

AN ANALYSIS OF FACTORS INFLUENCING TERMINATION
OF LEADERSHIP BY SELECTED 4-H LEADERS
IN THE NORTHEAST WYOMING 4-H
DISTRICT BETWEEN THE YEARS
1974-1976

By

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CHAPTER I

INTRODUCTION

Volunteer adult leaders in the 4-H program, are the basis for helping create experiences which will be meaningful toward developing responsible youth. The success of the 4-H program is dependent upon these leaders who unselfishly volunteer their time and efforts to serve as leaders for 4-H boys and girls.

County extension agents serve as professional leaders for these volunteer 4-H leaders. The county extension staff serves as an information source, provides direct and indirect training and guidance for local 4-H leaders. The volunteer adult leader provides the direct contact with 4-H youth, while the extension agent serves as a manager, motivator, and trainer to these volunteer leaders.

Statement of the Problem

To provide for a strong and viable 4-H program, extension agents utilize a considerable amount of time in training and providing assistance to new and established 4-H leaders. The tenure of volunteer leaders is of concern to extension agents. Some leaders may stay for one year or less, while others stay for more than thirty years. The main concern is with "new" 4-H leaders. These are leaders with one or two years of 4-H leader experience. From yearly state 4-H program reports and this writers personal experience, nearly one-third to

one-half of these "new" leaders do not continue on in their 4-H leader positions. More than one year of leadership is needed to have the leader become knowledgeable about the 4-H program. Leaders that are most effective in the 4-H program are those with one or more years of training and leadership experience.

As the Wyoming 4-H program expands into new areas and the youth enrollment increases, the need for knowledgeable and effective volunteer leaders become increasingly important. If factors which relate to the tenure of first and second year 4-H leaders can be determined, agents could develop programs which would improve the percentage of "new" leaders who would continue on as 4-H leaders.

Purpose of the Study

The intent of this study was to determine what factors led to the termination of leadership by first and second year 4-H leaders in five Northeastern Wyoming counties.

The following specific objectives were established for this study:

1) To determine the following characteristics of first and second year 4-H leaders who terminated leadership.

- a) Age
- b) Education
- c) Marital Status
- d) Children
- e) Past 4-H member experiences
- f) Recruitment into 4-H
- g) Residence
- h) 4-H Club size and make up
- i) Other activities involved in
- j) Leadership role

2) To determine what reasons influenced first and second year leaders to stop being 4-H leaders.

Through this study (additional) information regarding tenure of first and second year 4-H leaders will be determined. This information should be helpful to extension workers or professional staff members who work with volunteer 4-H leaders.

Limitations

- 1) This study was limited to five counties in Wyoming which make up the Northeast 4-H district.
- 2) The population was limited to first and second year leaders who terminated within a two year time period from 1974 to 1976.

Definition of Terms

Volunteer 4-H Leader - Is a person who serves in the leadership role on a voluntary basis for a local 4-H club.

Extension Agent - Is a person who is a professional in the field of agriculture or home economics and serves as a leader for 4-H on a county level.

Leader Tenure - The amount of time of service given to the 4-H program as a volunteer leader.

Termination - The time of stopping leader service to the 4-H program.

Method and Procedure of the Study

As this study was being planned, it was determined that a mailed questionnaire would be the best method to gather data for the study.

The questionnaire was developed by the author with assistance from staff members of the Wyoming and Oklahoma Extension Service and

the Oklahoma State University Agriculture Education staff. The completed questionnaire was in two sections. Section I obtained information on personal characteristics of the first and second year leaders who terminated service to 4-H. Section II obtained information concerning the reasons which were most influential toward terminating leader service. The reasons listed were placed on a four point scale. At the end of Section II there was an open ended question which allowed for reasons, not listed, that were influential to be written down.

The population of first and second year leaders who terminated service between 1974 and 1976, were determined through computer print outs of 4-H leaders in Wyoming. A total of one hundred fifty-nine (159) leaders, who terminated, made up the study population. These leaders were all located in a five county area in Wyoming, known as the Northeast 4-H district.

The questionnaires were mailed out on July 29, 1977 to each of the leaders in the population. Along with the questionnaire, a cover letter, and a self-addressed, stamped envelope were also enclosed. The cover letter contained the signatures of the author, the author's adviser, the Wyoming State 4-H leader, and the Assistant Director for County Operations for Wyoming. The self-addressed, stamped envelope was enclosed to encourage response and return of the questionnaire.

The questionnaires were asked to be returned by August 15, 1977.

CHAPTER II

REVIEW OF LITERATURE

The subject of leadership has been written about and studied quite extensively. Yet there have been few studies done with regard to volunteer youth leaders. Especially the volunteer leader for 4-H youth.

The review of literature will place emphasis on the volunteer 4-H leader and will be presented in five areas: A) Theory of Leadership, B) Factors Influencing Volunteer Leadership, C) Recruiting Leaders, D) 4-H Leader Tenure, E) Summary.

Theory of Leadership

It is evident that the words "leader" and "leadership" are used in many ways and may have different meanings to people. To provide a background for this study, a basic understanding of the words "leadership" and "leader" will be important for the analysis of this study.

Leadership has been the subject of study since ancient times. The earliest literature on leadership concentrated on the leader as a person. For centuries leadership was inherited within groups known as aristocrats. This gave rise to the idea that leaders were "born, not made." As the powers of inherent nobility declined and democracies gained in power, a "new" leadership was discovered. This leadership

showed that leaders were "made, not born." These later studies determined that leaders were often considered to be individuals who had traits associated with the position of leadership.

Ross and Hendry (15, p. 18) said: "The study of the personality of leaders became a phase of the dominant preoccupation of psychologists." They also said:

The most comprehensive and most recent survey was made by Stogdill in 1948. The more commonly identified, so-called 'leadership traits' reported by Stogdill include the following: (1) physical and constitutional factors: height; weight; physique; energy; health; appearance; (2) intelligence; (3) self-confidence; (4) sociability; (5) will (initiative, persistence, ambition); (6) dominance; and (7) surgency (i.e., talkativeness, cheerfulness, geniality, expressiveness, alertness, and originality) (p. 18).

Leadership as defined by "personal traits" received continued study because one leader in one group and one situation did not produce the same results in another different group and another situation. This led to a second and third concept about leadership, leadership as a function of the group and leadership as a function of the situation.

Ross and Hendry (15) cited from a study by Krech and Crutchfield (1) that:

. . . for most groups the inter-individual relationships within a single group are determined by the structure of the group to a considerable degree rather than by the personality of the individuals (p. 22).

Leadership was now being defined less as a person and more as a structure. Other studies began showing that leadership was not something which could be imported to a group, but was something that emerged and was achieved as a direct result of the situation. ". . . This is why a leader in one situation is not the leader in another

situation, even with the same group" (2).

Each of the concepts of leadership has some value, yet when combined they provide an even stronger definition base for leadership. Many definitions have been used for leadership.

Orday Tead (19, p. 20) submitted this definition: "Leadership is the activity of influencing people to cooperate towards some goal which they come to find desirable."

Solomon (17, p. 5) provides this definition: "Leadership is influence with people - which causes them to: a) listen to you and agree on common goals, b) follow you or your advice, c) go into action toward these goals.

The national committee for Urban 4-H Leadership Development defined leadership in this manner: "Leadership is developed learned behavior and requires the ability to find, develop, and encourage the talents of others" (12, p. 1).

The committee also wrote:

Since the inception of the Cooperative Extension Service, educational programs in 4-H work have reached millions of American citizens. Leadership for these programs comes from various individuals, including the volunteer (p. 1).

Volunteer adults serve as the leaders for 4-H youth in 4-H programs. The type of leader the volunteer will be is dependent on many factors.

Ross and Hendry (15) described some of these factors:

The character and behavior of the person selected as leader by a group, organization, or association at any particular time in its life span will be related to such factors as the purpose or goal of the group, the kind of persons who are members of the group and the way these members relate to one another, the structure of the group, the characteristics of the culture and subculture in which its members are drawn (p. 41).

A leader is often described as the person who has the know-how required at a particular time in a group's development and who is in a position to use this know-how to aid the group in achieving its goals.

Studies have shown that probably all leaders have some personal quality, knowledge, and skill that is needed to carry out the functions of a leader for a group or situation, or they would not be a leader.

Stogdill (18) from an analysis of fifty-two studies, listed the most frequently occurring factors which described the skills of a leader. They include:

- Social and interpersonal skills
- Technical skills
- Administrative skills
- Intellectual skills
- Leadership effectiveness and achievement
- Social nearness, friendliness
- Group task supportiveness
- Task motivation and application (p. 93).

Stogdill also listed factors concerned with the personal characteristics of the leader. These factors are as follows:

- Willingness to assume responsibility
- Emotional balance and control
- Ethical conduct, personal integrity
- Communicative, verbality
- Ascendance, dominance
- Personal soundness, good character
- Physical energy
- Experience and activity
- Mature, cultured
- Courage, daring
- Aloof, distant
- Creative, independent
- Conforming (p. 96).

From the factors listed, the skills, functions and personal characteristics of a leader, shows an ideal, well-rounded individual.

Ben Solomon (17, p. 42) maintains that: "A good youth leader is worthy of emulation. First and most important he should exemplify in his person a man or woman worth looking up to, worth patterning after."

Volunteer leaders help guide and shape the lives of youth members through the 4-H program.

Volunteer Leadership

A. H. Maslow (10) described the psychological needs of man in this way:

The pursuit and gratification of the higher needs have desirable civic and social consequences. To some extent, the higher the need the less selfish it must be. People who have enough basic satisfaction to look for love and respect (rather than just for food and safety) tend to develop such qualities as loyalty, friendliness, and civic consciousness and to become better parents, husbands, teachers, public servants, etc. (p. 149).

People serve as volunteers for groups for various reasons.

Sandersen (16) suggested that:

. . . persons may become leaders through:

- a. stimuli that arouse their personal initiative so that they attract a following;
- b. stimuli that incite a group to action so that it drafts a leader to aid in carrying out its desires; or
- c. enlistment for specific jobs, through the stimulus of some professional leader or organization officer (p. 69).

Volunteer leaders are those people who, generally, have a desire to serve and have qualities which are needed by a group (See Figure 1).

There are five reasons for involving volunteers in youth development organizations as stated by Tyler (20), they are:

- 1) volunteers help to maintain a friendly climate in the agency;
- 2) they learn from experience in the organization ways to be better members of the family and community;
- 3) they help in getting public understanding and support of the work of the organization;
- 4) they furnish greatly needed personnel to supplement and complement the professional staff; and
- 5) they make it possible for the agency to increase its services in spite of a limited budget (p. 155).

Leadership for the 4-H program comes from various individuals, of these a very large percentage is made up by volunteers.

According to the National 4-H Urban Development Committee (11) the volunteer leader is defined as:

A member of the staff who gives his or her time and expertise without receiving or expecting pay. However, he or she may receive reimbursement for out-of-pocket expenses or may be on release time from some agency, organization, or business. He or she acts with obedience to the unenforceable, for they may serve or not serve based on the non-monetary satisfaction they receive (p. 1).

The National 4-H Urban Development Committee (11) also defined the importance of the volunteer leader to the Extension Service professional.

The volunteer greatly enhances the 4-H Youth Program by reaching and teaching more youth, thus relieving the professional youth person to complete responsibilities of program planning, coordination, management, and decision making (p. 1).

From these reports and studies it is evident that volunteers are important to the success of the 4-H Youth Program.

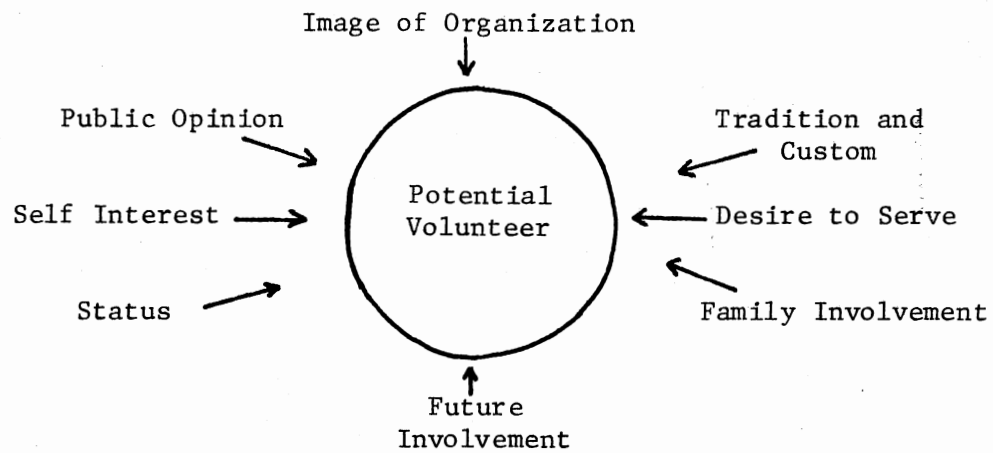
Recruiting 4-H Leaders

The recruitment of these volunteer leaders is an important and continuous process which is extremely important to the overall success of an extension program in 4-H work.

Boyle and Douglass (4) reported:

Annually over two million adults serve in voluntary leadership capacities for educational youth organizations in the United States. Such groups as Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H clubs, farm youth organizations, and young adult church groups rely almost exclusively on lay people in the community to provide adult leadership for their organizations.

Professionals in these youth organizations constantly



National 4-H Volunteer Leadership
Development Committee Report 1973

Recruiting 4-H Volunteer Leaders

Figure 1. Why Volunteers Serve

express the need for additional volunteer leaders in order to provide maximum opportunity for all interested youth to participate in their program (p. 209).

A National 4-H Committee (12C, p. 3) said in a report that, "Very few volunteer leaders volunteer. They must be contacted and asked to serve."

In determining who the potential volunteer leaders for youth organizations might be, Boyle and Douglass (4) presented information from a study which provided the following findings:

1. The adult population was about equally divided in respect to its interest in youth leadership - there were approximately as many people expressing interest as expressing no interest.
2. A substantial percent of people who have served as youth leaders expressed no interest in serving in the future.
3. People who have never served in leadership positions indicated a willingness to serve.
4. More women expressed interest in youth leadership than men.
5. More rural farm residents seemed to be interested in youth leadership than either village or city residents.
6. People willing to serve as youth leaders were generally young, married, had children, had at least a high school education, and were higher participators in community organizations and educational activities (p. 214).

Studies regarding volunteer leaders have generally concluded that there are a large number of adults who are willing to serve as leaders if they are contacted and recruited in a successful manner.

The National 4-H Volunteer Leadership Development Committee (12C, p. 3) reported that Dr. Ruth Ward in a doctoral project on "Securing Volunteers," found that in general, recruiters agreed that to be successful they must have an interest in people and in finding the right person for a specific job. They must believe in the

organization and its purposes and show this in the way they live. Recruiters were of the opinion that their sincerity, friendliness and enthusiasm are important in attracting others.

The professional staff of the Extension Service must be a constant "ideal" recruiter for the 4-H program.

Tenure of Leaders

In a journal article, Brog and Couch (5) wrote:

The high percentage of 4-H leaders who drop out each year is a continuing problem for Extension. Sabrosky reports that about one third of the volunteer leaders of 4-H clubs discontinue at the end of one year. In a Michigan survey, Allen found a 27 percent drop out after one year. Because of the high dropout rate, extension agents spend a considerable amount of time recruiting new leaders (p. 110).

Brog and Couch (5) continued on to explain that:

The role of 4-H leader, like any other volunteer role, is easy to withdraw from. Continuance or discontinuance of the role is largely a matter of personal orientation. Therefore, an adequate assessment of an individual's personal orientation should give some idea of how likely he or she is to withdraw from volunteer roles, e.g. that of a 4-H leader (p. 110).

In the review of literature it was pointed out that leader training programs were highly recommended to increase confidence and understanding of the 4-H program, improve leader performance, increase personal satisfaction from 4-H work, and increase a 4-H leader's tenure.

Several graduate studies identified personal factors for terminating leader service to 4-H. A study by Rhonemus (14) in an Ohio county determined factors which were of importance to the termination of the 4-H leadership position. The main reasons were: (In rank order)

- 1) Conflict with work at home or occupational duties.

- 2) The amount of time required to be an advisor.
- 3) Ill health of the advisor or someone in the advisor's family.
- 4) Lack of parent cooperation.
- 4) Lack of interest of 4-H members.
- 6) The 4-H club program is too involved.
- 7) Moved from the community.
- 8) Failure of local club to be reorganized.
- 9) Lack of training offered to advisors.
- 10) Personal expense involved (p. 44).

In another study, Bartelt (3) showed that there were four major factors which had influence on leaders dropping 4-H, they were: (By percentages)

- 1) 42% had a conflict of job and 4-H.
- 2) 37% had their own children drop out of 4-H.
- 3) 18% said their project group was too small.
- 4) 12% said they were not asked to lead again (p. 55).

There seems to be many factors involved in the termination of leadership in the 4-H program. The extension professional must be able to recognize those factors which he is able to control, to help prevent the termination of service by valuable volunteer leaders.

Summary

This review of literature attempts to summarize important literature and related studies in the areas of leadership and volunteer leaders. Subject areas such as the importance of volunteer leaders, recruitment of leaders, and factors of leader tenure were reviewed and related to the 4-H program, especially on the local (county) level.

There are large numbers of adults and youth who are available to serve as volunteer leaders. Many of these people are very competent and willing to serve in the 4-H Club program, if the proper methods of recruitment are used. There are also 4-H leaders who are presently in the leadership capacity who would continue their service, if the proper

guidance and assistance is provided to them.

The review of literature has shown the important role the volunteer leader plays in the 4-H program. It has also provided a basis for recognizing leadership related problems and methods to implement in the leadership program to help alleviate these problems which may occur.

CHAPTER III

METHOD AND PROCEDURE

Introduction

The purpose of this chapter is to describe the methods and procedures used in conducting this study. The design and conduct of this study were dictated by the purpose and objectives of this study.

In order to obtain information which would assist in the completion of this study, it was necessary to accomplish the following:

1. Determine the geographic area of population for the study.
2. Develop an instrument suitable for data collection.
3. Secure names and addresses of the population to be used.
4. Select the most appropriate methods for analyzing collected data.

Population

The selection of a geographic area of population for this study was achieved through consultation with the State 4-H staff at the University of Wyoming and by obtaining access to computer printout sheets of Wyoming 4-H leaders during the years 1974 through 1976. The printouts which were initiated in Wyoming during the Spring of 1974 provided names, addresses, years of leadership, and 4-H projects led.

It was determined that the five counties which make up the Northeast 4-H District of Wyoming be used as a source for identifying first and second year leaders who had terminated their 4-H leadership. Figure 2 shows the counties represented in the study.

By using this process, a population of 159 terminated leaders was obtained. Each of the leaders identified had terminated 4-H leadership after serving one-two years during the periods of 1974 to 1976.

As previously indicated, the computer printout system for Wyoming was initiated during the Spring of 1974. Therefore, it was possible to have a limited number of leaders who had actually served more than two years of involvement in the 4-H leadership role to appear in the population as having terminated with only one-two years of service. However, every possible effort was made to insure that leaders with more than two years of service be eliminated from this study.

Development of the Instrument

During the planning stage of this study, it was decided that a mailed questionnaire would be used in gathering data for the study. The statements which were used in the questionnaire were comprised with the aid of State 4-H Staff members from Wyoming and Oklahoma, professors of Agriculture Education at Oklahoma State University, and from other studies which dealt with a similar topic.

A rough draft copy of the questionnaire was distributed to Wyoming State 4-H Staff members for changes, opinions, and edification. All comments concerning the questionnaire were taken into consideration and appropriate action initiated.

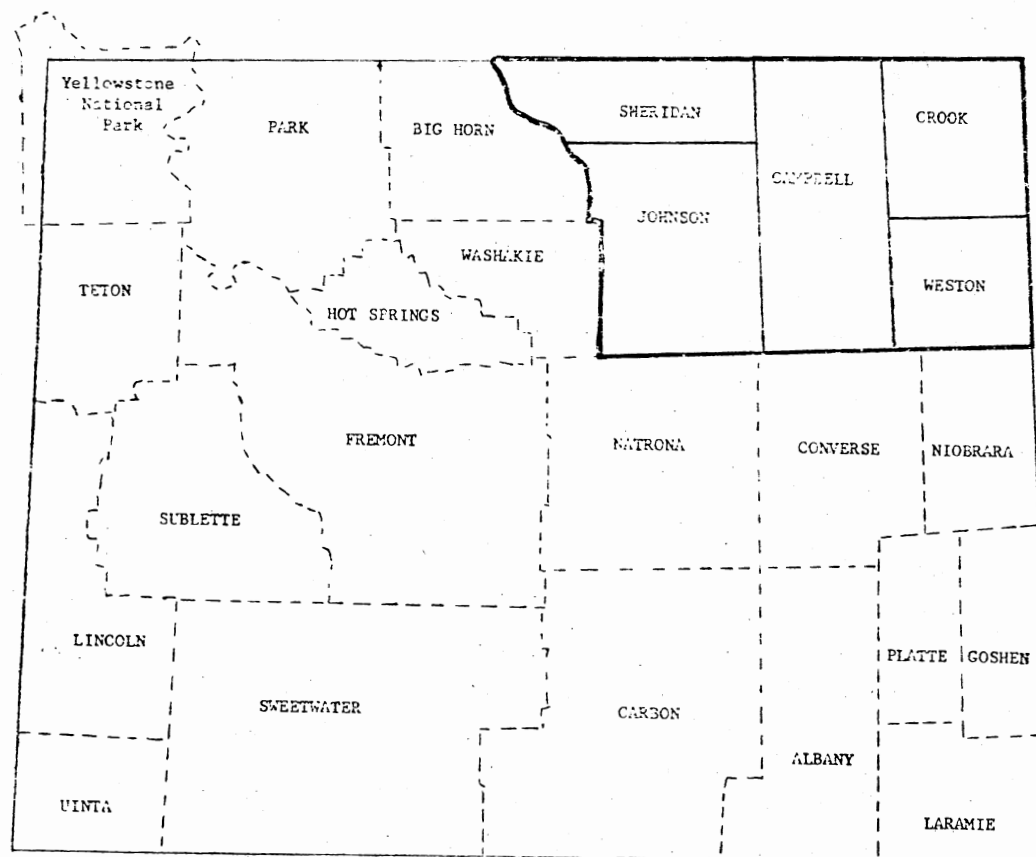


Figure 2. Wyoming, Northeast 4-H District

Data Collection

The questionnaires were mailed on July 29, 1977, to each of the 159 former 4-H leaders. A cover letter containing information concerning the need for the study, the value that each respondent's input had on the study, and included signatures of the author's thesis advisor, the State Program Leader for Extension in Wyoming and State 4-H Leader for Wyoming. Copies of the questionnaire and cover letter can be found in Appendix A. With each questionnaire, a self-addressed, stamped envelope was enclosed. The respondents were asked to return the questionnaire on or before August 15, 1977.

When the August 15 deadline had passed, only 71 out of the 159 questionnaires had been returned. A follow-up letter was then sent. The second letter was mailed on September 16, 1977, to those leaders who had not returned questionnaires. Each of the letters contained a questionnaire, a self-addressed, stamped envelope, and a cover letter. A copy of this cover letter can be found in Appendix B. Each respondent was asked to return the questionnaire by October 1, 1977. As the October 1 deadline expired, 27 more questionnaires were returned.

Analysis of Data

The method of analysis used in this study, to best describe and interpret the data, are frequency count and percentages, along with the chi-square test.

Frequency count and percentages are utilized to present the sections dealing with personal data and reasons for tenure of

leadership. The chi-square test of significance is used to present reasons for tenure of leadership.

The questionnaire developed to secure dropout leader opinions included a four point likert scale for their responses which were assigned numeral values as follows:

Response Category	Numerical Value
Strong Influence	3
Some Influence	2
Very Little Influence	1
No Influence	0

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The primary purpose of this study was to determine what factors led to the termination of leadership by first and second year 4-H leaders in five Northeastern Wyoming counties. To achieve this purpose, the following specific objectives were established:

1. To determine the following characteristics of first and second year leaders who terminated leadership:
 - a) Age
 - b) Education
 - c) Marital Status
 - d) Children
 - e) Past 4-H program experiences
 - f) Recruitment into 4-H
 - g) Residence
 - h) 4-H Club size and make-up
 - i) Other activities involved in
 - j) Leadership role in 4-H.
2. To identify what reasons influenced first and second year leaders to terminate leadership in the 4-H program.

Population of the Study

The population of this study was comprised of first and second year 4-H leaders who terminated their leadership in five Northeastern Wyoming counties between 1974 to 1976.

A total of one-hundred fifty-nine (159) questionnaires were mailed

TABLE I
RESPONSE TO THE QUESTIONNAIRE

First and Second Year 4-H Leader Dropouts		
	N	%
Questionnaires Sent Out	136	100.0
Total Returns	75	55.1
Unusable	3	2.2
Usable	72	52.9

out to the study population. From the 159 questionnaires mailed out, twenty-three (23) were returned showing an incorrect or no forwarding address. This left one-hundred thirty-six (136) questionnaires which were actually received by the respondents. Seventy-five (75) replies to the questionnaire were received. This represented a 55.1 percent rate of return from the 136 questionnaires sent out. Each of 75 responses were checked for completeness and accuracy by the researcher. There were three (3) questionnaires which were not usable for the study. Therefore, seventy-two (72) or 52.9 percent of the responses were used in this study. Table I indicates the summary of responses to the questionnaire.

Descriptive Information of the Population

It should be noted that Chi-square analysis was used in each of the tables, when applicable, to test differences between male and female leaders and between the years of 4-H leadership. In all instances where Chi-square was utilized, there were differences shown but there was no significant difference among or between the groups at the .05 level of significance.

Table II shows the distribution of dropout 4-H leaders by sex, age, and years of leadership. Of the seventy-two respondents, there were (38.4 percent) males and fifty-two (61.6 percent) females. There were 36.1 percent of the dropouts between 26 to 35 years of age. Fifty-one or 70.8 percent of the dropouts were 26 to 45 years of age, of which forty-one were female. It was interesting to note that thirty-nine leaders who terminated leadership after just one year, made up 54.4 percent of the respondents.

The distribution of dropout leaders by education level attained is shown in Table III. It was found that forty-four or 61.1 percent of the people who discontinued 4-H leadership, had graduated from high school or failed to complete high school.

In Table IV there were 90.3 percent or sixty-five of the dropout leaders who reported being married. An analysis of the responses shows that the twenty male dropout leaders had fifty-seven (57) children and the female leaders had one-hundred thirty-seven children. There were fifty (69.4 percent) of the dropout leaders who had children of 4-H age while they were a leader.

An analysis of Table V indicates that 56.9 percent of the dropout

TABLE II

DISTRIBUTION OF 4-H LEADER DROPOUTS BY
SEX, AGE, AND YEARS OF LEADERSHIP

Dropouts by Sex and Years of Leadership	AGE CATEGORIES									
	19 - 25		26 - 35		36 - 45		46 or Older		TOTAL	
	N	%	N	%	N	%	N	%	N	%
MALE										
One	1	9.1	1	9.1	6	54.5	3	27.3	11	55
Two	3	42.8	1	14.3	1	14.3	2	28.6	7	35
Three +	0	0.0	1	50.0	0	0.0	1	50.0	2	10
Sub-Total	4	20.0	3	15.0	7	35.0	6	30.0	20	100
FEMALE										
One	5	17.9	13	46.4	8	28.6	2	7.1	28	53.8
Two	2	12.5	8	50.0	5	31.2	1	6.3	16	30.8
Three +	0	0.0	2	25.0	5	62.5	1	12.5	8	15.4
Sub-Total	7	13.5	23	44.2	18	34.6	4	7.7	52	100.0
TOTAL	11	15.3	26	36.1	25	34.7	10	13.9	72	100.0

TABLE III

DISTRIBUTION OF DROPOUT 4-H LEADERS BY SEX, YEARS
OF LEADERSHIP, AND EDUCATION LEVEL ATTAINED

Dropouts by Sex and Years of Leadership	EDUCATION LEVEL ATTAINED							
	Attended High School		Graduated High School		Attended College		College Graduate	
	N	%	N	%	N	%	N	%
MALE								
One	1	9.1	6	54.5	2	18.2	2	18.2
Two	1	14.3	3	42.8	1	14.3	2	28.6
Three +	0	0.0	1	50.0	0	0.0	1	50.0
Sub-Total	2	10.0	10	50.0	3	15.0	5	25.0
FEMALE								
One	9	32.1	10	35.7	6	21.5	3	10.7
Two	3	20.0	5	33.3	5	33.3	2	13.4
Three +	2	22.3	3	33.3	3	33.3	1	11.1
Sub-total	14	26.9	18	34.6	14	26.9	6	11.5
TOTAL	16	22.2	28	38.9	17	23.6	11	15.3

TABLE IV

DISTRIBUTION OF DROPOUT 4-H LEADERS BY SEX, YEARS OF LEADERSHIP,
MARITAL STATUS, NUMBER OF CHILDREN, AND BY HAVING
CHILDREN OF 4-H AGE WHILE A LEADER

Dropouts by Sex and Years of Leadership	MARITAL STATUS				CHILDREN		CHILDREN OF 4-H AGE WHILE A LEADER			
	Single		Married		TOTAL NUMBER	MEAN NUMBER	Yes		No	
	N	%	N	%			N	%	N	%
MALE										
One	0	0.0	11	100.0	37	3.4 (11 responses)	10	90.9	1	9.1
Two	2	28.6	5	71.4	12	2.4 (5 responses)	3	42.9	4	57.1
Three +	0	0.0	2	100.0	8	4.0 (2 responses)	1	50.0	1	50.0
Sub-Total	2	10.0	18	90.0	57	3.3 (18 responses)	14	70.0	6	30.0
FEMALE										
One	3	10.7	25	89.3	79	3.4 (23 responses)	19	67.9	9	32.1
Two	2	12.5	14	87.5	34	2.3 (15 responses)	11	68.7	5	31.3
Three +	0	0.0	8	100.0	24	3.0 (8 responses)	6	75.0	2	25.0
Sub-Total	5	9.6	47	90.4	137	2.9 (46 responses)	36	69.2	16	30.8
TOTAL	7	9.7	65	90.3	194	3.1	50	69.4	22	30.6

TABLE V

DISTRIBUTION OF 4-H LEADER DROPOUTS BY SEX, YEARS
OF LEADERSHIP, AND PREVIOUS ASSOCIATION
WITH THE 4-H CLUB PROGRAM

Dropouts by Sex and Years of Leadership	DROPOUT LEADER'S PREVIOUS ASSOCIATION WITH THE 4-H PROGRAM										Mean Years As A 4-H Club Member		
	Former 4-H Club Member				Former 4-H Club Officer				Former 4-H Junior Leader				
	Yes (N)	%	No (N)	%	Yes (N)	%	No (N)	%	Yes (N)	%		No (N)	%
MALE													
One	2	18.2	9	81.8	1	9.1	10	90.9	0	0.0	11	100.0	1.5 (11 responses)
Two	6	85.7	1	14.3	4	57.1	3	42.8	0	0.0	7	100.0	5.5 (4 responses)
Three +	0	0.0	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	0.0 (2 responses)
FEMALE													
One	17	63.0	10	37.0	11	40.7	16	59.3	5	18.5	22	81.5	5.3 (15 responses)
Two	11	68.8	5	31.2	7	43.8	9	56.2	4	25.0	12	75.0	6.1 (16 responses)
Three +	5	55.6	4	44.4	1	11.1	8	88.9	0	0.0	9	100.0	3.3 (4 responses)
TOTAL	41	56.9	31	43.1	24	33.3	48	66.7	9	12.5	63	87.5	

leaders were former 4-H Club members themselves. However, forty-eight or 66.7 percent of the dropouts were never 4-H Club officers and 87.5 percent were never junior leaders in the 4-H program. It was surprising to note that the leaders who dropped out after two years of leadership had a higher average of years as a 4-H Club member than did the other dropout leaders.

Examination of Table VI data shows that dropout leaders were recruited into the 4-H program mainly by 4-H members and by other 4-H leaders. A total of 39.1 percent of dropout leaders were recruited by 4-H members and 39.1 percent were recruited by other 4-H leaders.

Table VII illustrates the distribution of dropout leaders by their place of residence. The largest percentage, 44.4, of the leaders lived on a farm or ranch. Second largest percentage, 30.6, lived in town. First and second year male dropouts had 63.6 and 71.4 percent, respectively living on a farm or ranch. While first year female leaders had 40.8 percent living in a town and second year female leaders had 56.3 percent living on a farm or ranch.

As shown in Table VIII there were 34.7 percent of the dropout leaders who worked with 4-H clubs having 16 to 20 members. It was interesting to note that 54.5 percent of the first year male leaders worked with clubs having 11 to 15 4-H members. This was in comparison to 40.8 first year female dropouts who worked with 4-H clubs having 5 to 10 members. The data also indicates that the largest percentage of female leader dropouts are working with 4-H clubs that have 5 to 10 members and 16 to 20 members.

In Table IX, the data indicates that sixty dropout leaders or 83.8 percent of the leaders worked with 4-H clubs that contained both girls and boys.

TABLE VI

DISTRIBUTION OF DROPOUT 4-H LEADERS BY SEX, YEARS OF
LEADERSHIP, AND RECRUITMENT INTO 4-H LEADERSHIP

Dropouts by Sex and Years of Leadership	RECRUITMENT INTO 4-H LEADERSHIP									
	By 4-H Members		By 4-H Leaders		By 4-H Parents		By Extension Agents		Other	
	N	%	N	%	N	%	N	%	N	%
MALE										
One	4	30.8	7	53.8	1	7.7	1	7.7	0	0.0
Two	2	25.0	2	25.0	3	37.5	1	12.5	0	0.0
Three +	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0
Sub-Total	6	25.0	11	45.9	5	20.8	2	8.3	0	0.0
FEMALE										
One	13	40.6	14	43.8	3	9.4	1	3.1	1	3.1
Two	10	55.6	5	27.8	0	0.0	1	5.5	2	11.1
Three +	5	38.6	4	30.7	4	30.7	0	0.0	0	0.0
Sub-Total	28	44.4	23	36.5	7	11.1	2	3.2	3	4.8
TOTAL	34	39.1	34	39.1	12	13.8	4	4.6	3	3.4

TABLE VII

DISTRIBUTION OF DROPOUT 4-H LEADERS BY SEX, YEARS OF
LEADERSHIP, AND PLACE OF RESIDENCE WHEN A LEADER

Dropouts by Sex and Years of Leadership	PLACE OF RESIDENCE							
	Rural-Farm or Ranch		Non-Farm Rural		Town		City (over 5,000)	
	N	%	N	%	N	%	N	%
MALE								
One	7	63.6	2	18.2	2	18.2	0	0.0
Two	5	71.4	1	14.3	0	0.0	1	14.3
Three +	0	0.0	1	50.0	1	50.0	0	0.0
Sub-Total	12	60.0	4	20.0	3	15.0	1	5.0
FEMALE								
One	7	25.9	7	25.9	11	40.8	2	7.4
Two	9	56.3	1	6.2	5	31.3	1	6.2
Three +	4	44.5	1	11.1	3	33.3	1	11.1
Sub-Total	20	38.5	9	17.3	19	36.5	4	7.7
TOTAL	32	44.4	13	18.1	22	30.6	5	6.9

TABLE VIII

DISTRIBUTION OF 4-H LEADER DROPOUTS BY SEX, YEARS OF
LEADERSHIP, AND SIZE OF 4-H CLUB (WORKED WITH)

Dropouts by Sex and Years of Leadership	SIZE OF 4-H CLUB							
	5 - 10		11 - 15		16 - 20		Over 20	
	N	%	N	%	N	%	N	%
MALE								
One	3	27.3	6	54.5	1	9.1	1	9.1
Two	2	28.6	0	0.0	3	42.8	2	28.6
Three +	1	50.0	0	0.0	1	50.0	0	0.0
Sub-Total	6	30.0	6	30.0	5	25.0	3	15.0
FEMALE								
One	11	40.8	6	22.2	9	33.3	1	3.7
Two	1	6.3	4	25.0	8	50.0	3	18.7
Three +	4	44.5	2	22.2	3	33.3	0	0.0
Sub-Total	16	30.8	12	23.0	20	38.5	4	7.7
TOTAL	22	30.6	18	25.0	25	34.7	7	9.7

TABLE IX
DISTRIBUTION OF 4-H LEADER DROPOUTS BY SEX, YEARS
OF LEADERSHIP, AND 4-H CLUB MEMBERSHIP

Dropouts by Sex and Years of Leadership	4-H MEMBER RATIO					
	All Boys		All Girls		Both Boys and Girls	
	N	%	N	%	N	%
MALE						
One	2	18.2	0	0.0	9	81.8
Two	0	0.0	0	0.0	7	100.0
Three +	0	0.0	0	0.0	2	100.0
Sub-Total	2	10.0	0	0.0	18	90.0
FEMALE						
One	1	3.7	7	25.9	19	70.4
Two	1	6.3	0	0.0	15	93.7
Three +	0	0.0	1	11.1	8	88.9
Sub-Total	2	3.8	8	15.4	42	80.8
TOTAL	4	5.6	8	11.1	60	83.3

Table X, shows the distribution of dropout leaders by their involvement in other activities, besides 4-H, while they were a leader. It was reported that thirty-four or 26.0 percent of the male and female dropouts were involved in church activities. Of the seventy-two dropout leaders, 17.5 percent held an office in one or more of the activities they were involved in.

Each of the dropout leaders was asked if they would be interested in becoming an adult and/or youth leader in the 4-H program in the future. Table XI illustrates the distribution of responses. There were thirty-one or 43.0 percent of the dropout leaders who said they would consider being a youth leader again, while twenty-six or 36.1 percent said they would consider being an adult leader. It was surprising to note that the data suggested a 3 to 1 ratio existing for male dropouts against being a youth leader again and a 4 to 1 ratio against being an adult leader. An analysis of this table indicates females would more likely become 4-H leaders again than males.

Findings of the Study

The remaining portion of this chapter will focus on the presentation and analysis of the data collected relative to the responses of the population as to the factors influencing their decision to terminate their leadership in the 4-H program.

For explanation in reference to Table XII in this chapter, the following scale was used in the assignment of value influence:

Strong Influence	Some Influence	Very Little Influence	No Influence
3	2	1	0

TABLE X

DISTRIBUTION OF DROPOUT 4-H LEADERS BY SEX, YEARS OF LEADERSHIP,
AND INVOLVEMENT IN OTHER ACTIVITIES WHILE A 4-H LEADER

Dropouts by Sex and Years of Leadership	OTHER ACTIVITIES INVOLVED IN											
	Community Organizations		School Affairs		Church Activities		Other Agriculture Youth Groups		Other Youth Organizations		Held an Office	
	N	%	N	%	N	%	N	%	N	%	N	%
MALE												
One	4	23.5	4	23.5	3	17.6	2	11.9	1	5.9	3	17.6
Two	4	28.6	3	21.4	2	14.3	1	7.1	2	14.3	2	14.3
Three +	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0	0	0.0
Sub-Total	9	25.0	9	25.0	7	19.5	3	8.3	3	8.3	5	13.9
FEMALE												
One	13	26.5	13	26.5	8	16.3	0	0.0	4	8.2	11	22.5
Two	5	20.0	7	28.0	5	20.0	1	4.0	4	16.0	3	12.0
Three +	7	33.3	5	23.8	2	9.5	3	14.3	0	0.0	4	19.1
Sub-Total	25	26.3	25	26.3	15	15.8	4	4.2	8	8.4	18	19.0
TOTAL	34	26.0	34	26.0	22	16.8	7	5.3	11	8.4	23	17.5

TABLE XI

DISTRIBUTION OF 4-H LEADER DROPOUTS BY SEX,
YEARS OF LEADERSHIP, AND INTEREST IN
BECOMING A 4-H LEADER AGAIN

Dropouts by Sex and Years of Leadership	INTEREST IN 4-H LEADERSHIP							
	YOUTH LEADER				ADULT LEADER			
	Yes (N)	%	No (N)	%	Yes (N)	%	No (N)	%
MALE								
One	4	36.3	7	63.7	3	27.3	8	72.7
Two	1	14.3	6	85.7	1	14.3	6	85.7
Three +	0	0.0	2	100.0	0	0.0	2	100.0
Sub-Total	5	25.0	15	75.0	4	20.0	16	80.0
FEMALE								
One	12	44.4	15	55.6	11	40.7	16	59.3
Two	9	56.2	7	43.8	7	43.8	9	56.2
Three +	5	55.6	4	44.4	4	44.4	5	55.6
Sub-Total	26	50.0	26	50.0	22	42.3	30	57.7
TOTAL	31	43.0	41	57.0	26	36.1	46	63.9

The real limits were set for each category and are given as follows:

- 2.5 - 3.49 of Strong Influence
- 1.5 - 2.49 of Some Influence
- 0.5 - 1.49 of Very Little Influence
- 0.0 - 0.49 of No Influence

Factors Associated with 4-H Leader

Dropouts Termination of Leadership

Table XII reports the rank order distribution of dropout leaders by factors which influenced their termination of leadership in the 4-H program. The analysis of the data shows that most of the dropouts terminated leadership because of personal reasons. These reasons included being "busy with other activities," "having conflict with work at home," "the amount of time required to be a leader," and "having conflict with job duties." However, there were four factors listed that the dropouts had very little control of, including: "Lack of cooperation and assistance from parents," "children grew up beyond 4-H age," "moved from the club area," and "was not asked to be a leader again." Two factors were listed by the dropouts which relate to the county extension 4-H staff by the "lack of training to be a leader" and "not receiving enough help and/or support from the extension agents." There seems to be a relatively small percentage of the dropouts who identified problems or termination factors due to the 4-H program as a whole.

Overall it was surprising to note that only one factor received a mean response of some influence. All other factors had mean responses of very little or no influence as to the reasons for termination of 4-H leadership.

TABLE XII
DISTRIBUTION OF RESPONSES BY DROPOUT 4-H LEADERS TO
FACTORS WHICH INFLUENCED TERMINATION OF
LEADERSHIP, BY RANK ORDER

STATEMENT	AMOUNT OF INFLUENCE									
	Strong Influence (N) %		Some Influence (N) %		Very Little Influence (N) %		No Influence (N) %		Mean Response	
Busy with other activities	30	41.7	10	13.9	9	12.5	23	31.9	1.65 Some Influence	
Had conflict with work at home	13	18.0	17	23.6	4	5.6	38	52.8	1.07 Very Little Influence	
Amount of time required to be a leader	10	13.9	19	26.4	8	11.1	35	48.6	1.06 Very Little Influence	
Conflict with job duties	16	22.2	11	15.3	5	6.9	40	55.6	1.04 Very Little Influence	
Lack of cooperation and assistance from parents	8	11.1	13	18.1	9	12.5	42	58.3	.82 Very Little Influence	
Lack of training to be a leader	6	8.3	16	22.2	4	5.6	46	63.9	.75 Very Little Influence	
Did not receive enough help and/or support from extension agents	6	8.3	13	18.1	3	4.2	50	69.4	.65 Very Little Influence	
Children grew up beyond 4-H age	10	13.9	4	5.5	3	4.2	55	76.4	.57 Very Little Influence	
Moved from the area where the club was located	10	13.9	3	4.2	1	1.4	58	80.5	.51 Very Little Influence	
Was not asked to be a leader again	8	11.0	4	5.6	4	5.6	56	77.8	.50 Very Little Influence	
Lack of supportive help as a leader	5	6.9	5	6.9	6	8.3	56	77.9	.43 No Influence	
Ill health (personal or relative)	7	9.7	3	4.2	1	1.4	61	84.7	.39 No Influence	
Tired of being a leader	5	6.9	2	2.8	8	11.1	57	79.2	.38 No Influence	
Did not understand the duties of a 4-H leader	1	1.4	8	11.1	8	11.1	55	76.4	.38 No Influence	
Time not well used as a leader	2	2.8	6	8.3	9	12.5	55	76.4	.38 No Influence	
Club did not reorganize	7	9.7	1	1.4	2	2.8	62	86.1	.35 No Influence	
Lack of cooperation from other club leaders	2	2.8	7	9.7	4	5.6	59	81.9	.33 No Influence	
Felt job as a 4-H leader too much of a babysitting service	3	4.2	4	5.6	5	6.9	60	83.3	.31 No Influence	
Did not understand 4-H program activities	3	4.2	4	5.5	2	2.8	63	87.5	.26 No Influence	
Personal expense involved	2	2.8	2	2.8	3	4.2	65	90.2	.18 No Influence	
Spouse objected to time used as a leader	1	1.4	1	1.4	7	9.7	63	87.5	.17 No Influence	
Lack of recognition for being a 4-H leader	1	1.4	2	2.8	4	5.6	65	90.2	.15 No Influence	

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the study which was conducted and to report selected factors that influenced first, second, and third year 4-H leaders to terminate their leadership in the 4-H program. Also presented are conclusions and recommendations which are based upon the analysis of data collected and impressions resulting from the conduct of the study.

Purpose of the Study

The intent of this study was to determine what factors led to the termination of leadership by first, second, and third year leaders in five Northeastern Wyoming counties. It is hoped that the findings will benefit extension workers and professional and para-professional staff members who work with volunteer leaders in the 4-H club program.

Specific Objectives of the Study

The following specific objectives were established for this study:

1. To determine characteristics of first and second year 4-H leaders who terminated leadership.
2. To determine what reasons or factors influenced first and second year 4-H leaders to terminate leadership.

Need for the Study

Nearly one-third to one-half of the first and second year 4-H leaders, nationally and in Wyoming, do not continue on as 4-H leaders. More than one year is needed for a volunteer leader to become effective in the 4-H program. Volunteer leaders are the strength and backbone of the 4-H youth program. It was the intent of this study to determine what factors are causing first and second year leaders to terminate leadership in the 4-H program.

Design and Conduct of the Study

Upon completion of a review of selected literature and related research in this area, the following procedure was used in the collection and analysis of data to satisfy the purpose and objectives of this study:

- (1) determination of the population of the study.
- (2) development of an instrument for data collection.
- (3) procedure for collection of the data.
- (4) determination of the methods of analysis of the data.

The population of the study consisted of one-hundred thirty-six first and second year 4-H leaders who terminated leadership between 1974 to 1976. There were seventy-two (72) complete responses, or 52.9 percent of the population, from which findings of the study were based.

A mailed questionnaire was sent to the study population and each of the dropout leaders were asked to determine the amount of influence various factors had upon their termination of leadership in the 4-H program. Also each dropout was asked to respond to categories which were personal characteristics relating to themselves.

Presentation and Analysis of Data

Characteristics of the Population

From the analysis of responses, it was found that:

- 1) 36.1 percent of the dropout leaders were between 26 - 35 years of age.
- 2) 28 leaders or 38.9 percent had an education level of a high school graduate.
- 3) There were 90.3 percent of the dropout leaders married.
- 4) The dropout leaders had an average of 3.1 children.
- 5) Of these children, 69.4 percent were of 4-H age while the dropouts were a leader.
- 6) 56.9 percent of the dropout leaders were former 4-H club members themselves.
- 7) Second year dropout leaders had a higher average, 5.8 years, as a 4-H member than did other dropout leaders.
- 8) 39.1 percent of the respondents were recruited into 4-H as leaders by 4-H members and 39.1 percent by other 4-H leaders.
- 9) Thirty-two or 44.4 percent of the dropouts lived on a farm or ranch.
- 10) The dropout leaders, 34.7 percent of them, worked with clubs having 16 - 20 4-H members.
- 11) Sixty dropout leaders (83.3 percent) worked with clubs having both girls and boys.
- 12) There were an average of 45.4 percent boys and 54.6 percent girls in clubs that had both boys and girls.

13) Thirty-four or 26.0 percent of the dropouts were involved in school affairs and community organizations along with being 4-H leaders. A total of 17.5 percent of the dropouts held an office in one or more of the activities they were involved in.

14) Thirty-one (43.0 percent) of the dropouts said they would become 4-H leaders again. Twenty-six (36.1 percent) said they would be a leader for 4-H adult leaders.

15) Seventy-five percent of the male dropouts said they would not become a youth leader again and 80.0 percent said they would not be an adult leader.

Factors Associated with Termination of Service

The data indicates that 55.0 percent of the males and 53.8 percent of the females drop out after just one year of leadership. The dropout leaders responses indicated there were twelve (12) factors or reasons which had no influence upon termination, nine (9) factors or reasons that had very little influence, and one factor that had some influence. These factors or reasons are listed below by rank order and amount of influence on termination:

Some Influence

1. Busy with other activities (1.65).

Very Little Influence

1. Had conflict with work at home (1.07).
2. Amount of time required to be a leader (1.06).
3. Conflict with job duties (1.04).
4. Lack of cooperation and assistance from parents (.82).
5. Lack of training to be a leader (.75).

6. Did not receive enough help and/or support from extension agents (.65).

7. Children grew up beyond 4-H age (.57).

8. Moved from the area where club was located (.51).

9. Was not asked to be a leader again (.50).

No Influence

1. Lack of supportive help as a leader (.43).

2. Ill health (personal or relatives) (.39).

3. Tired of being a leader (.38).

4. Did not understand the duties of a 4-H leader (.38).

5. Time not well used as a leader (.38).

6. Club did not reorganize (.35).

7. Lack of cooperation from other club leaders (.33).

8. Felt job as a 4-H leader too much of a babysitting service (.31).

9. Did not understand 4-H program objectives (.26).

10. Personal expense involved (.18).

11. Spouse objected to time used as a leader (.17).

12. Lack of recognition for being a leader (.15).

Conclusions

The following conclusions were made based on the analysis of data from this study:

1) 4-H volunteer leaders were more likely to terminate leadership after one year.

2) Leaders between the ages of 26 - 35 were more likely to terminate 4-H leadership.

3) 4-H leaders having an education level of a high school graduate or less were more likely to terminate leadership.

4) Leaders with some past experience as a 4-H member were just as likely to terminate leadership as those leaders with no past experience.

5) Leaders that had no experience as a 4-H club officer or as a junior leader were more likely to terminate their 4-H leadership.

6) 4-H leaders who were parents of a large number of children were more likely to terminate leadership.

7) Leaders who were actively involved in other activities were more likely to terminate 4-H leadership.

8) Female 4-H leaders who were recruited into leadership by 4-H members were more likely to terminate 4-H leadership.

9) Most of the dropout leaders were not interested in becoming a 4-H leader again, especially male leaders.

Although there are many factors responsible for influencing volunteer leaders to terminate their leadership in the 4-H program, many of them may not have been defined or determined in this study. Of those factors which were defined, ten were identified as having an influence on the termination of 4-H leadership by these dropout leaders. These ten factors, in rank order, were:

A. Some Influence

1) Busy with other activities

B. Very Little Influence

2) Had conflict with work at home

3) Amount of time required to be a leader

4) Conflict with job duties

- 5) Lack of cooperation and assistance from parents
- 6) Lack of training to be a leader
- 7) Did not receive enough help and/or support from extension agents
- 8) Children grew up beyond 4-H age
- 9) Moved from the area where the club was located
- 10) Was not asked to be a leader again

Recommendations

The following recommendations were based on the analysis of data obtained from the study, the review of literature, and the personal experiences of the writer as an extension agent working with the 4-H youth program.

1) Conduct similar studies on a more structured basis, in the other 4-H districts of Wyoming to determine the reliability of this study. Also conduct similar studies in other states to determine reliability.

2) Every effort should be made to plan and conduct timely and worthwhile training sessions for first and second year 4-H leaders. This seems especially important for first year leaders.

(a) Training sessions for these leaders should be at times convenient to the leaders. Avoid conflicts with the working (job) hours of leaders, this may mean having both day and night sessions.

3) Extension agents should keep abreast of new and innovative ideas in the 4-H program. New methods of leadership, 4-H program

values, and new programs offered to 4-H members are some of the informative ideas which can be passed on the 4-H leaders.

4) In clubs with large memberships, more leaders need to be recruited to reduce the time load each leader should spend in the 4-H club.

5) Recruitment of new leaders should center around persons who have had successful experiences as a 4-H member themselves.

6) Provide as much assistance and support for "new" leaders as necessary. Priority emphasis should be placed on maintaining a strong, viable volunteer leader program in the 4-H program.

7) A method of keeping contact with leaders who have terminated leadership should be developed within the county. This would include leaders who had 4-H clubs that did not reorganize, leaders that were not asked to be leaders again, and so on.

(a) Extension agents should communicate with each other on an area to area or state to state basis, concerning successful 4-H leaders who move in or out of the county.

8) 4-H leaders and extension agents together, should develop a system or method of encouraging a more active role in the 4-H program by parents of 4-H members.

(a) Parent advisory committees may encourage parents to assume a subtle leadership position in and for the local 4-H club.

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APPENDIXES

APPENDIX A

LETTERS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Agricultural Education
(405) 624-5129

74074

September 16, 1977

Dear Leader:

I still need your help. I realize the summer season is now over and the fall rush begins. Please take a few minutes to fill out the enclosed questionnaire. Along with the questionnaire you will find an addressed, stamped envelope to return your response.

Your response will help to improve the effectiveness of the 4-H youth program in Wyoming.

If you have already mailed the questionnaire back previously, please disregard this letter.

Thank you for your assistance.

Sincerely,

Barney Cosner
Graduate Student

Dr. Marcus Juby
Graduate Study Advisor
Oklahoma State University

Enclosures


OKLAHOMA STATE UNIVERSITY • STILLWATER

 Department of Agricultural Education
 (405) 624-5129

74074

July 29, 1977

Dear Leader,

According to Wyoming State 4-H Office records, you have served as a leader in the past few years. Because of your leadership experience, you have been selected to participate in an evaluation study concerning 4-H leaders.

Your opinions and experiences as a 4-H leader are very important to this study. Your response to the enclosed questionnaire is needed to help make this study more beneficial toward strengthening the 4-H Program in Wyoming.

Please take a few minutes out of your busy schedule and complete each blank on the questionnaire.

Enclosed is a self-addressed, stamped envelope for your convenience. Please return this questionnaire by August 15, 1977.

Thank you very much for your time and assistance.

Sincerely,

Barney Cosner

Study Approved By:

 Graduate Advisor
 Agriculture Education
 Oklahoma State University

 Assistant Director
 for County Operations
 Wyoming Extension
 Service

 Wyoming State
 4-H Program
 Leader

APPENDIX B

QUESTIONNAIRE

SECTION 1

Please check the appropriate blank, which applies to you:

1. Years as a 4-H leader:

	One	Two	More than Two
--	-----	-----	------------------
2. Sex: Female Male
3. Age:

19-25	26-35	36-45	46 or older
-------	-------	-------	-------------
4. Education: (Check highest level attained)

_____ Elementary
_____ High School
_____ Graduated from High School
_____ Attended College
_____ Graduated from College
5. Marital Status: Single Married
6. Do you have any children: Yes No
How Many? _____
7. (a) Were you ever a 4-H member? Yes No If yes, how many years were you a member? _____
(b) Were you ever a 4-H Club Officer? Yes No
(c) Were you ever a Junior Leader in 4-H? Yes No
8. Who recruited you to become a 4-H leader? (Major Influence)

_____ 4-H member(s)
_____ 4-H Club Leader
_____ 4-H Parent(s)
_____ Extension agent
_____ Other (Who _____)
9. When you were a leader, were any of your children of 4-H age? Yes No
10. Your place of residence when you were a 4-H leader.

Rural Farm or Ranch	Non-Farm Rural	Town	City over 5,000
---------------------	----------------	------	-----------------
11. What was the average number of members in your 4-H club?

_____ 5 to 10	_____ 16 to 20
_____ 11 to 15	_____ over 20
12. Was your club: All Boys Both boys and girls
All Girls % Boys % Girls
13. Other activities: (while a leader)

_____ active in community organizations
_____ active in school affairs
_____ active in church activities
_____ active in another agricultural youth organization
_____ active in other youth organizations
_____ held an office in one or more of the above
14. Were you a: Community club leader County Key leader
Project leader Teen leader
Activity leader

If you were a project leader, what were your areas?

(OVER)

SECTION II

1. What reasons influenced you to stop being a 4-H leader?
Please read each statement and check the blank which best expresses your feelings on the amount of influence the statement had on your decision to stop being a 4-H leader.

	<u>Strong Influence</u>	<u>Some Influence</u>	<u>Very Little Influence</u>	<u>No Influence</u>
Did not understand the duties of a 4-H leader	_____	_____	_____	_____
Children grew up beyond 4-H age	_____	_____	_____	_____
Busy with other activities	_____	_____	_____	_____
Ill health (personal or relatives)	_____	_____	_____	_____
Had conflict with work at home	_____	_____	_____	_____
Personal expense involved	_____	_____	_____	_____
Was not asked to be a leader again	_____	_____	_____	_____
Conflict with job duties	_____	_____	_____	_____
Lack of cooperation and assistance from parents	_____	_____	_____	_____
Amount of time required to be leader	_____	_____	_____	_____
Moved from the area where the club was located	_____	_____	_____	_____
Lack of cooperation from other club leaders	_____	_____	_____	_____
Club did not reorganize	_____	_____	_____	_____
Lack of training to be a leader	_____	_____	_____	_____
Time not well used as a 4-H leader	_____	_____	_____	_____
Did not understand 4-H program objectives	_____	_____	_____	_____
Tired of being a leader	_____	_____	_____	_____
Spouse objected to time used as a leader	_____	_____	_____	_____
Did not receive enough help and/or support from the extension agents	_____	_____	_____	_____
Lack of supportive help as a leader	_____	_____	_____	_____
Lack of recognition for being a 4-H leader	_____	_____	_____	_____
Felt job as a 4-H leader was too much of a babysitting service	_____	_____	_____	_____

If none of the reasons above was the strongest influence on your decision, please indicate the reason which was most influential _____

2. (a) Would you be interested in becoming a 4-H Youth leader again in the future?

Yes _____ No _____

- (b) Would you be interested in becoming a 4-H leader who works with other 4-H Leaders?

Yes _____ No _____

YOUR ASSISTANCE TO THIS STUDY IS INVALUABLE. THANK YOU VERY MUCH FOR YOUR COOPERATION.

VITA²

Barney Lee Cosner

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF FACTORS INFLUENCING TERMINATION OF LEADERSHIP
BY SELECTED 4-H LEADERS IN THE NORTHEAST WYOMING 4-H DISTRICT
BETWEEN THE YEARS 1974-1976

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Sheridan, Wyoming, October 8, 1951,
the son of Dean and Iola Cosner.

Education: Graduated from Campbell County High School,
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Agriculture Economics; completed requirements for the
Master of Science degree at Oklahoma State University,
Stillwater, Oklahoma, in May, 1978.

Professional Experience: University of Wyoming Extension
Agent - Agriculture and 4-H, Fremont County, Wyoming,
Riverton, Wyoming, June, 1974 to November, 1976; student
and graduate assistant at Oklahoma State University,
January, 1977 to present.

Organizations: Member of Wyoming Association of County
Agricultural Agents and National County Agents associ-
ation, member of Wyoming 4-H Agents Association and
National Association of Extension 4-H Agents, and
member of B.P.O. Elks.