PERCEIVED TRAINING NEEDS OF OKLAHOMA 4-H VOLUNTEER

ADULT LEADERS:  BY 4-H VOLUNTEER LEADERS,

COUNTY EXTENSION PROFESSIONALS, AND

STATE AND DISTRICT 4-H STAFF


By

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PREFACE

This study is concerned with the 4-H volunteer leader training needs perceived by Oklahoma 4-H volunteer leaders, county extension professionals, and state and district 4-H staff. The research focuses on the differences in the perceptions of these groups and the differences in the perceptions of the groups when divided by geographic location, area of responsibility, and tenure.

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CHAPTER I

INTRODUCTION

Four-H is the youth development phase of the Cooperative Extension

Service (Cooperative Extension Service, 1976). The early objectives of

4-H were primarily directed toward teaching youth specific skills and

knowledge (Rech, 1951). However, as the 4-H program evolved, the focus

became the total development of 4-H boys and girls. The overall ob-

jectives of the 4-H program as stated by the Oklahoma Cooperative Ex-

tension Service (1976, p. 9) are to:

> Provide the opportunity for all youth to develop their
>   own greatest potential;
> Provide for adult education through the development and
>   training of leaders to share the program with youth.

In other words, "Extension's role is not to do for people but to help

people do for themselves" (National 4-H Volunteer Leadership Develop-

ment Committee, 1973c, p. 1).

To accomplish these objectives in 4-H, the Cooperative Extension

Service involved youth as the primary audience and adults and teens

as volunteer leaders. The program is designed to reach as many youth

as possible. However, "the number of youth a professional extension

agent can individually work with is limited to 250-300 members" (Na-

tional 4-H Volunteer Leadership Development Committee, 1973c, p. 4).

As volunteer leaders assume more and more tasks formerly considered

the responsibility of the extension professional, the total number of

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youth involved in a 4-H program can increase. "In the 1970's . . . one staff member (extension professional) can manage programs involving unlimited numbers of members if there is a complementing adult volunteer support system" (Cooperative Extension Service, 1976, p. 10).

While the ability to involve greater numbers of young people is one important reason for involving volunteers in the 4-H program, the most important rationale is that of improving the quality of the 4-H experience for boys and girls. Volunteers have skills and knowledge to share with youth. This resource of information, experience, and time makes the 4-H volunteer leader the key to 4-H program success (National 4-H Volunteer Leadership Development Committee, 1973c).

### Problem Statement

The 4-H adult volunteer leader is the link between the professional extension agent and the 4-H member. However, each year approximately one-third of the volunteer leaders in the United States are new to the 4-H program (National 4-H Volunteer Leadership Development Committee, 1973b). Records show Oklahoma had 7,868 reported volunteer adult leaders in 1976-1977 (Strom, 1977). Since there are no records available to verify the exact number of new volunteer leaders in 1976-1977, it can be estimated that Oklahoma has approximately 2,620 volunteer leaders new to the Oklahoma 4-H program.

The county extension agent is responsible for training both the new volunteer leaders and those involved in the program for more than one year. Johnson and Sollie (1968) relate that this responsibility is a very difficult one, due to the fact that it is not always possible to know exactly what kind of training is most needed. Other

complicating factors are assessing the leaders' level of competency and establishing priorities for training.

Naylor (1967) describes the importance of volunteer leader training and leader tenure. She believes that leaders' satisfaction with and participation in planning their training program has a direct effect on leaders' tenure with the organization. The 4-H organization has the extensive talents and resources of land-grant university subject matter specialists available to assist in developing materials to meet leader training needs of volunteer leaders.

The Extension Committee on Organization and Policy (ECOP) (1976, p. 6) outlines the first recommendation for 4-H in Century III (a national document outlining 4-H program direction for 1976-1986): "to double the number of volunteer leaders serving 4-H" in the next decade. This projected larger volunteer staff appears to require increased leader training materials and programs. To accomplish this goal of doubling the number of volunteer leaders, greater percentages of leaders must continue as volunteers.

ECOP also outlines the need for subject matter specialists to place priority on developing increased support materials and training for volunteer leaders. This is the second recommendation in 4-H in Century III.

Oklahoma has established a system for developing leader training materials. One of the functions of the Oklahoma 4-H Staff Development Task Force is to make recommendations on volunteer leader training needs. The task force is a group of volunteer leaders and extension agents who represent the five Oklahoma extension districts. This task

force identified 25 areas in which leader training materials needed to be developed. This leader training curriculum has been developed and is entitled, 4-H VITAL (Cooperative Extension Service, 1978). Because of the wide range of materials it was considered critical that opinions from the Oklahoma extension professionals and volunteer leaders be used to determine leader training priorities. There was no available data to compare the perceived volunteer training needs of volunteer leaders with the perceived needs county extension professionals in Oklahoma and state and district 4-H staff members see for leader training. The research question is as follows: Is there a difference in the perceptions of volunteer leaders, county extension professionals, and district and state 4-H staff members regarding leader training needs of 4-H adult volunteers?

### Purpose of the Study

The overall purpose of the study is to gain insight into the three groups' perceptions of volunteer leader training needs in order to effectively plan, develop, and implement dynamic, relevant leader training programs in Oklahoma. State and district 4-H staff are expected to be able to utilize the district priority training needs in planning district training programs which include 4-H VITAL (Cooperative Extension Service, 1978). County staff are expected to find the information helpful in comparing their perceptions of leaders' training not only to the perceptions of 4-H leaders in their district but to the perceptions of state and district 4-H staff. Oklahoma extension administrators are expected to be able to assess the progress of Oklahoma in developing a uniform leader training program by comparing

Oklahoma agent perceptions to those of state and district 4-H staff. The culmination of these uses of the information should result in an improved volunteer leader training program in Oklahoma.

These expectations are based on the philosophy and leadership development theory outlined in Oklahoma 4-H for Century III (Cooperative Extension Service, 1976). All county extension professionals have a copy of this staff guide to use in program development. In addition, in 1977, all county extension staff with direct 4-H responsibility participated in in-service training introducing Oklahoma 4-H for Century III. An important aspect of this study is the fact that the 4-H VITAL (Cooperative Extension Service, 1978) curriculum is based on Oklahoma 4-H for Century III. 4-H VITAL is the leader training material developed to implement the concept of Oklahoma 4-H for Century III.

## Objectives

The specific objectives of this study are as follows:

1. To determine if Oklahoma volunteer leaders, county extension professionals, and state and district 4-H staff differ in their perceptions of leader training needs of Oklahoma 4-H volunteer leaders.

2. To determine if by district, volunteer leaders and county extension professional samples differ in their perceptions of leader training needs.

3. To identify the priority of perceived leader training needs of volunteer adult 4-H leaders in Oklahoma.

4. To make recommendations for future in-service training programs for volunteer adult leaders and county extension professionals.

## Hypotheses

The hypotheses of this study are developed in keeping with the basic assumption that training would improve leader performance. This theory has been shown to be true in other extension and business situations.

Hypothesis 1: There is no significant difference of the perception of volunteer training needs between 4-H volunteer leaders, county extension professionals, and state and district 4-H staff.

Hypothesis 2: There is no significant difference of the perceptions of volunteer training needs between 4-H volunteer leaders in each of the five Oklahoma extension districts.

Hypothesis 3: There is no significant difference of perceptions of volunteer training needs between volunteer leaders of varying tenure.

Hypothesis 4: There is no significant difference of perceptions of volunteer training needs between county extension professionals in the five Oklahoma extension districts.

Hypothesis 5: There is no significant difference of perceptions of volunteer training needs between county extension professionals of varying tenure.

Hypothesis 6: There is no significant difference of perceptions of volunteer training needs between county extension professionals of varying professional responsibility.

## Assumptions

In conducting this study, the author assumes:

1. That 4-H leaders are willing to receive training to become better qualified to assume their responsibilities.

2. That state and district 4-H staff, in responding to the instrument, will act in the most objective manner possible in identifying the training needs of 4-H leaders.

3. That county extension staff will act in the most objective manner possible in evaluating the training needs of 4-H leaders.

4. That 4-H leaders will respond in the most objective manner possible in evaluating their own training needs.

5. That descriptions of the training topics used in the questionnaire accurately reflect the training materials they parallel.

## Limitations

Because of the input of a broad spectrum of respondents who identified perceived volunteer leader training needs, the general needs identification section of the study is expected to have relevant information for all counties in Oklahoma. However, because of the variance of leader involvement levels from state to state, the relevance of the leaders' and county extension professionals' perceptions is expected to be limited to Oklahoma or other states at the same level of leader involvement.

## Definitions

The following definitions are made to help the reader avoid misinterpretation of the study.

Training is "the process of stimulation and supporting leaders' efforts to acquire knowledge and to develop attitudes and skills that will improve the quality of their performance in leader positions" (Boyce, 1971, p. 4).

4-H Leader is the title for volunteer adults "engaged in helping children and youth learn in 4-H learning groups (often called 4-H clubs)" (National 4-H Leadership Development Committee, 1973c, p. 2).

County Extension Professional is the title used in this study to refer to "all county Extension staff members responsible for managing the total 4-H program in the county" (Cooperative Extension Service, 1976, p. 41). For purposes of this study, county extension professional refers to county extension home economist, county extension agent-agriculture, county extension director, county extension agent 4-H, and county extension home economist 4-H, unless otherwise stated in the study.

State and District 4-H Staff, in this study, is the title given 4-H professional staff members who work in broader than county geographic areas. State 4-H staff have program responsibilities for overall development throughout their respectives states. District 4-H staff provide program leadership in their geographical area of the state.

Perceived Needs, in this study, is the term used to identify the knowledge, skills, and attitudes the respondent understands or senses are necessary for completion of a task.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Four-H is the youth development phase of the Cooperative Extension

Service (Cooperative Extension Service, 1976). The early extension

youth clubs were organized not only to distribute agricultural infor-

mation to young people, but to teach those youth valuable information

they could share with their parents (Benedetti, Cox, and Phelps, 1976).

It was thought the youth club method would get scientific information

to people who would be hesitant to go to educational demonstrations

(Benedetti et al., 1976). The 4-H program has progressed and expanded

through the years. Extension Committee on Organization and Policy

(ECOP) (1976, p. 3) states that "4-H's mission is to help young people

become self-directing, productive, and contributing members of society."

In keeping with this philosophy, Cooperative Extension Service (1976,

p. 9) says the overall objectives of the 4-H program are 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.

Thus, through the period of 70 years, the adult continues to play

a major role in extension youth programs. From being the recipient of

educational programs in 1907 to having the role of informal educator

in 1977, the volunteer adult leader is now the key to helping boys and

girls learn self development skills (Benedetti et al., 1976).

## Why Volunteers

Volunteers are vital to the 4-H organization. Tyler (1966,

p. 155) notes that five basic reasons for involving volunteers in

youth development organizations are:

> They help to maintain a friendly climate in the agency;
> They learn from experience in the organization ways to
>   be better members of the family and community;
> They help in getting public understanding and support
>   of the work of the organization;
> They furnish greatly needed personnel to supplement and
>   complement the professional staff;
> They make it possible for the agency to increase its
>   services in spite of a limited budget.

The extension volunteer leader delivery system has historically

been a keystone to the effectiveness of the 4-H program (Watson and

Lewis, 1976). It is the volunteer leader who provides the primary

instruction for 4-H youth at the local level. According to Hill

(1970, p. 6), the 4-H leader "instructs youth on projects, records,

and assists with the conduct of meetings, and directly influences

the club's and members' activities." "4-H Leader" is a title for vol-

unteer adults and youth engaged in helping children and youth learn

in 4-H learning groups (often called 4-H clubs) (National 4-H Volunteer

Leadership Development Committee, 1973c, p. 2).

It is these volunteers to which Boyce (1971, p. 1) refers in his

statement describing the impact of 4-H volunteers.

> Adult volunteer leaders provide a tremendous input
> into the 4-H program. 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 of service per year to the informal education

of 4-H members. Translating that commitment of volunteered time and effort into economic terms, it would require a national contribution of around $200 million or approximately three times the private and public funds now being spent for the 4-H portion of the Extension program.

The immense impact of present volunteer contributions to 4-H, coupled with the ECOP (1976, p. 6) recommendation "to double the number of volunteer leaders serving 4-H," points to the necessity of examining volunteer needs. An examination of these needs can be the basis for county extension professional action in helping volunteer leaders become more effective informal educators. Careful review of needs of volunteers can help the professional best utilize this valuable human resource.

## Needs of Volunteers

The Cooperative Extension Service has an obligation to provide specific and appropriate learning opportunities to help volunteer leaders have an understanding of the volunteer's role in the organization (Hill, 1970). There is nothing more frustrating to an individual than to be given responsibility for a job he or she is not prepared to fill (Tyler, 1966). To reduce frustration and increase volunteer satisfaction, it is important to note volunteer role-related areas which volunteers feel are important. Stenzel and Freeney (1968) note that volunteers want: (1) meaningful jobs, (2) utilization of skills and experiences, (3) a clear statement of the amount of responsibility, help available, and the time involved, (4) clarification of the purpose and function of committees and various groups in the organization with which they are affiliated, (5) a feeling that their opinion counts, and (6) to be prepared and kept up-to-date.

Training for Volunteers

With these expectations in mind, the extension professional can better fulfill his or her role of preparing volunteers for their teaching-learning roles. One such opportunity for preparation is the volunteer leader training program. Naylor (1967) believes training is different from many other learning experiences in the concept that the learner's needs should be the determining factor in organizing subject matter in a logical and psychologically sound sequence. She feels that the best way to determine these needs is to involve the volunteers in planning the training.

"Training must be high quality, relevant to the leader's needs, and continuous" (Cooperative Extension Service, 1976, p. 96). More than the traditional one or two meetings a year are needed for effective leader training. The training should be taken to the people by providing for leader training which is held in the communities of the county. A variety of training methods can reach leaders unable to attend meetings. Because of the time limitation and desirability of leaders' involvement in need determination, effort can be minimized and learning maximized when "leaders are involved in developing the training curriculum, planning the annual training program, and assisting with conducting of the training" (Cooperative Extension Service, 1976, p. 96).

Training Needs of Volunteers

In his study to determine training needs of 4-H volunteer leaders in selected Colorado counties, Hill (1970) relates a training need as

the perceived difference between expected performance and actual competence of the leader to perform designated tasks. When the training needs are determined, the sequence of objectives and program implementation and evaluation can follow.

According to Sabrosky (1963, p. 35), there are three major sources of information for planning any leader training. These are:

The needs as displayed by a study of the situation;
The interests of the individual being trained (sometimes called needs as well as interests);
The knowledge of the professional person as to what the person or persons need in light of the situation.

Sabrosky (1963) stresses the importance of training being planned jointly by extension workers and volunteer leaders. It is important to find out what local leaders like to do and what they will do. Ideally, training should be designated to start at the leaders' knowledge level. This training should help the leader obtain the skills and knowledge necessary to successfully perform their responsibilities as volunteers in the 4-H program. Agents should be careful to start training at the volunteer's need level rather than at the professional's level of expertise.

The question of level of needs of volunteers arises. The level of learning and common training needs of the local leaders must be determined. Needs are as individual as each of the volunteer's background, experience, and interests (Naylor, 1967). However, studies have determined several perceived training-area needs.

The National 4-H Volunteer Leadership Development Committee (1973a, pp. 2-3) outlines various training needs of persons of different types and levels of 4-H leadership. It states a basic volunteer

orientation program for beginning leaders should include the following
topics:

> Purpose of 4-H;
> Leadership Tasks in 4-H;
> Planning Individual 4-H Members' Program;
> How 4-H Members Learn;
> 4-H Meetings;
> Help Learning Happen;
> Involving Parents.

Sabrosky (1958, p. 5) suggests several areas of need for leader
training for beginning 4-H volunteers. His listing includes several
additional areas of training needs. These are listed below.

> How to organize a club and hold meetings;
> How to understand boys and girls at different ages;
> How to get parent and community cooperation and why it is
> important;
> How to assign responsibility to others and get their coop-
> eration;
> Why a leader keeps records and reports and how they are
> used;
> Why it is important to the development for boys and girls
> to complete their projects.

The five most urgent training needs of the Harlow (1973) study do
not reflect the needs outlined by the National 4-H Volunteer Leadership
Development Committee (1973a). His study involves 4-H leaders in se-
lected counties in southwestern Oklahoma. Harlow (1973, p. 28) lists
the five needs of these leaders as:

> 4-H record keeping;
> How to prepare and display exhibits;
> Information on specific project work;
> How to use and work with Jr. leaders;
> How to plan the local club program.

In a similar study in Colorado, Hill (1970) relates training needs
similar to the training needs outlined by the National 4-H Volunteer
Leadership Development Committee (1973a), the Cooperative Extension
Service (1976), and Sabrosky (1958). Hill (1970, p. 54) lists the five

most important training areas as perceived by leaders in selected

counties in Colorado. These are:

    4-H in the Community;
    How Youth Group Up;
    Why 4-H?;
    Resources to Help You;
    The 4-H Club Meeting.

These differences in lists of training needs reinforce the impor-

tance of agent and leader involvement in determining training programs.

With agent and leader participation in planning training, the needs of

the volunteers and the goals of the organization can be blended into

an effective leader training program.

Using the philosophy of 4-H volunteer leader involvement in deter-

mining both program and training needs, an ad hoc committee of the

Oklahoma 4-H staff has developed an extension staff guide, Oklahoma 4-H

for Century III, Cooperative Extension Service (1976). Utilizing the

philosophy outlined in that guide, the Oklahoma staff development task

force has identified 25 topic areas in which leader training curricu-

lum are needed (Oklahoma Staff Development Task Force, 1977). These

topics are developed into 25 leader training lessons. The total cur-

riculum of lessons, 4-H VITAL, is currently used to train volunteers

to be volunteer adult 4-H leaders (Cooperative Extension Serivce, 1978).

The 25 topics included in the 4-H VITAL curriculum (Cooperative Exten-

sion Service, 1978) include:

    What is 4-H?;
    The 4-H Club;
    The 4-H Leadership Team;
    4-H Leadership Team Job Description;
    Local 4-H Program Operation;
    How to Organize a 4-H Club;
    Yearly Planning;
    Program Planning;
    The 4-H Meeting;

4-H Meeting Program Sources & Resources;
Public Relations;
Why be a Volunteer;
Cooperating with School Officials;
Sample Constitution;
Basic Needs of Boys & Girls;
Understanding Youth;
Working with All Youth;
Program for Older Youth;
Motivation;
Teaching Tools and Techniques;
4-H Projects;
4-H Activities and Events;
Speeches and Demonstrations;
Incentives and Awards in 4-H;
Record Keeping.

## Training Plan for Volunteers

Because of the differences in leader training needs of volunteers, it is important to have a continuous learning plan for all volunteers. This plan should have the volunteers' input in developing an orderly progression in knowledge, skills, understandings, and experience.

An ongoing and continuous learning plan for volunteer leaders is described by Stenzel and Feeney (1968, p. 34). In the plan for development they stress the following points:

The plan should relate to the objectives of the organization as well as to the need of the individual.

Content should be specific and practical in application.

The volunteer should be permitted to enter at the stage where direct help is needed.

The volunteer's level of interest is usually geared to the immediate task.

The authors also list parts of the training-learning plan.

Readiness-for-training. Readiness serves to bridge the gap between recruitment and placement.

Induction. This is the first formal part of a training-
learning plan when a volunteer becomes acquainted with
the social and physical environment of the organization
and is introduced to the job.

Orientation. This is the process of acquainting the new
volunteer with the organization or neighborhood from
the point of view of over-all purposes, policies, pro-
cedures, and practices.

Basic training. This is designed to help the new volunteer
to understand and enjoy his job, learn some of the knowl-
edge, skills, and techniques need to do those jobs.

Advanced training follows and builds upon prior training
and upon the volunteer's experience and special interests.

On-the-job help. This takes the form of guidance and ad-
vice as the volunteer pursues his job.

Schindler-Rainman and Lippitt (1975, p. 72) indicate that if or-

ganizations are to be viable, they must have an on-going training plan.

Their ideal training plan contains the following five phrases:

Preservice training--training of a volunteer before he
begins work;

Start-up support--assistance to the volunteer as he be-
gins work;

Maintenance-of-effort training--opportunity for the vol-
unteer to ask questions and get additional knowledge
about what he is doing;

Periodic review and feedback--opportunity for the vol-
unteer to discuss with his supervisor whether goals
are being accomplished; how he feels about his ac-
complishments; how he feels about the organization;
how the supervisor feels about the volunteer;

Transition training--assistance to volunteer so that he
may grow and assume more responsibility.

Thus, the training needs of volunteers can be met only if planning

and organization is devoted to developing a systematic leader training

program. The leader training program must be both systematic and on-

going.

## Summary

The volunteer leader is a resource available to the Cooperative Extension Service Youth Program--4-H. To adequately utilize these volunteers at their fullest potential, effective training is necessary. Training effectiveness is determined by methods used, availability of program to clientele and success of determining leader training needs as perceived by the professional staff member and the volunteer adult leader. A systematic plan of training must then be implemented to meet these perceived needs. Successful determination of needs results in productive, successful leader training programming which, in turn, results in meaningful youth-development and adult-development programs in 4-H.

CHAPTER III

RESEARCH PROCEDURES

## Type of Research

The research design for this study was descriptive survey. The
research involved the use of a rating scale and a checklist. The in-
formation on the rating scale and checklist was parallel to the 25
leader training lessons, 4-H VITAL, outlined by the Oklahoma 4-H Staff
Development Task Force and developed by the State 4-H Staff Assistants
(Cooperative Extension Service, 1978). The questionnaire was completed
by Oklahoma 4-H volunteer leaders, Oklahoma county extension profes-
sionals, and Oklahoma state and district 4-H staff. The questionnaire
compared the leader training needs perceptions of the three groups.

## Population and Sample

This study involved a complex population and sample. Due to the
nature of the perceived needs identification process and the compari-
son of three distinct groups, the sample involved three separate com-
ponents. The largest population represented in the study was all
volunteer adult 4-H leaders in Oklahoma. Statistical reports indicate
7,868 individuals were recorded as volunteer adult 4-H leaders in Okla-
homa in 1976-77 (Strom, 1977). Using the Table for Determining Sample
Size from a Given Population (National Education Association, 1960),

the sample size for this population was established at 360 volunteer adult 4-H leaders. At the time of this study, the Oklahoma 4-H reporting system did not include a complete list of names of all volunteer adult leaders in the state. Thus, a procedure was established to identify a random sample of volunteer adult 4-H leaders. Due to the nature of the study, the researcher and advisory committee determined that all volunteer leaders surveyed in the study should have experienced at least one structured volunteer leader training opportunity. With this guideline, the following procedure was used to obtain the random sample size.

The names of each county in the state of Oklahoma were listed in groups by the five extension districts. Each county within each district was assigned a number. Six counties' numbers were then drawn from each district. The counties randomly selected included: Central District--Cleveland, Creek, Hughes, Logan, Oklahoma, and Pawnee; Northeast District--Craig, Delaware, Muskogee, Nowata, Osage, and Rogers; Northwest District--Beaver, Blaine, Dewey, Garfield, Woods, and Woodward; Southeast District--Bryan, Carter, Johnston, Latimer, McCurtain, and Pittsburg; Southwest District--Greer, Harmon, Jackson, Roger Mills, Tillman, and Washita. Using records from the county extension staff in each of these 30 counties, an alphabetical list, by county, of all volunteer adult leaders having participated in one or more structured 4-H leader training opportunities was compiled. A numbers table was then used to identify 360 volunteer adult 4-H leaders (Andreas, 1972).

The next population represented in this study was all county extension professionals in Oklahoma. The extension personnel office listed 211 county extension agents in February, 1978, at the time the

sample was determined. Each county extension professional was listed alphabetically and given a consecutive number. A numbers table (Andreas, 1972) was used to select a random sample of 136.

The third population represented in this study was the Oklahoma District 4-H Agents and State Specialists, 4-H and Youth Development. Cooperative Extension personnel records included 11 professionals in these positions. Thus, the entire population was used in this segment of the comparison.

## Instrumentation

The instrument used to survey the sample was a questionnaire constructed by the researcher. The questionnaire, titled 4-H Volunteer Leader Training Needs Survey, included four sections: demographical information; a Likert format rating scale for expressing the perceived need for volunteer leader training on each leader training topic in 4-H VITAL (Cooperative Extension Service, 1978), a checklist for indicating the respondents' top five perceived leader training needs as related to 4-H VITAL topics, and a free response question for listing other areas of training needs. The information for the description of the VITAL leader training topics was compiled by the researcher. The lesson outlines were reviewed by the staff development task force. After revising the outlines, member of the task force reviewed the descriptions to verify the correctness and clarity of the descriptions. After this review, the researcher revised the descriptions to reflect the suggestions for improvement. The questionnaire was designed to measure each of the three populations' perceptions of training needs for volunteer 4-H leaders. The volunteer leader questionnaire

addressed that leader's need for training. The county extension pro-

fessionals responded as to their perception of leader training needs

for respective leaders. The state and district staff responses were

addressed at perceptions of leader training needs on a statewide basis.

Each of the three groups responded to the same questionnaire.

The relationship of the respondent to the training varied as indicated.

To establish validity and reliability, the questionnaire was first

administered to a group of volunteer adult 4-H leaders. The group in-

cluded 19 volunteers and one professional staff member. The partici-

pants made comments concerning form, ease of reading and understanding,

and ease of completion. The respondents also provided verbal comments

for improvement of the questionnaire.

The instrument was then revised by the researcher and members of

the thesis committee. The revised instrument was then pretested with

20 Payne County volunteer adult 4-H leaders and 12 county extension

professionals not included in the sample population. Minor adjust-

ments were made from suggestions from these pretest groups.

The letters and questionnaires are found in Appendixes A, B, and

C, respectively, for volunteer leaders, county extension professionals,

and district and state 4-H staff.

## Data Collection

The appropriate questionnaire was mailed to each of the individ-

uals in each of the three samples. An appropriate cover letter ac-

companied each of the questionnaires. The letter explained the pur-

pose of the survey, how the information would affect county programming,

and gave instructions for completing and returning the questionnaire.

The completed questionnaires were returned in self-addressed envelopes to the researcher. A followup letter was sent to individuals not returning the questionnaire within three weeks. The total return from the volunteer population was 214 of 360 potential, or 59.44 percent. The county extension professional return was 131 of 136 or 95.58 percent. The state and district 4-H staff questionnaire return rate was 11 of 11, or 100 percent.

## Analysis of Data

The chi-square statistical technique was used to measure differences between the perceived training needs of the three populations as indicated in the rating scales. Chi-square was used to determine the significance of difference between the groups' perceptions of degree training needs (Siegel, 1956).

Frequency count and percent were used to determine the priority perceived training needs from the check list segment of the questionnaire. Frequency count and percentage were also used to report demographical data.

CHAPTER IV

PRESENTATION OF FINDINGS AND ANALYSIS

OF DATA

Introduction

The overall purpose of this study was to gain insight into the
4-H volunteer leader training needs as perceived by county extension
professionals, state and district 4-H staff, and 4-H volunteer adult
leaders. This study was based on the perceptions of volunteer leaders'
needs for training using the 25 leader training areas identified as
lessons in the Oklahoma 4-H VITAL leader training curriculum (Cooper-
ative Extension Service, 1978). As a result of the findings of this
study, more relevant volunteer leader training programs can be planned
and implemented in Oklahoma.

This study provided the information from which state, district,
and county staff can identify high priority perceived training need
areas. The knowledge of these priority training areas and the compar-
ison of the populations' perceptions of the needs are expected to help
professional staff involve volunteer leaders in planning leader train-
ing programs. This planning should more accurately reflect the per-
ceived needs of both the volunteer leaders and county extension pro-
fessionals, and the philosophy of Oklahoma 4-H for Century III (Coop-
erative Extension Service, 1976).

Because of the importance placed on the utilization of 4-H vol-
unteer leaders by the Oklahoma Cooperative Extension Service, a high
rate of questionnaire return was expected from the county extension
professionals and district and state 4-H staff samples. The expected
return of the questionnaires from 4-H volunteer adult leaders was some-
what lower. The total of the three research samples consisted of 356
respondents out of a potential sample of 507. This was a 70.22 per-
cent participation rate for the total sample. The return percentage
by sample further clarifies the sample response.

The questionnaire return rate for the 4-H volunteer leader popu-
lation was 214 of 360 potential or 59.44 percent. The county exten-
sion professional questionnaire return rate was 131 of 136 or 95.58
percent. The state and district 4-H staff questionnaire return rate
was 11 of 11 potential or 100 percent.

Twenty copies of the volunteer adult leader questionnaire were
judged unusable. Eighteen forms were returned blank following the in-
structions to return the unanswered questionnaire if the potential
respondent was no longer a 4-H volunteer leader. Two additional forms
were returned after the final deadline and were received too late to
be grouped for analysis. One copy of the county extension professional
questionnaire was also returned too late to be of value to the study.
One other copy was returned blank with a note indicating reluctance
to complete the questionnaire since the potential respondent had no
direct 4-H responsibility. The corrected percentage for the volunteer
adult leader questionnaire was 53.98 percent or 194 of 360. The county
extension professional questionnaire corrected percentage was 94.85
percent or 129 of 136 potential respondents. The data from these

samples is summarized and analyzed in relation to the objectives and hypothesis 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 Tables I, II, and III. This demographic data are discussed by each sample of the three populations. The percentages refer to the percent of the sample the group represents.

### Volunteer Adult 4-H Leader Sample

The 194 volunteer leaders in the sample represented geographic areas as identified by the Cooperative Extension Service as extension districts (Table I). The following leaders from each of the five extension districts were included in the study: Northeast, 57 leaders (29.4 percent); Central, 53 leaders (27.3 percent); Northwest, 48 leaders (24.7 percent); Southeast, 24 leaders (12.4 percent); and Southwest, 12 leaders (6.2 percent).

Of the 194 respondents, 170 (87.5 percent) were female. The largest single age group was the 36-40 years of age group with 52 volunteer leaders (26.8 percent). The 31-35 years of age group and the 41-45 years of age group each contained 44 volunteers (22.7 percent each). Thus, the majority of the leaders (140) were in the 31-45 year age span (72.2 percent).

The tenure of the 4-H volunteer leaders in the sample was concentrated in two age groups. The two years to less than five years group had 70 volunteers (36 percent) and the five years to less than

TABLE I

DESCRIPTION OF 4-H VOLUNTEER LEADER
NUMBER AND PERCENT

| Description-Classification | Number | Percent |
|---|---|---|
| **Extension District** | | |
| Northwest | 48 | 24.742 |
| Southwest | 12 | 6.186 |
| Central | 53 | 27.320 |
| Northeast | 57 | 29.381 |
| Southeast | 24 | 12.371 |
| **Sex** | | |
| Male | 24 | 12.371 |
| Female | 170 | 87.629 |
| **Age** | | |
| 25 years or younger | 2 | 1.031 |
| 26-30 | 10 | 5.155 |
| 31-35 | 44 | 22.680 |
| 36-40 | 52 | 26.804 |
| 41-45 | 44 | 22.680 |
| 46-50 | 18 | 9.278 |
| 51-55 | 13 | 6.701 |
| 56 years or older | 11 | 5.670 |
| **No. of Years as 4-H Volunteer Leader** | | |
| Less than one year | 8 | 4.124 |
| One year to less than two years | 14 | 7.216 |
| Two years to less than five years | 70 | 36.082 |
| Five years to less than ten years | 53 | 27.320 |
| Ten years or more | 49 | 25.258 |
| **Major Responsibilities as 4-H Volunteer Leader** | | |
| Principal organizational leader | 65 | 33.505 |
| Co-organizational leader | 33 | 17.010 |
| Assistant organizational leader | 34 | 17.526 |
| Special interest or program leader | 19 | 9.794 |
| Project leader | 27 | 13.918 |
| Activity leader | 9 | 4.639 |
| Other, specify | 7 | 3.608 |

TABLE I (Continued)

| Description-Classification | Number | Percent |
|---|---|---|
| **Number of Members in 4-H Group** | | |
| 6 to 12 | 9 | 4.663 |
| 13 to 20 | 31 | 16.062 |
| 21 to 35 | 68 | 35.233 |
| 36 to 50 | 43 | 22.280 |
| 51 to 75 | 29 | 15.026 |
| 76 to 100 | 6 | 3.109 |
| More than 100 | 5 | 2.591 |
| No response | 3 | 1. |
| **Respondent Children are in 4-H** | | |
| Yes | 160 | 82.47 |
| No | 16 | 8.25 |
| Not applicable--No children of 4-H age | 18 | 9.28 |
| **Respondent Was a 4-H Member** | | |
| Yes | 120 | 61.856 |
| No | 74 | 38.144 |
| **Educational Level** | | |
| Eighth grade | 0 | 0.000 |
| Some high school | 6 | 3.093 |
| High school | 56 | 28.866 |
| Some college | 70 | 36.082 |
| College | 53 | 27.320 |
| Other schooling, specify | 9 | 4.639 |
| **Respondent Felt Adequate Training Has Been Received** | | |
| Yes | 70 | 36.082 |
| No | 74 | 38.144 |
| I have not received training | 48 | 24.742 |
| No response | 2 | 1.031 |
| **Respondent Welcomed Additional Training** | | |
| Yes | 177 | 91.237 |
| No | 14 | 7.216 |
| No response | 3 | 1.546 |

TABLE II

DESCRIPTION OF COUNTY EXTENSION PROFESSIONALS
NUMBER AND PERCENT

| Description-Classification | Number | Percent |
|---|---|---|
| **Extension District** | | |
| Northwest | 22 | 17.054 |
| Southwest | 25 | 19.380 |
| Central | 29 | 22.481 |
| Northeast | 26 | 20.155 |
| Southeast | 27 | 20.930 |
| **Sex** | | |
| Male | 62 | 48.062 |
| Female | 67 | 51.938 |
| **Age** | | |
| 25 or younger | 26 | 20.155 |
| 26-30 | 31 | 24.031 |
| 31-35 | 16 | 12.403 |
| 36-40 | 10 | 7.752 |
| 41-45 | 14 | 10.853 |
| 46-50 | 12 | 9.302 |
| 51-55 | 9 | 6.977 |
| 56 years or older | 11 | 8.527 |
| **Years Worked in a County Extension Position** | | |
| 1 month to less than 1 year | 15 | 11.628 |
| 1 year to less than 3 years | 19 | 14.729 |
| 3 years to less than 5 years | 18 | 13.953 |
| 5 years to less than 8 years | 19 | 14.729 |
| 8 years to less than 15 years | 22 | 17.054 |
| 15 years to less than 25 years | 22 | 17.054 |
| 25 years or more | 14 | 10.853 |
| **Area of Responsibility** | | |
| 4-H | 25 | 19.380 |
| Home Economics | 11 | 8.527 |
| Agriculture | 18 | 13.953 |
| 4-H and Home Economics | 45 | 34.884 |
| 4-H and Agriculture | 29 | 22.481 |
| Other | 1 | 0.775 |

TABLE II (Continued)

| Description-Classification | Number | Percent |
|---|---|---|
| **Position Title** | | |
| County Extension Director | 41 | 31.783 |
| County Extension Agent-Agriculture | 2 | 1.550 |
| County Extension Agent-4-H | 22 | 17.054 |
| County Extension Home Economist | 53 | 41.085 |
| County Extension Home Economist-4-H | 11 | 8.527 |
| Other | 0 | 0 |
| **Bachelor Degree Area** | | |
| Home Economics | 67 | 51.938 |
| Agriculture | 60 | 46.512 |
| Other | 2 | 1.550 |
| **Educational Status** | | |
| Bachelor's degree | 25 | 19.380 |
| Bachelor's degree plus some graduate work | 65 | 50.388 |
| Master's degree | 20 | 15.504 |
| Master's degree plus some graduate work | 19 | 14.729 |
| Doctoral degree | 0 | 0 |
| Doctoral degree plus some graduate work | 0 | 0 |
| Other | 0 | 0 |

TABLE III

DESCRIPTION OF STATE AND DISTRICT 4-H
STAFF NUMBER AND PERCENT

| Description-Classification | Number | Percent |
|---|---|---|
| **Sex** | | |
| Male | 7 | 63.636 |
| Female | 4 | 36.364 |
| **Age** | | |
| 25 years or younger | 0 | 0 |
| 26-30 | 2 | 18.182 |
| 31-35 | 1 | 9.091 |

TABLE III (Continued)

| Description-Classification | Number | Percent |
|---|---|---|
| Age (Continued) | | |
| 36-40 | 1 | 9.091 |
| 41-45 | 3 | 27.273 |
| 46-50 | 1 | 9.091 |
| 51-55 | 1 | 9.091 |
| 56 years or older | 2 | 18.182 |
| Years Worked in a County Extension Position | | |
| 1 month to less than 1 year | 0 | 0 |
| 1 year to less than 3 years | 1 | 9.091 |
| 3 years to less than 5 years | 1 | 9.091 |
| 5 years to less than 8 years | 2 | 18.182 |
| 8 years to less than 15 years | 2 | 18.182 |
| 15 years to less than 25 years | 5 | 45.455 |
| 25 years or more | 0 | 0 |
| Years Worked in District or State Position | | |
| 1 month to less than 1 year | 2 | 18.182 |
| 1 year to less than 3 years | 2 | 18.182 |
| 3 years to less than 5 years | 0 | 0 |
| 5 years to less than 8 years | 1 | 9.091 |
| 8 years to less than 15 years | 5 | 45.455 |
| 15 years to less than 25 years | 1 | 9.091 |
| 25 years or more | 0 | 0 |
| Extension Level of Responsibility | | |
| District staff | 5 | 45.455 |
| State staff | 6 | 54.545 |
| Bachelor's Degree Area | | |
| Home Economics | 4 | 36.364 |
| Agriculture | 7 | 63.636 |
| Other | 0 | 0 |
| Educational Status | | |
| Bachelor's degree | 0 | 0 |
| Bachelor's degree plus some graduate work | 3 | 22.278 |
| Master's degree | 2 | 18.182 |
| Master's degree plus some graduate work | 4 | 36.364 |
| Doctoral degree | 2 | 18.182 |
| Doctoral degree plus some graduate work | 0 | 0 |
| Other | 0 | 0 |

ten years group had 53 volunteers (27.3 percent). Forty-nine volunteers (25 percent) had ten or more years of experience as 4-H volunteer leaders.

The majority of the leaders were principal organizational or co-organizational leaders. Sixty-five (33.5 percent) were principal organizational and 33 (17 percent) were co-organizational leaders. Another 34 (17.5 percent) were assistant organizational leaders. Thus, 132 (68 percent) were involved in the organizational roles of the club. Other roles included: special interest or program leader, 19 (9.8 percent); project leader, 27 (13.9 percent); activity leader, 9 (4.6 percent); and other roles such as resource leader, 7 (3.6 percent).

The majority of the volunteers worked with 4-H groups with 21 to 35 youths in their 4-H group, while 43 (22.3 percent) had 36 to 50 youths in their group.

Many of the volunteers had had personal experiences in 4-H. One hundred twenty (61.9 percent) had been 4-H members. One hundred sixty (82.5 percent) had children in the 4-H program.

The majority (96.9 percent) had completed high school. In addition, of the total sample, 53 volunteer leaders (27.3 percent) had completed college.

The criteria for consideration in the leader random sample was the acknowledgment by the county extension professional that the volunteer had participated in one or more 4-H leader training opportunities. However, of the sample, 48 volunteers (24.7 percent) indicated that they had not received training. Seventy volunteer leaders (36.1 percent) indicated that they felt they had received adequate training

and 74 (38.1 percent) expressed the opinion that they had received in-
adequate training to fulfill their volunteer leader role. Of the 194
volunteers in the sample, 177 (91.2 percent) said that they would wel-
come additional training.

## County Extension Professional Sample

The county extension professional sample included a relatively
even distribution between the five extension districts (Table II).
The distribution included: Central District, 29 professionals (22.5
percent); Southeast District, 27 (20.9 percent); Northeast District,
26 (20.2 percent); Southwest District, 25 (19.4 percent); Northwest
District, 22 (17.1 percent).

The professionals included 62 males (48.1 percent) and 67 females
(51.9 percent). The age range was different from that of the volunteer
leaders. The largest age group was 26-30 years of age with 31 respon-
dents (24 percent). The next largest was the 25 or younger age group
with 26 professionals (20.6 percent). By adding the 31-35 age range
of 16 (12.4 percent) the majority, 73 professionals (57.0 percent),
were shown to be under 35 years of age. Volunteer leaders in this
same age range included 56 volunteers or 28.9 percent of that sample.
The professionals also included 10 agents (7.8 percent) in the 36-40 age
group and 14 (10.9 percent) in the 41-45 age group. The combined 31-
45 age group included 40 extension professionals (31.1 percent) com-
pared to 72.2 percent of the volunteer leaders.

The tenure of the county extension agents was also varied. The
largest single percent of the sample included 22 professionals (17

percent) in both the group with 8 years to less than 15 years or exper-
ience and the group with 15 years to less than 25 years of service.
The next largest groups were groups with one year to less than three
years and five years to less than eight years experience. Each group
contained 19 professionals (14.7 percent each). Fifty-two professionals
(40.3 percent) had less than five years experience. This compares
with 90 volunteer leaders (47.4 percent); with the equivalent years
of experience.

The area of responsibility of each respondent was also requested
in the survey. More than 57 percent of the respondents had dual re-
sponsibilities in their professional position. Forty-five respondents
(34.9 percent) included both agriculture and 4-H responsibilities.
About 20 percent of the respondents (25 respondents) indicated only
4-H responsibilities. The number of respondents who indicated no di-
rect 4-H responsibility was 29 (22.5 percent).

The survey also requested position title. The two largest groups
in the sample were 53 extension home economists (41 percent) and 41
county extension directors (31.8 percent). The number of respondents
indicating the extension agent 4-H (17 percent) and the extension home
economist 4-H (8.5 percent) title varied from the 20 percent of the
respondents indicating 4-H only responsibility. This difference could
have resulted from differing staffing patterning in individual counties.

The study revealed that 51.9 percent (67 respondents) had bache-
lor degrees in home economics while 46.5 percent (60 respondents) held
bachelor degrees in agriculture. The educational status of the re-
spondents included 30.2 percent with a master's degree of master's

degree plus additional graduate work. Only 25 respondents (19.3 percent) held only a bachelor's degree with no graduate work.

## State and District 4-H Staff Sample

The state and district 4-H staff sample included all 4-H staff with these responsibilities due to the small size of the population. The sample included seven males (63.6 percent) and four females (36.3 percent (Table III).

The age of the staff was varied. Three respondents (27.3 percent) were in the 41 and 45 age range. Two respondents were in the 26-30 age group and the 56 years and older age group. Each of these represent 18.2 percent of the sample.

The survey also requested the number of years of county extension experience prior to beginning the respondent's current position. Five respondents (45.5 percent) indicated 15 to 25 years prior county experience. Two respondents indicated five to eight years experience and 8 to 15 years experience (18.2 percent each).

The number of years the respondents had worked in a state or district staff position ranged from five respondents (45.5 percent) with 8-15 years experience to two (18.2 percent) with less than one years experience. Five staff members (45.5 percent) indicated district positions. Six (54.5 percent) were state 4-H staff members.

Four respondents (36.4 percent) had bachelor of science degrees in home economics and seven (63.6 percent) held bachelor of science degrees in agriculture. The educational status included two persons with doctoral degrees (18.2 percent), six with master's degrees or

higher (54.7 percent), and three with the bachelor's degree plus some graduate study (27.3 percent).

## Test of Hypotheses

There were six major hypotheses formulated in relation to the objectives of the study. These hypotheses related to differences in leader training needs as perceived by the three district samples, by specific segments of the volunteer leader sample, and by similar segments of the county extension professional sample. Chi square was used for statistical analysis of the data. Due to the small number of respondents in some cells, the validity of the statistical treatment might be questioned. However, in this study the frequency counts and percentages provide very useful information.

Hypothesis 1: There is no significant difference of the perceptions of volunteer training needs between 4-H volunteer leaders, county extension professionals, and state and district 4-H staff.

This hypothesis was tested by analyzing the results of the Likert type rating scale for identifying level of training needs in relation to each of the 25 leader training lessons in the Oklahoma 4-H VITAL leader training curriculum (Cooperative Extension Service, 1978). The respondents identified training need levels ranging from "do not need training" to "need extensive training." The chi-square was used to determine the differences between the perceptions of the volunteer leaders, the county extension professionals, and the state and district 4-H staff. Table IV reveals significant differences between the three samples at the .05 level or less for 6 of 25 topics. Nine more

TABLE IV

DIFFERENCES OF TRAINING NEEDS AS PERCEIVED BY
VOLUNTEER LEADERS, COUNTY EXTENSION PROFES-
SIONALS, AND STATE AND DISTRICT 4-H STAFF

| Topic | Chi Square Value | Degree of Freedom | Probability |
|-------|------------------|-------------------|-------------|
| What is 4-H? | 50.703 | 8 | 0.0001[b] |
| The 4-H Club | 12.887 | 8 | 0.1158 |
| The 4-H Leadership Team | 19.968 | 8 | 0.0105[a] |
| 4-H Leadership Team Job Description | 20.448 | 8 | 0.0088[a] |
| Local 4-H Program Operation | 33.933 | 8 | 0.0001[b] |
| How to Organize a 4-H Club | 23.216 | 8 | 0.0031[a] |
| Yearly Planning | 31.928 | 8 | 0.0001[b] |
| Program Planning | 27.759 | 8 | 0.0005[b] |
| The 4-H Meeting | 32.112 | 8 | 0.0001[b] |
| 4-H Meeting Program Sources and Resources | 6.982 | 8 | 0.5386 |
| Public Relations | 3.467 | 8 | 0.9018 |
| Why be a Volunteer | 44.883 | 8 | 0.0001[b] |
| Cooperating with School Officials | 27.108 | 8 | 0.0007[b] |
| Sample Constitution | 35.236 | 8 | 0.0001[b] |
| Basic Needs of Boys and Girls | 14.400 | 8 | 0.0719 |
| Understanding Youth | 14.155 | 8 | 0.0778 |
| Working with All Youth | 14.387 | 8 | 0.0722 |
| Program for Older Youth | 20.186 | 8 | 0.0097[a] |
| Motivation | 5.716 | 8 | 0.6790 |
| Teaching Tools and Techniques | 14.270 | 8 | 0.0750 |
| 4-H Projects | 17.801 | 8 | 0.0228[a] |
| 4-H Activities and Events | 23.019 | 8 | 0.0033[a] |
| Speeches and Demonstrations | 13.533 | 8 | 0.0948 |
| Incentives and Awards in 4-H | 31.466 | 8 | 0.0001[b] |
| Record Keeping | 9.634 | 8 | 0.2917 |

[a]Significant at the .05 or lower level.

[b]Highly significant at the .001 or lower level.

of the topics showed highly significant differences at the .001 or lower level.

To further identify the perceived differences in the three samples for Oklahoma 4-H leader training, the number of responses and percentage of sample responses at the "need some training" and "need extensive training" levels were added together to determine the percentage of each sample indicating a need for volunteer leader training for each topic. These responses were calculated by sample for each of the 25 training topics from data on the chi square cells (Table V). The complete data from which this table was developed are in Appendix D.

This data indicates the volunteer leader perceived a smaller need for additional volunteer leader training than the county extension professionals in regard to 23 of the 25 topics. The volunteer leader perceived a stronger need for training related to "4-H Meeting Program Sources and Resources" and "Sample Constitutions" than did the county extension professionals. In all other topic areas, the county extension professionals perceived a stronger need than the volunteers for leader training in the topic area. In all topic areas the state and district staff revealed a higher perceived need for volunteer training than either the volunteer leader or the county extension professional. Those topics in which the largest difference in perceived need existed between the samples were "What is 4-H?," "Local 4-H Program Operation," "Yearly Planning," "Program Planning," "The 4-H Meeting," "Why Be a Volunteer?," "Sample Constitutions," "4-H Activities and Events," and "Incentives and Awards." Each of these showed differences at the highly significant level of .001 or less. Thus, Hypothesis 1 was not

TABLE V

PERCENTAGE OF SAMPLES EXPRESSING A NEED
FOR SOME OR EXTENSIVE TRAINING
BY TOPIC

| Topic | Volunteer Leaders N=193 | | County Extension Professional N=129 | | State and District N=11 | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| What is 4-H?[a] | 88 | 47.06 | 83 | 64.35 | 9 | 81.81 |
| The 4-H Club | 110 | 59.14 | 91 | 70.54 | 10 | 90.91 |
| The 4-H Leadership Team[b] | 122 | 65.24 | 96 | 74.42 | 11 | 100.00 |
| 4-H Leadership Team Job Description[b] | 119 | 63.98 | 102 | 79.07 | 11 | 100.00 |
| Local 4-H Program Operation[a] | 106 | 56.99 | 97 | 75.19 | 11 | 100.00 |
| How to Organize a 4-H Club[b] | 95 | 51.48 | 76 | 58.91 | 9 | 81.81 |
| Yearly Planning[a] | 116 | 63.37 | 94 | 72.86 | 10 | 90.91 |
| Program Planning[a] | 135 | 72.58 | 99 | 76.74 | 11 | 100.00 |
| The 4-H Meeting[a] | 79 | 42.25 | 71 | 55.47 | 9 | 81.81 |
| 4-H Meeting Program Sources & Resources | 139 | 74.34 | 88 | 68.22 | 10 | 90.91 |
| Public Relations | 125 | 66.85 | 88 | 68.22 | 8 | 72.73 |
| Why be a Volunteer[a] | 80 | 42.78 | 78 | 60.47 | 7 | 63.63 |
| Cooperating With School Officials[b] | 92 | 48.94 | 77 | 56.25 | 10 | 90.91 |
| Sample Constitution[a] | 115 | 61.82 | 49 | 38.58 | 5 | 45.45 |
| Basic Needs of Boys & Girls | 121 | 64.71 | 83 | 64.34 | 10 | 90.91 |
| Understanding Youth | 119 | 64.33 | 94 | 72.87 | 9 | 81.81 |
| Working with All Youth | 131 | 70.43 | 103 | 79.84 | 10 | 90.91 |
| Program for Older Youth[b] | 147 | 78.61 | 111 | 86.72 | 11 | 100.00 |
| Motivation | 141 | 75.81 | 102 | 79.07 | 10 | 90.91 |
| Teaching Tools and Techniques | 149 | 79.26 | 107 | 82.95 | 11 | 100.00 |
| 4-H Projects[b] | 132 | 70.59 | 90 | 69.77 | 9 | 81.81 |
| 4-H Activities and Events[b] | 97 | 54.19 | 55 | 42.64 | 9 | 81.81 |
| Speeches and Demonstrations | 124 | 69.13 | 86 | 66.67 | 9 | 81.81 |
| Incentives and Awards in 4-H[a] | 138 | 75.82 | 83 | 64.85 | 9 | 81.81 |

TABLE V (Continued)

| Topic | Volunteer Leaders N=193 | | County Extension Professional N=129 | | State and District N=11 | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Record Keeping | 158 | 86.81 | 103 | 80.47 | 10 | 90.91 |

[a]Chi square test Table IV revealed highly significant difference at the .001 or less level.

[b]Chi square test Table IV revealed significant difference at the .05 or less level.

accepted on the basis that significant differences in need perceptions between the three populations existed for 15 of the leader training topics.

Hypothesis 2: There is no significant difference in the perceptions of volunteer training needs between 4-H volunteer leaders in each of the five Oklahoma extension districts.

This hypothesis was tested by analyzing all volunteer responses to the rating scale by the chi-square (Table VI). This analysis was used to determine if significant differences in perceived needs existed between groups of volunteer leaders when divided by district. At the .05 level of significance only one topic area showed a significant difference. This topic was "The Leadership Team." The hypothesis was not rejected.

Hypothesis 3: There is no significant difference of the perceived volunteer training needs between 4-H volunteer leaders of varying tenure.

TABLE VI

DIFFERENCES OF PERCEIVED TRAINING NEEDS
AMONG VOLUNTEER LEADERS BY DISTRICT

| Topic | Chi Square Value | Degree of Freedom | Probability |
|---|---|---|---|
| What is 4-H? | 21.534 | 16 | 0.1589 |
| The 4-H Club | 22.724 | 16 | 0.1213 |
| The 4-H Leadership Team | 29.092 | 16 | 0.0233[a] |
| 4-H Leadership Team Job Description | 19.937 | 16 | 0.2230 |
| Local 4-H Program Operation | 22.814 | 16 | 0.1188 |
| How to Organize a 4-H Club | 13.445 | 16 | 0.6400 |
| Yearly Planning | 16.589 | 16 | 0.4127 |
| Program Planning | 13.472 | 16 | 0.6380 |
| The 4-H Meeting | 17.579 | 16 | 0.3491 |
| 4-H Meeting Program Sources and Resources | 7.323 | 16 | 0.9665 |
| Public Relations | 10.230 | 16 | 0.8543 |
| Why be a Volunteer | 13.436 | 16 | 0.6406 |
| Cooperating with School Officials | 25.754 | 16 | 0.0576 |
| Sample Constitution | 19.994 | 16 | 0.2205 |
| Basic Needs of Boys and Girls | 12.227 | 16 | 0.7282 |
| Understanding Youth | 15.972 | 16 | 0.4549 |
| Working with All Youth | 21.575 | 16 | 0.1574 |
| Program for Older Youth | 13.339 | 16 | 0.6478 |
| Motivation | 15.140 | 16 | 0.5144 |
| Teaching Tools and Techniques | 15.744 | 16 | 0.4709 |
| 4-H Projects | 8.308 | 16 | 0.9392 |
| 4-H Activities and Events | 13.746 | 16 | 0.6176 |
| Speeches and Demonstrations | 16.828 | 16 | 0.3968 |
| Incentives and Awards in 4-H | 22.097 | 16 | 0.1401 |
| Record Keeping | 16.662 | 16 | 0.4078 |

[a]Significant at the .05 or lower level.

Hypothesis 3 was tested using the chi square to analyze the rating scale responses of all volunteer leaders as divided by tenure (Table VII). At the .05 level, five of the topics showed significant differences in need perceptions. These were "The 4-H Club," "How to Organize a 4-H Club," "Yearly Planning," "The 4-H Meeting," and "Sample Constitutions." This hypothesis was not rejected.

Hypothesis 4: There is no significant difference of perceived volunteer training needs between county extension professionals in the five Oklahoma Extension districts.

This hypothesis was also tested using the chi square to analyze the ranking scale responses to the 25 leader training topics (Table VIII). The responses were divided and analyzed according to the five extension districts. No significant differences existed. This hypothesis was not rejected.

Hypothesis 5: There is no significant difference of perceived volunteer training needs between county extension professionals of varying tenure.

Hypothesis 5 was tested using the chi square to analyze the difference in ranking of need for training as divided by tenure of the professionals (Table IX). Three topics showed significant differences of perceived needs. These topics were interrelated subjects involved with the responsibility volunteers assume in the 4-H program. The topics were "The 4-H Leadership Team," "Local 4-H Program Operation," and "How to Organize a 4-H Club." However, since there were only three significant differences, Hypothesis 5 was not rejected.

TABLE VII

DIFFERENCES OF PERCEIVED TRAINING NEEDS AMONG
VOLUNTEER LEADERS BY TENURE

| Topic | Chi Square Value | Degree of Freedom | Probability |
|-------|------------------|-------------------|-------------|
| What is 4-H? | 20.637 | 16 | 0.1929 |
| The 4-H Club | 28.108 | 16 | 0.0307[a] |
| The 4-H Leadership Team | 8.520 | 16 | 0.9319 |
| 4-H Leadership Team Job Description | 7.816 | 16 | 0.9542 |
| Total 4-H Program Operation | 21.499 | 16 | 0.1601 |
| How to Organize a 4-H Club | 37.046 | 16 | 0.0021[a] |
| Yearly Planning | 27.601 | 16 | 0.0353[a] |
| Program Planning | 18.976 | 16 | 0.2699 |
| The 4-H Meeting | 40.518 | 16 | 0.0007[a] |
| 4-H Meeting Program Sources and Resources | 21.463 | 16 | 0.1614 |
| Public Relations | 13.989 | 16 | 0.5996 |
| Why be a Volunteer | 12.110 | 16 | 0.7364 |
| Cooperating with School Officials | 13.756 | 16 | 0.6169 |
| Sample Constitution | 27.804 | 16 | 0.0334[a] |
| Basic Needs of Boys and Girls | 16.192 | 16 | 0.4397 |
| Understanding Youth | 19.265 | 16 | 0.2551 |
| Working with All Youth | 13.374 | 16 | 0.6452 |
| Program for Older Youth | 10.116 | 16 | 0.8605 |
| Motivation | 12.659 | 16 | 0.6975 |
| Teaching Tools and Techniques | 10.306 | 16 | 0.8502 |
| 4-H Projects | 20.282 | 16 | 0.2078 |
| 4-H Activities and Events | 14.635 | 16 | 0.5515 |
| Speeches and Demonstrations | 20.432 | 16 | 0.2014 |
| Incentives and Awards in 4-H | 20.745 | 16 | 0.1885 |
| Record Keeping | 18.264 | 16 | 0.3087 |

[a]Significant difference at the .05 or lower level.

TABLE VIII

DIFFERENCES OF PERCEIVED TRAINING NEEDS AMONG
COUNTY EXTENSION PROFESSIONALS BY DISTRICT

| Topic | Chi Square Value | Degree of Freedom | Probability |
|---|---|---|---|
| What is 4-H? | 19.898 | 16 | 0.2248 |
| The 4-H Club | 11.835 | 16 | 0.7552 |
| The 4-H Leadership Team | 10.072 | 16 | 0.8628 |
| 4-H Leadership Team Job Description | 9.942 | 16 | 0.8696 |
| Local 4-H Program Operation | 17.381 | 16 | 0.3614 |
| How to Organize a 4-H Club | 10.706 | 16 | 0.8272 |
| Yearly Planning | 15.047 | 16 | 0.5212 |
| Program Planning | 10.550 | 16 | 0.5678 |
| The 4-H Meeting | 14.548 | 16 | 0.5579 |
| 4-H Meeting Program Sources and Resources | 25.988 | 16 | 0.0542 |
| Public Relations | 19.068 | 16 | 0.2651 |
| Why be a Volunteer | 15.073 | 16 | 0.5193 |
| Cooperating with School Officials | 16.161 | 16 | 0.4418 |
| Sample Constitution | 14.045 | 16 | 0.5954 |
| Basic Needs of Boys and Girls | 8.057 | 16 | 0.9471 |
| Understanding Youth | 16.004 | 16 | 0.4527 |
| Working with All Youth | 9.336 | 16 | 0.8989 |
| Program for Older Youth | 21.080 | 12 | 0.0492 |
| Motivation | 13.599 | 16 | 0.6286 |
| Teaching Tools and Techniques | 10.133 | 12 | 0.6043 |
| 4-H Projects | 14.998 | 16 | 0.5248 |
| 4-H Activities and Events | 13.000 | 16 | 0.6728 |
| Speeches and Demonstrations | 11.293 | 16 | 0.7911 |
| Incentives and Awards in 4-H | 6.447 | 12 | 0.8919 |
| Record Keeping | 16.746 | 16 | 0.4022 |

TABLE IX

DIFFERENCES OF PERCEIVED TRAINING NEEDS AMONG
COUNTY EXTENSION PROFESSIONALS BY TENURE

| Topic | Chi Square Value | Degree of Freedom | Probability |
|---|---|---|---|
| What is 4-H? | 30.898 | 24 | 0.1568 |
| The 4-H Club | 35.530 | 24 | 0.0609 |
| The 4-H Leadership Team | 38.336 | 24 | 0.0320[a] |
| 4-H Leadership Team Job Description | 17.704 | 24 | 0.8171 |
| Local 4-H Program Operation | 39.173 | 24 | 0.0262[a] |
| How to Organize a 4-H Club | 38.261 | 24 | 0.0326[a] |
| Yearly Planning | 25.155 | 24 | 0.3974 |
| Program Planning | 16.389 | 18 | 0.5654 |
| The 4-H Meeting | 34.223 | 24 | 0.0808 |
| 4-H Meeting Program Sources and Resources | 21.773 | 24 | 0.5928 |
| Public Relations | 20.185 | 24 | 0.6862 |
| Why be a Volunteer | 25.128 | 24 | 0.3988 |
| Cooperating with School Officials | 20.383 | 24 | 0.6748 |
| Sample Constitution | 26.965 | 24 | 0.3061 |
| Basic Needs of Boys and Girls | 35.458 | 24 | 0.0619 |
| Understanding Youth | 16.508 | 24 | 0.8689 |
| Working with All Youth | 25.681 | 24 | 0.3695 |
| Program for Older Youth | 22.570 | 24 | 0.4872 |
| Motivation | 23.555 | 24 | 0.4872 |
| Teaching Tools and Techniques | 22.775 | 18 | 0.1994 |
| 4-H Projects | 34.119 | 24 | 0.0826 |
| 4-H Activities and Events | 31.860 | 24 | 0.1305 |
| Speeches and Demonstrations | 27.070 | 24 | 0.3012 |
| Incentives and Awards in 4-H | 19.647 | 18 | 0.3530 |
| Record Keeping | 22.867 | 24 | 0.5276 |

[a]Significant at the .05 or lower level.

Hypothesis 6:  There is no significant difference of perceived
volunteer training needs between county extension professionals of
varying professional responsibility.

The final hypothesis was tested using the chi square to analyze
the difference of perceptions of training needs as related to the pro-
fessional's area of responsibility (Table X).  Only one topic, "What
is 4-H?" showed any significant difference of perception.  Therefore,
this hypothesis was not rejected.

## Additional Findings

This study also included the objective of helping to set priori-
ties for leader training needs.  Data to support this objective was
tabulated using frequency count and percentage.  Table XI shows the
results of the check list portions of the question as tabulated by
the entire sample.  The respondents were asked to check the five top-
ics in which leader training was most needed.  As indicated on the
table, some respondents checked more than five topics, thus the total
number of responses equaled more than five per respondent.

The frequency of responses was then placed in rank order to de-
termine the top ten priority needs as indicated by the check for per-
ceived need for training.  The 10 most frequently mentioned training
topics included in order:  "Record Keeping," "Programs for Older Youth,"
"Motivation," "Speeches and Demonstrations," "Teaching Tools and Tech-
niques." "Yearly Planning," "Program Planning," "Incentives and Awards,"
"Working with All Youth," and "4-H Meeting Program (Sources and Re-
sources)."  The highest response was by 166 respondents who indicated

TABLE X

DIFFERENCES OF PERCEIVED TRAINING NEEDS AMONG
COUNTY EXTENSION PROFESSIONALS BY AREA OF
RESPONSIBILITY

| Topic | Chi Square Value | Degree of Freedom | Probability |
|---|---|---|---|
| What is 4-H? | 34.303 | 20 | 0.0241[a] |
| The 4-H Club | 16.446 | 20 | 0.6886 |
| The 4-H Leadership Team | 22.529 | 20 | 0.3125 |
| 4-H Leadership Team Job Description | 19.727 | 20 | 0.4751 |
| Local 4-H Program Operation | 16.938 | 20 | 0.6570 |
| How to Organize a 4-H Club | 20.358 | 20 | 0.4357 |
| Yearly Planning | 11.766 | 20 | 0.9239 |
| Program Planning | 6.237 | 15 | 0.9755 |
| The 4-H Meeting | 14.452 | 20 | 0.8069 |
| 4-H Meeting Program Sources and Resources | 26.861 | 20 | 0.1392 |
| Public Relations | 21.839 | 20 | 0.3493 |
| Why be a Volunteer | 23.132 | 20 | 0.2824 |
| Cooperating with School Officials | 18.048 | 20 | 0.5842 |
| Sample Constitution | 19.036 | 20 | 0.5195 |
| Basic Needs of Boys and Girls | 18.746 | 20 | 0.5384 |
| Understanding Youth | 27.980 | 20 | 0.1099 |
| Working with All Youth | 31.132 | 20 | 0.0535 |
| Program for Older Youth | 9.000 | 15 | 0.8775 |
| Motivation | 15.179 | 20 | 0.7661 |
| Teaching Tools and Techniques | 9.138 | 15 | 0.8702 |
| 4-H Projects | 17.249 | 20 | 0.6368 |
| 4-H Activities and Events | 26.501 | 20 | 0.1499 |
| Speeches and Demonstrations | 14.169 | 20 | 0.8218 |
| Incentives and Awards in 4-H | 15.105 | 15 | 0.4439 |
| Record Keeping | 16.471 | 20 | 0.6870 |

[a]Significant at the .05 or lower level.

TABLE XI

RANK ORDER STATE-WIDE LEADER TRAINING TOPIC
PRIORITY LISTING (N=333)[a]

| Topic | Rank Order | No. of Responses[b] |
|---|---|---|
| Record Keeping | 1 | 166 |
| Programs for Older Youth | 2 | 118 |
| Motivation | 3 | 116 |
| Speeches and Demonstrations | 4 | 107 |
| Teaching Tools and Techniques | 5 | 104 |
| Yearly Planning | 6 | 90 |
| Program Planning | 7 | 85 |
| Incentives and Awards in 4-H | 8 | 78 |
| Working with All Youth | 9 | 74 |
| 4-H Meeting Program (Sources & Resources) | 10 | 73 |
| Basic Needs of Boys and Girls | 11 | 69 |
| 4-H Projects | 12 | 67 |
| Understanding Youth | 13 (tie) | 62 |
| Local 4-H Program Operation | 13 (tie) | 62 |
| Public Relations | 15 | 52 |
| The 4-H Leadership Team | 16 | 50 |
| 4-H Activities and Events | 17 | 47 |
| The Leadership Team Job Description | 17 (tie) | 47 |
| Why Be a Volunteer | 19 | 40 |
| Cooperating with School Officials | 19 (tie) | 40 |
| The 4-H Meeting | 21 | 33 |
| Sample Constitutions | 22 | 22 |
| How to Organize a 4-H Club | 23 | 20 |
| What is 4-H? | 24 | 15 |
| The 4-H Club | 25 | 12 |

[a]Number of respondents equals total number of respondents in the total of three samples.

[b]Five responses were requested from each of the 338 respondents. Some checked more than five. All responses are included in the number.

a priority need for "Record Keeping" training.  Only 118 respondents
checked the second ranked priority, "Programs for Older Teens."  These
two topics reflected perceived needs for training in very tangible sub-
ject matter areas.  Areas of training that were more effective in na-
ture were not ranked as high by the total sample.

To further identify priority training needs the responses were
computed by district for the volunteer leader sample and the county ex-
tension professional sample (Tables XII-XVI).  In each district the most
frequently mentioned need by the volunteer leaders was "Record Keeping."
The top priority indicated by county extension professionals varied
from district to district.  Southwest and Northeast district profes-
sionals indicated "Programs for Older Youth" as the highest need.
Northwest district professionals rated this topic second, while Central
district rated it third.  "Motivation" was ranked as the highest prior-
ity by Northwest district professionals.  Southwest and Southeast both
ranked it second.  Central district indicated "Yearly Planning" was
the topic in which volunteer leaders most need training.  Northeast
district professionals indicated "Yearly Planning" was the second
highest need while Southwest professionals noted it was the third.
"Record Keeping was the most frequent need expressed by Southeast dis-
trict professionals.

The volunteer leaders mentioned "Motivation," "Speeches and De-
monstrations," "Teaching Tools and Techniques," "Programs for Older
Youth," and "4-H Meeting Program (Sources and Resources)" as the sec-
ond and third most needed topics.  Tables XII, XIII, XIV, XV, and XVI
show the rank order of each topic as determined by the frequency of
the need as checked on the questionnaire.  Because of the small number

TABLE XII

RANK ORDER LEADER TRAINING TOPICS BY DISTRICT
FOR VOLUNTEER LEADERS AND COUNTY EX-
TENSION PROFESSIONALS, NORTHWEST

| Topic | Volunteer Leader (N=47) | | County Extension Professional (N=22) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| What is 4-H? | 1 (tie) | 4 | 18 (tie) | 2 |
| The 4-H Club | 25 | 1 | 18 | 2 |
| The 4-H Leadership Team | 21 (tie) | 2 | 4 (tie) | 7 |
| 4-H Leadership Team Job Description | 21 (tie) | 2 | 18 | 2 |
| Local 4-H Program Operation | 10 | 8 | 4 (tie) | 7 |
| How to Organize a 4-H Club | 17 (tie) | 4 | 24 (tie) | 0 |
| Yearly Planning | 15 (tie) | 6 | 4 (tie) | 7 |
| Program Planning | 17 (tie) | 4 | 4 (tie) | 7 |
| The 4-H Meeting | 21 (tie) | 2 | 18 | 2 |
| 4-H Meeting Program Sources and Resources | 11 (tie) | 7 | 12 (tie) | 3 |
| Public Relations | 11 (tie) | 7 | 12 | 3 |
| Why be a Volunteer | 17 (tie) | 4 | 10 (tie) | 4 |
| Cooperating with School Officials | 21 (tie) | 2 | 22 (tie) | 1 |

TABLE XII (Continued)

| Topic | Volunteer Leader (N=47) | | County Extension Professional (N=22) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| Sample Constitution | 15 (tie) | 6 | 24 (tie) | 0 |
| Basic Needs of Boys and Girls | 11 (tie) | 7 | 10 (tie) | 4 |
| Understanding Youth | 11 (tie) | 7 | 12 (tie) | 3 |
| Working with All Youth | 5 | 13 | 4 (tie) | 7 |
| Program for Older Youth | 4 | 16 | 2 | 11 |
| Motivation | 7 | 11 | 1 | 12 |
| Teaching Tools and Techniques | 3 | 18 | 3 | 9 |
| 4-H Projects | 7 (tie) | 11 | 12 (tie) | 3 |
| 4-H Activities and Events | 9 | 10 | 12 (tie) | 3 |
| Speeches and Demonstrations | 2 | 20 | 12 (tie) | 3 |
| Incentives and Awards in 4-H | 6 | 12 | 22 (tie) | 1 |
| Record Keeping | 1 | 29 | 4 (tie) | 7 |

TABLE XIII

RANK ORDER LEADER TRAINING TOPICS BY DISTRICT
FOR VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS, SOUTHWEST

| Topic | Volunteer Leader (N=12) | | County Extension Professional (N=25) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| What is 4-H? | 22 (tie) | 0 | 24 (tie) | 0 |
| The 4-H Club | 22 (tie) | 0 | 17 (tie) | 3 |
| The 4-H Leadership Team | 10 (tie) | 2 | 17 (tie) | 3 |
| 4-H Leadership Team Job Description | 18 (tie) | 1 | 7 | 7 |
| Local 4-H Program Operation | 7 (tie) | 3 | 8 (tie) | 6 |
| How to Organize a 4-H Club | 18 (tie) | 1 | 17 (tie) | 3 |
| Yearly Planning | 7 | 3 | 11 (tie) | 6 |
| Program Planning | 10 (tie) | 2 | 5 (tie) | 8 |
| The 4-H Meeting | 22 (tie) | 0 | 20 (tie) | 2 |
| 4-H Meeting Program Sources and Resources | 3 | 5 | 11 (tie) | 5 |
| Public Relations | 18 (tie) | 1 | 16 | 4 |
| Why be a Volunteer | 10 (tie) | 2 | 5 (tie) | 8 |
| Cooperating with School Officials | 10 (tie) | 2 | 22 (tie) | 1 |

TABLE XIII (Continued)

| Topic | Volunteer Leader (N=12) | | County Extension Professional (N=25) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| Sample Constitution | 10 (tie) | 2 | 21 (tie) | 0 |
| Basic Needs of Boys and Girls | 4 (tie) | 4 | 8 (tie) | 6 |
| Understanding Youth | 10 (tie) | 2 | 11 (tie) | 5 |
| Working with All Youth | 7 (tie) | 3 | 4 | 9 |
| Program for Older Youth | 4 (tie) | 4 | 1 | 11 |
| Motivation | 10 (tie) | 2 | 2 (tie) | 10 |
| Teaching Tools and Techniques | 4 (tie) | 4 | 8 (tie) | 6 |
| 4-H Projects | 22 (tie) | 0 | 11 (tie) | 5 |
| 4-H Activities and Events | 18 (tie) | 1 | 23 (tie) | 1 |
| Speeches and Demonstrations | 2 | 7 | 11 (tie) | 5 |
| Incentives and Awards in 4-H | 10 (tie) | 2 | 20 (tie) | 2 |
| Record Keeping | 1 | 9 | 2 (tie) | 10 |

TABLE XIV

RANK ORDER LEADER TRAINING TOPICS BY DISTRICT
FOR VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS, CENTRAL

| Topic | Volunteer Leader (N=53) | | County Extension Professional (N=29) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| What is 4-H? | 25 | 0 | 21 (tie) | 2 |
| The 4-H Club | 23 (tie) | 1 | 18 (tie) | 4 |
| The 4-H Leadership Team | 17 | 6 | 9 (tie) | 7 |
| 4-H Leadership Team Job Description | 18 (tie) | 5 | 7 (tie) | 8 |
| Local 4-H Program Operation | 18 (tie) | 5 | 5 (tie) | 9 |
| How to Organize a 4-H Club | 23 (tie) | 1 | 23 (tie) | 1 |
| Yearly Planning | 8 | 13 | 1 | 14 |
| Program Planning | 10 (tie) | 11 | 3 (tie) | 10 |
| The 4-H Meeting | 20 (tie) | 3 | 9 (tie) | 7 |
| 4-H Meeting Program Sources and Resources | 6 (tie) | 16 | 12 (tie) | 6 |
| Public Relations | 13 (tie) | 10 | 21 (tie) | 2 |
| Why be a Volunteer | 22 | 2 | 14 (tie) | 5 |
| Cooperating with School Officials | 13 (tie) | 10 | 18 (tie) | 4 |

TABLE XIV (Continued)

| Topic | Volunteer Leader (N=53) | | County Extension Professional (N=29) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| Sample Constitution | 20 (tie) | 3 | 23 (tie) | 1 |
| Basic Needs of Boys and Girls | 10 (tie) | 11 | 20 | 3 |
| Understanding Youth | 4 | 18 | 23 (tie) | 1 |
| Working with All Youth | 13 (tie) | 10 | 14 (tie) | 5 |
| Program for Older Youth | 3 | 20 | 3 (tie) | 10 |
| Motivation | 6 (tie) | 16 | 7 (tie) | 8 |
| Teaching Tools and Techniques | 6 (tie) | 16 | 9 (tie) | 7 |
| 4-H Projects | 10 (tie) | 11 | 14 (tie) | 5 |
| 4-H Activities and Events | 16 | 7 | 12 (tie) | 6 |
| Speeches and Demonstrations | 2 | 21 | 5 (tie) | 9 |
| Incentives and Awards in 4-H | 5 | 17 | 14 (tie) | 5 |
| Record Keeping | 1 | 28 | 2 | 11 |

TABLE XV

RANK ORDER LEADER TRAINING TOPICS BY DISTRICT
FOR VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS, NORTHEAST

| Topic | Volunteer Leader (N=57) | | County Extension Professional (N=26) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| What is 4-H? | 24 | 1 | 23 (tie) | 1 |
| The 4-H Club | 25 | 0 | 25 | 0 |
| The 4-H Leadership Team | 13 (tie) | 11 | 15 (tie) | 4 |
| 4-H Leadership Team Job Description | 13 (tie) | 11 | 20 (tie) | 2 |
| Local 4-H Program Operation | 19 (tie) | 6 | 7 (tie) | 6 |
| How to Organize a 4-H Club | 22 | 3 | 20 (tie) | 2 |
| Yearly Planning | 4 (tie) | 19 | 2 | 11 |
| Program Planning | 8 (tie) | 14 | 3 (tie) | 9 |
| The 4-H Meeting | 19 (tie) | 6 | 18 (tie) | 3 |
| 4-H Meeting Program Sources and Resources | 18 | 7 | 15 (tie) | 4 |
| Public Relations | 8 (tie) | 14 | 20 (tie) | 2 |
| Why be a Volunteer | 23 | 4 | 11 (tie) | 5 |
| Cooperating with School Officials | 11 (tie) | 12 | 18 (tie) | 3 |

TABLE XV (Continued)

| Topic | Volunteer Leader (N=57) | | County Extension Professional (N=26) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| Sample Constitution | 17 | 9 | 23 (tie) | 1 |
| Basic Needs of Boys and Girls | 7 | 16 | 11 (tie) | 5 |
| Understanding Youth | 11 (tie) | 12 | 7 (tie) | 6 |
| Working with All Youth | 13 (tie) | 11 | 7 (tie) | 6 |
| Program for Older Youth | 6 | 17 | 1 | 13 |
| Motivation | 2 | 21 | 3 (tie) | 9 |
| Teaching Tools and Techniques | 8 (tie) | 14 | 3 (tie) | 9 |
| 4-H Projects | 13 (tie) | 11 | 11 (tie) | 5 |
| 4-H Activities and Events | 19 (tie) | 6 | 11 (tie) | 5 |
| Speeches and Demonstrations | 3 | 20 | 15 (tie) | 4 |
| Incentives and Awards in 4-H | 4 (tie) | 19 | 7 (tie) | 6 |
| Record Keeping | 1 | 32 | 6 | 8 |

TABLE XVI

RANK ORDER LEADER TRAINING TOPICS BY DISTRICT
FOR VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS, SOUTHEAST

| Topic | Volunteer Leader (N=24) | | County Extension Professional (N=27) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| What is 4-H? | 22 (tie) | 0 | 15 (tie) | 4 |
| The 4-H Club | 22 (tie) | 0 | 23 (tie) | 1 |
| The 4-H Leadership Team | 18 (tie) | 1 | 18 | 3 |
| 4-H Leadership Team Job Description | 18 (tie) | 1 | 15 (tie) | 4 |
| Local 4-H Program Operation | 14 (tie) | 4 | 10 (tie) | 5 |
| How to Organize a 4-H Club | 22 (tie) | 0 | 19 (tie) | 2 |
| Yearly Planning | 10 (tie) | 5 | 9 | 6 |
| Program Planning | 7 (tie) | 6 | 4 (tie) | 8 |
| The 4-H Meeting | 18 (tie) | 1 | 10 (tie) | 5 |
| 4-H Meeting Program Sources and Resources | 5 (tie) | 7 | 3 | 11 |
| Public Relations | 10 (tie) | 5 | 19 (tie) | 2 |
| Why be a Volunteer | 18 (tie) | 1 | 10 (tie) | 5 |
| Cooperating with School Officials | 16 (tie) | 3 | 19 (tie) | 2 |

TABLE XVI (Continued)

| Topic | Volunteer Leader (N=24) | | County Extension Professional (N=27) | |
|---|---|---|---|---|
| | Rank Order | No. of Resp. | Rank Order | No. of Resp. |
| Sample Constitution | 22 (tie) | 0 | 25 | 0 |
| Basic Needs of Boys and Girls | 10 (tie) | 5 | 10 (tie) | 5 |
| Understanding Youth | 16 (tie) | 3 | 15 (tie) | 4 |
| Working with All Youth | 5 (tie) | 7 | 23 (tie) | 1 |
| Program for Older Youth | 7 (tie) | 6 | 8 | 7 |
| Motivation | 2 | 10 | 2 | 14 |
| Teaching Tools and Techniques | 10 (tie) | 5 | 4 (tie) | 8 |
| 4-H Projects | 7 (tie) | 6 | 4 (tie) | 8 |
| 4-H Activities and Events | 14 (tie) | 4 | 19 (tie) | 2 |
| Speeches and Demonstrations | 3 | 9 | 4 (tie) | 8 |
| Incentives and Awards in 4-H | 4 | 8 | 10 (tie) | 5 |
| Record Keeping | 1 | 16 | 1 | 15 |

of respondents in some districts the data should be used only as an indication of priority need. However, the table definitely pointed out the fact that priority needs differ between samples and between districts.

To verify the consistency of the priority needs expressed by the frequency and rank order, the data from the rating scale were organized into Tables XVII, XVIII, XIX, XX, and XXI. These tables indicate the number and percent by district of volunteers and extension professionals indicating a need for "some or extensive" leader training by topic. The data verified the relative consistency of priority needs for each of the top three priorities in each sample in each district. This verification was based on the data that each of the top three needs received a "need some or extensive" training percentage response of 64 percent or more from the respective respondents. The data from Tables XII-XXI indicating "some or extensive" need for training computed by district was expected to be beneficial to district and state staff in planning in service training for volunteer leaders and county extension staff.

Additional data were requested from the respondents. The request included an open ended question requesting the respondent to list areas in which additional training not previously mentioned was needed.

The volunteer leaders most frequently mentioned the need for additional training in specific project areas. Ten volunteers wrote in this need. The volunteers indicated a need for training in teamwork, management, and communication. Eight volunteers indicated this need. Although this topic is handled to a degree in "The Leadership Team" unit, the researcher felt it was significant to mention this due to

TABLE XVII

PERCENTAGE OF VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS EXPRESSING A NEED FOR SOME OR
EXTENSIVE LEADER TRAINING,
NORTHWEST DISTRICT

| Topic | Volunteer Leader | | County Extension Professional | |
|---|---|---|---|---|
| | N | % | N | % |
| What is 4-H? | 24 | 55.82 | 20 | 90.91 |
| The 4-H Club | 31 | 70.46 | 18 | 81.82 |
| The 4-H Leadership Team | 35 | 81.40 | 18 | 81.82 |
| 4-H Leadership Team Job Description | 31 | 72.10 | 18 | 81.82 |
| Local 4-H Program Operation | 30 | 66.18 | 15 | 68.18 |
| How to Organize a 4-H Club | 24 | 54.55 | 10 | 45.46 |
| Yearly Planning | 29 | 67.44 | 15 | 68.18 |
| Program Planning | 31 | 72.09 | 15 | 68.08 |
| The 4-H Meeting | 17 | 38.63 | 8 | 38.09 |
| 4-H Meeting Program Sources and Resources | 33 | 75.00 | 13 | 59.09 |
| Public Relations | 30 | 63.63 | 16 | 72.73 |
| Why be a Volunteer | 24 | 55.81 | 13 | 59.09 |
| Cooperating with School Officials | 23 | 52.28 | 16 | 72.73 |
| Sample Constitution | 30 | 68.18 | 10 | 45.46 |
| Basic Needs of Boys and Girls | 33 | 75.00 | 15 | 68.18 |
| Understanding Youth | 27 | 62.79 | 15 | 68.18 |
| Working with All Youth | 38 | 86.37 | 18 | 81.82 |
| Program for Older Youth | 37 | 84.09 | 19 | 86.36 |
| Motivation | 32 | 74.42 | 20 | 90.91 |
| Teaching Tools and Techniques | 35 | 79.55 | 21 | 95.46 |
| 4-H Projects | 32 | 74.45 | 17 | 77.28 |
| 4-H Activities and Events | 24 | 61.54 | 8 | 38.09 |
| Speeches and Demonstrations | 31 | 77.50 | 14 | 63.63 |
| Incentives and Awards in 4-H | 30 | 76.93 | 16 | 72.73 |
| Record Keeping | 38 | 92.69 | 16 | 72.73 |

TABLE XVIII

PERCENTAGE OF VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS EXPRESSING A NEED FOR SOME OR
EXTENSIVE LEADER TRAINING,
SOUTHWEST DISTRICT

| Topic | Volunteer Leader | | County Extension Professional | |
|---|---|---|---|---|
| | N | % | N | % |
| What is 4-H? | 4 | 33.34 | 15 | 60.00 |
| The 4-H Club | 6 | 50.00 | 15 | 60.00 |
| The 4-H Leadership Team | 9 | 75.00 | 19 | 76.00 |
| 4-H Leadership Team Job Description | 9 | 75.00 | 21 | 84.00 |
| Local 4-H Program Operation | 5 | 41.67 | 15 | 60.00 |
| How to Organize a 4-H Club | 5 | 41.67 | 14 | 56.00 |
| Yearly Planning | 6 | 50.00 | 17 | 68.00 |
| Program Planning | 7 | 58.33 | 16 | 64.00 |
| The 4-H Meeting | 3 | 25.00 | 12 | 48.00 |
| 4-H Meeting Program Sources and Resources | 10 | 83.33 | 20 | 80.00 |
| Public Relations | 10 | 83.33 | 19 | 76.00 |
| Why be a Volunteer | 4 | 33.34 | 19 | 76.00 |
| Cooperating with School Officials | 3 | 25.00 | 16 | 64.00 |
| Sample Constitution | 5 | 41.67 | 9 | 36.00 |
| Basic Needs of Boys and Girls | 6 | 50.00 | 15 | 60.00 |
| Understanding Youth | 6 | 50.00 | 20 | 80.00 |
| Working with All Youth | 6 | 50.00 | 20 | 80.00 |
| Program for Older Youth | 9 | 75.00 | 24 | 96.00 |
| Motivation | 8 | 66.66 | 19 | 76.00 |
| Teaching Tools and Techniques | 10 | 83.33 | 19 | 76.00 |
| 4-H Projects | 8 | 66.66 | 8 | 72.00 |
| 4-H Activities and Events | 5 | 41.67 | 12 | 48.00 |
| Speeches and Demonstrations | 8 | 66.66 | 13 | 52.00 |
| Incentives and Awards in 4-H | 7 | 58.33 | 15 | 60.00 |
| Record Keeping | 10 | 83.33 | 18 | 72.00 |

TABLE XIX

PERCENTAGE OF VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS EXPRESSING A NEED FOR SOME OR
EXTENSIVE LEADER TRAINING,
CENTRAL DISTRICT

| Topic | Volunteer Leader | | County Extension Professional | |
|---|---|---|---|---|
| | N | % | N | % |
| What is 4-H? | 25 | 47.17 | 16 | 55.17 |
| The 4-H Club | 31 | 58.49 | 16 | 55.17 |
| The 4-H Leadership Team | 30 | 56.60 | 19 | 65.52 |
| 4-H Leadership Team Job Description | 30 | 56.60 | 22 | 75.86 |
| Local 4-H Program Operation | 26 | 49.05 | 20 | 68.96 |
| How to Organize a 4-H Club | 26 | 49.05 | 18 | 62.06 |
| Yearly Planning | 31 | 58.49 | 20 | 68.96 |
| Program Planning | 39 | 73.59 | 22 | 75.86 |
| The 4-H Meeting | 27 | 50.94 | 17 | 58.62 |
| 4-H Meeting Program Sources and Resources | 40 | 76.93 | 16 | 55.17 |
| Public Relations | 34 | 64.15 | 17 | 58.62 |
| Why be a Volunteer | 20 | 37.74 | 16 | 55.17 |
| Cooperating with School Officials | 30 | 56.60 | 13 | 44.83 |
| Sample Constitution | 30 | 56.60 | 11 | 39.29 |
| Basic Needs of Boys and Girls | 37 | 69.81 | 18 | 62.06 |
| Understanding Youth | 40 | 76.93 | 21 | 72.41 |
| Working with All Youth | 39 | 73.59 | 22 | 75.86 |
| Program for Older Youth | 46 | 86.79 | 24 | 85.72 |
| Motivation | 40 | 75.47 | 24 | 85.72 |
| Teaching Tools and Techniques | 44 | 83.02 | 23 | 72.83 |
| 4-H Projects | 37 | 69.81 | 20 | 68.96 |
| 4-H Activities and Events | 27 | 50.94 | 13 | 44.83 |
| Speeches and Demonstrations | 35 | 66.04 | 21 | 72.41 |
| Incentives and Awards in 4-H | 39 | 73.59 | 16 | 55.17 |
| Record Keeping | 45 | 84.91 | 24 | 85.72 |

TABLE XX

PERCENTAGE OF VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS EXPRESSING A NEED FOR SOME OR
EXTENSIVE LEADER TRAINING,
NORTHEAST DISTRICT

| Topic | Volunteer Leader | | County Extension Professional | |
|---|---|---|---|---|
| | N | % | N | % |
| What is 4-H? | 23 | 41.08 | 14 | 53.85 |
| The 4-H Club | 33 | 61.11 | 18 | 73.08 |
| The 4-H Leadership Team | 36 | 64.29 | 20 | 76.92 |
| 4-H Leadership Team Job Description | 38 | 69.09 | 21 | 80.71 |
| Local 4-H Program Operation | 35 | 63.64 | 22 | 84.62 |
| How to Organize a 4-H Club | 32 | 58.18 | 17 | 65.39 |
| Yearly Planning | 38 | 69.09 | 21 | 80.71 |
| Program Planning | 42 | 75.64 | 23 | 88.46 |
| The 4-H Meeting | 27 | 49.10 | 15 | 57.69 |
| 4-H Meeting Program Sources and Resources | 40 | 71.43 | 18 | 73.08 |
| Public Relations | 37 | 67.28 | 19 | 73.08 |
| Why be a Volunteer | 25 | 44.64 | 13 | 50.00 |
| Cooperating with School Officials | 28 | 50.00 | 14 | 53.85 |
| Sample Constitution | 38 | 70.37 | 8 | 30.77 |
| Basic Needs of Boys and Girls | 34 | 61.82 | 18 | 73.08 |
| Understanding Youth | 33 | 60.00 | 22 | 84.62 |
| Working with All Youth | 35 | 63.64 | 23 | 88.46 |
| Program for Older Youth | 39 | 70.91 | 25 | 96.16 |
| Motivation | 46 | 83.64 | 17 | 65.39 |
| Teaching Tools and Techniques | 43 | 76.79 | 20 | 76.92 |
| 4-H Projects | 41 | 73.21 | 13 | 50.00 |
| 4-H Activities and Events | 29 | 52.72 | 9 | 34.61 |
| Speeches and Demonstrations | 38 | 67.85 | 17 | 65.39 |
| Incentives and Awards in 4-H | 48 | 84.21 | 17 | 65.39 |
| Record Keeping | 48 | 84.21 | 22 | 84.62 |

TABLE XXI

PERCENTAGE OF VOLUNTEER LEADERS AND COUNTY EXTENSION
PROFESSIONALS EXPRESSING A NEED FOR SOME OR
EXTENSIVE LEADER TRAINING,
SOUTHEAST DISTRICT

| Topic | Volunteer Leader | | County Extension Professional | |
|---|---|---|---|---|
| | N | % | N | % |
| What is 4-H? | 12 | 52.18 | 18 | 66.67 |
| The 4-H Club | 9 | 39.13 | 23 | 85.18 |
| The 4-H Leadership Team | 12 | 52.18 | 20 | 74.07 |
| 4-H Leadership Team Job Description | 11 | 47.83 | 20 | 74.07 |
| Local 4-H Program Operation | 10 | 45.45 | 25 | 92.59 |
| How to Organize a 4-H Club | 8 | 36.37 | 17 | 62.96 |
| Yearly Planning | 12 | 52.18 | 21 | 77.78 |
| Program Planning | 16 | 69.57 | 23 | 85.18 |
| The 4-H Meeting | 5 | 21.74 | 19 | 68.37 |
| 4-H Meeting Program Sources and Resources | 16 | 69.57 | 21 | 77.78 |
| Public Relations | 16 | 69.57 | 17 | 62.96 |
| Why be a Volunteer | 7 | 30.44 | 17 | 62.96 |
| Cooperating with School Officials | 8 | 36.37 | 13 | 48.15 |
| Sample Constitution | 12 | 52.18 | 11 | 43.08 |
| Basic Needs for Boys and Girls | 11 | 47.83 | 17 | 62.96 |
| Understanding Youth | 13 | 59.09 | 16 | 59.26 |
| Working with All Youth | 13 | 59.09 | 20 | 74.07 |
| Program for Older Youth | 16 | 69.57 | 19 | 68.37 |
| Motivation | 15 | 65.21 | 22 | 81.48 |
| Teaching Tools and Techniques | 17 | 73.91 | 24 | 88.89 |
| 4-H Projects | 14 | 60.87 | 22 | 81.48 |
| 4-H Activities and Events | 12 | 52.18 | 13 | 48.15 |
| Speeches and Demonstrations | 12 | 52.18 | 21 | 77.78 |
| Incentives and Awards in 4-H | 14 | 60.87 | 19 | 63.37 |
| Record Keeping | 17 | 73.91 | 23 | 85.18 |

the number of times the volunteers added the comment. The other areas mentioned by five or more volunteers were the need for training in specific awards programs in 4-H and the need to have in depth training in recruiting leaders and parents to assist with the program. Other topics suggested by the volunteers included time management, how to motivate leaders to attend training, how to say "no," how to judge activities, events, and projects, how to increase financial development, and how to conduct short term programs.

The county extension professionals also noted the need for leader training in specific project areas. Ten respondents indicated this need. Other need areas included: incentives for 4-H leaders, guidelines for establishing training, how to guide parental and community involvement, practical resource development, camp planning and organization, skills for working with large groups, time management, legal responsibilities, and liability of volunteer leaders.

Two state and district staff members indicated training needs in project areas. Other topics suggested included: understanding the need for financial support of 4-H, understanding the support groups working with 4-H, decision making, basic skills necessary for leadership development, problem solving, and assertiveness training. The researcher grouped the additional training need areas into similar topics for summarization of the input in all three samples.

## Summary

The research sample consisted of three individual samples. The segments of the sample included 194 volunteer leaders, 129 county extension professionals, and eleven state and district staff members.

The research data showed that there was a significant difference of the perceptions of volunteer leader training needs between 4-H volunteer leaders, county extension staff, and state and district 4-H staff. However, limited significant differences were established for the remaining five hypotheses. Thus, it appeared that very few significant differences in perceived leader training needs exist between volunteer leaders of various extension districts or of varying tenure. Likewise, it appears limited significant differences exist in the county extension professionals' perceptions of leader training needs when analyzed by district, by tenure, or by area of responsibility.

The research study further indicated areas in which it appeared volunteers felt that they most needed training. Record Keeping appeared as the most urgent need in the total sample frequency and in the frequency for the volunteer leaders in each district. The other topics appearing as expressed training needs varied from district to district.

The topics expressed as most needed for volunteer leader training were not always identical with the volunteers' expressed needs. In general, the extension professionals appeared to express need for volunteer leader training in areas that were process or concept oriented. The volunteer leaders, however, were more concerned with factual, "how-to" lessons. The area in which the majority of responses for training other than that listed on the questionnaire appeared was training in specific project areas.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to gain insight into the Oklahoma
volunteer leaders', county extension professionals', and state and
district 4-H staffs' perceptions of volunteer leader training needs
in order to effectively plan, develop, and implement dynamic, relevant
leader training programs in Oklahoma.  The specific objectives included:
to determine if Oklahoma volunteer leaders, county extension profes-
sionals, and state and district 4-H staff differ in their perceptions
of leader training needs of Oklahoma 4-H volunteer leaders; to deter-
mine if by district, volunteer leaders and county extension profes-
sional samples differ in their perceptions of leader training needs;
to identify the priority of perceived leader training needs of volun-
teer adult 4-H leaders in Oklahoma; and to make recommendations for
future in service training programs for volunteer adult leaders and
county extension professionals.

The research method was descriptive survey.  The research in-
volved the use of a rating scale, checklist, and free response ques-
tionnaire.  This instrument was developed by the researcher to parallel
the 4-H VITAL leader training lessons outlined by the Oklahoma 4-H
Staff Development Task Force and developed by the State 4-H Staff

Assistants (Cooperative Extension Service, 1978). The questionnaire

was completed and data analyzed from 194 randomly selected 4-H volun-

teer leaders and 129 randomly selected county extension professionals

and all eleven state and district staff members. Computer analysis

of the data was by frequency count, percent, and the chi square sta-

tistic. The chi square statistic was used to test for statistical

significance. The computer package SAS was used.

The hypotheses of this study were developed in keeping with the

basic assumption that training would improve leader performance.

Hypothesis 1: There is no significant difference of the per-
ception of volunteer training needs between 4-H volunteer
leader, county extension staff, and state and district 4-H
staff.

Hypothesis 2: There is no significant difference of the
perceptions of volunteer training needs between 4-H vol-
unteer leaders in each of the five Oklahoma extension dis-
tricts.

Hypothesis 3: There is no significant difference of percep-
tions of volunteer training needs between volunteer leaders
of varying tenure.

Hypothesis 4: There is no significant difference of percep-
tions of volunteer training needs between county extension
professionals in the five Oklahoma extension districts.

Hypothesis 5: There is no significant difference of percep-
tions of volunteer training needs between county extension
professionals of varying tenure.

Hypothesis 6: There is no significant difference of percep-
tions of volunteer training needs between county extension
professionals of varying professional responsibility.

Relationships were analyzed among the following variables: pop-

ulation sample, volunteer leader geographical area, volunteer leader

tenure, county extension professional geographical area, county exten-

sion professional tenure, county extension professional area of

responsibility.

## Summary of Major Findings

The study compared the three samples' perceptions of level of leader training need for each of the 25 VITAL leader training topics (Cooperative Extension Service, 1978). There are significant differences in the groups' perceptions of level of need for training for 15 of the 25 topics. There was a highly significant difference in perceived level of need for training for the following nine topics: "What is 4-H?," "Local 4-H Program Operation," "Yearly Planning," "Program Planning," "The 4-H Meeting," "Why Be a Volunteer?," "Sample Constitutions," "4-H Activities and Events," and "Incentives and Awards."

In all cases except "Sample Constitutions," the state and district 4-H staff perceived a higher level need for volunteer training than the other two samples. County extension professionals perceived a higher level of training need than the volunteers perceived except that related to "Sample Constitutions" and "4-H Program Meeting Sources and Resources."

The differences in training need perceptions among volunteers from various districts was also analyzed. Significant differences were revealed for "The Leadership Team." The perceptions of volunteers were also analyzed by tenure. Only five significant differences occurred. These differences were the expressed need for training in "How to Organize a 4-H Club," "Yearly Planning," "The 4-H Meeting," "The 4-H Club," and "Sample Constitutions." Those respondents expressing a high need for training in these areas were leaders with less tenure.

When tabulated by district, the county extension professionals expressed no significant differences in the perceived level of training need for volunteer training in each of the VITAL topics. When analyzed by tenure, significant differences occurred in this group regarding "The 4-H Leadership Team," "Local 4-H Program Operation," and "How to Organize a 4-H Club." The county extension professionals' responses were also tabulated by area of responsibility. Only the topic "What is 4-H?" received a wide enough variety of level of need to be analyzed as significant.

The study also involved the analysis of the frequency of topics checked as most needed in leader training. When tabulated with all three samples added together the ten topics receiving the most responses were: "Record Keeping," "Programs for Older Youth," "Motivation," "Speeches and Demonstrations," "Teaching Tools and Techniques," "Yearly Planning," "Program Planning," "Incentives and Awards," "Working with All Youth," and "4-H Meeting Program Sources and Resources."

The respondents were given the opportunity to add additional areas in which they felt training was needed other than those listed on the questionnaire. The most frequent comment was the need for increased specific project training. Other topics included specific awards programs, how to conduct indepth recruiting, how to increase financial development, and how to conduct short term programs.

The final objective of this study was to make recommendations for future in service training programs for volunteer and professional staff. These recommendations are made as a result of the examination of the literature in relation to the perceived needs expressed by the three samples.

Recommendations

The following recommendations should be considered as potential
methods and systems for improving Oklahoma 4-H volunteer leader train-
ing. These recommendations are directed to the Oklahoma Cooperative
Extension Administration, state and district 4-H staff, county exten-
sion professionals, and experienced volunteers and other interested
professionals. The recommendations are those below.

1.  Volunteer leader training is most effective when the
    learner is involved in the planning, implementation, and
    evaluation of the learning situation. When feasible,
    the intended audience should have a structured imput into
    the total volunteer training process. The following sys-
    tem should be instituted to help assure this input.

    a. Establish training for volunteer and professional
       staff on a district or area basis.

    b. Utilize the data from this study to determine per-
       ceived needs and trends for the district. Share
       this information with the potential learner. Pro-
       vide the opportunity for the learner to express
       his/her perceived training needs in relation to
       the possible training topics. Utilize the feed-
       back from the learner and the data from the study
       to determine district priority areas for training.

    c. Analyze the data from this study to determine per-
       ceived needs and trends for the state as a whole.
       Use this information with the review of literature

to determine possible training need areas. Coordi-
nate these areas with the expressed goals of Oklahoma
4-H. Through a representative group determine the
areas of leader training needs which should be ad-
dressed in all areas of the state.

d. Coordinate the human resources available to the 4-H
program by utilizing experienced leaders and exten-
sion professionals to serve as leader training
teams to receive training, assess needs, plan, imple-
ment and evaluate training. Utilize the Program Plan-
ning and Advisory Committee system and respective
county extension leaders' councils.

2. The researcher spent many hours compiling a list of volun-
teers having participated in one or more training opportun-
ities. Due to staff changes and lack of records, two of
the thirty counties in the sample were unable to provide
any names of volunteer leaders who had received training.
As a result of this situation, the researcher recommends
that the state 4-H staff and extension administration in-
corporate a system for recording volunteer leader partici-
pation in 4-H leader training into the proposed computer
enrollment system. The benefits would be better assess-
ment of leader training needs and participation. In addi-
tion, evaluation and accountability would be more accurate
and relevant.

3. The need for involving the potential learner in training
   need determination is documented in this study. The re-
   searcher recommends that counties utilize the question-
   naire in this study to identify training needs or local
   volunteer leaders.

4. The study deals basely with volunteer leaders involved in
   4-H multi-project or project clubs. Additional types of
   4-H involvement are critical to 4-H growth and expansion.
   The researcher recommends that supplemental 4-H VITAL
   (Cooperative Extension Service, 1978) lessons be developed
   in the following areas:  How to Organize a Short Term
   Project Group, How to Organize a County 4-H Foundation,
   How to Organize and Conduct a 4-H School Enrichment Pro-
   gram, How to Organize a 4-H School Enrichment Program,
   and Understanding the Financial Support System for 4-H.

As a result of this study, the researcher has identified several
areas in which further research should be conducted. It is recom-
mended that further research be conducted related to the leadership
skill level of volunteers in Oklahoma. An experimental design could
provide the data to access actual, not only perceived, needs of vol-
unteers. In addition, research is needed to access the training needs
of volunteers included in short-term and mass-media 4-H projects. A
comparison of needs of these leaders to volunteer leaders in multi-
project and projects groups could provide information for 4-H expan-
sion. This study could be replicated using a more diverse population
than in this sample.

The combination of the review of literature and this study also point to several other recommendations concerning leadership training in Oklahoma.

1.  The 4-H staff should consider developing a model for evaluation of county 4-H leader training systems and establishing criteria for evaluating the preservice, start up, maintenance, periodic review and feedback, and transition portions of the training system.

2.  The 4-H staff should consider developing leader training curriculum parallel to VITAL that can be used in individual learning situations.

3.  The 4-H staff should conduct a research study to determine the impact of 4-H volunteer leadership training on the individual, family, and community.

It must be the goal of extension professionals to continue to improve the personal growth and development opportunities available to Oklahoma 4-H volunteer leaders.

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APPENDIXES

APPENDIX A

4-H VOLUNTEER LEADER QUESTIONNAIRE

AND LETTER

# COOPERATIVE EXTENSION SERVICE

**OKLAHOMA STATE UNIVERSITY**

4-H AND YOUTH DEVELOPMENT PROGRAMS

**DIVISION OF AGRICULTURE**

STILLWATER, OKLAHOMA 74074

April 5, 1978

Dear 4-H Volunteer Leader:

You are one of 367 Oklahoma 4-H volunteer leaders selected to participate in a 4-H study to determine leader training needs of Oklahoma 4-H volunteer leaders. Your name was randomly selected to represent the more than 7,800 adult 4-H leaders in Oklahoma. Your cooperation, input, and speedy return of the attached survey will help make the study a success. Please return the completed survey in the enclosed self-addressed envelope. Please return no later than April, 20, 1978.

The results of this study will be used to aid district and state 4-H staff in the use of 25 leader training lessons presently being developed in the state 4-H office. Your input will help 4-H staff plan in-service training for extension field staff and 4-H volunteers.

Individual questionnaires will not be identified and all individual responses will remain strictly confidential.

Your cooperation in developing this study of training needs will help improve the quality of the Oklahoma 4-H program.

Thank you for your assistance.

Sincerely

Eugene Williams
Assistant Director of Extension
4-H & Special Programs

Glenna Gibson Ott
State 4-H Staff Assistant

GGO;EW/cb

enclosures

4-H VOLUNTEER LEADER TRAINING NEEDS SURVEY - 4-H VOLUNTEER LEADERS

This questionnaire is designed to provide you with an opportunity to express your needs for 4-H leader training. The topics listed are training units now being developed in the state 4-H office. Your imput will be used to design district in-service training meetings for county volunteer leader training teams which will consist of volunteer leaders, extension professionals and in some counties, program assistants.          Your answers are very important!!!

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

____ 6. How many years have you been a 4-H leader?
    1. less than 1 year
    2. 1 year to less than 2 years
    3. 2 years to less than 5 years
    4. 5 years to less than 10 years
    5. 10 years or more

____ 7. 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

____ 8. What is your sex?
    1. male
    2. female

____ 9. In which extension district do you live?
    1. northwest               4. northeast
    2. southwest               5. southeast
    3. central

____10. Are any of your children presently in 4-H?
    1. yes
    2. no
    3. not applicable - no children of 4-H age

____11. What is the highest level of education you completed?
    1. eighth grade            4. some college
    2. some high school        5. college
    3. high school             6. other schooling, specify_____

____12. Were you a 4-H member?
    1. yes
    2. no

____13. Do you feel you have received enough local or county leader's training to perform your role as a 4-H volunteer leader?
    1. yes
    2. no
    3. I have not received training

____14. Would you welcome additional training?
    1. yes
    2. no

____15. What is your major responsibility as a 4-H leader?
    1. principal organizational leader      5. project leader
    2. co-organizational leader             6. activity leader
    3. assistant organizational leader      7. other, specify_____
    4. special interest or program leader

____16. How many members are in your club for the 1977-78 4-H year?
    1. 6 to 12                 5. 51 to 75
    2. 13 to 20                6. 76 to 100
    3. 21 to 35                7. more than 100
    4. 36 to 50

Section II - Directions:   Please CIRCLE the number in the column that best indicates your
need for training in the leader training unit listed at the right.
We are only interested in the areas in which you feel you need
training.  DO NOT consider time or geographic requirements for
training as you complete thais section.

The code for answering the questions follows:

    1.  I DO NOT need training
    2.  I DO NOT KNOW if I need training
    3.  I need VERY LITTLE  training
    4.  I need SOME training
    5.  I need EXTENSIVE training

---

Example:

1  2  3  4  ⑤   0.   4-H Recreation . . .

        explores the basic steps in planning and conducting exciting
recreational activities with 4-H members.

    (The respondent has had very little training in this area and would
sincerely like to learn more.)

---

### Twenty-Five Leaders Training Units

1  2  3  4  5      20.  What is 4-H? . . .
        explores the definition, history, philosophy, objectives, and
types of 4-H programs.

1  2  3  4  5      21.  The 4-H Club . . .
        explores the types of 4-H programs with emphasis given to enroll-
ment, projects, activities and recognition for school or community
multi-project and project clubs.

1  2  3  4  5      22.  The 4-H Leadership Team . . .
        stresses the importance of volunteers working together to fill
the roles necessary in the 4-H Club.  An overview of organization,
project, activity, teen and  resource leaders is given.

1  2  3  4  5      23.  4-H Leadership Team Job Descriptions . . .
        explores the roles volunteer and paid staff fill in the 4-H
program.  The unit stresses the importance of involving parents.  It
also helps volunteers understand their role and the importance of each
role in the club.

1  2  3  4  5      24.  Local 4-H Program Operation . . .
        helps the volunteer understand how a 4-H club functions with
attention given to utilizing committees, 4-H officers and 4-H parents.

1  2  3  4  5      25.  How to Organize a 4-H Club . . .
        explores the steps necessary to organize a 4-H club, including
planning publicity and family meetings.  Special helps for recruiting
volunteers are included.

1  2  3  4  5      26.  Yearly Planning . . .
        involves the volunteer in learning to plan 4-H meetings and events
by considering the members' needs, community happenings, and county
4-H program.

1  2  3  4  5      27.  Program Planning . . .
        explores the process of planning specific 4-H meetings and
programs.  This unit gives tips on how to actively involve the 4-H
members in making 4-H program decisions.

1  2  3  4  5      28.  The 4-H Meeting . . .
        explores the four parts of the 4-H meeting; opening ceremonies,
business, program, and recreation.  Special tips on how to conduct
the business portions are included.

The code for answering the questions follows:
1. I <u>DO NOT</u> need training
2. I <u>DO NOT</u> KNOW if I need training
3. I need <u>VERY LITTLE</u> training
4. I need <u>SOME</u> training
5. I need <u>EXTENSIVE</u> training

1 2 3 4 5    29. <u>4-H Meeting Program Sources and Resources</u> . . .
gives the volunteer ideas for finding resource people and materials for outstanding 4-H programs. This unit stresses the use of 4-H members and parents as well as community resource people.

1 2 3 4 5    30. <u>Public Relations</u> . . .
explores how to tell the 4-H story 365 days a year. This unit stresses the importance of involving club members and parents in public relations.

1 2 3 4 5    31. <u>Why Be a Volunteer</u> . . .
explores the opportunities available to the volunteer. This unit emphasis is on the personal growth and satisfaction the volunteer can gain while helping boys and girls.

1 2 3 4 5    32. <u>Cooperating With School Officials</u> . . .
emphasizes the importance of good club/school relationships. This unit explores how club and school can work together to accomplish common goals in youth development.

1 2 3 4 5    33. <u>Sample Constitutions</u> . . .
includes the importance of a club constitution and by-laws. This unit explores who can write, why have, and what to include in a constitution.

1 2 3 4 5    34. <u>Basic Needs of Boys and Girls</u> . . .
provides the volunteer with a general understanding of the needs and desires of their members. The unit urges volunteers to determine how these needs can affect both behavior and decision making of the 4-H members.

1 2 3 4 5    35. <u>Understanding Youth</u> . . .
challenges volunteers to explore different aspects of youth and their behavior. It focuses upon factors that cause behavior and suggests effective ways of dealing with these causes.

1 2 3 4 5    36. <u>Working With All Youth</u> . . .
assists the volunteer in understanding the process of leadership, examining their personal leadership styles, and identifying ways to improve their effectiveness as leaders.

1 2 3 4 5    37. <u>Programs for Older Youth</u> . . .
involves volunteers in actively learning about today's teens. The unit identifies programs that interest teens and stresses the importance of program planning <u>with the teen</u>, not for the teens.

1 2 3 4 5    38. <u>Motivation</u> . . .
identifies the relationship between attitude and motivation. It describes factors that influence motivation. In addition, this unit provides guidelines to follow in stimulating the low motivated and guiding the highly motivated.

1 2 3 4 5    39. <u>Teaching Tools and Techniques</u> . . .
helps the volunteer explore how to fully utilize ongoing 4-H programs to help boys and girls learn. The unit gives practical ideas on ways to make the 4-H meeting an exciting educational experience with the use of innovative teaching techniques and teaching aids.

1 2 3 4 5    40. <u>4-H Projects</u> . . .
explores the importance of the 4-H project in reaching youth. This unit helps the volunteer define a 4-H project, explain what makes a completed 4-H project, and help youth select 4-H projects.

The code for answering the questions follows:
1. I DO NOT need training
2. I DO NOT KNOW if I need training
3. I need VERY LITTLE training
4. I need SOME training
5. I need EXTENSIVE training

1 2 3 4 5    41. 4-H Activities and Events . . .
             provides an overview of some common 4-H activities and events.
             This unit stresses the importance of local 4-H activities and events.

1 2 3 4 5    42. Speeches and Demonstrations . . .
             helps the volunteer learn how to help boys and girls learn skills
             in public speaking. This unit outlines what makes, and how members can
             write and present, a good talk or demonstration.

1 2 3 4 5    43. Incentives and Awards in 4-H . . .
             encourages the volunteer to evaluate how incentives affect the
             4-H members. This unit stresses how to use non-material as well as
             material rewards in the 4-H program.

1 2 3 4 5    44. Record Keeping . . .
             explores the philosophy of record keeping. This unit gives tips
             on ways to help youth learn skills in organization of personal record
             keeping. It stresses the importance of record keeping as a 4-H learning
             experience.

Section III - Directions: Please CHECK(X) the FIVE TOPICS in which you feel you need the
most training in the next year.

_____51. What is 4-H?

_____52. The 4-H Club

_____53. The 4-H Leadership Team

_____54. The Leadership Team Job Description

_____55. Local 4-H Program Operation

_____56. How to Organize a 4-H Club

_____57. Yearly Planning

_____58. Program Planning

_____59. The 4-H Meeting

_____60. 4-H Meeting Program Sources
          and Resources

_____61. Public Relations

_____62. Why Be a Volunteer

_____63. Cooperating with School Officials

_____64. Sample Constitutions

_____65. Basic Needs of Boys and Girls

_____66. Understanding Youth

_____67. Working with All Youth

_____68. Programs for Older Youth

_____69. Motivation

_____70. Teaching Tools and Techniques

_____71. 4-H Projects

_____72. 4-H Activities and Events

_____73. Speeches and Demonstrations

_____74. Incentives and Awards in 4-H

_____75. Record Keeping

DID YOU CHECK ONLY FIVE???????????????????

Section IV - Directions: Please list areas other than those already mentioned in which you
feel you need leader training.

76._____

77._____

78._____

APPENDIX B

COUNTY EXTENSION PROFESSIONAL QUESTIONNAIRE

AND LETTER

# COOPERATIVE EXTENSION SERVICE

**OKLAHOMA STATE UNIVERSITY**

**4-H AND YOUTH DEVELOPMENT PROGRAMS**

**DIVISION OF AGRICULTURE**

**STILLWATER, OKLAHOMA 74074**

March 23, 1978

Dear Co-Worker:

You are one of 140 Oklahoma County Extension Professionals selected to participate in a 4-H study to determine <u>leader training needs of Oklahoma 4-H volunteer leaders</u>. Your name was randomly selected to represent the more than 220 county extension professionals in Oklahoma. Your cooperation, input, and speedy return of the attached survey will help make the study a success. Please return the completed survey in the enclosed self-addressed envelope. Please return no later than April 7, 1978.

The results of this study will be used to aid district and state 4-H staff in the use of 25 leader training lessons presently being developed in the State 4-H office. Your input will help 4-H staff plan in-service training for extension field staff and 4-H volunteers.

Individual questionnaires will not be identified and all individual responses will remain <u>strictly</u> <u>confidential</u>.

Your cooperation in developing this study of training needs will help improve the quality of the Oklahoma 4-H program.

Thank you for your assistance.

Sincerely,

*Glenna Gibson Ott*

Glenna Gibson Ott
State 4-H Staff Assistant

GGO:cb

Enclosures

4-H VOLUNTEER LEADER TRAINING NEEDS SURVEY - COUNTY PROFESSIONALS

This questionnaire is designed to provide you with an opportunity to express the training needs you perceive 4-H leaders in your county have. Your input will be used to design district in-service training meetings for county volunteer leader training teams which will consist of volunteer leaders, extension professionals, and in some counties, program assistants. Your answers are very important!!!

Section I - Directions: Personal information is needed about you. Select the letter (1-7) that best answers the question and write in the space to the left of the question number.

____ 6. 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

____ 7. What is your present age?
    1. 25 year 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

____ 8. What is your sex?
    1. male
    2. female

____ 9. In what extension district do you work?
    1. northwest         4. northeast
    2. southwest        5. southeast
    3. central

____10. What is your bachelor's degree area?
    1. home economics
    2. agriculture
    3. other, specify_____

____11. What is your educational status?
    1. bachelor's degree
    2. bachelor's degree plus some graduate work
    3. master's degree
    4. master's degree plus some graduate work
    5. doctorial degree
    6. doctorial degree plus some graduate work
    7. other, specify_____

____12. What is your area of responsibility in the county?
    1. 4-H
    2. home economics
    3. agriculture
    4. 4-H and home economics
    5. 4-H and agriculture
    6. other, specify_____

____13. What is your title?
    1. county extension director
    2. county extension agent - agriculture
    3. county extension agent - 4-H
    4. county extension home economist
    5. county extension home economist - 4-H
    6. other, specify_____

Section II - Directions: Please CIRCLE the number in the column that best indicates your county leaders' needs for training in the leader training unit listed at the right. We are only interested in the areas in which you feel leaders need training. DO NOT consider time or geographic requirements for training as you complete this section.

The code for answering the questions follows:

1. Our leaders DO NOT need training
2. I DO NOT KNOW if our leaders need training
3. Our leaders need VERY LITTLE training
4. Our leaders need SOME training
5. Our leaders need EXTENSIVE training

---

Example:

1  2  3  4  ⑤    0.  4-H Recreation . . .

explores the basic steps in planning and conducting exciting recreational activities with 4-H members.

(The respondent has had very little training in this area and would sincerely like to learn more.)

---

## Twenty-Five Leaders Training Units

1  2  3  4  5    20.  What is 4-H? . . .
explores the definition, history, philosophy, objectives, and types of 4-H programs.

1  2  3  4  5    21.  The 4-H Club . . .
explores the types of 4-H programs with emphasis given to enrollment, projects, activities and recognition for school or community multi-project and project clubs.

1  2  3  4  5    22.  The 4-H Leadership Team . . .
stresses the importance of volunteers working together to fill the roles necessary in the 4-H Club. An overview of organization, project, activity, teen and resource leaders is given.

1  2  3  4  5    23.  4-H Leadership Team Job Descriptions . . .
explores the roles volunteer and paid staff fill in the 4-H program. The unit stresses the importance of involving parents. It also helps volunteers understand their role and the importance of each role in the club.

1  2  3  4  5    24.  Local 4-H Program Operation . . .
helps the volunteer understand how a 4-H club functions with attention given to utilizing committees, 4-H officers and 4-H parents.

1  2  3  4  5    25.  How to Organize a 4-H Club . . .
explores the steps necessary to organize a 4-H club, including planning publicity and family meetings. Special helps for recruiting volunteers are included.

1  2  3  4  5    26.  Yearly Planning . . .
involves the volunteer in learning to plan 4-H meetings and events by considering the members' needs, community happenings, and county 4-H program.

1  2  3  4  5    27.  Program Planning . . .
explores the process of planning specific 4-H meetings and programs. This unit gives tips on how to actively involve the 4-H members in making 4-H program decisions.

1  2  3  4  5    28.  The 4-H Meeting . . .
explores the four parts of the 4-H meeting; opening ceremonies, business, program, and recreation. Special tips on how to conduct the business portions are included.

The code for answering the quesions follows:    1.  Our leaders DO NOT need training
                                                 2.  I DO NOT KNOW if our leaders need training
                                                 3.  Our leaders need VERY LITTLE training
                                                 4.  Our leaders need SOME training
                                                 5.  Our leaders need EXTENSIVE training


1  2  3  4  5     29.  4-H Meeting Program Sources and Resources . . .
                       gives the volunteer ideas for finding resource people and materials
                       for outstanding 4-H programs.  This unit stresses the use of 4-H
                       members and parents as well as community resource people.


1  2  3  4  5     30.  Public Relations . . .
                       explores how to tell the 4-H story 365 days a year.  This unit
                       stresses the importance of involving club members and parents in
                       public relations.


1  2  3  4  5     31.  Why Be a Volunteer . . .
                       explores the opportunities available to the volunteer.  This unit
                       emphasis is on the personal growth and satisfaction the volunteer
                       can gain while helping boys and girls.


1  2  3  4  5     32.  Cooperating With School Officials . . .
                       emphasizes the importance of good club/school relationships.
                       This unit explores how club and school can work together to accomplish
                       common goals in youth development.


1  2  3  4  5     33.  Sample Constitutions . . .
                       includes the importance of a club constitution and by-laws.  This
                       unit explores who can write, why have, and what to include in a
                       constitution.


1  2  3  4  5     34.  Basic Needs of Boys and Girls . . .
                       provides the volunteer with a general understanding of the needs
                       and desires of their members.  The unit urges volunteers to determine how
                       these needs can affect both behavior and decision making of the 4-H
                       members.


1  2  3  4  5     35.  Understanding Youth . . .
                       challenges volunteers to explore different aspects of youth and
                       their behavior.  It focuses upon factors that cause behavior and
                       suggests effective ways of dealing with these causes.


1  2  3  4  5     36.  Working With All Youth . . .
                       assists the volunteer in understanding the process of leadership,
                       examining their personal leadership styles, and identifying ways to
                       improve their effectiveness as leaders.


1  2  3  4  5     37.  Programs for Older Youth . . .
                       involves volunteers in actively learning about today's teens.  The
                       unit identifies programs that interest teens and stresses the importance
                       of program planning with the teen, not for the teens.


1  2  3  4  5     38.  Motivation . . .
                       identifies the relationship between attitude and motivation.  It
                       describes factors that influence motivation.  In addition, this unit
                       provides guidelines to follow in stimulating the low motivated and
                       guiding the highly motivated.


1  2  3  4  5     39.  Teaching Tools and Techniques . . .
                       helps the volunteer explore how to fully utilize ongoing 4-H
                       programs to help boys and girls learn.  The unit gives practical ideas
                       on ways to make the 4-H meeting an exciting educational experience
                       with the use of innovative teaching techniques and teaching aids.


1  2  3  4  5     40.  4-H Projects . . .
                       explores the importance of the 4-H project in reaching youth.
                       This unit helps the volunteer define a 4-H project, explain what makes
                       a completed 4-H project, and help youth select 4-H projects.

The code for answering the questions follows:
1. Our leaders DO NOT need training
2. I DO NOT KNOW if our leaders need training
3. Our leaders need VERY LITTLE training
4. Our leaders need SOME training
5. Our leaders need EXTENSIVE training

1 2 3 4 5     41. 4-H Activities and Events . . .
         provides an overview of some common 4-H activities and events. This unit stresses the importance of local 4-H activities and events.

1 2 3 4 5     42. Speeches and Demonstrations . . .
         helps the volunteer learn how to help boys and girls learn skills in public speaking. This unit outlines what makes, and how members can write and present, a good talk or demonstration.

1 2 3 4 5     43. Incentives and Awards in 4-H . . .
         encourages the volunteer to evaluate how incentives affect the 4-H members. This unit stresses how to use non-material as well as material rewards in the 4-H program.

1 2 3 4 5     44. Record Keeping . . .
         explores the philosophy of record keeping. This unit gives tips on ways to help youth learn skills in organization of personal record keeping. It stresses the importance of record keeping as a 4-H learning experience.

**Section III - Directions:** Please CHECK (X) ONLY FIVE. Please CHECK (X) the FIVE TOPICS in which you feel the leaders in your county most need training in the next year.

____51. What is 4-H?

____52. The 4-H Club

____53. The 4-H Leadership Team

____54. The Leadership Team Job Description

____55. Local 4-H Program Operation

____56. How to Organize a 4-H Club

____57. Yearly Planning

____58. Program Planning

____59. The 4-H Meeting

____60. 4-H Meeting Program Sources and Resources

____61. Public Relations

____62. Why Be a Volunteer

____63. Cooperating with School Officials

____64. Sample Constitutions

____65. Basic Needs of Boys and Girls

____66. Understanding Youth

____67. Working with All Youth

____68. Programs for Older Youth

____69. Motivation

____70. Teaching Tools and Techniques

____71. 4-H Projects

____72. 4-H Activities and Events

____73. Speeches and Demonstrations

____74. Incentives and Awards in 4-H

____75. Record Keeping

DID YOU CHECK ONLY FIVE??????????????????????

**Section IV - Directions:** Please list areas other than those already mentioned in which you feel 4-H leaders in your county need leader training.

76._____

77._____

78._____

APPENDIX C

DISTRICT AND STATE 4-H STAFF QUESTIONNAIRE

AND LETTER

# COOPERATIVE EXTENSION SERVICE

| OKLAHOMA STATE UNIVERSITY | | DIVISION OF AGRICULTURE |
|---|---|---|
| 4-H AND YOUTH DEVELOPMENT PROGRAMS | | STILLWATER, OKLAHOMA 74074 |

April 27, 1978

TO: State 4-H Staff
    District 4-H Agents

Dear Co-Workers:

As you are aware, 25 leader training lessons are presently being developed. These lessons will be available for use in counties after the inservice training scheduled this fall. As a part of this project, I am conducting a study to determine the priority leader training needs of volunteer 4-H leaders in Oklahoma. This study is a comparison of the perceptions of training needs as seen by a random sample of county extension professionals, volunteer leaders and state and district 4-H staff.

The results of this study will then be shared with you, so you can use the data in planning programs related to volunteer leader training. In addition, the results of the study will be shared with the participants of the leader training inservice programs scheduled this fall.

Please complete the enclosed questionnaire. Please return it by May 5.

Thank you for your cooperation and support.

Sincerely,

Glenna Gibson Ott
State 4-H Staff Assistant

GGO:cb

Enclosure

4-H VOLUNTEER LEADER TRAINING NEEDS SURVEY - STAFF & DISTRICT STAFF

This questionnaire is designed to provide you an opportunity to express the **needs** you per-
ceive 4-H leaders in Oklahoma have. Your assistance is needed so that adequate information can
be available to help direct leader training opportunities.

Section I - Directions: Personal information is needed about you. Select the number (1-7)
that best answers the question and write in the space to the left of
the question number.

_____ 6. How many **years** have you worked in a professional county extension position?
   1. 1 month to less than 1 year
   2. 1 year to less than 3 years
   3. 3 years to less than 5 years
   4. 5 years to less than 8 years
   5. 8 years to less than 15 years
   6. 15 years to less than 25 years
   7. 25 years or more

_____ 7. How many years have you worked in a professional district or state extension position?
   1. 1 month to less than 1 year
   2. 1 year to less than 3 years
   3. 3 years to less than 5 years
   4. 5 years to less than 8 years
   5. 8 years to less than 15 years
   6. 15 years to less than 25 years
   7. 25 years or more

_____ 8. 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

_____ 9. What is your sex?
   1. male
   2. female

_____ 10. At what extension level do you work?
   1. district
   2. state

_____ 11. What is your bachelor's degree area?
   1. home economics
   2. agriculture
   3. other, specify_____

_____ 12. What is your educational status?
   1. bachelor's degree
   2. bachelor's degree plus some graduate work
   3. master's degree
   4. master's degree plus some graduate work
   5. doctorial degree
   6. doctorial degree plus some graduate work
   7. other, specify_____

Section II - Directions:   Please CIRCLE the number in the column that best indicates Oklahoma
4-H leaders' needs for training in the leader training unit listed
at the right.  We are only interested in the areas in which you feel
leaders need training.  DO NOT consider time or geographic requirement
for training as you complete this section.

The code for answering the questions follows:

    1.  Oklahoma 4-H Leaders DO NOT need training
    2.  I DO NOT KNOW if Oklahoma 4-H Leaders need training
    3.  Oklahoma 4-H Leaders need VERY LITTLE training
    4.  Oklahoma 4-H Leaders need SOME training
    5.  Oklahoma 4-H Leaders need EXTENSIVE training

---

Example:

1  2  3  4  ⑤   0.   4-H Recreation . . .

        explores the basic steps in planning and conducting exciting
recreational activities with 4-H members.

    (The respondent has had very little training in this area and would
sincerely like to learn more.)

---

### Twenty-Five Leaders Training Units

1  2  3  4  5    20.   What is 4-H? . . .
        explores the definition, history, philosophy, objectives, and
types of 4-H programs.

1  2  3  4  5    21.   The 4-H Club . . .
        explores the types of 4-H programs with emphasis given to enroll-
ment, projects, activities and recognition for school or community
multi-project and project clubs.

1  2  3  4  5    22.   The 4-H Leadership Team . . .
        stresses the importance of volunteers working together to fill
the roles necessary in the 4-H Club.  An overview of organization,
project, activity, teen and  resource leaders is given.

1  2  3  4  5    23.   4-H Leadership Team Job Descriptions . . .
        explores the roles volunteer and paid staff fill in the 4-H
program.  The unit stresses the importance of involving parents.  It
also helps volunteers understand their role and the importance of each
role in the club.

1  2  3  4  5    24.   Local 4-H Program Operation . . .
        helps the volunteer understand how a 4-H club functions with
attention given to utilizing committees, 4-H officers and 4-H parents.

1  2  3  4  5    25.   How to Organize a 4-H Club . . .
        explores the steps necessary to organize a 4-H club, including
planning publicity and family meetings.  Special helps for recruiting
volunteers are included.

1  2  3  4  5    26.   Yearly Planning . . .
        involves the volunteer in learning to plan 4-H meetings and events
by considering the members' needs, community happenings, and county
4-H program.

1  2  3  4  5    27.   Program Planning . . .
        explores the process of planning specific 4-H meetings and
programs.  This unit gives tips on how to actively involve the 4-H
members in making 4-H program decisions.

1  2  3  4  5    28.   The 4-H Meeting . . .
        explores the four parts of the 4-H meeting; opening ceremonies,
business, program, and recreation.  Special tips on how to conduct
the business portions are included.

The code for answering the questions follows:

1. Oklahoma 4-H Leaders DO NOT need training
2. I DO NOT KNOW if Oklahoma 4-H Leaders need training
3. Oklahoma 4-H Leaders need VERY LITTLE training
4. Oklahoma 4-H Leaders need SOME training
5. Oklahoma 4-H Leaders need EXTENSIVE training

1 2 3 4 5    29. 4-H Meeting Program Sources and Resources . . .
gives the volunteer ideas for finding resource people and materials for outstanding 4-H programs. This unit stresses the use of 4-H members and parents as well as community resource people.

1 2 3 4 5    30. Public Relations . . .
explores how to tell the 4-H story 365 days a year. This unit stresses the importance of involving club members and parents in public relations.

1 2 3 4 5    31. Why Be a Volunteer . . .
explores the opportunities available to the volunteer. This unit emphasis is on the personal growth and satisfaction the volunteer can gain while helping boys and girls.

1 2 3 4 5    32. Cooperating With School Officials . . .
emphasizes the importance of good club/school relationships. This unit explores how club and school can work together to accomplish common goals in youth development.

1 2 3 4 5    33. Sample Constitutions . . .
includes the importance of a club constitution and by-laws. This unit explores who can write, why have, and what to include in a constitution.

1 2 3 4 5    34. Basic Needs of Boys and Girls . . .
provides the volunteer with a general understanding of the needs and desires of their members. The unit urges volunteers to determine how these needs can affect both behavior and decision making of the 4-H members.

1 2 3 4 5    35. Understanding Youth . . .
challenges volunteers to explore different aspects of youth and their behavior. It focuses upon factors that cause behavior and suggests effective ways of dealing with these causes.

1 2 3 4 5    36. Working With All Youth . . .
assists the volunteer in understanding the process of leadership, examining their personal leadership styles, and identifying ways to improve their effectiveness as leaders.

1 2 3 4 5    37. Programs for Older Youth . . .
involves volunteers in actively learning about today's teens. The unit identifies programs that interest teens and stresses the importance of program planning with the teen, not for the teens.

1 2 3 4 5    38. Motivation . . .
identifies the relationship between attitude and motivation. It describes factors that influence motivation. In addition, this unit provides guidelines to follow in stimulating the low motivated and guiding the highly motivated.

1 2 3 4 5    39. Teaching Tools and Techniques . . .
helps the volunteer explore how to fully utilize ongoing 4-H programs to help boys and girls learn. The unit gives practical ideas on ways to make the 4-H meeting an exciting educational experience with the use of innovative teaching techniques and teaching aids.

1 2 3 4 5    40. 4-H Projects . . .
explores the importance of the 4-H project in reaching youth. This unit helps the volunteer define a 4-H project, explain what makes a completed 4-H project, and help youth select 4-H projects.

The code for answering the questions follows:

> 1. Oklahoma 4-H Leaders DO NOT need training
> 2. I DO NOT KNOW if Oklahoma 4-H Leaders need training
> 3. Oklahoma 4-H Leaders need VERY LITTLE training
> 4. Oklahoma 4-H Leaders need SOME training
> 5. Oklahoma 4-H Leaders need EXTENSIVE training

1 2 3 4 5    41. 4-H Activities and Events . . .
> provides an overview of some common 4-H activities and events. This unit stresses the importance of local 4-H activities and events.

1 2 3 4 5    42. Speeches and Demonstrations . . .
> helps the volunteer learn how to help boys and girls learn skills in public speaking. This unit outlines what makes, and how members can write and present, a good talk or demonstration.

1 2 3 4 5    43. Incentives and Awards in 4-H . . .
> encourages the volunteer to evaluate how incentives affect the 4-H members. This unit stresses how to use non-material as well as material rewards in the 4-H program.

1 2 3 4 5    44. Record Keeping . . .
> explores the philosophy of record keeping. This unit gives tips on ways to help youth learn skills in organization of personal record keeping. It stresses the importance of record keeping as a 4-H learning experience.

Section III - Directions: Please CHECK (X) ONLY FIVE. Please CHECK (X) the FIVE TOPICS in which you feel the leaders in Oklahoma most need training in the next year.

____51. What is 4-H?

____52. The 4-H Club

____53. The 4-H Leadership Team

____54. The Leadership Team Job Description

____55. Local 4-H Program Operation

____56. How to Organize a 4-H Club

____57. Yearly Planning

____58. Program Planning

____59. The 4-H Meeting

____60. 4-H Meeting Program Sources and Resources

____61. Public Relations

____62. Why Be a Volunteer

____63. Cooperating with School Officials

____64. Sample Constitutions

____65. Basic Needs of Boys and Girls

____66. Understanding Youth

____67. Working with All Youth

____68. Programs for Older Youth

____69. Motivation

____70. Teaching Tools and Techniques

____71. 4-H Projects

____72. 4-H Activities and Events

____73. Speeches and Demonstrations

____74. Incentives and Awards in 4-H

____75. Record Keeping

DID YOU CHECK ONLY FIVE????????????????????

Section IV - Directions: Please list areas other than those already mentioned in which you feel 4-H leaders in Oklahoma need leader training.

76._____

77._____

78._____

APPENDIX D

LEVEL OF PERCEIVED TRAINING NEEDS FRE-

QUENCY AND PERCENT FOR ALL GROUPS

TABLE XXII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 56 | 29.95 | 15 | 8.02 | 28 | 14.97 | 78 | 41.71 | 10 | 5.35 | 7 |
| The 4-H Club | 28 | 15.05 | 12 | 6.45 | 36 | 19.35 | 89 | 47.85 | 21 | 11.29 | 8 |
| The 4-H Leadership Team | 19 | 10.16 | 13 | 6.95 | 33 | 17.65 | 85 | 45.45 | 37 | 19.79 | 7 |
| 4-H Leadership Team Job Description | 22 | 11.83 | 11 | 5.91 | 34 | 18.28 | 82 | 44.09 | 37 | 19.89 | 8 |
| Local 4-H Program Operation | 33 | 17.74 | 9 | 4.84 | 38 | 20.43 | 79 | 42.47 | 27 | 14.52 | 8 |
| How to Organize a 4-H Club | 50 | 26.88 | 9 | 4.84 | 32 | 17.20 | 63 | 33.87 | 32 | 17.20 | 8 |
| Yearly Planning | 26 | 13.98 | 12 | 6.45 | 32 | 17.20 | 78 | 41.94 | 38 | 20.43 | 8 |
| Program Planning | 17 | 9.14 | 6 | 3.23 | 28 | 15.05 | 84 | 45.16 | 51 | 27.42 | 8 |
| The 4-H Meeting | 53 | 28.34 | 12 | 6.42 | 43 | 22.99 | 55 | 29.41 | 24 | 12.83 | 7 |
| 4-H Meeting Program Sources and Resources | 17 | 9.09 | 7 | 3.74 | 24 | 12.83 | 83 | 44.39 | 56 | 29.95 | 7 |
| Public Relations | 18 | 9.63 | 13 | 6.95 | 31 | 16.58 | 83 | 44.39 | 42 | 22.46 | 7 |
| Why be a Volunteer | 65 | 34.76 | 9 | 4.81 | 33 | 17.65 | 58 | 31.02 | 22 | 11.76 | 7 |
| Cooperating with School Officials | 57 | 30.32 | 11 | 5.85 | 28 | 14.89 | 47 | 25.00 | 45 | 23.94 | 6 |
| Sample Constitution | 27 | 14.52 | 18 | 9.68 | 26 | 13.98 | 62 | 33.33 | 53 | 28.49 | 8 |

TABLE XXII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 25 | 13.37 | 11 | 5.88 | 30 | 16.04 | 79 | 42.25 | 42 | 22.46 | 7 |
| Understanding Youth | 24 | 12.97 | 9 | 4.86 | 33 | 17.84 | 67 | 36.22 | 52 | 28.11 | 9 |
| Working with All Youth | 17 | 9.14 | 14 | 7.53 | 24 | 12.90 | 88 | 47.31 | 43 | 23.12 | 8 |
| Program for Older Youth | 17 | 9.09 | 10 | 5.35 | 13 | 6.95 | 76 | 40.64 | 71 | 37.97 | 7 |
| Motivation | 8 | 4.30 | 12 | 6.45 | 25 | 13.44 | 77 | 41.40 | 64 | 34.41 | 8 |
| Teaching Tools and Techniques | 13 | 6.91 | 6 | 3.19 | 20 | 10.64 | 83 | 44.15 | 66 | 35.11 | 6 |
| 4-H Projects | 22 | 11.76 | 11 | 5.88 | 22 | 11.76 | 91 | 48.66 | 41 | 21.93 | 7 |
| 4-H Activities and Events | 26 | 14.53 | 13 | 7.26 | 43 | 24.02 | 80 | 44.69 | 17 | 9.50 | 15 |
| Speeches and Demonstrations | 24 | 13.19 | 8 | 4.40 | 26 | 14.29 | 54 | 29.67 | 70 | 38.46 | 12 |
| Incentives and Awards in 4-H | 11 | 6.04 | 9 | 4.95 | 24 | 13.19 | 86 | 47.25 | 52 | 28.57 | 12 |
| Record Keeping | 7 | 3.85 | 2 | 1.10 | 15 | 8.24 | 66 | 36.26 | 92 | 50.55 | 12 |

## TABLE XXIII

## LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
## RESPONSES OF COUNTY EXTENSION PROFESSIONALS

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 3 | 2.33 | 6 | 4.65 | 37 | 28.68 | 78 | 60.47 | 5 | 3.88 | 0 |
| The 4-H Club | 8 | 6.20 | 4 | 3.10 | 26 | 20.16 | 77 | 59.69 | 14 | 10.85 | 0 |
| The 4-H Leadership Team | 5 | 3.88 | 5 | 3.88 | 23 | 17.83 | 54 | 41.86 | 42 | 32.56 | 0 |
| 4-H Leadership Team Job Description | 2 | 1.55 | 5 | 3.88 | 20 | 15.50 | 71 | 55.04 | 31 | 24.03 | 0 |
| Local 4-H Program Operation | 5 | 3.88 | 4 | 3.10 | 23 | 17.83 | 60 | 46.51 | 37 | 28.68 | 0 |
| How to Organize a 4-H Club | 11 | 8.53 | 7 | 5.43 | 35 | 27.13 | 52 | 40.31 | 24 | 18.60 | 0 |
| Yearly Planning | 3 | 2.33 | 3 | 2.33 | 29 | 22.48 | 47 | 36.43 | 47 | 36.43 | 0 |
| Program Planning | 0 | 0.00 | 6 | 4.65 | 24 | 18.60 | 58 | 44.96 | 41 | 31.78 | 0 |
| The 4-H Meeting | 10 | 7.81 | 4 | 3.13 | 43 | 33.59 | 53 | 41.41 | 18 | 14.06 | 1 |
| 4-H Meeting Program Sources and Resources | 12 | 9.30 | 4 | 3.10 | 25 | 19.38 | 61 | 47.29 | 27 | 20.93 | 0 |
| Public Relations | 13 | 10.08 | 7 | 5.43 | 21 | 16.28 | 62 | 48.06 | 26 | 20.16 | 0 |
| Why be a Volunteer | 7 | 5.47 | 5 | 3.91 | 38 | 29.69 | 52 | 40.63 | 26 | 20.31 | 1 |
| Cooperating with School Officials | 20 | 15.63 | 3 | 2.34 | 33 | 25.78 | 50 | 39.06 | 22 | 17.19 | 1 |
| Sample Constitution | 21 | 16.54 | 20 | 15.75 | 37 | 29.13 | 39 | 30.71 | 10 | 7.87 | 2 |
| Basic Needs of Boys and Girls | 8 | 6.20 | 8 | 6.20 | 30 | 23.26 | 63 | 48.84 | 20 | 15.50 | 0 |

TABLE XXIII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Understanding Youth | 10 | 7.75 | 3 | 2.33 | 22 | 17.05 | 66 | 51.16 | 28 | 21.71 | 0 |
| Working with All Youth | 5 | 3.88 | 3 | 2.33 | 18 | 13.95 | 72 | 55.81 | 31 | 24.03 | 0 |
| Program for Older Youth | 2 | 1.56 | 0 | 0.00 | 15 | 11.72 | 52 | 40.63 | 59 | 46.09 | 1 |
| Motivation | 3 | 2.33 | 3 | 2.33 | 21 | 16.28 | 55 | 42.64 | 47 | 36.43 | 0 |
| Teaching Tools and Techniques | 4 | 3.10 | 0 | 0.00 | 18 | 13.95 | 61 | 47.29 | 46 | 35.66 | 0 |
| 4-H Projects | 9 | 6.98 | 1 | 0.78 | 29 | 22.48 | 65 | 50.39 | 25 | 19.38 | 0 |
| 4-H Activities and Events | 21 | 16.28 | 6 | 4.65 | 47 | 36.43 | 42 | 32.56 | 13 | 10.08 | 0 |
| Speeches and Demonstrations | 14 | 10.85 | 3 | 2.33 | 26 | 20.16 | 55 | 42.64 | 31 | 24.03 | 0 |
| Incentives and Awards in 4-H | 8 | 6.25 | 0 | 0.00 | 37 | 28.91 | 69 | 53.91 | 14 | 10.94 | 1 |
| Record Keeping | 2 | 1.56 | 1 | 0.78 | 22 | 17.19 | 50 | 39.06 | 53 | 41.41 | 1 |

TABLE XXIV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF THE STATE AND DISTRICT STAFF

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 8 | 72.73 | 1 | 9.09 | 0 |
| The 4-H Club | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 8 | 72.73 | 2 | 18.18 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4 | 36.36 | 7 | 63.64 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 6 | 54.55 | 5 | 45.45 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4 | 36.36 | 7 | 63.64 | 0 |
| How to Organize a 4-H Club | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 5 | 45.45 | 4 | 36.36 | 0 |
| Yearly Planning | 0 | 0.00 | 1 | 9.09 | 0 | 0.00 | 3 | 27.27 | 7 | 63.64 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 9 | 81.82 | 0 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 5 | 45.45 | 4 | 36.36 | 0 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 6 | 54.55 | 4 | 36.36 | 0 |
| Public Relations | 0 | 0.00 | 0 | 0.00 | 3 | 27.27 | 6 | 54.55 | 2 | 18.18 | 0 |
| Why be a Volunteer | 0 | 0.00 | 0 | 0.00 | 4 | 36.36 | 4 | 36.36 | 3 | 27.27 | 0 |
| Cooperating with School Officials | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 6 | 54.55 | 4 | 36.36 | 0 |
| Sample Constitution | 0 | 0.00 | 1 | 9.09 | 5 | 45.45 | 5 | 45.45 | 0 | 0.00 | 0 |
| Basic Needs of Boys and Girls | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 5 | 45.45 | 5 | 45.45 | 0 |

TABLE XXIV (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 3 | 27.27 | 6 | 54.55 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 4 | 36.36 | 6 | 54.55 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 5 | 45.45 | 6 | 54.55 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 5 | 45.45 | 5 | 45.45 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3 | 27.27 | 8 | 72.73 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 4 | 36.36 | 5 | 45.45 | 0 |
| 4-H Activities and Events | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 4 | 36.36 | 5 | 45.45 | 0 |
| Speeches and Demonstrations | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 4 | 36.36 | 5 | 45.45 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 4 | 36.36 | 5 | 45.45 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 6 | 54.55 | 4 | 36.36 | 0 |

TABLE XXV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS,
NORTHWEST DISTRICT (N=48)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 11 | 25.58 | 5 | 11.63 | 3 | 6.98 | 19 | 44.19 | 5 | 11.63 | 5 |
| The 4-H Club | 6 | 13.64 | 1 | 2.27 | 6 | 13.64 | 25 | 56.82 | 6 | 13.64 | 4 |
| The 4-H Leadership Team | 5 | 11.63 | 2 | 4.65 | 1 | 2.33 | 23 | 53.49 | 12 | 27.91 | 5 |
| 4-H Leadership Team Job Description | 3 | 6.98 | 3 | 6.98 | 3 | 13.95 | 21 | 48.84 | 5 | 23.26 | 5 |
| Local 4-H Program Operation | 4 | 9.09 | 1 | 2.27 | 9 | 20.45 | 23 | 52.27 | 7 | 15.91 | 4 |
| How to Organize a 4-H Club | 9 | 20.45 | 4 | 9.09 | 7 | 15.91 | 14 | 31.82 | 10 | 22.73 | 4 |
| Yearly Planning | 4 | 9.30 | 2 | 4.65 | 8 | 18.60 | 25 | 58.14 | 4 | 9.30 | 5 |
| Program Planning | 4 | 9.30 | 0 | 0.00 | 8 | 18.60 | 22 | 51.16 | 9 | 20.93 | 5 |
| The 4-H Meeting | 9 | 20.45 | 4 | 9.09 | 14 | 31.82 | 12 | 27.27 | 5 | 11.36 | 4 |
| 4-H Meeting Program Sources and Resources | 3 | 6.82 | 3 | 6.82 | 5 | 11.36 | 20 | 45.45 | 13 | 29.55 | 4 |
| Public Relations | 5 | 11.36 | 4 | 9.09 | 7 | 15.91 | 16 | 36.36 | 12 | 27.27 | 4 |
| Why be a Volunteer | 12 | 27.91 | 1 | 2.33 | 6 | 13.95 | 17 | 39.53 | 7 | 16.28 | 5 |
| Cooperating with School Officials | 15 | 34.09 | 3 | 6.82 | 3 | 6.82 | 10 | 22.73 | 13 | 29.55 | 4 |
| Sample Constitution | 6 | 13.64 | 2 | 4.55 | 6 | 13.64 | 18 | 40.91 | 12 | 27.27 | 4 |

TABLE XXV (Continued)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Needs of Boys and Girls | 5 | 11.36 | 2 | 4.55 | 4 | 9.09 | 21 | 47.73 | 12 | 27.27 | 4 |
| Understanding Youth | 7 | 16.28 | 2 | 4.65 | 3 | 16.28 | 15 | 34.88 | 12 | 27.91 | 5 |
| Working with All Youth | 1 | 2.27 | 3 | 6.82 | 3 | 4.55 | 25 | 56.82 | 13 | 29.55 | 4 |
| Program for Older Youth | 1 | 2.27 | 1 | 2.27 | 5 | 11.36 | 20 | 45.45 | 17 | 38.64 | 4 |
| Motivation | 1 | 2.33 | 2 | 4.65 | 8 | 18.60 | 13 | 30.23 | 19 | 44.19 | 5 |
| Teaching Tools and Techniques | 1 | 2.27 | 1 | 2.27 | 7 | 15.91 | 14 | 31.82 | 21 | 47.73 | 4 |
| 4-H Projects | 4 | 9.30 | 3 | 6.98 | 4 | 9.30 | 22 | 51.16 | 10 | 23.26 | 5 |
| 4-H Activities and Events | 3 | 7.69 | 1 | 2.56 | 11 | 28.21 | 19 | 48.72 | 5 | 12.82 | 9 |
| Speeches and Demonstrations | 4 | 10.00 | 2 | 5.00 | 3 | 7.50 | 14 | 35.00 | 17 | 42.50 | 8 |
| Incentives and Awards in 4-H | 1 | 2.56 | 1 | 2.56 | 7 | 17.95 | 16 | 41.03 | 14 | 35.90 | 9 |
| Record Keeping | 1 | 2.44 | 1 | 2.44 | 1 | 2.44 | 15 | 36.59 | 23 | 56.10 | 7 |

TABLE XXVI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS,
SOUTHWEST DISTRICT (N=12)

| Topic | Do Not Need Training N | Do Not Need Training % | Do Not Know If Need Training N | Do Not Know If Need Training % | Need Very Little Training N | Need Very Little Training % | Need Some Training N | Need Some Training % | Need Extensive Training N | Need Extensive Training % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 6 | 50.00 | 1 | 8.33 | 1 | 8.33 | 2 | 16.67 | 2 | 16.67 | 0 |
| The 4-H Club | 4 | 33.33 | 0 | 0.00 | 2 | 16.67 | 4 | 33.33 | 2 | 16.67 | 0 |
| The 4-H Leadership Team | 2 | 16.67 | 1 | 8.33 | 0 | 0.00 | 6 | 50.00 | 3 | 25.00 | 0 |
| 4-H Leadership Team Job Description | 1 | 8.33 | 0 | 0.00 | 2 | 16.67 | 5 | 41.67 | 4 | 33.33 | 0 |
| Local 4-H Program Operation | 4 | 33.33 | 0 | 0.00 | 3 | 25.00 | 3 | 25.00 | 2 | 16.67 | 0 |
| How to Organize a 4-H Club | 6 | 50.00 | 0 | 0.00 | 1 | 8.33 | 3 | 25.00 | 2 | 16.67 | 0 |
| Yearly Planning | 4 | 33.00 | 1 | 8.33 | 1 | 8.33 | 3 | 25.00 | 3 | 25.00 | 0 |
| Program Planning | 3 | 25.00 | 1 | 8.33 | 1 | 8.33 | 4 | 33.33 | 3 | 25.00 | 0 |
| The 4-H Meeting | 5 | 41.67 | 2 | 16.67 | 2 | 16.67 | 1 | 8.33 | 2 | 16.67 | 0 |
| 4-H Meeting Program Sources and Resources | 2 | 16.67 | 0 | 0.00 | 0 | 0.00 | 6 | 50.00 | 4 | 33.33 | 0 |
| Public Relations | 1 | 8.33 | 1 | 8.33 | 0 | 0.00 | 6 | 50.00 | 4 | 33.33 | 0 |
| Why be a Volunteer | 6 | 50.00 | 0 | 0.00 | 2 | 16.67 | 3 | 25.00 | 1 | 8.33 | 0 |
| Cooperating with School Officials | 8 | 66.67 | 0 | 0.00 | 1 | 8.33 | 0 | 0.00 | 3 | 25.00 | 0 |
| Sample Constitution | 5 | 41.67 | 2 | 16.67 | 0 | 0.00 | 4 | 33.33 | 1 | 8.33 | 0 |

TABLE XXVI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 3 | 25.00 | 1 | 8.33 | 2 | 16.67 | 5 | 41.67 | 1 | 8.33 | 0 |
| Understanding Youth | 2 | 16.67 | 1 | 8.33 | 3 | 25.00 | 5 | 41.67 | 1 | 8.33 | 0 |
| Working with All Youth | 3 | 25.00 | 1 | 8.33 | 2 | 16.67 | 5 | 41.67 | 1 | 8.33 | 0 |
| Program for Older Youth | 1 | 8.33 | 1 | 8.33 | 1 | 8.33 | 5 | 41.67 | 4 | 33.33 | 0 |
| Motivation | 1 | 8.33 | 0 | 0.00 | 3 | 25.00 | 5 | 41.67 | 3 | 25.00 | 0 |
| Teaching Tools and Techniques | 1 | 8.33 | 1 | 8.33 | 0 | 0.00 | 6 | 50.00 | 4 | 33.33 | 0 |
| 4-H Projects | 3 | 25.00 | 0 | 0.00 | 1 | 8.33 | 5 | 41.67 | 3 | 25.00 | 0 |
| 4-H Activities and Events | 3 | 25.00 | 1 | 8.33 | 3 | 25.00 | 5 | 41.67 | 0 | 0.00 | 0 |
| Speeches and Demonstrations | 3 | 25.00 | 1 | 8.33 | 0 | 0.00 | 2 | 16.67 | 6 | 50.00 | 0 |
| Incentives and Awards in 4-H | 3 | 25.00 | 1 | 8.33 | 1 | 8.33 | 4 | 33.33 | 3 | 25.00 | 0 |
| Record Keeping | 1 | 8.33 | 0 | 0.00 | 1 | 8.33 | 3 | 25.00 | 7 | 58.33 | 0 |

TABLE XXVII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS,
CENTRAL DISTRICT (N=53)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 13 | 24.53 | 3 | 5.66 | 12 | 22.64 | 24 | 45.28 | 1 | 1.89 | 0 |
| The 4-H Club | 4 | 7.55 | 5 | 9.43 | 13 | 24.53 | 27 | 50.94 | 4 | 7.55 | 0 |
| The 4-H Leadership Team | 4 | 7.55 | 4 | 7.55 | 15 | 28.30 | 19 | 35.85 | 11 | 20.75 | 0 |
| 4-H Leadership Team Job Description | 6 | 11.32 | 4 | 7.55 | 13 | 24.53 | 22 | 41.51 | 8 | 15.09 | 0 |
| Local 4-H Program Operation | 13 | 24.53 | 2 | 3.77 | 12 | 22.64 | 18 | 33.96 | 8 | 15.09 | 0 |
| How to Organize a 4-H Club | 15 | 28.30 | 2 | 3.77 | 10 | 18.87 | 19 | 35.85 | 7 | 13.21 | 0 |
| Yearly Planning | 6 | 11.32 | 5 | 9.43 | 11 | 20.75 | 19 | 35.85 | 12 | 22.64 | 0 |
| Program Planning | 4 | 7.55 | 1 | 1.89 | 9 | 16.98 | 22 | 41.51 | 17 | 32.08 | 0 |
| The 4-H Meeting | 14 | 26.42 | 1 | 1.89 | 11 | 20.75 | 19 | 35.85 | 8 | 15.09 | 0 |
| 4-H Meeting Program Sources and Resources | 3 | 5.77 | 2 | 3.85 | 7 | 13.46 | 22 | 42.31 | 18 | 34.62 | 1 |
| Public Relations | 5 | 9.43 | 2 | 3.77 | 12 | 22.64 | 22 | 41.51 | 12 | 22.64 | 0 |
| Why be a Volunteer | 20 | 37.74 | 1 | 1.89 | 12 | 22.64 | 13 | 24.53 | 7 | 13.21 | 0 |
| Cooperating with School Officials | 13 | 24.53 | 2 | 3.77 | 8 | 15.09 | 15 | 28.30 | 15 | 28.30 | 0 |
| Sample Constitution | 7 | 13.21 | 8 | 15.09 | 8 | 15.09 | 12 | 22.64 | 18 | 33.96 | 0 |

TABLE XXVII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 6 | 11.32 | 2 | 3.77 | 8 | 15.09 | 21 | 39.62 | 16 | 30.19 | 0 |
| Understanding Youth | 5 | 9.43 | 1 | 1.89 | 7 | 13.21 | 16 | 30.19 | 24 | 45.28 | 0 |
| Working with All Youth | 5 | 9.43 | 3 | 5.66 | 6 | 11.32 | 23 | 43.40 | 16 | 30.19 | 0 |
| Program for Older Youth | 4 | 7.55 | 2 | 3.77 | 1 | 1.89 | 21 | 39.62 | 25 | 47.17 | 0 |
| Motivation | 2 | 3.77 | 5 | 9.43 | 6 | 11.32 | 24 | 45.28 | 16 | 30.19 | 0 |
| Teaching Tools and Techniques | 3 | 5.66 | 0 | 0.00 | 6 | 11.32 | 25 | 47.17 | 19 | 35.85 | 0 |
| 4-H Projects | 5 | 9.43 | 2 | 3.77 | 9 | 16.98 | 25 | 47.17 | 12 | 22.64 | 0 |
| 4-H Activities and Events | 8 | 15.09 | 2 | 3.77 | 16 | 30.19 | 20 | 37.74 | 7 | 13.21 | 0 |
| Speeches and Demonstrations | 6 | 11.32 | 2 | 3.77 | 10 | 18.87 | 15 | 28.30 | 20 | 37.74 | 0 |
| Incentives and Awards in 4-H | 2 | 3.77 | 4 | 7.55 | 8 | 15.09 | 22 | 41.51 | 17 | 32.08 | 0 |
| Record Keeping | 1 | 1.89 | 0 | 0.00 | 7 | 13.21 | 19 | 35.85 | 26 | 49.06 | 0 |

TABLE XXVIII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS,
NORTHEAST DISTRICT (N=57)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 20 | 35.71 | 3 | 5.36 | 10 | 17.86 | 22 | 39.29 | 1 | 1.79 | 1 |
| The 4-H Club | 6 | 11.11 | 3 | 5.56 | 12 | 22.22 | 25 | 46.30 | 8 | 14.81 | 3 |
| The 4-H Leadership Team | 2 | 3.57 | 4 | 7.14 | 14 | 25.00 | 26 | 46.43 | 10 | 17.86 | 1 |
| 4-H Leadership Team Job Description | 4 | 7.27 | 3 | 5.45 | 10 | 18.18 | 28 | 50.91 | 10 | 18.18 | 2 |
| Local 4-H Program Operation | 4 | 7.27 | 5 | 9.09 | 11 | 20.00 | 29 | 52.73 | 6 | 10.91 | 2 |
| How to Organize a 4-H Club | 11 | 20.00 | 2 | 3.64 | 10 | 18.18 | 20 | 36.36 | 12 | 21.82 | 2 |
| Yearly Planning | 7 | 12.73 | 2 | 3.64 | 8 | 14.55 | 24 | 43.64 | 14 | 25.45 | 2 |
| Program Planning | 3 | 5.45 | 2 | 3.64 | 8 | 14.55 | 25 | 45.45 | 17 | 30.91 | 2 |
| The 4-H Meeting | 14 | 25.45 | 3 | 5.45 | 11 | 20.00 | 19 | 34.55 | 8 | 14.55 | 2 |
| 4-H Meeting Program Sources and Resources | 6 | 10.71 | 1 | 1.79 | 9 | 16.07 | 25 | 44.64 | 15 | 26.79 | 1 |
| Public Relations | 4 | 7.27 | 5 | 9.09 | 9 | 16.36 | 29 | 52.73 | 8 | 14.55 | 2 |
| Why be a Volunteer | 19 | 33.93 | 5 | 8.93 | 7 | 12.50 | 19 | 33.93 | 6 | 10.71 | 1 |
| Cooperating with School Officials | 12 | 21.43 | 6 | 10.71 | 10 | 17.86 | 15 | 26.79 | 13 | 23.21 | 1 |
| Sample Constitution | 6 | 11.11 | 3 | 5.56 | 7 | 12.96 | 21 | 38.89 | 17 | 31.48 | 3 |

TABLE XXVIII (Continued)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Needs of Boys and Girls | 8 | 14.55 | 3 | 5.45 | 10 | 18.18 | 24 | 43.64 | 10 | 18.18 | 2 |
| Understanding Youth | 6 | 10.91 | 4 | 7.27 | 12 | 21.82 | 21 | 38.18 | 12 | 21.82 | 2 |
| Working with All Youth | 4 | 7.27 | 6 | 10.91 | 10 | 18.18 | 28 | 50.91 | 7 | 12.73 | 2 |
| Program for Older Youth | 7 | 12.73 | 4 | 7.27 | 5 | 9.09 | 22 | 40.00 | 17 | 30.91 | 2 |
| Motivation | 1 | 1.82 | 3 | 5.45 | 5 | 9.09 | 27 | 49.09 | 19 | 34.55 | 2 |
| Teaching Tools and Techniques | 5 | 8.93 | 3 | 5.36 | 5 | 8.93 | 29 | 51.79 | 14 | 25.00 | 1 |
| 4-H Projects | 7 | 12.50 | 4 | 7.14 | 4 | 7.14 | 30 | 53.57 | 11 | 19.64 | 1 |
| 4-H Activities and Events | 9 | 16.36 | 7 | 12.73 | 10 | 18.18 | 25 | 45.45 | 4 | 7.27 | 2 |
| Speeches and Demonstrations | 5 | 8.93 | 3 | 5.36 | 10 | 17.86 | 20 | 35.71 | 18 | 32.14 | 1 |
| Incentives and Awards in 4-H | 2 | 3.51 | 3 | 5.26 | 4 | 7.02 | 34 | 59.65 | 14 | 24.56 | 0 |
| Record Keeping | 1 | 1.82 | 1 | 1.82 | 5 | 9.09 | 24 | 43.64 | 24 | 43.64 | 2 |

TABLE XXIX

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS,
SOUTHEAST DISTRICT (N=24)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 6 | 26.09 | 3 | 13.04 | 2 | 8.70 | 11 | 47.83 | 1 | 4.35 | 1 |
| The 4-H Club | 8 | 34.78 | 3 | 13.04 | 3 | 13.04 | 8 | 34.78 | 1 | 4.35 | 1 |
| The 4-H Leadership Team | 6 | 26.09 | 2 | 8.70 | 3 | 13.04 | 11 | 47.83 | 1 | 4.35 | 1 |
| 4-H Leadership Team Job Description | 8 | 34.78 | 1 | 4.35 | 3 | 13.04 | 6 | 26.09 | 5 | 21.74 | 1 |
| Local 4-H Program Operation | 8 | 36.36 | 1 | 4.55 | 3 | 13.64 | 6 | 27.27 | 4 | 18.18 | 2 |
| How to Organize a 4-H Club | 9 | 40.91 | 1 | 4.55 | 4 | 18.18 | 7 | 31.82 | 1 | 4.55 | 2 |
| Yearly Planning | 5 | 21.74 | 2 | 8.70 | 4 | 17.39 | 7 | 30.43 | 5 | 21.74 | 1 |
| Program Planning | 3 | 13.04 | 2 | 8.70 | 2 | 8.70 | 11 | 47.83 | 5 | 21.74 | 1 |
| The 4-H Meeting | 11 | 47.83 | 2 | 8.70 | 5 | 21.74 | 4 | 17.39 | 1 | 4.35 | 1 |
| 4-H Meeting Program Sources and Resources | 3 | 13.04 | 1 | 4.35 | 3 | 13.04 | 10 | 43.48 | 6 | 26.09 | 1 |
| Public Relations | 3 | 13.04 | 1 | 4.35 | 3 | 13.04 | 10 | 43.48 | 6 | 26.09 | 1 |
| Why be a Volunteer | 8 | 34.78 | 2 | 8.70 | 6 | 26.09 | 6 | 26.09 | 1 | 4.35 | 1 |
| Cooperating with School Officials | 9 | 39.13 | 0 | 0.00 | 6 | 26.09 | 7 | 30.43 | 1 | 4.35 | 1 |
| Sample Constitution | 3 | 13.04 | 3 | 13.04 | 5 | 21.74 | 7 | 30.43 | 5 | 21.74 | 1 |

TABLE XXIX (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 3 | 13.04 | 3 | 13.04 | 6 | 26.09 | 8 | 34.78 | 3 | 13.04 | 1 |
| Understanding Youth | 4 | 18.18 | 1 | 4.55 | 4 | 18.18 | 10 | 45.45 | 3 | 13.64 | 2 |
| Working with All Youth | 4 | 18.18 | 1 | 4.55 | 4 | 18.18 | 7 | 31.82 | 6 | 27.27 | 2 |
| Program for Older Youth | 4 | 17.39 | 2 | 8.70 | 1 | 4.35 | 8 | 34.78 | 8 | 34.78 | 1 |
| Motivation | 3 | 13.04 | 2 | 8.70 | 3 | 13.04 | 8 | 34.78 | 7 | 30.43 | 1 |
| Teaching Tools and Techniques | 3 | 13.04 | 1 | 4.35 | 2 | 8.70 | 9 | 39.13 | 8 | 34.78 | 1 |
| 4-H Projects | 3 | 13.04 | 2 | 8.70 | 4 | 17.39 | 9 | 39.13 | 5 | 21.74 | 1 |
| 4-H Activities and Events | 3 | 15.00 | 2 | 10.00 | 3 | 15.00 | 11 | 55.00 | 1 | 5.00 | 4 |
| Speeches and Demonstrations | 6 | 28.57 | 0 | 0.00 | 3 | 14.29 | 3 | 14.29 | 9 | 42.86 | 3 |
| Incentives and Awards in 4-H | 3 | 14.29 | 0 | 0.00 | 4 | 19.05 | 10 | 47.62 | 4 | 19.05 | 3 |
| Record Keeping | 3 | 14.29 | 0 | 0.00 | 1 | 4.76 | 5 | 23.81 | 12 | 57.14 | 3 |

TABLE XXX

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS
TENURE LESS THAN 1 YEAR (N=8)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 1 | 14.29 | 0 | 0.00 | 5 | 71.43 | 1 | 14.29 | 1 |
| The 4-H Club | 1 | 14.29 | 0 | 0.00 | 0 | 0.00 | 4 | 57.14 | 2 | 28.57 | 1 |
| The 4-H Leadership Team | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 2 | 28.57 | 2 | 28.57 | 1 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 2 | 28.57 | 2 | 28.57 | 1 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 1 | 14.29 | 4 | 57.14 | 2 | 28.57 | 1 |
| How to Organize a 4-H Club | 0 | 0.00 | 0 | 0.00 | 1 | 14.29 | 1 | 14.29 | 5 | 71.43 | 1 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 28.57 | 5 | 71.43 | 1 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 28.57 | 5 | 71.43 | 1 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 4 | 57.14 | 1 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 1 | 14.29 | 1 | 14.29 | 2 | 28.57 | 3 | 42.86 | 1 |
| Public Relations | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 3 | 42.86 | 1 | 14.29 | 1 |
| Why be a Volunteer | 1 | 14.29 | 0 | 0.00 | 2 | 28.57 | 3 | 42.86 | 1 | 14.29 | 1 |
| Cooperating with School Officials | 2 | 28.57 | 0 | 0.00 | 0 | 0.00 | 2 | 28.57 | 3 | 42.86 | 1 |
| Sample Constitution | 1 | 14.29 | 0 | 0.00 | 0⁻ | 0.00 | 1 | 14.29 | 5 | 71.43 | 1 |

TABLE XXX (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 2 | 28.57 | 2 | 28.57 | 1 |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 3 | 42.86 | 2 | 28.57 | 2 | 28.57 | 1 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4 | 57.14 | 3 | 42.86 | 1 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 14.29 | 3 | 42.86 | 3 | 42.86 | 1 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 1 | 14.29 | 2 | 28.57 | 4 | 57.14 | 1 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3 | 42.86 | 4 | 57.14 | 1 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4 | 57.14 | 3 | 42.86 | 1 |
| 4-H Activities and Events | 0 | 0.00 | 0 | 0.00 | 3 | -42.86 | 2 | 28.57 | 2 | 28.57 | 1 |
| Speeches and Demonstrations | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3 | 42.86 | 4 | 57.14 | 1 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 3 | 42.86 | 0 | 0.00 | 4 | 57.14 | 1 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 28.57 | 5 | 71.43 | 1 |

TABLE XXXI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS, TENURE
1 YEAR TO LESS THAN 2 YEARS (N=14)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 | 9 | 69.23 | 2 | 15.38 | 1 |
| The 4-H Club | 1 | 7.14 | 2 | 14.29 | 1 | 7.14 | 9 | 64.29 | 1 | 7.14 | 0 |
| The 4-H Leadership Team | 2 | 15.38 | 0 | 0.00 | 1 | 7.69 | 7 | 53.85 | 3 | 23.08 | 1 |
| 4-H Leadership Team Job Description | 1 | 7.69 | 1 | 7.69 | 2 | 15.38 | 6 | 46.15 | 3 | 23.08 | 1 |
| Local 4-H Program Operation | 2 | 14.29 | 1 | 7.14 | 0 | 0.00 | 7 | 50.00 | 4 | 28.57 | 0 |
| How to Organize a 4-H Club | 4 | 28.57 | 0 | 0.00 | 0 | 0.00 | 7 | 50.00 | 3 | 21.43 | 0 |
| Yearly Planning | 2 | 15.38 | 0 | 0.00 | 1 | 7.69 | 8 | 61.54 | 2 | 15.38 | 1 |
| Program Planning | 3 | 23.08 | 1 | 7.69 | 1 | 7.69 | 5 | 38.46 | 3 | 23.08 | 1 |
| The 4-H Meeting | 4 | 28.57 | 1 | 7.14 | 0 | 0.00 | 5 | 35.71 | 4 | 28.57 | 0 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 2 | 15.38 | 3 | 23.08 | 3 | 23.08 | 5 | 38.46 | 1 |
| Public Relations | 1 | 7.69 | 0 | 0.00 | 3 | 23.08 | 6 | 46.15 | 3 | 23.08 | 1 |
| Why be a Volunteer | 3 | 23.08 | 1 | 7.69 | 0 | 0.00 | 8 | 61.54 | 1 | 7.69 | 1 |
| Cooperating with School Officials | 3 | 28.08 | 2 | 15.38 | 2 | 15.38 | 5 | 35.71 | 1 | 7.69 | 1 |
| Sample Constitution | 0 | 0.00 | 4 | 30.77 | 3 | 23.08 | 3 | 23.08 | 3 | 23.08 | 1 |

TABLE XXXI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 2 | 15.38 | 0 | 0.00 | 2 | 15.38 | 7 | 53.85 | 2 | 15.38 | 1 |
| Understanding Youth | 2 | 15.38 | 0 | 0.00 | 0 | 0.00 | 3 | 23.08 | 8 | 61.54 | 1 |
| Working with All Youth | 1 | 7.69 | 2 | 15.38 | 0 | 0.00 | 6 | 46.15 | 4 | 30.77 | 1 |
| Program for Older Youth | 1 | 7.69 | 1 | 7.69 | 0 | 0.00 | 6 | 46.15 | 5 | 38.46 | 1 |
| Motivation | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 | 6 | 46.15 | 5 | 38.46 | 1 |
| Teaching Tools and Techniques | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 | 5 | 38.46 | 5 | 38.46 | 1 |
| 4-H Projects | 0 | 0.00 | 1 | 7.69 | 0 | 0.00 | 8 | 61.54 | 4 | 30.77 | 1 |
| 4-H Activities and Events | 1 | 7.69 | 2 | 15.38 | 2 | 15.38 | 5 | 38.46 | 3 | 23.08 | 1 |
| Speeches and Demonstrations | 1 | 7.14 | 1 | 7.14 | 0 | 0.00 | 7 | 50.00 | 5 | 35.71 | 0 |
| Incentives and Awards in 4-H | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 | 7 | 53.85 | 4 | 30.77 | 1 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 1 | 7.14 | 4 | 28.57 | 9 | 64.29 | 0 |

TABLE XXXII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS, TENURE
2 YEARS TO LESS THAN 5 YEARS (N=70)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 19 | 27.94 | 7 | 10.29 | 10 | 14.71 | 29 | 42.65 | 3 | 4.41 | 2 |
| The 4-H Club | 10 | 14.93 | 6 | 8.96 | 9 | 13.43 | 36 | 53.73 | 6 | 8.96 | 3 |
| The 4-H Leadership Team | 7 | 10.29 | 4 | 5.88 | 12 | 17.65 | 31 | 45.59 | 14 | 20.59 | 2 |
| 4-H Leadership Team Job Description | 6 | 8.96 | 5 | 7.46 | 13 | 19.40 | 30 | 44.78 | 13 | 19.40 | 3 |
| Local 4-H Program Operation | 11 | 16.42 | 1 | 1.49 | 18 | 26.87 | 29 | 43.28 | 8 | 11.94 | 3 |
| How to Organize a 4-H Club | 20 | 30.30 | 3 | 4.55 | 6 | 9.09 | 28 | 42.42 | 9 | 13.64 | 4 |
| Yearly Planning | 11 | 16.42 | 1 | 1.49 | 13 | 19.40 | 28 | 41.79 | 14 | 20.90 | 3 |
| Program Planning | 7 | 10.45 | 3 | 4.48 | 14 | 20.90 | 26 | 38.81 | 17 | 25.37 | 3 |
| The 4-H Meeting | 16 | 23.88 | 7 | 10.45 | 14 | 20.90 | 23 | 34.33 | 7 | 10.45 | 3 |
| 4-H Meeting Program Sources and Resources | 10 | 14.93 | 3 | 4.48 | 8 | 11.94 | 29 | 43.28 | 17 | 25.37 | 3 |
| Public Relations | 8 | 11.94 | 6 | 8.96 | 12 | 17.91 | 24 | 35.82 | 17 | 25.37 | 3 |
| Why be a Volunteer | 24 | 35.29 | 2 | 2.94 | 13 | 19.12 | 21 | 30.88 | 8 | 11.76 | 2 |
| Cooperating with School Officials | 22 | 32.35 | 2 | 2.94 | 12 | 17.65 | 14 | 20.59 | 18 | 26.47 | 2 |
| Sample Constitution | 13 | 19.40 | 2 | 2.99 | 10 | 14.93 | 27 | 40.30 | 15 | 22.39 | 3 |

TABLE XXXII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 11 | 16.42 | 4 | 5.97 | 14 | 20.90 | 23 | 34.33 | 15 | 22.39 | 3 |
| Understanding Youth | 10 | 14.93 | 4 | 5.97 | 15 | 22.39 | 21 | 31.34 | 17 | 25.37 | 3 |
| Working with All Youth | 7 | 10.61 | 5 | 7.58 | 13 | 19.70 | 27 | 40.91 | 14 | 21.21 | 4 |
| Program for Older Youth | 8 | 11.94 | 5 | 7.46 | 3 | 4.48 | 31 | 46.27 | 20 | 29.85 | 3 |
| Motivation | 5 | 7.35 | 6 | 8.82 | 8 | 11.76 | 27 | 39.71 | 22 | 32.35 | 2 |
| Teaching Tools and Techniques | 3 | 4.41 | 2 | 2.94 | 10 | 14.71 | 34 | 50.00 | 19 | 27.94 | 2 |
| 4-H Projects | 4 | 5.97 | 3 | 4.48 | 9 | 13.43 | 36 | 53.73 | 15 | 22.39 | 3 |
| 4-H Activities and Events | 12 | 18.46 | 3 | 4.62 | 15 | 23.08 | 31 | 47.69 | 4 | 6.15 | 5 |
| Speeches and Demonstrations | 8 | 12.31 | 0 | 0.00 | 12 | 18.46 | 14 | 21.54 | 31 | 47.69 | 5 |
| Incentives and Awards in 4-H | 3 | 4.55 | 2 | 3.03 | 7 | 10.61 | 36 | 54.55 | 18 | 27.27 | 4 |
| Record Keeping | 0 | 0.00 | 1 | 1.56 | 4 | 6.25 | 27 | 42.19 | 32 | 50.00 | 6 |

TABLE XXXIII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS, TENURE
5 YEARS TO LESS THAN 10 YEARS (N=53)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 18 | 37.50 | 3 | 5.88 | 11 | 21.57 | 18 | 35.29 | 1 | 1.96 | 2 |
| The 4-H Club | 3 | 5.88 | 1 | 1.96 | 18 | 35.29 | 22 | 43.14 | 7 | 13.73 | 2 |
| The 4-H Leadership Team | 3 | 5.88 | 3 | 5.88 | 10 | 19.61 | 24 | 47.06 | 11 | 21.57 | 2 |
| 4-H Leadership Team Job Description | 6 | 11.76 | 1 | 1.96 | 10 | 19.61 | 24 | 47.06 | 10 | 19.61 | 2 |
| Local 4-H Program Operation | 7 | 13.73 | 2 | 3.92 | 11 | 21.57 | 21 | 41.18 | 10 | 19.61 | 2 |
| How to Organize a 4-H Club | 10 | 19.61 | 2 | 3.92 | 14 | 27.45 | 13 | 25.49 | 12 | 23.53 | 2 |
| Yearly Planning | 3 | 5.88 | 6 | 11.76 | 8 | 15.69 | 24 | 47.06 | 10 | 19.61 | 2 |
| Program Planning | 3 | 5.88 | 1 | 1.96 | 6 | 11.76 | 24 | 47.06 | 17 | 33.33 | 2 |
| The 4-H Meeting | 10 | 19.61 | 3 | 5.88 | 13 | 25.49 | 18 | 35.29 | 7 | 13.73 | 2 |
| 4-H Meeting Program Sources and Resources | 3 | 5.77 | 0 | 0.00 | 5 | 9.62 | 24 | 46.15 | 20 | 38.46 | 1 |
| Public Relations | 4 | 7.69 | 2 | 3.85 | 8 | 15.38 | 22 | 42.31 | 16 | 30.77 | 1 |
| Why be a Volunteer | 18 | 34.62 | 4 | 7.69 | 10 | 19.23 | 13 | 25.00 | 7 | 13.46 | 1 |
| Cooperating with School Officials | 15 | 28.85 | 3 | 5.77 | 7 | 13.46 | 11 | 21.15 | 16 | 30.77 | 1 |
| Sample Constitution | 6 | 11.54 | 7 | 13.46 | 5 | 9.62 | 14 | 26.92 | 20 | 38.46 | 1 |

TABLE XXXIII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 4 | 7.69 | 1 | 1.92 | 7 | 13.46 | 24 | 46.15 | 16 | 30.77 | 1 |
| Understanding Youth | 4 | 7.84 | 4 | 7.84 | 8 | 15.69 | 21 | 41.18 | 14 | 27.45 | 2 |
| Working with All Youth | 4 | 7.69 | 5 | 9.62 | 5 | 9.62 | 24 | 46.15 | 14 | 26.92 | 1 |
| Program for Older Youth | 3 | 5.77 | 3 | 5.77 | 5 | 9.62 | 20 | 38.46 | 21 | 40.38 | 1 |
| Motivation | 1 | 1.89 | 5 | 9.43 | 5 | 9.43 | 23 | 43.40 | 19 | 35.85 | 0 |
| Teaching Tools and Techniques | 3 | 5.77 | 2 | 3.85 | 5 | 9.62 | 23 | 44.23 | 19 | 36.54 | 1 |
| 4-H Projects | 8 | 15.09 | 5 | 9.43 | 9 | 16.98 | 19 | 35.85 | 12 | 22.64 | 0 |
| 4-H Activities and Events | 5 | 10.00 | 5 | 10.00 | 13 | 26.00 | 22 | 44.00 | 5 | 10.00 | 3 |
| Speeches and Demonstrations | 6 | 12.00 | 3 | 6.00 | 9 | 18.00 | 16 | 32.00 | 16 | 32.00 | 3 |
| Incentives and Awards in 4-H | 1 | 2.00 | 4 | 8.00 | 8 | 16.00 | 23 | 46.00 | 14 | 28.00 | 3 |
| Record Keeping | 2 | 3.92 | 0 | 0.00 | 7 | 13.73 | 21 | 41.18 | 21 | 41.18 | 2 |

TABLE XXXIV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF VOLUNTEER LEADERS
TENURE 10 YEARS OR MORE (N=49)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 18 | 37.50 | 4 | 8.33 | 6 | 12.50 | 17 | 35.42 | 3 | 6.25 | 1 |
| The 4-H Club | 13 | 27.66 | 3 | 6.38 | 8 | 17.02 | 18 | 38.30 | 5 | 10.64 | 2 |
| The 4-H Leadership Team | 7 | 14.58 | 5 | 10.42 | 8 | 16.67 | 21 | 43.75 | 7 | 14.58 | 1 |
| 4-H Leadership Team Job Description | 9 | 18.75 | 3 | 6.25 | 7 | 14.58 | 20 | 41.67 | 9 | 18.75 | 1 |
| Local 4-H Program Operation | 13 | 27.66 | 5 | 10.64 | 8 | 17.02 | 18 | 38.30 | 3 | 6.38 | 2 |
| How to Organize a 4-H Club | 16 | 33.33 | 4 | 8.33 | 11 | 22.92 | 14 | 29.17 | 3 | 6.25 | 1 |
| Yearly Planning | 10 | 20.83 | 5 | 10.42 | 10 | 20.83 | 16 | 33.33 | 7 | 14.58 | 1 |
| Program Planning | 4 | 8.33 | 1 | 2.08 | 7 | 14.58 | 27 | 56.25 | 9 | 18.75 | 1 |
| The 4-H Meeting | 23 | 47.92 | 1 | 2.08 | 15 | 31.25 | 7 | 14.58 | 2 | 4.17 | 1 |
| 4-H Meeting Program Sources and Resources | 4 | 8.33 | 1 | 2.08 | 7 | 14.58 | 25 | 52.08 | 11 | 22.92 | 1 |
| Public Relations | 5 | 10.42 | 4 | 8.33 | 6 | 12.50 | 28 | 58.33 | 5 | 10.42 | 1 |
| Why be a Volunteer | 19 | 40.43 | 2 | 4.26 | 8 | 17.02 | 13 | 27.66 | 5 | 10.64 | 2 |
| Cooperating with School Officials | 15 | 31.25 | 4 | 8.33 | 7 | 14.58 | 15 | 31.26 | 7 | 14.58 | 1 |
| Sample Constitution | 7 | 14.89 | 5 | 10.64 | 8 | 17.02 | 17 | 36.17 | 10 | 21.28 | 2 |

TABLE XXXIV (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 8 | 16.67 | 5 | 10.42 | 5 | 10.42 | 23 | 47.92 | 7 | 14.58 | 1 |
| Understanding Youth | 8 | 17.02 | 1 | 2.13 | 7 | 14.89 | 20 | 42.55 | 11 | 23.40 | 2 |
| Working with All Youth | 5 | 10.42 | 2 | 4.17 | 6 | 12.50 | 27 | 56.25 | 8 | 16.67 | 1 |
| Program for Older Youth | 5 | 10.42 | 1 | 2.08 | 4 | 8.33 | 16 | 33.33 | 22 | 45.83 | 1 |
| Motivation | 1 | 2.22 | 1 | 2.22 | 10 | 22.22 | 19 | 42.22 | 14 | 31.11 | 4 |
| Teaching Tools and Techniques | 6 | 12.50 | 1 | 2.08 | 4 | 8.33 | 18 | 37.50 | 19 | 39.58 | 1 |
| 4-H Projects | 10 | 21.28 | 2 | 4.26 | 4 | 8.51 | 24 | 51.06 | 7 | 14.89 | 2 |
| 4-H Activities and Events | 8 | 18.18 | 3 | 6.82 | 10 | 22.73 | 20 | 45.45 | 3 | 6.82 | 5 |
| Speeches and Demonstrations | 9 | 19.57 | 4 | 8.70 | 5 | 10.87 | 14 | 30.43 | 14 | 30.43 | 3 |
| Incentives and Awards in 4-H | 6 | 13.04 | 3 | 6.52 | 5 | 10.87 | 20 | 43.48 | 12 | 26.09 | 3 |
| Record Keeping | 5 | 10.87 | 1 | 2.17 | 3 | 6.52 | 12 | 26.09 | 25 | 54.35 | 3 |

TABLE XXXV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
NORTHWEST DISTRICT (N=22)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 0 | 0.00 | 2 | 9.09 | 19 | 86.36 | 1 | 4.55 | 0 |
| The 4-H Club | 1 | 4.55 | 0 | 0.00 | 3 | 13.64 | 16 | 72.73 | 2 | 9.09 | 0 |
| The 4-H Leadership Team | 1 | 4.55 | 2 | 9.09 | 1 | 4.55 | 10 | 45.45 | 8 | 36.36 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 2 | 9.09 | 2 | 9.09 | 14 | 63.64 | 4 | 18.18 | 0 |
| Local 4-H Program Operation | 1 | 4.55 | 1 | 4.55 | 5 | 22.73 | 7 | 31.82 | 8 | 36.36 | 0 |
| How to Organize a 4-H Club | 1 | 4.55 | 1 | 4.55 | 10 | 45.45 | 5 | 22.73 | 5 | 22.73 | 0 |
| Yearly Planning | 1 | 4.55 | 1 | 4.55 | 5 | 22.73 | 6 | 27.27 | 9 | 40.91 | 0 |
| Program Planning | 0 | 0.00 | 1 | 4.55 | 6 | 27.27 | 7 | 31.82 | 8 | 36.36 | 0 |
| The 4-H Meeting | 2 | 9.52 | 1 | 4.76 | 10 | 47.62 | 7 | 33.33 | 1 | 4.76 | 1 |
| 4-H Meeting Program Sources and Resources | 2 | 9.09 | 2 | 9.09 | 5 | 22.73 | 13 | 59.09 | 0 | 0.00 | 0 |
| Public Relations | 2 | 9.09 | 0 | 0.00 | 4 | 18.18 | 12 | 54.55 | 4 | 18.18 | 0 |
| Why be a Volunteer | 2 | 9.09 | 1 | 4.55 | 6 | 27.27 | 10 | 45.45 | 3 | 13.64 | 0 |
| Cooperating with School Officials | 1 | 4.55 | 0 | 0.00 | 5 | 22.73 | 13 | 59.09 | 3 | 13.64 | 0 |
| Sample Constitution | 4 | 18.18 | 1 | 4.55 | 7 | 31.82 | 9 | 40.91 | 1 | 4.55 | 0 |

TABLE XXXV (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 2 | 9.09 | 0 | 0.00 | 5 | 22.73 | 13 | 59.09 | 3 | 9.09 | 0 |
| Understanding Youth | 3 | 13.64 | 0 | 0.00 | 4 | 18.18 | 11 | 50.00 | 4 | 18.18 | 0 |
| Working with All Youth | 0 | 0.00 | 1 | 4.55 | 3 | 13.64 | 13 | 59.09 | 5 | 22.73 | 0 |
| Program for Older Youth | 1 | 4.55 | 0 | 0.00 | 2 | 9.09 | 13 | 59.09 | 6 | 27.27 | 0 |
| Motivation | 1 | 4.55 | 0 | 0.00 | 1 | 4.55 | 11 | 50.00 | 9 | 40.91 | 0 |
| Teaching Tools and Techniques | 1 | 4.55 | 0 | 0.00 | 0 | 0.00 | 12 | 54.55 | 9 | 40.91 | 0 |
| 4-H Projects | 1 | 4.55 | 0 | 0.00 | 4 | 13.79 | 12 | 18.46 | 5 | 20.00 | 0 |
| 4-H Activities and Events | 5 | 22.73 | 0 | 0.00 | 9 | 40.91 | 6 | 27.27 | 2 | 9.09 | 0 |
| Speeches and Demonstrations | 2 | 9.09 | 1 | 4.55 | 5 | 22.73 | 10 | 45.45 | 4 | 18.18 | 0 |
| Incentives and Awards in 4-H | 1 | 4.55 | 0 | 0.00 | 5 | 22.73 | 14 | 63.64 | 2 | 9.09 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 5 | 23.81 | 12 | 57.14 | 4 | 19.05 | 1 |

TABLE XXXVI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
SOUTHWEST DISTRICT (N=25)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 2 | 8.00 | 0 | 0.00 | 8 | 32.00 | 14 | 56.00 | 1 | 4.00 | 0 |
| The 4-H Club | 2 | 8.00 | 1 | 4.00 | 7 | 28.00 | 11 | 44.00 | 4 | 16.00 | 0 |
| The 4-H Leadership Team | 1 | 4.00 | 0 | 0.00 | 5 | 20.00 | 11 | 44.00 | 8 | 32.00 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 0 | 0.00 | 4 | 16.00 | 15 | 60.00 | 6 | 24.00 | 0 |
| Local 4-H Program Operation | 1 | 4.00 | 2 | 8.00 | 7 | 28.00 | 7 | 28.00 | 8 | 32.00 | 0 |
| How to Organize a 4-H Club | 3 | 12.00 | 1 | 4.00 | 7 | 28.00 | 10 | 40.00 | 4 | 16.00 | 0 |
| Yearly Planning | 1 | 4.00 | 2 | 8.00 | 5 | 20.00 | 10 | 40.00 | 7 | 28.00 | 0 |
| Program Planning | 0 | 0.00 | 3 | 12.00 | 6 | 24.00 | 10 | 40.00 | 6 | 24.00 | 0 |
| The 4-H Meeting | 3 | 12.00 | 2 | 8.00 | 8 | 32.00 | 11 | 44.00 | 1 | 4.00 | 0 |
| 4-H Meeting Program Sources and Resources | 3 | 12.00 | 0 | 0.00 | 2 | 8.00 | 17 | 68.00 | 3 | 12.00 | 0 |
| Public Relations | 1 | 4.00 | 0 | 0.00 | 5 | 20.00 | 13 | 52.00 | 6 | 24.00 | 0 |
| Why be a Volunteer | 2 | 8.33 | 0 | 0.00 | 3 | 12.50 | 11 | 45.83 | 8 | 33.33 | 1 |
| Cooperating with School Officials | 3 | 12.00 | 0 | 0.00 | 6 | 24.00 | 13 | 52.00 | 3 | 12.00 | 0 |
| Sample Constitution | 4 | 16.00 | 4 | 16.00 | 8 | 32.00 | 9 | 36.00 | 0 | 0.00 | 0 |
| Basic Needs of Boys and Girls | 2 | 8.00 | 2 | 8.00 | 6 | 24.00 | 12 | 48.00 | 3 | 12.00 | 0 |

TABLE XXXVI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Understanding Youth | 2 | 8.00 | 0 | 0.00 | 3 | 12.00 | 15 | 60.00 | 5 | 20.00 | 0 |
| Working with All Youth | 2 | 8.00 | 0 | 0.00 | 3 | 12.00 | 16 | 64.00 | 4 | 16.00 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 4.00 | 11 | 44.00 | 13 | 52.00 | 0 |
| Motivation | 0 | 0.00 | 1 | 4.00 | 5 | 20.00 | 11 | 44.00 | 8 | 32.00 | 0 |
| Teaching Tools and Techniques | 1 | 4.00 | 0 | 0.00 | 5 | 20.00 | 12 | 48.00 | 7 | 28.00 | 0 |
| 4-H Projects | 2 | 8.00 | 0 | 0.00 | 5 | 20.00 | 15 | 60.00 | 3 | 12.00 | 0 |
| 4-H Activities and Events | 3 | 12.00 | 3 | 12.00 | 7 | 28.00 | 11 | 44.00 | 1 | 4.00 | 0 |
| Speeches and Demonstrations | 3 | 12.00 | 1 | 4.00 | 8 | 32.00 | 8 | 32.00 | 5 | 20.00 | 0 |
| Incentives and Awards in 4-H | 2 | 8.00 | 0 | 0.00 | 8 | 32.00 | 13 | 52.00 | 2 | 8.00 | 0 |
| Record Keeping | 1 | 4.00 | 0 | 0.00 | 6 | 24.00 | 6 | 24.00 | 12 | 48.00 | 0 |

TABLE XXXVII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
CENTRAL DISTRICT (N=29)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 1 | 3.45 | 3 | 10.34 | 9 | 31.03 | 15 | 51.72 | 1 | 3.45 | 0 |
| The 4-H Club | 3 | 10.34 | 1 | 3.45 | 9 | 31.03 | 14 | 48.28 | 2 | 6.90 | 0 |
| The 4-H Leadership Team | 1 | 3.45 | 2 | 6.90 | 7 | 24.14 | 11 | 37.93 | 8 | 27.59 | 0 |
| 4-H Leadership Team Job Description | 1 | 3.45 | 0 | 0.00 | 6 | 20.69 | 15 | 51.72 | 7 | 24.14 | 0 |
| Local 4-H Program Operation | 1 | 3.45 | 1 | 3.45 | 7 | 24.14 | 16 | 55.17 | 4 | 13.79 | 0 |
| How to Organize a 4-H Club | 3 | 10.34 | 2 | 6.90 | 6 | 20.69 | 15 | 51.72 | 3 | 10.34 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 9 | 31.03 | 11 | 37.93 | 9 | 31.03 | 0 |
| Program Planning | 0 | 0.00 | 2 | 6.90 | 5 | 17.24 | 14 | 48.28 | 8 | 27.59 | 0 |
| The 4-H Meeting | 2 | 6.90 | 1 | 3.45 | 9 | 31.03 | 11 | 37.93 | 6 | 20.69 | 0 |
| 4-H Meeting Program Sources and Resources | 5 | 17.24 | 1 | 3.45 | 7 | 24.14 | 9 | 31.03 | 7 | 24.14 | 0 |
| Public Relations | 7 | 24.14 | 3 | 10.34 | 2 | 6.90 | 14 | 48.28 | 3 | 10.34 | 0 |
| Why be a Volunteer | 1 | 3.45 | 3 | 10.34 | 9 | 31.03 | 11 | 37.93 | 5 | 17.24 | 0 |
| Cooperating with School Officials | 6 | 20.69 | 1 | 3.45 | 9 | 31.03 | 6 | 20.69 | 7 | 24.14 | 0 |
| Sample Constitution | 6 | 21.43 | 6 | 21.43 | 5 | 17.86 | 6 | 21.43 | 5 | 17.86 | 1 |
| Basic Needs of Boys and Girls | 2 | 6.90 | 2 | 6.90 | 7 | 24.14 | 14 | 48.28 | 4 | 13.79 | 0 |

TABLE XXXVII (Continued)

| Topic | Do Not Need Training N | Do Not Need Training % | Do Not Know If Need Training N | Do Not Know If Need Training % | Need Very Little Training N | Need Very Little Training % | Need Some Training N | Need Some Training % | Need Extensive Training N | Need Extensive Training % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understanding Youth | 3 | 10.34 | 2 | 6.90 | 3 | 10.34 | 16 | 55.17 | 5 | 17.24 | 0 |
| Working with All Youth | 1 | 3.45 | 1 | 3.45 | 5 | 17.24 | 14 | 48.28 | 8 | 27.59 | 0 |
| Program for Older Youth | 1 | 3.57 | 0 | 0.00 | 3 | 10.71 | 12 | 42.86 | 12 | 42.86 | 1 |
| Motivation | 1 | 3.45 | 0 | 0.00 | 4 | 13.79 | 12 | 41.38 | 12 | 41.38 | 0 |
| Teaching Tools and Techniques | 2 | 6.90 | 0 | 0.00 | 4 | 13.79 | 13 | 44.83 | 10 | 34.48 | 0 |
| 4-H Projects | 3 | 10.34 | 1 | 3.45 | 5 | 17.24 | 14 | 48.28 | 6 | 20.69 | 0 |
| 4-H Activities and Events | 5 | 17.24 | 1 | 3.45 | 10 | 34.48 | 10 | 34.48 | 3 | 10.34 | 0 |
| Speeches and Demonstrations | 3 | 10.34 | 0 | 0.00 | 5 | 17.34 | 14 | 48.28 | 7 | 24.14 | 0 |
| Incentives and Awards in 4-H | 1 | 3.45 | 0 | 0.00 | 12 | 41.38 | 13 | 44.83 | 3 | 10.34 | 0 |
| Record Keeping | 0 | 0.00 | 1 | 3.45 | 4 | 13.79 | 13 | 44.83 | 11 | 37.93 | 0 |

TABLE XXXVIII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
NORTHEAST DISTRICT (N=26)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 1 | 3.85 | 11 | 42.31 | 14 | 53.85 | 0 | 0.00 | 0 |
| The 4-H Club | 1 | 3.85 | 1 | 3.85 | 5 | 19.23 | 16 | 61.54 | 3 | 11.54 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 1 | 3.85 | 5 | 19.23 | 10 | 38.46 | 10 | 38.46 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 3.85 | 4 | 15.38 | 15 | 57.69 | 6 | 23.08 | 0 |
| Local 4-H Program Operation | 1 | 3.85 | 0 | 0.00 | 3 | 11.54 | 14 | 53.85 | 8 | 30.77 | 0 |
| How to Organize a 4-H Club | 3 | 11.54 | 1 | 3.85 | 5 | 19.23 | 11 | 42.31 | 6 | 23.08 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 5 | 19.23 | 7 | 26.92 | 14 | 53.85 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 3 | 11.54 | 13 | 50.00 | 10 | 38.46 | 0 |
| The 4-H Meeting | 3 | 11.54 | 0 | 0.00 | 8 | 30.77 | 11 | 42.31 | 4 | 15.38 | 0 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 1 | 3.85 | 7 | 26.92 | 10 | 38.46 | 8 | 30.77 | 0 |
| Public Relations | 1 | 3.85 | 1 | 3.85 | 5 | 19.23 | 11 | 42.31 | 8 | 30.77 | 0 |
| Why be a Volunteer | 2 | 7.69 | 1 | 3.85 | 10 | 38.46 | 9 | 34.62 | 4 | 15.38 | 0 |
| Cooperating with School Officials | 3 | 12.00 | 1 | 4.00 | 7 | 28.00 | 11 | 44.00 | 3 | 12.00 | 1 |
| Sample Constitution | 5 | 20.00 | 4 | 16.00 | 8 | 32.00 | 6 | 24.00 | 2 | 8.00 | 1 |
| Basic Needs of Boys and Girls | 0 | 0.00 | 1 | 3.85 | 7 | 26.92 | 13 | 50.00 | 5 | 19.23 | 0 |

TABLE XXXVIII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | N | % | N | % | N | % | N | % | N | % | N |
| Understanding Youth | 1 | 3.85 | 0 | 0.00 | 3 | 11.54 | 15 | 57.69 | 7 | 26.92 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 3 | 11.54 | 14 | 53.85 | 9 | 34.62 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 3.85 | 11 | 42.31 | 14 | 53.85 | 0 |
| Motivation | 1 | 3.85 | 2 | 7.69 | 6 | 23.08 | 7 | 26.92 | 10 | 38.46 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 6 | 23.08 | 10 | 38.46 | 10 | 38.46 | 0 |
| 4-H Projects | 3 | 11.54 | 0 | 0.00 | 10 | 38.46 | 10 | 38.46 | 3 | 11.54 | 0 |
| 4-H Activities and Events | 5 | 19.23 | 0 | 0.00 | 12 | 46.15 | 5 | 19.23 | 4 | 15.38 | 0 |
| Speeches and Demonstrations | 2 | 7.69 | 0 | 0.00 | 7 | 26.92 | 10 | 38.46 | 7 | 26.92 | 0 |
| Incentives and Awards in 4-H | 3 | 12.00 | 0 | 0.00 | 5 | 20.00 | 4 | 56.00 | 3 | 12.00 | 1 |
| Record Keeping | 1 | 3.85 | 0 | 0.00 | 3 | 11.54 | 11 | 42.31 | 11 | 42.31 | 0 |

TABLE XXXIX

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
SOUTHEAST DISTRICT (N=27)

| Topic | Do Not Need Training N | Do Not Need Training % | Do Not Know If Need Training N | Do Not Know If Need Training % | Need Very Little Training N | Need Very Little Training % | Need Some Training N | Need Some Training % | Need Extensive Training N | Need Extensive Training % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 0 | 0.00 | 2 | 7.41 | 7 | 25.93 | 16 | 59.26 | 2 | 7.41 | 0 |
| The 4-H Club | 1 | 3.70 | 1 | 3.70 | 2 | 7.41 | 20 | 74.07 | 3 | 11.11 | 0 |
| The 4-H Leadership Team | 2 | 7.41 | 0 | 0.00 | 5 | 18.52 | 12 | 44.44 | 8 | 29.63 | 0 |
| 4-H Leadership Team Job Description | 1 | 3.70 | 2 | 7.41 | 4 | 14.81 | 12 | 44.44 | 8 | 29.63 | 0 |
| Local 4-H Program Operation | 1 | 3.70 | 0 | 0.00 | 1 | 3.70 | 16 | 59.26 | 9 | 33.33 | 0 |
| How to Organize a 4-H Club | 1 | 3.70 | 2 | 7.41 | 7 | 25.93 | 11 | 40.74 | 6 | 22.22 | 0 |
| Yearly Planning | 1 | 3.70 | 0 | 0.00 | 5 | 18.52 | 13 | 48.15 | 8 | 29.63 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 4 | 14.81 | 14 | 51.85 | 9 | 33.33 | 0 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 8 | 29.63 | 13 | 48.15 | 6 | 22.22 | 0 |
| 4-H Meeting Program Sources and Resources | 2 | 7.41 | 0 | 0.00 | 4 | 14.81 | 12 | 44.44 | 9 | 33.33 | 0 |
| Public Relations | 2 | 7.41 | 3 | 11.11 | 5 | 18.52 | 12 | 44.44 | 5 | 18.52 | 0 |
| Why be a Volunteer | 0 | 0.00 | 0 | 0.00 | 10 | 37.04 | 11 | 40.74 | 6 | 22.22 | 0 |
| Cooperating with School Officials | 7 | 25.93 | 1 | 3.70 | 6 | 22.22 | 7 | 25.93 | 6 | 22.22 | 0 |
| Sample Constitution | 2 | 7.41 | 5 | 18.52 | 9 | 33.33 | 9 | 33.33 | 2 | 7.41 | 0 |
| Basic Needs of Boys and Girls | 2 | 7.41 | 3 | 11.11 | 5 | 18.52 | 11 | 40.74 | 6 | 22.22 | 0 |

TABLE XXXIX (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Understanding Youth | 1 | 3.70 | 1 | 3.70 | 9 | 33.33 | 9 | 33.33 | 7 | 25.93 | 0 |
| Working with All Youth | 2 | 7.41 | 1 | 3.70 | 4 | 14.81 | 15 | 55.56 | 5 | 18.52 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 8 | 29.63 | 5 | 18.52 | 14 | 51.85 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 5 | 18.52 | 14 | 51.85 | 8 | 29.63 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 3 | 11.11 | 14 | 51.85 | 10 | 37.04 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 5 | 18.52 | 14 | 51.85 | 8 | 29.63 | 0 |
| 4-H Activities and Events | 3 | 11.11 | 2 | 7.41 | 9 | 33.33 | 10 | 37.04 | 3 | 11.11 | 0 |
| Speeches and Demonstrations | 4 | 14.81 | 1 | 3.70 | 1 | 3.70 | 13 | 48.15 | 8 | 29.63 | 0 |
| Incentives and Awards in 4-H | 1 | 3.70 | 0 | 0.00 | 7 | 25.93 | 15 | 55.56 | 4 | 14.81 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 4 | 14.81 | 8 | 29.63 | 15 | 55.56 | 0 |

TABLE XL

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 1 MONTH TO LESS THAN 1 YEAR (N=15)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 2 | 13.33 | 0 | 0.00 | 3 | 20.00 | 9 | 60.00 | 1 | 6.67 | 0 |
| The 4-H Club | 4 | 26.67 | 0 | 0.00 | 2 | 13.33 | 6 | 40.00 | 3 | 20.00 | 0 |
| The 4-H Leadership Team | 4 | 26.67 | 0 | 0.00 | 2 | 13.33 | 5 | 33.33 | 4 | 26.67 | 0 |
| 4-H Leadership Team Job Description | 1 | 6.67 | 1 | 6.67 | 1 | 6.67 | 9 | 60.00 | 3 | 20.00 | 0 |
| Local 4-H Program Operation | 4 | 26.67 | 0 | 0.00 | 2 | 13.33 | 5 | 33.33 | 4 | 26.67 | 0 |
| How to Organize a 4-H Club | 4 | 26.67 | 1 | 6.67 | 2 | 13.33 | 2 | 13.33 | 6 | 40.00 | 0 |
| Yearly Planning | 1 | 6.67 | 0 | 0.00 | 3 | 20.00 | 5 | 33.33 | 6 | 40.00 | 0 |
| Program Planning | 0 | 0.00 | 1 | 6.67 | 5 | 33.33 | 4 | 26.67 | 5 | 33.33 | 0 |
| The 4-H Meeting | 2 | 13.33 | 0 | 0.00 | 4 | 26.67 | 4 | 26.67 | 5 | 33.33 | 0 |
| 4-H Meeting Program Sources and Resources | 4 | 26.67 | 0 | 0.00 | 1 | 6.67 | 5 | 33.33 | 5 | 33.33 | 0 |
| Public Relations | 3 | 20.00 | 1 | 6.67 | 2 | 13.33 | 7 | 46.67 | 2 | 13.33 | 0 |
| Why be a Volunteer | 1 | 6.67 | 0 | 0.00 | 3 | 20.00 | 7 | 46.67 | 4 | 26.67 | 0 |
| Cooperating with School Officials | 4 | 26.67 | 0 | 0.00 | 4 | 26.67 | 3 | 20.00 | 4 | 26.67 | 0 |
| Sample Constitution | 3 | 20.00 | 1 | 6.67 | 2 | 13.33 | 6 | 40.00 | 3 | 20.00 | 0 |

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TABLE XL (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 2 | 13.33 | 0 | 0.00 | 3 | 20.00 | 5 | 33.33 | 5 | 33.33 | 0 |
| Understanding Youth | 2 | 13.33 | 0 | 0.00 | 2 | 13.33 | 6 | 40.00 | 5 | 33.33 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 5 | 33.33 | 5 | 33.33 | 5 | 33.33 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 3 | 20.00 | 4 | 26.67 | 8 | 53.33 | 0 |
| Motivation | 2 | 13.33 | 0 | 0.00 | 3 | 20.00 | 4 | 26.67 | 6 | 40.00 | 0 |
| Teaching Tools and Techniques | 2 | 13.33 | 0 | 0.00 | 4 | 26.67 | 2 | 13.33 | 7 | 46.67 | 0 |
| 4-H Projects | 4 | 26.67 | 0 | 0.00 | 2 | 13.33 | 5 | 33.33 | 4 | 26.67 | 0 |
| 4-H Activities and Events | 3 | 20.00 | 0 | 0.00 | 4 | 26.67 | 5 | 33.33 | 3 | 20.00 | 0 |
| Speeches and Demonstrations | 2 | 13.33 | 0 | 0.00 | 1 | 6.67 | 7 | 46.67 | 5 | 33.33 | 0 |
| Incentives and Awards in 4-H | 2 | 13.33 | 0 | 0.00 | 2 | 13.33 | 9 | 60.00 | 2 | 13.33 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 1 | 6.67 | 6 | 40.00 | 8 | 53.33 | 0 |

TABLE XLI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 1 YEAR TO LESS THAN 3 YEARS (N=19)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 1 | 5.26 | 9 | 47.37 | 9 | 47.37 | 0 | 0.00 | 0 |
| The 4-H Club | 1 | 5.26 | 1 | 5.26 | 5 | 26.32 | 7 | 36.84 | 5 | 26.32 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 0 | 0.00 | 6 | 31.58 | 7 | 36.84 | 6 | 31.58 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 0 | 0.00 | 2 | 10.53 | 11 | 57.89 | 6 | 31.58 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 1 | 5.26 | 4 | 21.05 | 6 | 31.58 | 8 | 42.11 | 0 |
| How to Organize a 4-H Club | 1 | 5.26 | 0 | 0.00 | 4 | 21.05 | 8 | 42.11 | 6 | 31.58 | 0 |
| Yearly Planning | 0 | 0.00 | 1 | 5.26 | 3 | 15.79 | 6 | 31.58 | 9 | 47.37 | 0 |
| Program Planning | 0 | 0.00 | 1 | 5.26 | 1 | 5.26 | 10 | 52.63 | 7 | 36.84 | 0 |
| The 4-H Meeting | 3 | 15.79 | 0 | 0.00 | 8 | 42.11 | 6 | 31.58 | 2 | 10.53 | 0 |
| 4-H Meeting Program Sources and Resources | 1 | 5.26 | 0 | 0.00 | 3 | 15.79 | 12 | 63.16 | 3 | 15.79 | 0 |
| Public Relations | 2 | 10.53 | 1 | 5.26 | 2 | 10.53 | 10 | 52.63 | 4 | 21.05 | 0 |
| Why be a Volunteer | 2 | 10.53 | 0 | 0.00 | 6 | 31.58 | 8 | 42.11 | 3 | 15.79 | 0 |
| Cooperating with School Officials | 5 | 26.32 | 1 | 5.26 | 2 | 10.53 | 7 | 36.84 | 4 | 21.05 | 0 |
| Sample Constitution | 4 | 21.05 | 2 | 10.53 | 6 | 31.58 | 4 | 21.05 | 3 | 15.79 | 0 |

TABLE XLI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 2 | 10.53 | 1 | 5.26 | 4 | 21.05 | 9 | 47.37 | 3 | 15.79 | 0 |
| Understanding Youth | 2 | 10.53 | 0 | 0.00 | 5 | 26.32 | 8 | 42.11 | 4 | 21.05 | 0 |
| Working with All Youth | 2 | 10.53 | 0 | 0.00 | 3 | 15.79 | 8 | 42.11 | 6 | 31.58 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 4 | 21.05 | 6 | 31.58 | 9 | 47.37 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 4 | 21.05 | 7 | 36.84 | 8 | 42.11 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 1 | 5.26 | 11 | 57.89 | 7 | 36.84 | 0 |
| 4-H Projects | 1 | 5.26 | 0 | 0.00 | 3 | 15.79 | 10 | 52.63 | 5 | 26.32 | 0 |
| 4-H Activities and Events | 4 | 21.05 | 1 | 5.26 | 7 | 36.84 | 4 | 21.05 | 3 | 15.79 | 0 |
| Speeches and Demonstrations | 2 | 10.53 | 0 | 0.00 | 6 | 31.58 | 6 | 31.58 | 5 | 26.32 | 0 |
| Incentives and Awards in 4-H | 2 | 11.11 | 0 | 0.00 | 5 | 27.78 | 7 | 38.89 | 4 | 22.22 | 1 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 3 | 15.79 | 8 | 42.11 | 8 | 42.11 | 0 |

TABLE XLII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 3 YEARS TO LESS THAN 5 YEARS (N=18)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 2 | 11.11 | 2 | 11.11 | 14 | 77.78 | 0 | 0.00 | 0 |
| The 4-H Club | 0 | 0.00 | 0 | 0.00 | 3 | 16.67 | 14 | 77.78 | 1 | 5.56 | 0 |
| The 4-H Leadership Team | 1 | 5.56 | 1 | 5.56 | 3 | 16.67 | 6 | 33.33 | 7 | 38.89 | 0 |
| 4-H Leadership Team Job Description | 1 | 5.56 | 0 | 0.00 | 3 | 16.67 | 9 | 50.00 | 5 | 27.78 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 4 | 22.22 | 7 | 38.89 | 7 | 38.89 | 0 |
| How to Organize a 4-H Club | 0 | 0.00 | 1 | 5.56 | 4 | 22.22 | 11 | 61.11 | 2 | 11.11 | 0 |
| Yearly Planning | 1 | 5.56 | 0 | 0.00 | 2 | 11.11 | 11 | 61.11 | 4 | 22.22 | 0 |
| Program Planning | 0 | 0.00 | 1 | 5.56 | 3 | 16.67 | 8 | 44.44 | 6 | 33.33 | 0 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 5 | 29.41 | 7 | 41.18 | 5 | 29.41 | 1 |
| 4-H Meeting Program Sources and Resources | 1 | 5.56 | 0 | 0.00 | 2 | 11.11 | 10 | 55.56 | 5 | 27.78 | 0 |
| Public Relations | 0 | 0.00 | 1 | 5.56 | 2 | 11.11 | 10 | 55.56 | 5 | 27.78 | 0 |
| Why be a Volunteer | 1 | 5.56 | 2 | 11.11 | 1 | 5.56 | 9 | 50.00 | 5 | 27.78 | 0 |
| Cooperating with School Officials | 2 | 11.11 | 0 | 0.00 | 4 | 22.22 | 8 | 44.44 | 4 | 22.22 | 0 |
| Sample Constitution | 1 | 5.56 | 3 | 16.67 | 6 | 33.33 | 6 | 33.33 | 2 | 11.11 | 0 |

TABLE XLII (Continued)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Needs of Boys and Girls | 0 | 0.00 | 0 | 0.00 | 3 | 16.67 | 11 | 61.11 | 4 | 22.22 | 0 |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 2 | 11.11 | 11 | 61.11 | 5 | 27.78 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 2 | 11.11 | 12 | 66.67 | 4 | 22.22 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 5.56 | 7 | 38.89 | 10 | 55.56 | 0 |
| Motivation | 0 | 0.00 | 1 | 5.56 | 1 | 5.56 | 7 | 38.89 | 9 | 50.00 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 3 | 16.67 | 7 | 38.89 | 8 | 44.44 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 1 | 5.56 | 11 | 61.11 | 6 | 33.33 | 0 |
| 4-H Activities and Events | 1 | 5.56 | 2 | 11.11 | 8 | 44.44 | 3 | 16.67 | 4 | 22.22 | 0 |
| Speeches and Demonstrations | 0 | 0.00 | 0 | 0.00 | 2 | 11.11 | 9 | 50.00 | 7 | 38.89 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 2 | 11.11 | 14 | 77.78 | 2 | 11.11 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 2 | 11.76 | 4 | 23.53 | 11 | 64.71 | 1 |

TABLE XLIII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 5 YEARS TO LESS THAN 8 YEARS (N=19)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 0 | 0.00 | 5 | 26.32 | 13 | 68.42 | 1 | 5.26 | 0 |
| The 4-H Club | 1 | 5.26 | 1 | 5.26 | 4 | 21.05 | 12 | 63.16 | 1 | 5.26 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 1 | 5.26 | 4 | 21.05 | 5 | 26.32 | 9 | 47.37 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 5.26 | 2 | 10.53 | 9 | 47.37 | 7 | 36.84 | 0 |
| Local 4-H Program Operation | 1 | 5.26 | 2 | 10.53 | 4 | 21.05 | 9 | 47.37 | 3 | 15.79 | 0 |
| How to Organize a 4-H Club | 1 | 5.26 | 2 | 10.53 | 8 | 42.11 | 6 | 31.58 | 2 | 10.53 | 0 |
| Yearly Planning | 0 | 0.00 | 1 | 5.26 | 8 | 42.11 | 6 | 31.58 | 4 | 21.05 | 0 |
| Program Planning | 0 | 0.00 | 1 | 5.26 | 2 | 10.53 | 11 | 57.89 | 5 | 26.32 | 0 |
| The 4-H Meeting | 1 | 5.26 | 2 | 10.53 | 9 | 47.37 | 6 | 31.58 | 1 | 5.26 | 0 |
| 4-H Meeting Program Sources and Resources | 3 | 15.79 | 1 | 5.26 | 4 | 21.05 | 9 | 47.37 | 2 | 10.53 | 0 |
| Public Relations | 2 | 10.53 | 1 | 5.26 | 2 | 10.53 | 13 | 68.42 | 1 | 5.26 | 0 |
| Why be a Volunteer | 0 | 0.00 | 1 | 5.26 | 6 | 31.58 | 7 | 36.84 | 5 | 26.32 | 0 |
| Cooperating with School Officials | 2 | 11.11 | 1 | 5.56 | 4 | 22.22 | 9 | 50.00 | 2 | 11.11 | 1 |
| Sample Constitution | 2 | 11.11 | 5 | 27.78 | 4 | 22.22 | 7 | 38.89 | 0 | 0.00 | 1 |

TABLE XLIII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 3 | 15.79 | 1 | 5.26 | 3 | 15.79 | 12 | 63.16 | 0 | 0.00 | 0 |
| Understanding Youth | 3 | 15.79 | 1 | 5.26 | 2 | 10.53 | 9 | 47.37 | 4 | 21.05 | 0 |
| Working with All Youth | 2 | 10.53 | 0 | 0.00 | 1 | 5.26 | 11 | 57.89 | 5 | 26.32 | 0 |
| Program for Older Youth | 2 | 10.53 | 0 | 0.00 | 2 | 10.53 | 6 | 31.58 | 9 | 47.37 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 5 | 26.32 | 10 | 52.63 | 4 | 21.05 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 5 | 26.32 | 11 | 57.89 | 3 | 15.79 | 0 |
| 4-H Projects | 0 | 0.00 | 1 | 5.26 | 9 | 47.37 | 8 | 42.11 | 1 | 5.26 | 0 |
| 4-H Activities and Events | 2 | 10.53 | 1 | 5.26 | 8 | 42.11 | 8 | 42.11 | 0 | 0.00 | 0 |
| Speeches and Demonstrations | 1 | 5.26 | 0 | 0.00 | 6 | 31.58 | 11 | 57.89 | 1 | 5.26 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 8 | 42.11 | 11 | 57.89 | 0 | 0.00 | 0 |
| Record Keeping | 0 | 0.00 | 1 | 5.26 | 3 | 15.79 | 8 | 42.11 | 7 | 36.84 | 0 |

TABLE XLIV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 8 YEARS TO LESS THAN 15 YEARS (N=22)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 1 | 4.55 | 9 | 40.91 | 12 | 54.55 | 0 | 0.00 | 0 |
| The 4-H Club | 0 | 0.00 | 1 | 4.55 | 8 | 36.36 | 13 | 59.09 | 0 | 0.00 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 2 | 9.09 | 3 | 13.64 | 13 | 59.09 | 4 | 18.18 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 4.55 | 5 | 22.73 | 15 | 68.18 | 1 | 4.55 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 5 | 22.73 | 13 | 59.09 | 4 | 18.18 | 0 |
| How to Organize a 4-H Club | 1 | 4.55 | 0 | 0.00 | 11 | 50.00 | 9 | 40.91 | 1 | 4.55 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 8 | 36.36 | 7 | 31.82 | 7 | 31.82 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 7 | 31.82 | 12 | 54.55 | 3 | 13.64 | 0 |
| The 4-H Meeting | 0 | 0.00 | 1 | 4.55 | 9 | 40.91 | 12 | 54.55 | 0 | 0.00 | 0 |
| 4-H Meeting Program Sources and Resources | 1 | 4.55 | 1 | 4.55 | 7 | 31.82 | 8 | 36.36 | 5 | 22.73 | 0 |
| Public Relations | 1 | 4.55 | 2 | 9.09 | 6 | 27.27 | 10 | 45.45 | 3 | 13.64 | 0 |
| Why be a Volunteer | 0 | 0.00 | 1 | 4.55 | 12 | 54.55 | 7 | 31.82 | 2 | 9.09 | 0 |
| Cooperating with School Officials | 3 | 13.64 | 1 | 4.55 | 10 | 45.45 | 7 | 31.82 | 1 | 4.55 | 0 |
| Sample Constitution | 7 | 31.82 | 4 | 18.18 | 8 | 36.36 | 3 | 13.64 | 0 | 0.00 | 0 |

TABLE XLIV (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 0 | 0.00 | 4 | 18.18 | 8 | 36.36 | 8 | 36.36 | 2 | 9.09 | 0 |
| Understanding Youth | 0 | 0.00 | 1 | 4.55 | 6 | 27.27 | 13 | 59.09 | 2 | 9.09 | 0 |
| Working with All Youth | 0 | 0.00 | 1 | 4.55 | 4 | 18.18 | 14 | 63.64 | 3 | 13.64 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 4 | 18.18 | 11 | 50.00 | 7 | 31.82 | 0 |
| Motivation | 0 | 0.00 | 1 | 4.55 | 4 | 18.18 | 11 | 50.00 | 6 | 27.27 | 0 |
| Teaching Tools and Techniques | 1 | 4.55 | 0 | 0.00 | 3 | 13.64 | 11 | 50.00 | 7 | 31.82 | 0 |
| 4-H Projects | 2 | 9.09 | 0 | 0.00 | 6 | 27.27 | 11 | 50.00 | 3 | 13.64 | 0 |
| 4-H Activities and Events | 4 | 18.18 | 1 | 4.55 | 12 | 54.55 | 3 | 13.64 | 2 | 9.09 | 0 |
| Speeches and Demonstrations | 3 | 13.64 | 1 | 4.55 | 6 | 27.27 | 8 | 36.36 | 4 | 18.18 | 0 |
| Incentives and Awards in 4-H | 2 | 9.09 | 0 | 0.00 | 8 | 36.36 | 9 | 40.91 | 3 | 13.64 | 0 |
| Record Keeping | 1 | 4.55 | 0 | 0.00 | 4 | 18.18 | 9 | 40.91 | 8 | 36.36 | 0 |

TABLE XLV

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 15 YEARS TO LESS THAN 25 YEARS
(N=22)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 1 | 4.55 | 0 | 0.00 | 7 | 31.82 | 12 | 54.55 | 2 | 9.09 | 0 |
| The 4-H Club | 2 | 9.09 | 0 | 0.00 | 3 | 13.64 | 15 | 68.18 | 2 | 9.09 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 1 | 4.55 | 4 | 18.18 | 10 | 45.45 | 7 | 31.82 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 4.55 | 4 | 18.18 | 12 | 54.55 | 5 | 22.73 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 1 | 4.55 | 3 | 13.64 | 11 | 50.00 | 7 | 31.82 | 0 |
| How to Organize a 4-H Club | 2 | 9.09 | 2 | 9.09 | 4 | 18.18 | 8 | 36.36 | 6 | 27.27 | 0 |
| Yearly Planning | 1 | 4.55 | 1 | 4.55 | 2 | 9.09 | 6 | 27.27 | 12 | 54.55 | 0 |
| Program Planning | 0 | 0.00 | 2 | 9.09 | 3 | 13.64 | 8 | 36.36 | 9 | 40.91 | 0 |
| The 4-H Meeting | 4 | 18.18 | 1 | 4.55 | 3 | 13.64 | 11 | 50.00 | 3 | 13.64 | 0 |
| 4-H Meeting Program Sources and Resources | 1 | 4.55 | 2 | 9.09 | 5 | 22.73 | 10 | 45.45 | 4 | 18.18 | 0 |
| Public Relations | 3 | 13.64 | 0 | 0.00 | 3 | 13.64 | 9 | 40.91 | 7 | 31.82 | 0 |
| Why be a Volunteer | 3 | 14.29 | 0 | 0.00 | 5 | 23.81 | 8 | 38.10 | 5 | 23.81 | 1 |
| Cooperating with School Officials | 3 | 13.64 | 0 | 0.00 | 6 | 27.27 | 8 | 36.36 | 5 | 22.73 | 0 |
| Sample Constitution | 4 | 19.05 | 3 | 14.29 | 7 | 33.33 | 7 | 33.33 | 0 | 0.00 | 1 |

TABLE XLV (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 1 | 4.55 | 2 | 9.09 | 7 | 31.82 | 11 | 50.00 | 1 | 4.55 | 0 |
| Understanding Youth | 2 | 9.09 | 1 | 4.55 | 3 | 13.64 | 11 | 50.00 | 5 | 22.73 | 0 |
| Working with All Youth | 1 | 4.55 | 1 | 4.55 | 2 | 9.09 | 11 | 50.00 | 7 | 31.82 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 4.55 | 12 | 54.55 | 9 | 40.91 | 0 |
| Motivation | 0 | 0.00 | 1 | 4.55 | 3 | 13.64 | 9 | 40.91 | 9 | 40.91 | 0 |
| Teaching Tools and Techniques | 1 | 4.55 | 0 | 0.00 | 1 | 4.55 | 12 | 54.55 | 8 | 36.36 | 0 |
| 4-H Projects | 1 | 4.55 | 0 | 0.00 | 4 | 18.18 | 14 | 63.64 | 3 | 13.64 | 0 |
| 4-H Activities and Speeches | 6 | 27.27 | 1 | 4.55 | 4 | 18.18 | 10 | 45.45 | 1 | 4.55 | 0 |
| Speeches and Demonstrations | 5 | 22.73 | 2 | 9.09 | 3 | 13.64 | 8 | 36.36 | 4 | 18.18 | 0 |
| Incentives and Awards in 4-H | 2 | 9.09 | 0 | 0.00 | 7 | 31.82 | 12 | 54.55 | 1 | 4.55 | 0 |
| Record Keeping | 1 | 4.55 | 0 | 0.00 | 8 | 36.36 | 8 | 36.36 | 5 | 22.73 | 0 |

TABLE XLVI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS
TENURE 25 YEARS OR MORE (N=14)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 2 | 14.29 | 2 | 14.29 | 9 | 64.29 | 1 | 7.14 | 0 |
| The 4-H Club | 0 | 0.00 | 1 | 7.14 | 1 | 7.14 | 10 | 71.43 | 2 | 14.29 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 0 | 0.00 | 1 | 7.14 | 8 | 57.14 | 5 | 35.71 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 7.14 | 3 | 21.43 | 6 | 42.86 | 4 | 28.57 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 1 | 7.14 | 9 | 64.29 | 4 | 28.57 | 0 |
| How to Organize a 4-H Club | 2 | 14.29 | 1 | 7.14 | 2 | 14.29 | 8 | 57.14 | 1 | 7.14 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 3 | 21.43 | 6 | 42.86 | 5 | 35.71 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 3 | 21.43 | 5 | 35.71 | 6 | 42.86 | 0 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 5 | 35.71 | 7 | 50.00 | 2 | 14.29 | 0 |
| 4-H Meeting Program Sources and Resources | 1 | 7.14 | 0 | 0.00 | 3 | 21.43 | 7 | 50.00 | 3 | 21.43 | 0 |
| Public Relations | 2 | 14.29 | 1 | 7.14 | 4 | 28.57 | 3 | 21.43 | 4 | 28.57 | 0 |
| Why be a Volunteer | 0 | 0.00 | 1 | 7.14 | 5 | 35.71 | 6 | 42.86 | 2 | 14.29 | 0 |
| Cooperating with School Officials | 1 | 7.14 | 0 | 0.00 | 3 | 21.43 | 8 | 57.14 | 2 | 14.29 | 0 |
| Sample Constitution | 0 | 0.00 | 2 | 14.29 | 4 | 28.57 | 6 | 42.86 | 2 | 14.29 | 0 |

TABLE XLVI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 0 | 0.00 | 0 | 0.00 | 2 | 14.29 | 7 | 50.00 | 5 | 35.71 | 0 |
| Understanding Youth | 1 | 7.14 | 0 | 0.00 | 2 | 14.29 | 8 | 57.14 | 3 | 21.43 | 0 |
| Working with All Youth | 0 | 0.00 | 1 | 7.14 | 1 | 7.14 | 11 | 78.57 | 1 | 7.14 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 6 | 46.15 | 7 | 53.85 | 1 |
| Motivation | 1 | 7.14 | 0 | 0.00 | 1 | 7.14 | 7 | 50.00 | 5 | 35.71 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 1 | 7.14 | 7 | 50.00 | 6 | 42.86 | 0 |
| 4-H Projects | 1 | 7.14 | 0 | 0.00 | 4 | 28.57 | 6 | 42.86 | 3 | 21.43 | 0 |
| 4-H Activities and Events | 1 | 7.14 | 0 | 0.00 | 4 | 28.57 | 9 | 64.29 | 0 | 0.00 | 0 |
| Speeches and Demonstrations | 1 | 7.14 | 0 | 0.00 | 2 | 14.29 | 6 | 42.86 | 5 | 35.71 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 5 | 35.71 | 7 | 50.00 | 2 | 14.29 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 1 | 7.14 | 7 | 50.00 | 6 | 42.86 | 0 |

TABLE XLVII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
AREA OF RESPONSIBILITY:  4-H (N=25)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 1 | 4.00 | 0 | 0.00 | 9 | 36.00 | 14 | 56.00 | 1 | 4.00 | 0 |
| The 4-H Club | 2 | 8.00 | 0 | 0.00 | 8 | 32.00 | 14 | 56.00 | 1 | 4.00 | 0 |
| The 4-H Leadership Team | 1 | 4.00 | 1 | 4.00 | 8 | 32.00 | 10 | 40.00 | 5 | 20.00 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 4.00 | 2 | 8.00 | 15 | 60.00 | 7 | 28.00 | 0 |
| Local 4-H Program Operation | 1 | 4.00 | 1 | 4.00 | 5 | 20.00 | 10 | 40.00 | 8 | 32.00 | 0 |
| How to Organize a 4-H Club | 2 | 8.00 | 1 | 4.00 | 6 | 24.00 | 10 | 40.00 | 6 | 24.00 | 0 |
| Yearly Planning | 0 | 0.00 | 1 | 4.00 | 7 | 28.00 | 8 | 32.00 | 9 | 36.00 | 0 |
| Program Planning | 0 | 0.00 | 1 | 4.00 | 5 | 20.00 | 10 | 40.00 | 9 | 36.00 | 0 |
| The 4-H Meeting | 2 | 8.00 | 0 | 0.00 | 12 | 48.00 | 8 | 32.00 | 3 | 12.00 | 0 |
| 4-H Meeting Program Sources and Resources | 1 | 4.00 | 0 | 0.00 | 4 | 16.00 | 13 | 52.00 | 7 | 28.00 | 0 |
| Public Relations | 1 | 4.00 | 1 | 4.00 | 4 | 16.00 | 13 | 52.00 | 6 | 24.00 | 0 |
| Why be a Volunteer | 3 | 12.00 | 1 | 4.00 | 3 | 12.00 | 13 | 52.00 | 5 | 20.00 | 0 |
| Cooperating with School Officials | 5 | 20.00 | 0 | 0.00 | 6 | 24.00 | 11 | 44.00 | 3 | 12.00 | 0 |
| Sample Constitution | 5 | 20.00 | 1 | 4.00 | 10 | 40.00 | 5 | 20.00 | 4 | 16.00 | 0 |

TABLE XLVII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 1 | 4.00 | 0 | 0.00 | 5 | 20.00 | 13 | 52.00 | 6 | 24.00 | 0 |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 4 | 16.00 | 12 | 48.00 | 9 | 36.00 | 0 |
| Working with All Youth | 1 | 4.00 | 0 | 0.00 | 3 | 12.00 | 13 | 52.00 | 8 | 32.00 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 4.00 | 9 | 36.00 | 15 | 60.00 | 0 |
| Motivation | 0 | 0.00 | 2 | 8.00 | 3 | 12.00 | 10 | 40.00 | 10 | 40.00 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 4 | 16.00 | 13 | 52.00 | 8 | 32.00 | 0 |
| 4-H Projects | 3 | 12.00 | 0 | 0.00 | 7 | 28.00 | 12 | 48.00 | 3 | 12.00 | 0 |
| 4-H Activities and Events | 6 | 24.00 | 1 | 4.00 | 8 | 32.00 | 8 | 32.00 | 2 | 8.00 | 0 |
| Speeches and Demonstrations | 2 | 8.00 | 0 | 0.00 | 10 | 40.00 | 10 | 40.00 | 3 | 12.00 | 0 |
| Incentives and Awards in 4-H | 3 | 12.00 | 0 | 0.00 | 3 | 12.00 | 18 | 72.00 | 1 | 4.00 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 6 | 24.00 | 11 | 44.00 | 8 | 32.00 | 0 |

TABLE XLVIII

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS, AREA
OF RESPONSIBILITY: HOME ECONOMICS (N=11)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 9 | 81.82 | 0 | 0.00 | 0 |
| The 4-H Club | 0 | 0.00 | 1 | 9.09 | 1 | 9.09 | 9 | 81.82 | 0 | 0.00 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 1 | 9.09 | 0 | 0.00 | 7 | 63.64 | 3 | 27.27 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 0 | 0.00 | 3 | 27.27 | 8 | 72.73 | 0 | 0.00 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 3 | 27.27 | 8 | 72.73 | 0 | 0.00 | 0 |
| How to Organize a 4-H Club | 3 | 27.27 | 0 | 0.00 | 5 | 45.45 | 3 | 27.27 | 0 | 0.00 | 0 |
| Yearly Planning | 1 | 9.09 | 0 | 0.00 | 4 | 36.36 | 3 | 27.27 | 3 | 27.27 | 0 |
| Program Planning | 0 | 0.00 | 1 | 9.09 | 2 | 18.18 | 6 | 54.55 | 2 | 18.18 | 0 |
| The 4-H Meeting | 1 | 9.09 | 0 | 0.00 | 3 | 27.27 | 6 | 54.55 | 1 | 9.09 | 0 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 2 | 18.18 | 2 | 18.18 | 5 | 45.45 | 2 | 18.18 | 0 |
| Public Relations | 1 | 9.09 | 2 | 18.18 | 2 | 18.18 | 4 | 36.36 | 2 | 18.18 | 0 |
| Why be a Volunteer | 1 | 9.09 | 0 | 0.00 | 4 | 36.36 | 4 | 36.36 | 2 | 18.18 | 0 |
| Cooperating with School Officials | 1 | 9.09 | 1 | 9.09 | 2 | 18.18 | 5 | 45.45 | 2 | 18.18 | 0 |
| Sample Constitution | 3 | 27.27 | 1 | 9.09 | 2 | 18.18 | 4 | 36.36 | 1 | 9.09 | 0 |

TABLE XLVIII (Continued)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Needs of Boys and Girls | 0 | 0.00 | 0 | 0.00 | 4 | 36.36 | 4 | 36.36 | 3 | 27.27 | 0 |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 7 | 63.64 | 2 | 18.18 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 10 | 90.91 | 1 | 9.09 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 1 | 10.00 | 5 | 50.00 | 4 | 40.00 | 1 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 7 | 63.64 | 3 | 27.27 | 0 |
| Teaching Tools and Techniques | 1 | 9.09 | 0 | 0.00 | 1 | 9.09 | 4 | 36.36 | 5 | 45.45 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 8 | 72.73 | 2 | 18.18 | 0 |
| 4-H Activities and Events | 2 | 18.18 | 0 | 0.00 | 2 | 18.18 | 7 | 63.64 | 0 | 0.00 | 0 |
| Speeches and Demonstrations | 1 | 9.09 | 0 | 0.00 | 1 | 9.09 | 5 | 45.45 | 4 | 36.36 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 8 | 72.73 | 1 | 9.09 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 6 | 54.55 | 4 | 36.36 | 0 |

TABLE IL

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS, AREA
OF RESPONSIBILITY: AGRICULTURE (N=18)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 1 | 5.56 | 1 | 5.56 | 6 | 33.33 | 10 | 55.56 | 0 | 0.00 | 0 |
| The 4-H Club | 1 | 5.56 | 1 | 5.56 | 3 | 16.67 | 9 | 50.00 | 4 | 22.22 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 0 | 0.00 | 5 | 27.78 | 5 | 27.78 | 8 | 44.44 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 5.56 | 5 | 27.78 | 6 | 33.33 | 6 | 33.33 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 5 | 27.78 | 8 | 44.44 | 5 | 27.78 | 0 |
| How to Organize a 4-H Club | 2 | 11.11 | 2 | 11.11 | 3 | 16.67 | 10 | 55.56 | 1 | 5.56 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 5 | 27.78 | 6 | 33.33 | 7 | 38.89 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 4 | 22.22 | 7 | 38.89 | 7 | 38.89 | 0 |
| The 4-H Meeting | 1 | 5.56 | 1 | 5.56 | 8 | 44.44 | 7 | 38.89 | 1 | 5.56 | 0 |
| 4-H Meeting Program Sources and Resources | 4 | 22.22 | 0 | 0.00 | 6 | 33.33 | 5 | 27.78 | 3 | 16.67 | 0 |
| Public Relations | 5 | 27.78 | 0 | 0.00 | 6 | 33.33 | 4 | 22.22 | 3 | 16.67 | 0 |
| Why be a Volunteer | 2 | 11.11 | 0 | 0.00 | 10 | 55.56 | 5 | 27.78 | 1 | 5.56 | 0 |
| Cooperating with School Officials | 4 | 22.22 | 1 | 5.56 | 7 | 38.89 | 5 | 27.78 | 1 | 5.56 | 0 |
| Sample Constitution | 2 | 11.76 | 4 | 23.53 | 7 | 41.18 | 3 | 17.65 | 1 | 5.88 | 1 |

TABLE IL (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 2 | 11.11 | 1 | 5.56 | 6 | 33.33 | 7 | 38.89 | 2 | 11.11 | 0 |
| Understanding Youth | 5 | 27.78 | 0 | 0.00 | 3 | 16.67 | 8 | 44.44 | 2 | 11.11 | 0 |
| Working with All Youth | 2 | 11.11 | 0 | 0.00 | 6 | 33.33 | 8 | 44.44 | 2 | 11.11 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 2 | 11.11 | 7 | 38.89 | 9 | 50.00 | 0 |
| Motivation | 1 | 5.56 | 1 | 5.56 | 3 | 16.67 | 8 | 44.44 | 5 | 27.78 | 0 |
| Teaching Tools and Techniques | 1 | 5.56 | 0 | 0.00 | 4 | 22.22 | 8 | 44.44 | 5 | 27.78 | 0 |
| 4-H Projects | 2 | 11.11 | 0 | 0.00 | 4 | 22.22 | 9 | 50.00 | 3 | 16.67 | 0 |
| 4-H Activities and Events | 2 | 11.11 | 0 | 0.00 | 8 | 44.44 | 6 | 33.33 | 2 | 11.11 | 0 |
| Speeches and Demonstrations | 3 | 16.67 | 0 | 0.00 | 2 | 11.11 | 8 | 44.44 | 5 | 27.76 | 0 |
| Incentives and Awards in 4-H | 1 | 5.56 | 0 | 0.00 | 8 | 44.44 | 6 | 33.33 | 3 | 16.67 | 0 |
| Record Keeping | 1 | 5.56 | 0 | 0.00 | 4 | 22.22 | 8 | 44.44 | 5 | 27.76 | 0 |

TABLE L

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
AREA OF RESPONSIBILITY: 4-H
AND HOME ECONOMICS (N=45)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| What is 4-H? | 1 | 2.22 | 3 | 6.67 | 14 | 31.11 | 26 | 57.78 | 1 | 2.22 | 0 |
| The 4-H Club | 4 | 8.89 | 2 | 4.44 | 7 | 15.56 | 25 | 55.56 | 7 | 15.56 | 0 |
| The 4-H Leadership Team | 4 | 8.89 | 1 | 2.22 | 8 | 17.78 | 17 | 37.78 | 15 | 33.33 | 0 |
| 4-H Leadership Team Job Description | 2 | 4.44 | 2 | 4.44 | 7 | 15.56 | 20 | 44.44 | 14 | 31.11 | 0 |
| Local 4-H Program Operation | 4 | 8.89 | 2 | 4.44 | 7 | 15.56 | 17 | 37.78 | 15 | 33.33 | 0 |
| How to Organize a 4-H Club | 4 | 8.89 | 3 | 6.67 | 11 | 24.44 | 16 | 35.56 | 11 | 24.44 | 0 |
| Yearly Planning | 2 | 4.44 | 1 | 2.22 | 9 | 20.00 | 18 | 40.00 | 15 | 33.33 | 0 |
| Program Planning | 0 | 0.00 | 2 | 4.44 | 10 | 22.22 | 20 | 44.44 | 13 | 28.89 | 0 |
| The 4-H Meeting | 4 | 8.89 | 2 | 4.44 | 15 | 33.33 | 19 | 42.22 | 5 | 11.11 | 0 |
| 4-H Meeting Program Sources and Resources | 6 | 13.33 | 1 | 2.22 | 11 | 24.44 | 20 | 44.44 | 7 | 15.56 | 0 |
| Public Relations | 5 | 11.11 | 3 | 6.67 | 5 | 11.11 | 24 | 53.33 | 8 | 17.78 | 0 |
| Why be a Volunteer | 1 | 2.27 | 1 | 2.27 | 14 | 31.82 | 17 | 38.64 | 11 | 25.00 | 1 |
| Cooperating with School Officials | 7 | 15.91 | 1 | 2.27 | 13 | 29.55 | 16 | 36.36 | 7 | 15.91 | 1 |
| Sample Constitution | 7 | 15.91 | 10 | 22.73 | 11 | 25.00 | 15 | 34.09 | 2 | 2.27 | 1 |

TABLE L (Continued)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic Needs of Boys and Girls | 5 | 11.11 | 4 | 8.89 | 11 | 24.44 | 22 | 48.89 | 3 | 6.67 | 0 |
| Understanding Youth | 5 | 11.11 | 1 | 2.22 | 9 | 20.00 | 21 | 46.67 | 9 | 20.00 | 0 |
| Working with All Youth | 2 | 4.44 | 0 | 0.00 | 7 | 15.56 | 24 | 53.33 | 12 | 26.67 | 0 |
| Program for Older Youth | 2 | 4.44 | 0 | 0.00 | 7 | 15.56 | 18 | 40.00 | 18 | 40.00 | 0 |
| Motivation | 2 | 4.44 | 0 | 0.00 | 10 | 22.22 | 16 | 35.56 | 17 | 37.78 | 0 |
| Teaching Tools and Techniques | 2 | 4.44 | 0 | 0.00 | 6 | 13.33 | 23 | 51.11 | 14 | 31.11 | 0 |
| 4-H Projects | 4 | 8.89 | 1 | 2.22 | 9 | 20.00 | 24 | 53.33 | 7 | 15.56 | 0 |
| 4-H Activities and Events | 6 | 13.33 | 5 | 11.11 | 21 | 46.67 | 11 | 24.44 | 2 | 4.44 | 0 |
| Speeches and Demonstrations | 5 | 11.11 | 2 | 4.44 | 8 | 17.78 | 20 | 44.44 | 10 | 22.22 | 0 |
| Incentives and Awards in 4-H | 3 | 6.82 | 0 | 0.00 | 14 | 31.82 | 23 | 52.27 | 4 | 9.09 | 1 |
| Record Keeping | 1 | 2.22 | 1 | 2.22 | 6 | 13.33 | 11 | 24.44 | 26 | 57.78 | 0 |

TABLE LI

LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
AREA OF RESPONSIBILITY:  4-H
AND AGRICULTURE (N=29)

| Topic | Do Not Need Training N | Do Not Need Training % | Do Not Know If Need Training N | Do Not Know If Need Training % | Need Very Little Training N | Need Very Little Training % | Need Some Training N | Need Some Training % | Need Extensive Training N | Need Extensive Training % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 0 | 0.00 | 2 | 6.90 | 6 | 20.69 | 19 | 65.52 | 2 | 6.90 | 0 |
| The 4-H Club | 1 | 3.45 | 0 | 0.00 | 7 | 24.14 | 19 | 65.52 | 2 | 6.90 | 0 |
| The 4-H Leadership Tram | 0 | 0.00 | 2 | 6.90 | 2 | 6.90 | 15 | 51.72 | 10 | 34.48 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 1 | 3.45 | 3 | 10.34 | 21 | 72.41 | 4 | 13.79 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 1 | 3.45 | 3 | 10.34 | 16 | 55.17 | 9 | 31.03 | 0 |
| How to Organize a 4-H Club | 0 | 0.00 | 1 | 3.45 | 10 | 34.48 | 12 | 41.38 | 6 | 20.69 | 0 |
| Yearly Planning | 0 | 0.00 | 1 | 3.45 | 4 | 13.79 | 11 | 37.93 | 13 | 44.83 | 0 |
| Program Planning | 0 | 0.00 | 2 | 6.90 | 3 | 10.34 | 14 | 48.28 | 10 | 34.48 | 0 |
| The 4-H Meeting | 2 | 7.14 | 1 | 3.57 | 5 | 17.86 | 12 | 42.86 | 8 | 28.57 | 1 |
| 4-H Meeting Program Sources and Resources | 1 | 3.45 | 1 | 3.45 | 2 | 6.90 | 17 | 58.62 | 8 | 27.59 | 0 |
| Public Relations | 1 | 3.45 | 1 | 3.45 | 4 | 13.79 | 16 | 55.17 | 7 | 24.14 | 0 |
| Why be a Volunteer | 0 | 0.00 | 3 | 10.34 | 7 | 24.14 | 12 | 41.38 | 7 | 24.14 | 0 |
| Cooperating with School Officials | 3 | 10.34 | 0 | 0.00 | 5 | 17.24 | 13 | 44.83 | 8 | 27.59 | 0 |
| Sample Constitution | 4 | 13.79 | 4 | 13.79 | 6 | 20.69 | 12 | 41.38 | 3 | 10.34 | 0 |

TABLE LI (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 0 | 0.00 | 3 | 10.34 | 4 | 13.79 | 16 | 55.17 | 6 | 20.69 | 0 |
| Understanding Youth | 0 | 0.00 | 2 | 6.90 | 4 | 13.79 | 18 | 62.07 | 5 | 17.24 | 0 |
| Working with All Youth | 0 | 0.00 | 3 | 10.34 | 2 | 6.90 | 17 | 58.62 | 7 | 24.14 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 4 | 13.79 | 13 | 44.83 | 12 | 41.38 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 4 | 13.79 | 13 | 44.83 | 12 | 41.38 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 3 | 10.34 | 12 | 41.38 | 14 | 48.28 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 7 | 24.14 | 12 | 41.38 | 10 | 34.48 | 0 |
| 4-H Activities and Events | 5 | 17.24 | 0 | 0.00 | 7 | 24.14 | 10 | 34.48 | 7 | 24.14 | 0 |
| Speeches and Demonstrations | 3 | 10.34 | 1 | 3.45 | 5 | 17.24 | 11 | 37.93 | 9 | 31.03 | 0 |
| Incentives and Awards in 4-H | 1 | 3.45 | 0 | 0.00 | 10 | 34.48 | 13 | 44.83 | 5 | 17.24 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 5 | 17.86 | 13 | 46.43 | 10 | 35.71 | 1 |

## TABLE LII

### LEVEL OF PERCEIVED VOLUNTEER LEADER TRAINING NEED
### RESPONSES OF COUNTY EXTENSION PROFESSIONALS,
### AREA OF RESPONSIBILITY: OTHER (N=1)

| Topic | Do Not Need Training N | % | Do Not Know If Need Training N | % | Need Very Little Training N | % | Need Some Training N | % | Need Extensive Training N | % | No Response (Not Included in Percent) N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is 4-H? | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| The 4-H Club | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| The 4-H Leadership Team | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| 4-H Leadership Team Job Description | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Local 4-H Program Operation | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| How to Organize a 4-H Club | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Yearly Planning | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Program Planning | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| The 4-H Meeting | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| 4-H Meeting Program Sources and Resources | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Public Relations | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Why be a Volunteer | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Cooperating with School Officials | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| Sample Constitution | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 |

TABLE LII (Continued)

| Topic | Do Not Need Training | | Do Not Know If Need Training | | Need Very Little Training | | Need Some Training | | Need Extensive Training | | No Response (Not Included in Percent) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N |
| Basic Needs of Boys and Girls | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Understanding Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| Working with All Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| Program for Older Youth | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 |
| Motivation | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Teaching Tools and Techniques | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| 4-H Projects | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 |
| 4-H Activities and Events | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 |
| Speeches and Demonstrations | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Incentives and Awards in 4-H | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |
| Record Keeping | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 100.00 | 0 | 0.00 | 0 |

VITA ⊋

Glenna Gibson Ott

Candidate for the Degree of

Master of Science

Thesis: PERCEIVED TRAINING NEEDS OF OKLAHOMA 4-H VOLUNTEER ADULT
LEADERS: BY 4-H VOLUNTEER LEADERS, COUNTY EXTENSION PRO-
FESSIONALS, AND STATE AND DISTRICT 4-H STAFF

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Ardmore, Oklahoma, on January 1, 1952,
the daughter of Harold P. and Jeanne G. Gibson.

Education: Graduated from Elmore City High School, Elmore City,
Oklahoma, in May, 1970; received the Bachelor of Science
degree in Home Economics Education from Oklahoma State Uni-
versity, Stillwater, Oklahoma, in May, 1974; completed re-
quirements for the Master of Science degree in Home Econom-
ics Education from Oklahoma State University, Stillwater,
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Professional Experience: Oklahoma State University Extension
Home Economist-4-H, Cleveland County, Norman, Oklahoma,
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4-H Staff Assistant, Stillwater, Oklahoma, August, 1977
to present.

Organizations: National Association of Extension 4-H Agents;
Oklahoma Association of Extension 4-H Agents; American Home
Economics Association; Oklahoma Home Economics Association;
Phi Kappa Phi; Phi Upsilon Omicron; Omicron Nu; Kappa Delta
Pi.