enclosures - Questionnaire
Return Envelope

APPENDIX B

TASK CLASSIFICATION SUMMARY

CODE (1) (2) (3)
 County Extension Professionals
 (4)
 NAME (Optional)

4-H VOLUNTEER LEADER TASK CLASSIFICATION CHECKLIST

Directions: Please classify each of the following tasks as either Maintenance Tasks, Educational Tasks, or Managerial Tasks. To indicate your classification, please place a check (✓) mark in the column which best describes your classification choice.

Tasks of Volunteer 4-H Leaders	Maintenance Tasks	Educational Tasks	Managerial Tasks
1. Plan local 4-H club programs	_____	_____	_____
2. Contact potential 4-H leaders	_____	_____	_____
3. Recruit 4-H members	_____	_____	_____
4. Set rules for 4-H county events	_____	_____	_____
5. Represent 4-H with civic groups	_____	_____	_____
6. Evaluate 4-H programs	_____	_____	_____
7. Suggest new 4-H programs or projects	_____	_____	_____
8. Create new visual materials	_____	_____	_____
9. Serve as activity chairpersons	_____	_____	_____
10. Initiate 4-H publicity	_____	_____	_____
11. Make award selections	_____	_____	_____
12. Represent 4-H with county fair board	_____	_____	_____
13. Recruit volunteers	_____	_____	_____
14. Serve as inter-agency committees	_____	_____	_____
15. Set county goals	_____	_____	_____
16. Evaluate Extension staff	_____	_____	_____
17. Promote 4-H awards program	_____	_____	_____
18. Appoint committees	_____	_____	_____
19. Organize money-making activities	_____	_____	_____
20. Develop mass media programs	_____	_____	_____
21. Serve as advisors to Extension staff	_____	_____	_____
22. Serve as county project leaders	_____	_____	_____
23. Conduct tours	_____	_____	_____
24. Recommend staffing	_____	_____	_____
25. Justify budgets	_____	_____	_____
26. Conduct surveys	_____	_____	_____
27. Recommend major purchases	_____	_____	_____

Tasks of Volunteer 4-H Leaders	Maintenance Tasks	Educational Tasks	Managerial Tasks
28. Select fair superintendents	_____	_____	_____
29. Represent 4-H with school administration	_____	_____	_____
30. Recruit project leaders	_____	_____	_____
31. Inform other leaders	_____	_____	_____
32. Work with parents	_____	_____	_____
33. Serve as teachers to train other volunteers in speciality areas	_____	_____	_____
34. Serve on 4-H council	_____	_____	_____
35. Serve as county fair superintendent	_____	_____	_____
36. Assist with fair entry	_____	_____	_____
37. Assist with club enrollment	_____	_____	_____
38. Provide transportation	_____	_____	_____
39. Support new 4-H club	_____	_____	_____
40. Make visuals	_____	_____	_____
41. Contact minorities regarding membership	_____	_____	_____
42. Teach subject matter	_____	_____	_____
43. Give recognition	_____	_____	_____
44. Locate meeting places	_____	_____	_____
45. Organize tours	_____	_____	_____
46. Plan leader coffee	_____	_____	_____
47. Secure meeting places	_____	_____	_____
48. Tag livestock	_____	_____	_____
49. Supervise food stand	_____	_____	_____
50. Organize clubs	_____	_____	_____
51. Serve as activity coordinator	_____	_____	_____
52. Coach judging teams	_____	_____	_____
53. Serve as camp counselor	_____	_____	_____
54. Teach club office training	_____	_____	_____
55. Motivate 4-H members	_____	_____	_____
56. Lead recreation	_____	_____	_____
57. Introduce new projects and activities	_____	_____	_____
58. Sponsor junior leader group	_____	_____	_____
59. Take exhibits to fair	_____	_____	_____
60. Teach crafts	_____	_____	_____
61. Serve as a resource person	_____	_____	_____
62. Make samples of projects to show	_____	_____	_____
63. Serve on telephone committee	_____	_____	_____

Tasks of Volunteer 4-H Leaders	Maintenance Tasks	Educational Tasks	Managerial Tasks
64. Present awards and recognition	_____	_____	_____
65. Clean county fairgrounds	_____	_____	_____
66. Help build floats and booths	_____	_____	_____
67. Make signs	_____	_____	_____
68. Write newsletter	_____	_____	_____
69. Utilize junior leaders	_____	_____	_____
70. Tabulate judging results	_____	_____	_____
71. Fill club literature orders	_____	_____	_____
72. Attend project training sessions	_____	_____	_____
73. Chaperone out-of-state trips	_____	_____	_____
74. Sponsor awards	_____	_____	_____

APPENDIX C

TABLE SHOWING NUMBER AND PERCENTAGES OF RE-
SPONDENTS EXPRESSING ATTITUDES REGARDING
VOLUNTEER LEADER TASKS

TABLE XXXII
NUMBER AND PERCENTAGES OF RESPONDENTS EXPRESSING ATTITUDES REGARDING VOLUNTEER LEADER TASKS

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Educational Tasks</u>										
Plan local club program	0	0	6	2.913	10	4.854	94	45.631	96	46.602
Represent 4-H with civic groups	2	.971	9	4.369	24	11.650	139	57.476	32	15.534
Suggest new 4-H programs or projects	1	0.483	3	0.966	2	0.966	115	55.556	87	42.029
Create new visual materials	1	0.483	39	18.841	51	24.638	101	48.792	15	7.246
Develop mass media programs	8	3.865	44	21.256	56	27.053	84	40.580	15	7.246
Serve as county project leaders	3	1.449	2	0.966	2	0.966	105	50.725	95	45.894
Serve as teachers to train other volunteers in specialty areas	2	0.980	5	2.451	12	5.882	116	56.863	69	33.824
Teach subject matter	1	0.485	8	3.883	19	9.223	138	66.990	40	19.417
Organize tours	1	0.483	3	1.449	17	8.213	138	66.667	48	23.188
Coach judging teams	2	0.966	10	4.831	18	8.696	127	61.353	50	24.155
Teach club officer training	1	0.483	24	11.594	23	11.111	123	59.420	36	17.391
Motivate 4-H members	1	0.483	0	0.000	1	0.483	108	52.174	97	46.860

TABLE XXXII (Continued)

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Educational Tasks (Cont.)</u>										
Introduce new projects and activities	1	0.485	5	2.427	18	8.738	131	63.592	51	24.757
Teach crafts	1	0.483	7	3.382	11	5.314	142	68.599	46	22.222
Serve as a resource person	1	0.485	2	0.971	8	3.833	130	63.107	65	31.553
Make samples of projects to show	1	0.488	11	5.366	18	8.780	132	64.390	43	20.976
Attend project training session	1	0.485	1	0.485	3	1.456	120	58.252	81	39.320
<u>Maintenance Tasks</u>										
Contact potential 4-H leaders	1	0.483	3	1.449	3	3.865	136	65.700	59	28.502
Recruit 4-H members	1	0.483	1	0.483	3	1.449	108	52.074	94	45.411
Represent 4-H with county fair boards	5	2.427	15	7.282	50	24.272	101	49.029	35	16.990
Recruit volunteers	1	0.485	6	2.913	6	2.913	126	61.165	67	32.524
Promote 4-H awards	1	0.485	2	0.971	4	1.942	144	69.903	55	26.699
Conduct tours	2	0.966	3	1.449	13	6.280	141	68.166	48	23.188
Conduct surveys	4	1.932	38	18.357	53	25.604	94	45.411	18	8.696
Recruit project leaders	1	0.485	3	1.456	3	1.456	133	64.563	66	32.039

TABLE XXXII (Continued)

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Maintenance Tasks (Cont.)</u>										
Work with parents	1	0.483	0	0.000	1	0.483	144	55.072	91	43.961
Serve on 4-H council	1	0.485	2	0.971	6	2.913	107	51.942	90	43.689
Assist with fair entry	3	1.456	4	1.492	8	3.883	118	57.282	73	35.437
Assist with club enrollment	1	0.485	0	0.000	2	0.971	102	49.515	101	49.029
Provide transportation	1	0.483	8	3.856	16	7.729	113	54.549	69	33.333
Support new 4-H club	1	0.485	0	0.000	3	1.456	120	58.252	82	39.806
Make visuals	1	0.488	26	12.683	57	27.805	97	47.317	24	11.707
Give recognition	1	0.483	1	0.483	8	3.865	132	63.768	65	31.401
Locate meeting places	1	0.483	0	0.000	8	3.865	129	62.319	69	33.333
Plan leader coffee	3	1.449	9	4.348	29	14.010	123	59.420	43	20.773
Secure meeting places	1	0.483	2	0.966	15	7.246	126	60.870	63	30.485
Tag livestock	4	1.951	20	9.756	41	20.000	103	50.244	37	18.049
Organize clubs	1	0.485	5	2.427	16	7.767	125	60.680	59	28.641
Serve as camp counselor	1	0.485	10	4.854	14	6.796	129	62.621	52	25.243
Lead recreation	4	1.932	35	16.908	14	6.763	106	51.208	48	23.188
Sponsor junior leader group	1	0.485	1	0.485	6	2.913	152	73.786	46	22.330
Take exhibits to fair	4	1.932	11	5.314	30	14.493	116	56.039	46	22.222
Serve on telephone committee	1	0.483	12	5.797	18	8.696	135	65.217	41	19.807

TABLE XXXII (Continued)

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Maintenance Tasks (Cont.)</u>										
Present awards and recognition	1	0.485	4	1.942	9	4.369	122	59.223	70	33.981
Clean county fairgrounds	43	20.874	52	25.243	39	18.932	48	23.301	24	11.650
Help build floats and booths	2	0.966	17	8.213	26	12.560	125	60.386	37	17.874
Make signs	2	0.966	18	8.696	22	10.628	129	62.319	36	17.391
Write newsletter	17	8.213	69	33.333	60	28.986	44	21.256	17	8.213
Tabulate judging results	6	2.941	13	6.373	16	7.843	124	60.784	45	22.059
Fill club literature order	9	4.369	41	19.903	34	16.505	86	41.748	36	17.476
Sponsor awards	5	2.427	26	12.621	49	23.786	87	42.233	39	18.932
<u>Managerial Tasks</u>										
Set rules for county events	5	2.415	16	7.729	24	11.594	124	59.903	38	18.357
Evaluate 4-H programs	1	0.483	7	3.382	10	4.831	132	63.768	57	27.536
Serve as activity chairpersons	2	0.966	4	1.932	10	4.831	124	59.903	67	32.367
Initiate 4-H publicity	2	0.966	16	7.729	32	15.459	124	59.903	33	15.942
Make award selections	6	2.941	26	12.745	42	20.588	97	47.549	33	16.176
Serve on inter-agency committees	3	1.471	10	4.902	50	24.510	110	53.922	31	15.196
Set county goals	3	1.456	12	5.820	20	9.709	126	61.165	44	21.845

TABLE XXXII (Continued)

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Managerial Tasks (Cont.)</u>										
Evaluate extension staff	24	11.650	48	23.301	49	23.786	66	32.039	19	9.223
Appoint committees	6	2.913	26	12.621	37	17.961	109	52.913	28	13.592
Organize money making activities	1	0.485	5	2.427	20	9.709	141	68.447	39	18.932
Serve as advisors to extension staff	2	0.966	9	4.348	12	5.797	111	53.623	73	35.266
Recommend staffing	26	12.560	68	32.850	58	28.019	48	23.188	7	3.382
Justify budgets	21	10.145	51	24.638	37	17.874	72	34.783	26	12.560
Recommend major purchases	11	5.340	45	21.845	56	27.184	82	39.806	12	5.825
Select fair superintendents	16	7.729	52	25.121	48	23.188	72	34.783	19	9.179
Represent 4-H with school administration	3	1.456	15	7.282	23	11.165	119	57.767	46	22.330
Inform other leaders	1	0.483	2	0.966	4	1.932	133	64.251	67	32.367
Serve as county fair superintendent	7	3.382	13	6.280	15	7.246	113	54.589	59	28.502
Contact minorities regarding membership	1	0.488	3	1.436	18	8.780	121	59.024	62	30.244
Supervise food stand	1	0.485	14	6.796	14	6.796	121	58.738	56	27.184

TABLE XXXII (Continued)

Tasks	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
<u>Managerial Tasks (Cont.)</u>										
Serve as activity coordinator	0	0.000	4	1.942	19	9.223	128	62.136	55	26.699
Utilize junior leaders	1	0.483	0	0.000	1	0.483	111	53.623	94	45.411
Chaperone out-of-state trips	3	1.456	2	0.971	13	6.311	124	60.194	64	31.068

VITA²

Shirley Welch Hastings

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES OF SELECTED OKLAHOMA COOPERATIVE EXTENSION
STAFF TOWARD TASKS OF ADULT 4-H VOLUNTEER LEADERS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Altus, Oklahoma, on March 27, 1949, the daughter of A. R. and Ardella Welch of Duke, Oklahoma.

Education: Graduated from Duke High School, Duke, Oklahoma, in May, 1967; received the Bachelor of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in May, 1971; completed requirements for the Master of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in May, 1979.

Professional Experience: Staff Assistant - Oklahoma State University Cooperative Extension Service; Jackson County, 1967, Greer County, 1968, Oklahoma County, 1970; New Mexico State University Extension Home Agent - Sandoval County, Bernalillo, New Mexico, August, 1971 - September, 1972; Colorado State University 4-H Agent - Denver County, Denver, Colorado, January, 1973 - December, 1974; Oklahoma State University Extension Home Economist - Logan County, Guthrie, Oklahoma, December, 1975 - June, 1977; Oklahoma State University 4-H Program Specialist, Stillwater, Oklahoma, June, 1977 - present.

Organizations: National Association of Extension 4-H Agents; Oklahoma Association of Extension 4-H Agents; American Home Economics Association; Oklahoma Home Economics Association, National Federation of Business and Professional Women's Club, American Association of University Women.