MOTIVATIONS, PERSONAL AND SOCIAL

CHARACTERISTICS OF 4-H LEADERS

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CHAPTER I

INTRODUCTION

Statement of the Problem

Volunteer programs give what money cannot buy, according to Nathan (1971): citizen awareness, citizen concern, the neighborly know-how and the personal caring that has no place in professionalism. Volunteering is a way in which many people show concern for others. The volunteer may belong to a civic organization, lead a youth group, help in a charity drive, or serve as a "pink lady" in a hospital, but each in some way gives of his or her time, energy and effort to help others.

In a recent publication, Schindler-Rainman and Lippitt (1975) have identified many societal trends that affect the volunteer today, and that will have an increasing effect in the future. Society is growing larger and more complex at an alarming rate. Toffler (1970) projected that as our society becomes more complex, many institutions in our communities will depend more and more on voluntary assistance. People will become volunteers to help each other adjust to the changes about them.

Individuals today are experiencing a shift in the focus of life from work to leisure (Schindler-Rainman and Lippitt, 1975). "Through cybernation, the scientific-technical base has freed man from working 3,500 hours per year in 1870 to working less than 2,000 hours in 1970" (Bosserman and Gagan, 1972, p. 109). Less time is needed to work, and

in the process of this shift, many individuals are losing their personal identity and meaning of life. According to Erikson (Erikson, 1959), the sense of identity and feeling of self-worth is essential for healthy personality development. "Man will increasingly work to have time for leisure as self-development and self-fulfillment and not the reverse of using leisure simply for recuperation to go back to work" (Bosserman and Gagan, 1972, p. 124). Smith, Reddy and Baldwin (1972) state that volunteering primarily fulfills the cognitive and self-actualizing needs of Maslow's hierarchy, since the more basic levels of human needs, those of safety and survival, are filled for most in today's society. Hayes and Stinnett (1971) have found that life satisfaction of middle-aged husbands and wives is positively and significantly related to volunteer work and to participation in social and civic organizations. "Voluntary service should open new doors for a person, experience give him new perception of his own potential contribution, and participation grant him new sources of gratification and growth " (Naylor, 1967, p. 72).

This increase in leisure time will also give people a greater a-mount of discretionary time available, so more diverse people will have the time to volunteer. Many new people will be potentially avail-able as volunteers. Nathan (1971) states that the volunteers of the future will include not only the traditional "Lady Bountiful", but people from all segments of society: professionals, youth, retired persons, poor and prisoners. "Persons who once served will serve others" (Nathan, 1971, p. 290).

With the need for volunteers ever-increasing, with all the people of the United States having more leisure time, and with the positive

effects volunteerism has on people, more people will need to envision
themselves as being volunteers in the future. In helping to identify
these potential volunteers, Smith (1972) states that there "should be
more focus on attitudes, personality traits, capacities, and related
psychological characteristics of the individual as determinants of his
participation" (Smith, 1972, p. 200).

Volunteers are utilized to a great extent in the 4-H program.
"...4-H is the youth development phase of the Cooperative Extension
Service" (Kruse, 1976, P. 6). The overall objective of the Oklahoma
4-H program is twofold. It is to:

> 1. Provide the opportunity for all youth to develop
> their greatest potential.
> 2. Provide for adult education through development
> and training of leaders to share the program with the
> youth (Kruse, 1976, p. 9).

Each year approximately 1/3 of these volunteer 4-H leaders are new to
the organization (National 4-H, 1973). In 1970 Banning (1970) estimat-
ed that professionals in the Cooperative Extension Service, to do 4-H
education alone, will be recruiting over 200,000 volunteers per year
during the next five years. This problem is increasing today. Exten-
sion workers, especially the county professional youth worker, have a
responsibility in recruiting (National 4-H, 1973).

Extension youth agents realize this responsibility. In a 1971
study Goyen (1971) contacted youth agents in 41 states. From their
reports, he identified ten critical tasks of youth agents. One of
these tasks is to maintain organized groups, including recruiting and
selecting new leaders.

How will these volunteer 4-H leaders be identified and recruited?
What personality and social characteristics are most prevalent in people

who enjoy volunteer work with youth? What motivations are instrumental in effective volunteers?

Purpose of the Study

In order for Extension agents to recognize and effectively utilize volunteers for the 4-H program in the future, it is essential to learn more about the volunteers of today. The overall objective of this study is to identify the personality and social characteristics and motivations of people who volunteer as adult 4-H leaders. Specific purposes are to identify the following:

1. background characteristics of respondents;

2. previous involvement in volunteer work;

3. motivation for becoming involved in volunteer work;

4. degree of involvement in 4-H work;

5. perceptions of how they first became involved in 4-H leadership;

6. preceptions concerning reasons for becoming a 4-H leader;

7. perceptions concerning what respondent personally enjoys most about work as a 4-H leader;

8. perceptions concerning the greatest benefits of the 4-H program to young people;

9. perceptions concerning the degree of closeness of respondent's relationship with her children;

10. perceptions concerning the degree to which respondent possesses each of the following needs:

    a. ACHIEVEMENT - ambition, to succeed, to do one's best to accomplish something of great significance;

    b. AFFILIATION - need for people, friends, groups, to form strong attachments;

    c.   SUCCORANCE - to receive help, encouragement, sympathy, kindness from others;

    d.   NURTURANCE - to give help, sympathy, kindness to others, to be generous;

    e.   COMPETITION - need to compete, to be involved in contests, to have personal achievement measured in comparison with someone.

11.   the mean scores among 4-H leaders concerning:

    a.   expressed Inclusion, Control and Affection dimensions of the FIRO-B, and

    b.   the wanted Inclusion, Control and Affection dimensions of the FIRO-B.

Definitions

Two terms have specific meaning for this study. In order to avoid misinterpretation, the following definitions are given:

1. volunteer - "The (service) volunteer is one who engages in activities mutually beneficial to herself/himself and other individuals, groups or organizations on a non-salaried basis and of her/his own free will" ("Minn. Conf. Develops", 1974, p. 6). ". . .an adult who contributes, without monetary compensation, a portion of his time each week in direct service to other people, performing roles they did not learn in a professional training program, but rather learned through agency sponsored training programs" (Horn, 1973, pp. 11-12). "A volunteer may be defined broadly as a person engaging in voluntary action with little or no direct economic benefit being received as a result of this activity" (Smith, Reddy and Baldwin, 1972, p. 172).

2. 4-H leader - "'4-H Leader' is a title for volunteer adults and youth engaged in helping children and youth learn in 4-H learning groups (often called 4-H clubs)" (National 4-H, 1973, p. 2). In this

study, the term 4-H leader will be restricted to adults only.

CHAPTER II

REVIEW OF LITERATURE

Past research with volunteers has been conducted chiefly with volunteers in health areas dealing with crisis situations, such as telephone crisis lines, or in what volunteers do, not about the volunteers themselves. This chapter is concerned with volunteers in regard to: demographic information; personality characteristics of people who volunteer; motivations of people who volunteer; and 4-H volunteer adult leaders.

Demographic Information

A Census Bureau survey conducted in 1974 indicates that one out of four Americans over the age of 13 does some form of volunteer work. "The most typical American volunteer in 1974 was a married, white woman between ages 25 and 44 who held a college degree and was in the upper income bracket" (Action, 1975, p. 3).

From the total population of the United States over the age of 13, the Census Bureau survey indicates that 24 percent of those surveyed are involved in voluntary action (Action, 1975). Divided by age group, the largest group of volunteers derives from the largest population segment, ages 25 to 44. The percentages are:

> 25 to 44 years of age, 30 percent; 45 to 64 years of age,
> 25 percent; 14 to 17 years of age, 22 percent; 55 to 64
> years of age, 21 percent; 18 to 24 years of age, 18 per-

cent; and, 65 years of age and older, 14 percent (Action,
1975, p. 24).

Payne, Payne and Reddy (1972) state that the middle years (mid-40's with
a factor $\pm$ ten years) are the highest point of membership and partici-
pation. Reddy and Smith (3, 1973) explain this statistical information
in terms of the family life cycle. Children begin at low rates of
volunteerism and increase to relatively high rates in adolescence.
Then, as the person leaves school, begins employment, and gets married,
his/her participation drops due to lack of funds and time. As his/her
children reach school age, his/her volunteerism increases, mostly in
youth-oriented areas. This increase continues, reaching a peak in the
person's 40's and 50's when the children are in school, then declining
until retirement. In post-retirement years, the individual's volun-
teerism falls to a low level, or is even reduced to zero, particularly
if the individual's health is poor.

In regard to sex, the survey indicates that 26 percent of all wo-
men volunteer as compared to 20 percent of all men who volunteer (Act-
ion, 1975). In earlier periods of history, males participated more in
voluntary action than females, according to Reddy and Smith (3, 1973).
As the world moved toward equality of the sexes, the emphasis shifted.
However, types and patterns of volunteerism still exist. The Census
Bureau survey (Action, 1975) indicates that while female volunteers
generally outnumber males, men make their strongest showing as group
leaders and as planners and organizers. Payne, Payne and Reddy (1972)
state that women belong to more religious and service-oriented volunteer
groups than do men.

Married people seem inclined to volunteer more than single, widow-

ed, or divorced/separated people. Twenty-seven percent of the married population volunteers as compared to 20 percent of those who never married and 15 percent of those who were married but no longer are (Action, 1975). Payne, Payne and Reddy (1972) agree that married people have the highest rates of volunteerism, but they broke this down further by stating that widows and widowers have higher rates than those single or divorced/separated. Reddy and Smith (3, 1973) suggest the explanation that the married person is more involved in social relationships and organizations that are conducive to volunteerism.

Payne, Payne and Reddy (1972) state that in general, the more children a parent has, the more likely it is that he/she will join associations and participate in them. Reddy and Smith (3, 1973) agree, but add that the children's ages affect the wife's participation more than the husband's participation.

A phenomena of American volunteerism is that all strata of economic, educational and social levels contribute volunteer time (Action, 1975). However, people of a higher socioeconomic strata are much more likely to become volunteers than are lower socioeconomic status people (Payne, Payne and Reddy, 1972, and Reddy and Smith, 3, 1973).

The Census Bureau survey shows that the more education a person has, the more likely he or she is to volunteer.

> . . .of those Americans who had attended college, those with four years or more volunteered at a rate of 43 percent, while those with less than four years of college declined to 32 percent. The same pattern holds for secondary school education. Those with four years of high school education volunteered at a rate of 25 percent while those with less than four years had a rate of 15 percent (Action, 1975, p. 7).

Payne, Payne and Reddy (1972) agree that those with higher levels of education are more likely to join associations, to participate active-

ly, and to assume leadership roles.

Action (1975) also reports that as the family income level drops, the rate of volunteerism sharply declines. In regard to work style, Payne, Payne and Reddy (1972) found that higher occupational status is positively associated with membership, participation and leadership. Reddy and Smith (4, 1973) state that people who have orderly career patterns are more likely to participate in voluntary associations and programs. Payne and Reddy (1972) further state that political activity is associated with membership and participation in non-political voluntary associations. Higher rates of media exposure are also directly related to higher rates of volunteerism.

Volunteers average nine hours per week on their individual projects, according the the Census Bureau survey (Action, 1975). When classified by their frequency of labor, 36 percent of those who volunteer indicate that they do so once a week.

In looking specifically at the week of April 7 to 13, 1974, the type of work volunteers did was tabulated in the survey. The percentages were:

> religion, 50 percent; education, 15 percent; health, 15 percent; civic and community action, 14 percent; citizenship, 12 percent; recreation, 11 percent; social and welfare, 7 percent; political, 3 percent; and justice, 1 percent (Action, 1975, p. 8).

The survey indicates a direct correlation between the family's life cycle stage and the education category. Those who are involved in getting an education seem to be the ones who volunteer in this field. Twenty-three percent of all teens who volunteer work in education followed by 20 percent of all volunteers in the 18 to 24 age, and 17 percent of all volunteers 25 to 44 (Action, 1975). The number continues

to drop as the volunteers get older, since they are no longer directly involved in education.

In the health category, the rate of volunteerism rises as the age group gets older. In the 45 to 64 age span, health volunteers are 18 percent of the total of that age. The rate rises to 22 percent in the over 65 age group (Action, 1975).

Another category which holds a specific age group is recreation. This category's highest participation of volunteers is indicated in the young parents, 25 to 44 years of age. They volunteer at the rate of 14 percent for recreation (Action, 1975).

Finally, in the religion category, two trends are seen. The lower the yearly earning, the less education a volunteer has, the higher the rate of volunteer participation in the religion category (Action, 1975).

Angrist (1967) studied role constellation of women as a variable in leisure activities. She divided the 245 returned questionnaires from college alumnae into 5 categories: A. single, working fulltime, mean age 31 years; B. married, living with husband, childless, working at least half-time, mean age 28 years; C. married, living with husband, preschool children only, not working, mean age 28.1 years; D. married, living with husband, preschool and school age children only, not work-ing, mean age 36.5 years; and , E. married, living with husband, school age children only, not working, mean age 37.3 years. She found that the 5 categories do not differ significantly in total leisure participation. However, community welfare activities show a consistent and striking pattern of increase from category A through category E, while home-centered activities tend to decrease from category C through category E.

Eitzen (1970) made a study of voluntary association memberships

among middle class women in 2 small Kansas towns and 3 Kansas cities. He interviewed 230 women. He found that approximately two-thirds of the sample are members of 3 or more voluntary associations. Residents in small towns have fewer memberships than those in urban areas. A slight (but not significant) curvilinear pattern is found with membership and age. Home owners were found to have significantly more membership than renters.

Monk and Cryns (1974) in a study checking voluntaristic intent of aged people found that those who express interest in voluntary action tend to: be significantly younger and better educated; have a belief that one has something to offer others; have an expressed interest in continued peer associations with other senior citizens and in organized senior citizen's activities: have a self-perception that includes a broader pattern of social and recreational interests; and, be a home-owner in the community. However, this is only a study of stated interest in volunteerism, not actually volunteering.

Personality Characteristics

Studies completed indicate that personality characteristics of volunteers differ significantly from those of non-volunteers in some area (Horn, 1973; Smith and Nelson, 1975; Tapp and Spanier, 1973; Carothers and Inslee, 1974; Engs and Kirk, 1974; and Reddy and Smith, 1973). Various groups and psychological tests were used to determine the personality characteristics. The following will discuss some of the results obtained.

Reddy and Smith (4, 1973, and 1972) generalize that participation in voluntary action is greater for a person characterized by the follow-

ing broad personality traits:

1. Extroversion, sociability, friendliness, social confidence (vs. introversion, interpersonal cynicism, distrust).
2. Ego-strength, psychic adjustment, satisfaction, optimism, positive self-image, self-confidence (vs. anxiety, neuroticism, pessimism, dissatisfaction).
3. Dominance, aggressiveness, personal autonomy, leadership, assertiveness (vs. submissiveness, shyness, dependence, conformity, acquiescence).
4. Achievement motivation, efficacy, competence, perseverence (vs. fatalism, alienation, powerlessness, apathy, lack of aspirations).
5. Flexibility, adaptibility, readiness to change (vs. rigidity, compulsiveness, authoritarianism, inflexibility).
6. Morality, superego strength, altruism (vs. lack of interpersonal and group orientation or concern, selfishness, expedient orientation) (Reddy and Smith, 4, 1973, p. 37).

They further state that weaker evidence indicates that those volunteering have greater empathy and need for relative closeness, higher energy levels, and greater concern for the future, as shown in planning.

In a 1973 study, Horn looked at three subject groups: adults who work with high risk emotionally disturbed, and have done so for at least six months; adults who work with low risk non-disturbed and have done so for a least six months; and adults who have done no volunteer work in the last five years. Tests used were the Tennessee Self-Concept scale and the FIRO-B. Dr. Horn has found that volunteers display less conflict and variability in personality characteristics than non-volunteers (Horn, 1973). Volunteers express a greater affinity for close interpersonal relationships and a greater number of community-centered values. Those working with high risk emotionally disturbed express more self-actualizing values and a greater level of personality integration. The author of this study concludes that these findings indicate that there may be prerequisite personality characteristics that influence a person to volunteer or not, and that these characteristics influence his or her choice of assignment (Horn, 1973).

Tapp and Spanier (1973) have compared volunteer telephone counselors and non-volunteer college students using the Tennessee Self-Concept Scale, the Personal Orientation Inventory, and the Self-Disclosure Questionnaire. They (Tapp and Spanier, 1973) have found a tendency for the volunteers to perceive themselves in a more positive manner overall than the non-volunteers. The volunteers describe themselves significantly as more ethical than the non-volunteers. The volunteers tend to live more in the present and are more independent than the college students. They describe themselves as having self-actualizing values, being spontaneous, accepting themselves, and having a greater capacity for intimacy than the non-volunteer college students described themselves. According to the results of the study, the volunteers are open to disclosing things about themselves to friends of both sexes.

In another study with volunteer telephone counselors, Carothers and Inslee (1974), in analyzing excerpts from calls taken, found that the level of empathic response given by the volunteers was not high, but was as good as that obtained in interpersonal interactions generally available. Carothers and Inslee felt that this was important since the volunteers are readily available to anyone wishing to call.

The study by Smith and Nelson (1975) used male rescue squad members and members of the Big Brother organization as their volunteer sample, and a statewide probability sample as the non-volunteer sample. All involved were males. When using Cattell's Personality Factor Questionnaire, volunteers were found to be significantly more out-going, warm-hearted, and easygoing, happy-go-lucky, compulsively lively, enthusiastic, expressive, venturesome, socially bold, uninhibited, and spontaneous than non-volunteers. Volunteers were also found to be more

unsophisticated, natural, sentimental, and less complex than non-
volunteers. Volunteers tend to be group-dependent. Results suggested
that volunteers tend to look for social contacts and find them reward-
ing. They actively seek social approval and the admiration of others.
Findings also indicated that volunteers are conservative, respectful
of established ideas and tend to be disinterested in rigorous analytical
thought (Smith and Nelson, 1975).

Waller (1974) in the study of the life-style and self-appraisal in
middle-aged, married, educated women found the "housewife volunteer"
picturing herself as confident, enthusiastic, optimistic, friendly, in-
telligent, independent, and helpful to others. The "housewife volun-
teer" is pleased with herself, her marriage, and her life in general.
She is hardly ever lonely. The typical "housewife", however, expresses
feelings of depression and uncertainty. She assesses her marriage as
not very happy and her assessment of her competence in domestic skills
and child care reveal self-doubts. She senses that she is not finding
satisfaction in what she is doing, but she rates her work skills low
and understandably has negative feelings about going to work.

Motivation

Another aspect of volunteerism is motivation. Several authors
have dealt with this subject, especially in regard to recruiting vol-
unteers.

In a 1972 study, Turner (1972) found that personal feeling about
the program needs rather than program variables influence recruitment.
That is, that a person is more likely to get involved from personal
contact with the program, rather than from hearing about the program

alone.

Payne, Payne, and Reddy (1972) state that people become more in-
volved when personally asked to do so. They further state that child-
ren learn to participate and are encouraged by their parents, with
fathers notably influencing sons and mothers influencing daughters. If
parents have been joiners and active participators, their children are
likely to be so also. Reddy and Smith (3, 1973) noted that this in-
fluence will continue in adulthood. Payne, Payne, and Reddy (1972) also
found that spouses are espcially influential on each other's member-
ship and participation. Having large numbers of friends, knowing large
numbers of neighbors, and being involved with fellow workers also in-
creases volunteerism (Payne, Payne, and Reddy, 1972). Higher rates of
participation in informal social settings and of membership and partic-
ipation in various formal organizational settings is positively related
to higher rates of membership and participation (Payne, Payne, and
Reddy, 1972). Reddy and Smith (3, 1973) stated the above as "people
who are busy and involved in one realm of social acitivity also tend to
be busy and involved in other realms" (p. 23).

Mulford and Klonglan (1972) listed the following general formal
voluntary organization-relevant attitudes significantly related to more
individual affiliation with organized voluntary groups:

    1. General obligation to participate in FVOs. (Strong rela-
    tionship with high consistency).
    2. General perception of instrumental value of FVOs. (Strong
    relationship with high consistency).
    3. Formal group preference: low degrees of need inviolateness.
    (Strong relationship with high consistency).
    4. Anomia. (Strong and negative relationship with high consis-
    tency).
    5. Service orientation to leisure time. (Strong relationship
    with high consistency).
    6. Favorable attitudes toward participation in FVOs held by

significant others. (Weak relationship with low consistency).
7. Friendly relations with people in specific FVO. (Strong
relationship with high consistency). (Mulford and Klonglan,
1972, p. 269).

Reddy and Smith (4, 1973) listed the following attitudes likely to

motivate a person to volunteer:

1. A strong general sense of moral, civic, or social obli-
gation to participate in voluntary action. . .
2. A service orientation toward leisure time. . .
3. Strongly positive attitudes toward one's local community,
its people, organizations, and activities.
4. A preference for formal organized groups as a way of
accomplishing goals in general. . .
5. Strongly positive attitudes toward the efficacy of vol-
untary associations and voluntary action programs
6. Low degrees of alienation; few feelings of powerlessness
and social isolation.
7. Perceptions that one's family, friends, and "significant
others" generally approve of voluntary action and one's par-
ticipation in it (Reddy and Smith, 4, 1973, pp. 35-36).

Seventy-two percent of the volunteers in a study by Engs and Kirk

(1974) responded "to help others" on an open-ended question as their

reason for volunteering. The other 28 percent responded: self-growth,

experience, or course credit.

In the 1974 Census Bureau survey (Action, 1975), the respondents

were asked to designate the reasons for their first non-religious vol-

unteer work. They were given a choice of eight responses, and they

were to check as many as applied. Responses given were:

1. Wanted to help people, 50 percent; 2. Enjoy volunteer-
ing, 36 percent; 3. Had a sense of duty, 32 percent; 4.
Had a child in the program, 22 percent; and 5. Could not
refuse when asked, 15 percent (Action, 1975, p. 13).

Schindler-Rainman and Lippitt (1975) stated that "successful vol-

untarism will come about only if individuals feel motivated toward it"

(p. 46). They listed several different contrasting motivations which

may be at work in the decision to volunteer or not: 1. self-

actualizing possibilities, including opportunities for learning, for

excitement, for personal growth; vs. service, duty, and the repayment of a 'service received' debt; 2. inner-oriented individuals who put emphasis on their own feelings, their own sense of relevance, and their own values as guidelines in the decision; vs. other-oriented individuals who are more influenced by their peers, by the potential visibility and status of the volunteer activity, etc.; 3. action in which the person wants direct action with clients or emotional associations; vs. reflection and policy in which the person wants to be involved in decision-making with the opportunity for power and influence; 4. identifying with the larger community and its welfare; vs. interpersonal meanings and group membership meanings of the particular volunteer opportunity; and, finally, 5. autonomy-oriented, which involves freedom to do what the individual wants within the organization; vs. interdependence-oriented, which involves peer relationships and opportunities for mutuality of support; vs. support-oriented, which involves desiring specific tasks and guidelines so that it will be something where the individual can feel comfortable and competent. According to Schindler-Rainman and Lippitt (1975), identifying, understanding, and supporting the motivations of the individual volunteer is critical.

4-H Volunteer Adult Leaders

Research done involving 4-H leaders has been limited to a degree to training in specific program areas. However, there is some research that has been aimed at 4-H leaders specifically.

Ward (1963) in a study of 7 character building youth organizations reports that over 65 percent of 4-H leaders are parents. She also reports that less than 2 percent of volunteers indicate that they will

volunteer without being asked. She points out a need for some method

of communication which will have enough influence on the prospective

recruits so they can see the need and act to fill it, such as 4-H mem-

bers recruiting their parents.

Boyle and Douglah (1964) in trying to acquire more information

about the problems, needs, and concerns of the people of Columbia

County, Wisconsin, have conducted a survey of 532 adults. Of those

responding, 47 percent have expressed interest in becoming leaders in

various youth organizations, namely Sunday School, 4-H, and Boy Scouts,

respectively. Of those interested, a higher percentage are women rather

than men. Seventy-five percent of those interested are married. As

the number of children increases, interest in youth leadership also in-

creases. Eighty percent of those interested have at least a high

school education, while 50 percent of those expressing no interest have

an eighth grade education or less. Those interested in youth leadership

participate to a greater extent in voluntary organizations than those

expressing no interest. Boyle and Douglah (1964) generalized that peo-

ple willing to serve as youth leaders are generally young, married, have

children, have at least a high school education, and are higher partici-

pators in community organizations and educational activities.

Apps' (1967) study of 4-H members' leadership preferences found

that members rank their preferences on characteristics of volunteer

leaders as follows:

> kindness and helpfulness, 68 percent; skills and talent,
> 55 percent; social skills, 33 percent; authoritativeness,
> 17 percent; respect for young people, 17 percent; and,
> attractive physical characteristics, 12 percent (Apps,
> 1967, p. 86).

Freeman (1968) using 181 people randomly selected from the Randolph

County, North Carolina jury list conducted a survey by telephone inter-

view and them followed up with personal visits. The data would seem

to indicate that the adult who would most likely be interested in 4-H

leadership is a former 4-H club member under 40 years of age who has

children 19 years of age and under living at home.

Banning (1970) reports from a study of 237 volunteer adult 4-H

leaders representing 42 states, half from rural counties and half from

urban counties, that 65 percent of the leaders are between 36 and 55

years of age, $2\frac{1}{2}$ percent are under 25 and 1.3 percent are over 65.

Fifty-three percent have spent most of their lives on a farm. In regard

to the number of children they have, 75.5 percent have from 2 to 5

children, and of these over 33 percent have 4 or 5 children. Ten per-

cent of the leaders have children but none in 4-H, while 75.4 percent

have children in 4-H, and 14.4 percent have no children of 4-H age. Of

the leaders surveyed, 48.5 percent had not been 4-H members when child-

ren. In regard to education, 80 percent are high school graduates, and

of these, 20.3 percent are college graduates. Of the women leaders

surveyed, 51.1 percent work outside the home, and these are split evenly

between part-time and full-time work. Of these, 28.8 percent are teach-

ers or in other professional work. Banning (1970) further reports that

62.5 percent of the leaders surveyed average devoting from 6-20 hours

per month to work as 4-H leaders. Those averaging less than 5 hours per

month total 19.6 percent, and 17.8 percent average between 20 and 40

hours per month as a 4-H leader.

Banning (1970) when using the Adaptability Test with the 4-H lead-

ers found that the following criteria for selecting adults to become

4-H leaders was emphasized: intelligence, sociability, a bright out-

look on life, a positive self-concept, reasonably well-organized, and rapport with children of the community.

A 1973 National 4-H Volunteer Leadership Development Committee report on recruiting states that "if the people you are recruiting have family members involved in 4-H, they will be easier to reach" (p. 2). They listed 5 methods for recruiting also, but stressed that the one-to-one method is the best way to reach people and to get them involved.

Pyle (1973) in trying to determine what potential the concept of a balanced orientation to person and task might have for approaching 4-H leader training used a mailed questionnaire with all 4-H leaders, junior leaders, youth agents and state staff in the East Central Extension area of Indiana. All groups studied had a greater concern for the person dimension than the task dimension of leader behavior as indicated by higher person scores. Pyle found that leaders with only a few years' experience differ little in task and person orientation from those who have been leaders 6 or more years. Leaders in the age span of 40 years or older appear to be higher in person and task orientations when compared to leaders ages 20-39. Leaders who have no formal education past high school exhibit higher person and task orientations than did those with education past high school. Leaders who had been 4-H members 6-10 years exhibit a lower concern for task and person dimensions than did either those 4-H leaders with 1-5 years 4-H membership or those who hadn't been 4-H members. Leaders who had been 4-H members 1-5 years scored highest of the three categories in person orientation. Women exhibited higher person orientation scores than men exhibited.

In regard to training needs, Pyle (1973) found that adult leaders suggested training completely opposite of their orientation. In other

words, their training requests were in the task dimension of leader be-
havior. Men favored task training more than women did. Leaders 40
years of age and older felt a greater need for task training than the
younger leaders. Leaders who had no education past high school request-
ed task training at a higher ratio than any other group studied. Fin-
ally leaders who themselves had been 4-H members for a period of 1-5
years requested less task training than did leaders who had been 4-H
members for 6 or more years.

Denmark (1973) studied self-acceptance as related to leader effec-
tiveness. The Extension 4-H agents in 25 randomly selected counties in
Texas rated their leaders according to how they perceived the leader's
effectiveness, and each leader filled out Berger's Self-acceptance
scale. Denmark (1973) found a direct and positive association between
the degree of self-acceptance and the Extension 4-H agents' ratings of
leader effectiveness, highly significant beyond the .05 level.

CHAPTER III

PROCEDURE

Selection of Subjects

The subjects were 153 adult women 4-H leaders in Oklahoma from 35

randomly selected counties, equally representing the five Extension

districts. The Extension professionals who work with 4-H in those

counties were asked to identify six effective women 4-H leaders to

participate in the research. The following criteria were given to the

Extension agents to help them in identifying the effective volunteer

4-H leaders:

1. Has a sincere interest in boys and girls and enjoys
working with them.
2. Is liked and respected in the community by both adults
and youth.
3. Works democratically with youth and other adults.
4. Is willing to share responsibility with others.
5. Plans and organizes work in advance.
6. Is a good teacher.
7. Has perseverance--is slow to give up.
8. Is a mature individual and is somewhat aware of own
strengths and weaknesses.
9. Is willing to attend training meetings.
10. Is enthusiastic about 4-H (Denmark, 1973, pp. 7-8).

Any length of service as a volunteer 4-H leader was acceptable. The

leaders identified were then mailed a questionnaire which they returned.

Questionnaires were sent to 208 adult women 4-H leaders and 153 respond-

ed, representing a 74 percent rate of return. The data was collected

in February and March, 1977.

Discription of the Instrument

The instrument used as a 4-part questionnaire. It included fixed alternative and open-ended questions to ascertain the following: a. background characteristics of the respondents; b. previous involvement in volunteer work; c. motivation for becoming involved in volunteer work; d. degree of involvement in 4-H work; e. perceptions concerning what respondent personally enjoys most about work as a 4-H leader; and, g. perceptions concerning the greatest benefits of the 4-H program for young people. These questions were developed by the author, using the questionnaire from Americans Volunteer 1974 (Action, 1975, pp. 20-22) as a guideline. A fixed alternative question was included to determine perceptions concerning the degree of closeness of the respondent's relationship with her children. Edward's Personal Preference Scale was adapted in order to measure perceptions concerning the degree to which respondent expressed each of the following needs: achievement, affiliation, succorance, nurturance, and competition. Perceptions concerning expressed inclusion, control and affection and wanted inclusion, control and affection were measured using the FIRO-B. The questionnaire was first evaluated by 14 Extension professionals in Oklahoma, including county, district and state staff members who work with 4-H. After revision, it was tested with 15 leaders who were not a part of the sample before being sent to the 4-H leaders in the sample.

FIRO-B

The primary purposes of the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) are: "1) to measure how an individaul acts in interpersonal situations; and 2) to provide an instrument that

will facilitate the prediction of interaction between people" (Schutz, 1958, p. 58). The FIRO-B is a 54-item self-report questionnaire which measures three fundamental dimensions of interpersonal relationships: Inclusion, Control, and Affection. Inclusion assesses the degree to which a person associates with others. Karen Horney's concept of "moving toward people" or "moving away from people" and the Jungian concepts of "introversion" and "extroversion" are similar to inclusion. Control measures the extent to which a person assumes responsibility, makes decisions, or dominates people. The Affection score reflects the degree to which a person becomes emotionally involved with others (Ryan, 1970).

Ryan (1970) indicated that the test assumes that these three dimensions are fundamental in understanding and prediciting interpersonal behavior. Although other factors certainly influence a person's actions, if these three dimensions concerning a person are known, meaningful inferences can be made about that person's behavior.

For each variable, two aspects of behavior are assessed by this scale: the behavior the individual expresses toward others (expressed) and the behavior he wants others to express towards him (wanted). Ryan (1970) believes that what one seeks in interpersonal relationships is less directly observable, but it is valuable information in understanding and predicting one's behavior.

Separate subscales are constructed to assess each of the three needs, and each of the two modes of expression, six subscales in all. The subscales of the FIRO-B have been found to reflect a relatively high degree of internal consistency. The test-retest correlations are all over .70 (Buros, 1972). Buros (1972) states that the FIRO-B is a

worthwhile instrument for research.

Analysis of Data

A percentage and frequency count was used to describe the background characteristics of the respondents as well as the various perceptions. Categories were developed for the responses to the open-ended questions. The FIRO-B was scored using its key; then mean subscales were computed.

CHAPTER IV

RESULTS

Description of the Subjects

All of the 153 subjects were female 4-H leaders in one of the 35 randomly selected counties in the state of Oklahoma. One hundred forty-six listed their race as white with 2 listing black and 5 listing Indian. When divided according to age, the largest proporation (24.5 percent) was 35-39 years old, while the next largest group (22.5 percent) was 40-44. The sample was therefore largely middle-aged.

Ninety-six percent were married and living with their spouse. When asked about the number of children, 73.9 percent reported 2-4 children, with the largest group (32.7 percent) being those with 2 children.

In regard to education, 98.6 percent were high school graduates or above, and 37.8 percent were college graduates or above. When considering their husband's educational level, 93.8 percent of the husbands were high school graduates or above and 35.3 percent were college graduates or above. Regarding occupation, 55 percent listed themselves as homemaker full-time or part-time along with another part-time job. Other occupations were 6 percent or less, except for teachers, full-time or part-time, which included 26.3 percent. The predominant occupation for their husband was farming and/or ranching, full-time or part-time with 39.1 percent of the husbands involved.

Regarding place of residence 70.6 percent of the 4-H leaders responding reported living "on a farm or in the country". Small towns under 5,000 population also held a large proportion, 20.9 percent.

TABLE I

CHARACTERISTICS OF THE SUBJECTS

Description	Classification	Number	%
Race	White	146	95.4
	Black	2	1.3
	American Indian	5	3.3
	Other	0	0
Age	Under 25	1	.6
	25-29	12	8.
	30-34	29	19.2
	35-39	37	24.5
	40-44	34	22.5
	45-49	19	12.6
	50-54	4	2.6
	55-59	9	6.
	60 and over	6	4.
Marital Status	Married, living with spouse	147	96.
	Divorced/separated	2	1.3
	Widowed	3	2.
	Single, never been married	1	.7
Number of Children	0	13	8.5
	1	15	9.8
	2	50	32.7
	3	35	22.9
	4	28	18.3
	5	8	5.2
	6	3	1.9
	7 or more	1	.7
Highest Education Level Completed by Respondent	8th grade	1	.7
	Some high school	1	.7
	High school graduate	54	35.2
	High school plus some collete	33	21.6
	College graduate	38	24.8
	Some graduate work	20	13.
	High school plus some technical training	6	4.

TABLE I (Continued)

Description	Classification	Number	%
Highest Education Level Completed by Husband	8th grade	4	2.7
	Some high school	5	3.4
	High school graduate	55	37.4
	High school plus some college	25	17.
	College graduate	31	21.
	Some graduate work	21	14.3
	High school plus some technical training	6	4.1
Occupation of Respondent	Homemaker, full- or part-time	94	55.
	Teacher, full- or part-time	45	26.3
	Clerical & secretarial	11	6.4
	Teacher's aide	4	2.3
	Farmer & agribusiness	4	2.3
	Official	3	1.8
	Sales	2	1.2
	Self-employed	4	2.3
	Food service	2	1.2
	Funeral director	1	.6
	Manager	1	.6
	Retired	1	.6
Occupation of Respondent's Husband	Farmer and/or rancher, full- or part-time	61	39.1
	Teacher or college professor	13	8.3
	Mechanic or repairman	12	7.7
	Sales work (agents, clerks)	9	5.8
	Self-employed	8	5.1
	Public Official	8	5.1
	Construction or oil field	7	4.5
	Agricultural agents	6	3.8
	Retired and/or disabled	6	3.8
	Scientist	5	3.2
	Engineer	4	2.6
	Analyst	4	2.6
	Others	13	8.3
Place of Residence	On the farm or in the country	108	70.6
	Small town under 5,000	32	20.9
	Town under 25,000	8	5.2
	City of 25,000 to 50,000	3	2.
	City of 50,000 or more	2	1.3

Perceptions of 4-H Leaders

Concerning Volunteer Work other than 4-H

Percentages and frequencies were used to examine perceptions of 4-H leaders concerning volunteer work other than 4-H. Results concerning each of these perceptions are now presented.

Previous Involvement

When asked whether they had been involved in volunteer work other than 4-H during the past year, 83.7 percent of the 4-H leaders responded that they had done other types of volunteer work. Of these, 46.1 percent reported that they had spent 25-99 hours doing volunteer work other than 4-H work.

Looking at their background, 59.9 percent of the 4-H leaders reported that their parents had been involved in the past or were currently involved in volunteer work. Regarding their husband's involvement in volunteer work other than 4-H, of those married 63.3 percent reported that their husbands were involved in some form of volunteer work other than 4-H.

Motivation

Reasons for beginning volunteer work were asked with a fixed alternative question. Most checked more than one response. "Wanted to help people" was the most frequent response with 27.9 percent, 21 percent responded "enjoyed watching others develop and achieve". Nineteen percent checked "had a sense of duty". Frequently used was "had a child in the program" which was used by 16.8 percent. Other choices were used less than 8 percent.

TABLE II

PREVIOUS INVOLVEMENT OF 4-H LEADERS
IN VOLUNTEER WORK OTHER THAN 4-H

Description	Classification	Number	%
Whether 4-H leader has done volunteer work other than 4-H during the past year	Yes	128	83.7
	No	25	16.3
Number of hours of 4-H leader's involvement in volunteer work other than 4-H	Less than 25 hours	29	22.7
	25-99 hours	59	46.1
	100-299 hours	33	25.8
	300 hours or more	7	5.4
Whether 4-H leader's parents have done volunteer work	Yes	91	59.9
	No	61	40.1
Whether 4-H leader's husband has done volunteer work	Yes	93	63.3
	No	54	36.7

TABLE III

PERCEPTIONS OF 4-H LEADERS CONCERNING REASONS
FOR BECOMING INVOLVED IN VOLUNTEER WORK

Description	Classification	Number	%
Reasons for becoming involved in volunteer work	Wanted to help people	113	27.9
	Had a sense of duty	77	19.
	Hated to say no when asked	32	7.9
	Had a child in the program	68	16.8
	Needed something else to do	9	2.2
	Enjoyed watching others develop and achieve	85	21.
	Hoped it would lead to a paying job	4	1.
	Other	17	4.2

Perceptions of 4-H Leaders

Concerning 4-H Work

Percentages and frequencies were used to examine perceptions of
4-H leaders concerning 4-H work, including how they first became in-
volved, motivation, what they personally enjoy about 4-H, and what they
feel are the greatest benefits of 4-H to young people. Results con-
cerning each of these areas are now presented.

Degree of involvement

Degree of involvement in 4-H was measured in several ways. It was
found that 67.8 percent of the 4-H leaders responding had been 4-H
members themselves. Of these, 20.8 percent had been members for 4
years, and 20.8 percent had been members for 9-10 years.

Of those responding, the number of years that they had served as a
4-H leader varied from 1 year to 37 years. The highest percentages
came from those who had been leaders 3 years with 14.2 percent, 5 years
with 12.8 percent, and 11-15 years with 10.8 percent. Combining the
percentages, the majority of the 4-H leaders responding (52.7 percent)
had worked in 4-H 1-5 years.

In regard to their own children being 4-H members, 79.3 percent
reported that their children were members. Also 1.4 percent reported
that their children had been members in the past, but were now out of
the program. Within their families, 63.9 percent of those married re-
ported that their husbands were not 4-H leaders along with them.

When responding to the number of hours spent doing volunteer work
for 4-H during the past year, 39.1 percent said that they had spent 25-

99 hours and 39.1 percent said that they had spent 100-299 hours. The majority (70.2 percent) therefore reported working between 25 and 299 hours as 4-H leaders.

Seven hundred forty separate duties were listed by the 153 4-H leaders responding, so most were involved in 4-H in several areas. Of the responses made, (19.5 percent) was "help 4-H members prepare for county 4-H events" the one responded to most. The second highest response (17 percent) was to "lead a local club", followed closely by "assist in a local club" (16.4 percent). All the possible responses were used with the range being only from 19.5 percent as the highest to 14.2 percent as the lowest.

Perceptions of 4-H leaders concerning how they first became involved

In response to how the 4-H leaders first became involved in 4-H, 30.2 percent of the responses were "volunteered without being asked". The second highest response was that they were persuaded by "another 4-H leader" (20.7 percent), followed by being persuaded by their "own child" (17.6 percent). One unusual aspect was that 8.1 percent of the responses were that the "school principal" persuaded them to become 4-H leaders, and of these the respondents were all teachers, indicating that 4-H is a school activity in these cases. Many checked more than one response to this question, indicating that several others were instrumental in getting them involved in volunteer 4-H work. Totally 66.2 percent first became involved because someone else asked them to do so.

TABLE IV

DEGREE OF INVOLVEMENT OF 4-H LEADERS
IN VOLUNTEER 4-H WORK

Description	Category	Number	%
Whether 4-H leader was a 4-H member as a child	Yes	101	67.8
	No	48	32.2
Number of years of 4-H leader's membership in 4-H as a child	1	10	9.9
	2	10	9.9
	3	11	10.9
	4	21	20.8
	5	8	7.9
	6	6	5.9
	7	8	7.9
	8	6	5.9
	9	18	17.8
	10	3	3.
Number of years of 4-H leader's volunteer work as a 4-H leader	1	10	6.7
	2	14	9.5
	3	21	14.2
	4	14	9.5
	5	19	12.8
	6	10	6.7
	7	11	7.4
	8	6	4.
	9	5	3.4
	10	9	6.1
	11-15	16	10.8
	16-20	5	3.4
	21-25	1	.7
	26 and over	7	4.7
Whether 4-H leader's children are 4-H members	Yes	111	79.3
	No	27	19.3
	Have been in the past	2	1.4
Whether 4-H leader's husband is a 4-H leader	Yes	53	36.1
	No	94	63.9
Number of hours of 4-H leader's volunteer work in 4-H during the past year	Less than 25 hours	18	11.9
	25-99 hours	59	39.1
	100-299 hours	59	39.1
	300-399 hours	9	6.
	400-499 hours	2	1.3
	500-599 hours	2	1.3
	66 or more hours	2	1.3

TABLE IV (Continued)

Description	Category	Number	%
Duties performed as volunteer 4-H leaders during the past year	Lead a local 4-H club	126	17.
	Assist in a local 4-H club	121	16.4
	Lead 4-H members in specific projects	111	15.
	Help 4-H members prepare for county 4-H events	144	19.5
	Participate in county 4-H leaders council meetings	112	15.1
	Serve as an officer and on committees	105	14.2
	Other	21	2.8

TABLE V

PERCEPTIONS OF 4-H LEADERS CONCERNING
HOW THEY FIRST BECAME INVOLVED
IN 4-H VOLUNTEER WORK

Description	Category	Number	%
Person who first persuaded 4-H leader to do 4-H volunteer work	Extension Agent or EHE	29	13.1
	Another 4-H leader	46	20.7
	4-H members	15	6.7
	Your own child	39	17.6
	Volunteered without being asked	67	30.2
	School principal	18	8.1
	Other	8	3.6

Motivation

In regard to the perceptions of the 4-H leaders concerning their reasons for becoming involved as a 4-H leader, 426 responses were given by the 153 leaders, again indication that several reasons were considered responsible for each of those responding to become 4-H leaders. The most responses (26.3 percent) that were given were "had a child in the program", followed closely by "enjoyed watching others develop and achieve" with 25.4 percent of the responses. A third response given at a high rate (22.5 percent) was "wanted to help people".

TABLE VI

PERCEPTIONS OF 4-H LEADERS CONCERNING
REASONS FOR BECOMING A 4-H LEADER

Description	Categories	Number	%
Reasons for becoming involved in volunteer 4-H leadership	Wanted to help people	96	22.5
	Had a sense of duty	56	13.1
	Hated to say no when asked	18	4.2
	Had a child in the program	112	26.3
	Needed something else to do	2	.5
	Enjoyed watching others develop and achieve	108	25.4
	Hoped it would lead to a paying job	1	.2
	Other	33	7.7

Perceptions concerning what 4-H leaders personally enjoy about 4-H

On an open-ended question regarding what the 4-H leader personally enjoys most about 4-H, 4 responses were given most frequently with 8

others given to some degree. Most 4-H leaders responding listed more than one area of enjoyment.

The most frequent response (21.3 percent) fell under the category of "development of the members" or watching the 4-H members grow and develop. The next most frequent response (20.7 percent) was "achievement of the members" or seeing the members try something and succeed. A frequent response was "the 4-H memebers themselves", or working with the youth which was 19.3 percent of the responses. A fourth high category with 11 percent was "helping members learn and have fun with projects", including the educational aspects of 4-H involved with project training. These four responses accounted for 72.3 percent of the responses given. Others are listed on Table VII, but will not be discussed here.

TABLE VII

PERCEPTIONS OF 4-H LEADERS CONCERNING
WHAT 4-H LEADER PERSONALLY ENJOYS
MOST ABOUT 4-H VOLUNTEER WORK

Category	Number	%
Development of 4-H members (to help members grow)	64	21.3
Achievement of the members (seeing members try something and succeed)	62	20.7
The 4-H members themselves (working with the youth)	58	19.3
Helping members learn and have fun with projects	33	11.
Fellowship (being with other leaders, parents, etc.)	14	4.7
Specific projects (sewing, beef, horse, foods, etc.)	15	5.
Benefits of the program for the 4-H member	12	4.

TABLE VII (Continued)

Category	Number	%
Family togetherness (working together in 4-H brings the family closer)	10	3.3
Learning something myself	8	2.7
Personal growth	7	2.3
Personal achievement	6	2.
Seeing members learn responsibility	6	2.
Others	5	1.7

Perceptions concerning the greatest benefits of 4-H to young people

On an open-ended question, the 4-H leaders were asked to respond to what they considered to be the greatest benefits of 4-H to young people. Four hundred fifty-eight responses were given by the 153 4-H leaders involved in the study, so obviously many listed several benefits. These responses fell into 17 categories and an "others" which included several categories seldom used. The most widely used response was the "educational aspects, projects, and learning" provided by 4-H, and totalled 12.7 percent of the responses given. Next came "leadership training and experience" given 9.4 percent of the total responses. The next 2 responses tied with 8.3 percent each: "citizenship, caring and concern for others" and "achievement, accomplishment, recognition and awards". Another response given frequently was "cooperation and working with others", which was 7.6 percent of the total responses given. Other responses are listed on Table VIII with these reviewed.

TABLE VIII

PERCEPTIONS OF 4-H LEADERS CONCERNING
THE GREATEST BENEFITS OF THE 4-H
PROGRAM FOR YOUNG PEOPLE

Category	Number	%
Educational aspects, projects, and learning	58	12.7
Leadership training and experience	43	9.4
Citizenship, caring and concern for others	38	8.3
Achievement, accomplishment, recognition, awards	38	8.3
Cooperation and working with others	35	7.6
Public speaking and communication	31	6.8
Preparation for adulthood, career choice	30	6.6
Making friends and meeting people	29	6.3
Personal development	25	5.5
Developing self-confidence, poise, self-assurance	22	4.8
Variety offered in the 4-H program	18	3.9
Involvement of the youth, keeping busy	18	3.9
Developing responsibility	18	3.9
Developing sportsmanship	13	2.8
Character-building	13	2.8
To strive toward excellence, i.e. "to make the best better"	12	2.6
Competition	9	2.
Others	8	1.7

Perceptions of 4-H Leaders Concerning

Closeness to their Own Children

In regard to how close 4-H leaders who are parents feel that they are to their own children, 54.3 percent of those 4-H leaders in this study who are parents reported that they felt "very close" to their children, followed by 32.8 percent who responded "close". Only 12.8 percent responded "average" in rating their closeness to their children, and none rated their relationship as "distant" or "very distant".

TABLE IX

PERCEPTIONS OF 4-H LEADERS CONCERNING DEGREE
OF CLOSENESS OF RELATIONSHIP BETWEEN
4-H LEADERS AND THEIR OWN CHILDREN

Degree of closeness	Number	%
Very distant	0	0
Distant	0	0
Average	18	12.8
Close	46	32.8
Very close	76	54.3

Perceptions Concerning Degree to which 4-H Leaders

Possess Each of 5 Basic Personality Needs

Five basic personality needs, Achievement, Affiliation, Succorance, Nurturance, and Competition, were measured using a Likert Scale. Per-

centages and frequencies were used to examine perceptions of 4-H leaders regarding their need for each.

In regard to Achievement (ambition, need to succeed, to achieve, to do one's best to accomplish something of great significance) the largest percentage (31.1 percent) fell into the "average" category. It was follwed very closely by "very high" with 30.4 percent and "high" with 27 percent. A total of 11.5 percent was recorded for those rating their need for Achievement "low" and "very low".

Affiliation (need for people, friends, groups, to form strong attachments) also responded with the largest percentage (36.9 percent) falling into the "average" category. However, the "high" and "very high" categories totalled 41.6 percent as compared to 21.5 percent total for the "low" and "very low" categories indicating a trend showing the strength of the need.

In regard to the need for Succorance (need to receive help, encouragement, sympathy, kindness from others), again "average" had the most responses with 33.6 percent of the responses. "Low" and "very low" totalled 42.3 percent of the responses concerning Succorance with only 24.1 percent totalled for "high" and "very high", indicating a lack of this need.

Nurturance (need to give help, sympathy, encouragement, kindness, to be generous) totalled the highest percentage (39.6 percent) in the "high" category, followed by 33.6 percent in the "very high" category. This indicates a very strong need, since a total of 73.2 percent is used in the "high" and "very high" levels of the need.

In regard to Competition (need to compete, to be involved in contests, to have personal achievement measured in comparison with someone)

the "very low" category included 30.2 percent which was the highest.
The "average" category was next with 26.8 percent, followed by 21.5
percent in the "low" category.

Mean FIRO-B

The FIRO-B consists of nine statements representing six categories
of behavior which the respondent directs toward others (expressed) and
that which he desires others to direct towards himself (wanted). The
FIRO-B obtains six scores with the highest score being 9.00 and the
lowest score 0.00. Mean scores are used in reporting the FIRO-B re-
sponses of 4-H leaders in order to compare their scores with the norms
which have been established for the FIRO-B which are based on mean
scores. Following is a description of FIRO-B scores:

Scores 0-1 are extremely low scores reflecting the lowest possible
degree of this personality characteristic.

Scores 2-3 are low scores reflecting a low degree of this person-
ality characteristic.

Scores 4-5 are average scores with a moderate or average degree of
the personality characteristic.

Scores 6-7 are high scores reflecting an above or high degree of
this personality characteristic.

Scores 8-9 are extremely high scores reflecting the highest degree
of the personality characteristic.

The inclusion score assesses the degree to which a person associ-
ates with others. The expressed inclusion mean subscore of 4.19 in
this sample of 4-H leaders is an average FIRO-B score with a moderate
or average degree of expressed inclusion toward others. The wanted

TABLE X

PERCEPTIONS CONCERNING DEGREE TO WHICH
4-H LEADERS POSSESS EACH OF THE
5 BASIC PERSONAITY NEEDS

Need	Category	Number	%
Achievement (ambition, need to succeed, to achieve, to do one's best to accomplish something of great significance	Very Low	8	5.4
	Low	9	6.1
	Average	46	31.1
	High	40	27.
	Very High	45	30.4
Affiliation (need for people, friends, groups, to form strong attachments)	Very Low	15	10.1
	Low	17	11.4
	Average	55	36.9
	High	35	23.5
	Very High	27	18.1
Succorance (need to receive help, encouragement, sympathy, kindness from others)	Very Low	28	18.8
	Low	35	23.5
	Average	50	33.6
	High	26	17.4
	Very High	10	6.7
Nurturance (need to give help, sympathy, encouragement, kindness to others, to be generous)	Very Low	6	4.
	Low	7	4.7
	Average	27	18.1
	High	59	39.6
	Very High	50	33.6
Competition (need to compete, to be involved in contest, to have personal achievement measured in comparison with someone	Very Low	45	30.2
	Low	32	21.5
	Average	40	26.8
	High	16	10.7
	Very High	16	10.7

inclusion mean subscore of 3.23 indicates a low degree of a need to be around others or to be involved in activities with others. This low score may be due to the nature of the sample since 91.5 percent of the sample are from farms or small communities under 5,000.

Control scores measure the extent to which a person assumes responsibility for, makes decisions for, or dominates people. The expressed control toward others FIRO-B mean subscore of the 4-H leaders was 2.16 reflecting a low degree of this personality characteristic. The wanted control from others FIRO-B mean subscore of the 4-H leaders was 3.94, reflecting a low to average degree of a desire for others to control. This indicates that the individuals tend to be cautious in independent decision-making and in assuming responsibility.

The affection score reflects the degree to which a person becomes emotionally involved with others. The expressed affection toward others FIRO-B mean subscore of the 4-H leaders was 4.26, which is an average score reflecting an average or moderate degree of the need to give affection. The 4-H leaders scored 5.86 mean subscore on the wanted affection from others which reflects an average to above average degree of the desire for affection.

In summary, a profile of the 4-H leaders' FIRO-B responses indicated that they have an average expressed inclusion score with a low wanted inclusion score; a low expressed control score with a low to average wanted control score; an average expressed affection score with an average to above average wanted affection score.

TABLE XI

MEAN SCORES OF 4-H LEADERS USING
THE FIRO-B TEST SCORES

Description	INCLUSION	CONTROL	AFFECTION
Expressed Behavior Toward Others	4.19	2.16	4.26
Wanted Behavior From Others	3.23	3.94	5.86

CHAPTER V

SUMMARY

The purpose of this study was to identify the personality and
social characteristics and motivations of people who volunteer as adult
4-H leaders. This is important for Extension professionals who work
with 4-H to help them identify and more effectively utilize volunteers
for the 4-H program in the future.

Thirty-five counties in Oklahoma were randomly selected, equally
from the five Extension districts, and from these, Extension profession-
als were asked to identify six effective women 4-H leaders using a pre-
scribed criteria. The instrument used was a questionnaire developed
by the researcher using a portion adapted from Edward's Personal Pre-
ference Scale and using the FIRO-B. The questionnaire was checked by
Extension professionals and tested with a group of 4-H leaders.

The sample consisted of 153 women 4-H leaders. The majority were
white, middle-aged, married, and living with their husbands and their
2-4 children. Almost all were high school graduates or above as were
their husbands, and over one-third were college graduates or above.
Over half were homemakers, full-time or part-time, along with a part-
time job outside the home. Over one-fourth were teachers. The pre-
dominant occupation for their husbands was agriculture, full-time or
part-time, and 70 percent reported living on a farm or in the country
with another 20 percent living in small towns.

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In regard to volunteer work other than 4-H, 83.7 percent had done other types of volunteer work with the majority having done 25-99 hours of volunteer work in the past year. Over half reported that their parents had done volunteer work and that their husbands were also involved in volunteer work other than 4-H.

When asked why they began volunteer work, "wanted to help people" and "enjoyed watching others develop and achieve" were the dominant answers given by over one-fourth each. Others given frequently were "had a sense of duty" and "had a child in the program".

In regard to previous involvement in 4-H work, over half responded that they had been 4-H members themselves with those who were members 4 years and those 9-10 years predominant. Over 80 percent had children who were members of 4-H currently or had been in the past. Most spent 25-299 hours doing 4-H work during the past year. Almost all reported more than one duty as a 4-H leader with most reporting several duties. Over half reported that their husbands were not also 4-H leaders.

In regard to how they first became involved in 4-H, over 30 percent said that they "volunteered without being asked". Other frequent responses were being persuaded by "another 4-H leader" or their "own child". Many checked more than one answer to this question, indicating that several reasons or people were involved in the decision. Totally others persuaded them to be 4-H leaders 66.2 percent of the time.

When considering reasons for becoming a 4-H leader, again several answers were checked by most. The three highest responses (all over or near one-fourth of the total) were: "had a child in the program", "enjoyed watching others develop and achieve", and "wanted to help people".

In regard to what leaders personally enjoy about the 4-H program, the most frequent responses fell under the categories of "development of the members" (21.3 percent), "achievement of the members" (20.7 percent), "the 4-H members themselves" (19.3 percent), and "helping members learn and have fun with projects" (11 percent). These four totalled 72.3 percent of the responses given.

Their perceptions of the greatest benefits of 4-H to young people had 458 responses, so many of the 4-H leaders listed several, and these fell into 17 categories, indicating a broad range of perceived benefits of 4-H. "Educational aspects, projects and learning" was the most widely given response.

In regard to closeness of the relationship with their children, over 85 percent rated their relationship "close" or "very close". None rated themselves as distant.

When listing their perceptions of their own needs, their need for Achievement was rated "high" or "very high" by over 55 percent; their need for Affiliation was rated "average" to "very high" by 78.5 percent; their need for Succorance was rated "average" to "very low" by 75.9 percent; their need to give Nurturance was rated "high" to "very high" by 73.2 percent; and, their need for Competition was rated "very low" to "low" by 51.5 percent.

A profile of the 4-H leader's FIRO-B responses indicated that they have an average expressed inclusion subscore with a low wanted inclusion subscore; a low expressed control subscore with a low to average wanted control score; and, an average expressed affection subscore with an average to above average wanted affection subscore. These were expressed in mean scores and compared to the general population scores for

rating.

Conclusions and Discussion

Demographic Information

The results of the study agreed with Action (1975) and Payne, Payne, and Reddy (1972) in regard to married people volunteering more than others. This is especially applicable in a youth organization such as this, as found by Boyle and Douglah (1964). The fact that over three-fourths had a child in the program fits in with the family life cycle theory (Reddy and Smith, 3, 1973) which explains that persons with school age children are most likely to work in programs in which their children are involved, i.e. youth organizations. This also coincides with the findings of Action (1975), Ward (1963), and Banning (1970). Angrist's (1967) findings also agree that as the children's ages increase, women moved toward community activities and away from home-centered activities.

The description of the 4-H leader given by Banning (1970) was similar in age, marital status, number of children and occupation with this study's education level a little higher. In regard to about half having been 4-H members as children, although they had 48.5 percent compared to the 67.8 percent in this study who had been 4-H members, the figures are comparable. The average time spent working in the 4-H program per year varied somewhat between the two, but it is difficult to tell since the categories used were different.

Personality Characteristics

In regard to personality, Reddy and Smith (4, 1973) agreed with

the findings in the needs categories that 4-H leaders have high needs

for Achievement and Affiliation, since they listed these as broad

personality traits of volunteers. Smith and Nelson (1975) also listed

that volunteers needed social contacts which agreed with the high Affil-

iation needs indicated by the 4-H leaders. However, whereas Reddy and

Smith (4, 1973) listed dominance and aggressiveness as a trait seen in

volunteers, the FIRO-B subscores of the 4-H leaders reflected a low

degree of expressed control toward others and a low to average degree

of wanted control from others. In other words, they wanted more con-

trol from others than they wanted to give others. This does not char-

acterize a dominant personality. However, this agreed with Smith and

Nelson (1975) who characterized volunteers as being more group depend-

ent than non-volunteers.

Tapp and Spanier (1973) indicated that volunteers had a greater

capacity for intimacy than non-volunteers and this coincided with the

FIRO-B subscores of expressed affection toward others which was aver-

age and wanted affection from others which reflected an average or

above average desire for affection. This again coincided with Smith

and Nelson (1975) who stated that volunteers seek social approval and

admiration from others. The inclusion FIRO-B subscores, however, did

not reflect this because, although expressed inclusion toward others

was average, the wanted inclusion from others indicated a low degree of

that need.

Motivation

In regard to motivation one of the most surprising aspects was

that 30 percent, the highest percentage recorded, indicated that they

"volunteered without being asked" although the study by Ward (1963) in-
dicated that less than 2 percent would do so. This might be explained
by the findings of Turner (1972) that personal contact with the pro-
gram got people involved, since 67.8 percent of the 4-H leaders respond-
ing had been 4-H members as children as well as 80.7 percent having
children who are currently 4-H members or who had been members in the
past. This agreed with Freeman (1968) who found those most interested
in volunteering as 4-H leaders were former 4-H members. Another vari-
able to be considered is that these leaders were rated as most effec-
tive by the Extension professionals in their county and so are not
average leaders. The fact that a high percentage volunteered may be
related to their effectiveness, i.e. that people who volunteer may be
more motivated and so are more effective 4-H leaders.

Of the remaining leaders, 66.2 percent indicated that they were
asked to be leaders by others, including other 4-H leaders who seemed
to be the most effective recruiters with 20.7 percent beginning as vol-
unteer leaders because another 4-H leader asked them to do so. Another
effective recruiter was their "own child" who brought in 17.6 percent
of the leaders. This coincided with findings by Payne, Payne, and
Reddy (1972), Reddy and Smith (4, 1973), and the National 4-H Volunteer
Leadership Development Committee 1973 Report (1973), who said that
people became more involved when personally asked to do so. This also
agreed with the methods suggested by Kruse (1976) for 4-H leader re-
cruitment in Oklahoma.

Reddy and Smith (3, 1973) and Payne, Payne, and Reddy (1972) both
stated that parents' involvement in volunteer work would influence
children to become involved and this influence would continue as adults.

In this study, it was found that 59.9 percent of the 4-H leaders had parents who were also volunteers, but this does not seem a large enough percentage to be conclusive.

Reddy and Smith (3, 1973) also stated that spouse's involvement influenced each other. However, this study found that, although 63.3 percent of the husbands did volunteer work, only 36.1 percent were also 4-H leaders.

Reddy and Smith (3, 1973) found that people who are involved in one realm of volunteerism are involved in others, and this study agreed. It was found that 83.7 percent of the 4-H leaders had done volunteer work in the past year other than 4-H.

In regard to reasons for volunteering, "wanted to help people" came out as the dominant reason for beginning volunteer work. This agreed with the findings of Action (1975) and Engs and Kirk (1974). In respect to 4-H leadership, "had a child in the program" came out as the dominant reason. This agreed with Action's report (1975) when the respondents were divided by age group, i.e. parents of school age children responded more with "had a child in the program".

When asked about their relationship with their own children, 4-H leaders rated their relationships as close or very close. This may affect motivation in that they are close and want to work with their children, or they may be close because they work with their children. This question was not resolved with the research.

Finally, in regard to the two open-ended questions and how they affect motivation, the first question regarding personal enjoyment of the 4-H volunteer work by the leaders came up with the highest four categories (totalling 72.3 percent) all in reference to the members,

their development, achievement and learning. This indicates that what 4-H leaders enjoy about 4-H volunteer work is the aspect of helping youth and working with them. They view the program as for the youth, although according to Kruse (1976) the 4-H program has a two-fold objective, the second part of which deals with adult education. Apparently the 4-H leaders do not look at it that way. A total of only 7 percent of the answers dealt with personal benefit and 3.3 percent dealt with the family relationship.

The most outstanding aspect of the final question was the variety and number of answers given. Most leaders gave several answers, and they fit under 17 categories, so apparently 4-H serves many needs of youth and gives different things to different people. This variety in perception of the program by these people who work so closely with it, the 4-H leaders, may indicate that 4-H is serving the needs of youth and of leaders in ways needed by all.

A Profile of 4-H Leaders

In summary, the sample consisted of 153 women 4-H leaders identified as very effective with the majority white, middle-aged, married, high school graduates or above with 2-4 children. Most have done other types of volunteer work besides 4-H in the past year. Over half had been 4-H members themselves, and over three-fourths had children currently 4-H members. Well over half of the respondents had been asked by someone to work in 4-H, usually another 4-H leader or their own child. Almost one-third indicated that they had volunteered without being asked. The reasons given most for getting involved in 4-H were: "had a child in the program", "enjoyed watching others develop and

achieve" and "wanted to help people". In regard to what they person-
ally enjoyed most about 4-H, almost three-fourths of the answers in-
volved working with youth themselves, including their development,
achievement and learning. Many aspects were listed as the greatest
benefits of 4-H to young people, but the one given most frequently was
"educational aspects, projects and learning". Over four-fifths rated
themselves close or very close to their own children. In regard to
needs, the 4-H leaders indicated high levels of the needs for Achieve-
ment, Affiliation and Nurturance and low levels of needs for Succorance
and Competition. A profile of the 4-H leaders' FIRO-B responses indic-
ated that they have an average expressed inclusion subscore with a low
wanted inclusion subscore; a low expressed control subscore with a low
to average wanted control subscore; and, an average expressed affection
subscore with an average to above average wanted affection subscore.

Implications for Use of the Research

This research may be used by Extension youth agents to more effec-
tively identify potential 4-H leaders. The indication that people who
volunteer usually do so in several areas is relevant in identifying
potential leaders in the community, i.e. those who volunteer in other
programs would be the best to recruit for 4-H because they are more
likely to do it.

Another important finding in regard to recruitment of 4-H leaders
is who should recruit. According to the research, people become in-
volved when contacted by another person. Usually another 4-H leader or
the potential recruit's own child are the most effective recruiters.
Therefore these people must be utilized in doing recruiting. The

Oklahoma 4-H for Century III (Kruse, 1976) uses a committee of leaders for recruitment, rather than trying to do it themselves.

Further, nearly one-third of the 4-H leaders surveyed indicated that they volunteered without being asked. Extension youth agents need to realize that these people exist, and to strive to get their attention in presenting programs to civic groups. It must also be realized that since one-half of the 4-H leaders surveyed had been 4-H members themselves, that recruitment of 4-H leaders of the future is going on right now with the youth who are currently 4-H members. These will be the people who will volunteer in the future, and they must feel that the 4-H program values their past experience and know-how.

Since almost three-fourths of the 4-H leaders in the survey indicated that the factors they enjoy most about working with 4-H involve the youth themselves, including their development, achievement, and learning, these factors must be stressed in recruiting materials and presentations. Leaders who are being trained as recruiters should be made aware of these identified strengths and rewards of 4-H for leaders, and they should be used in discussing 4-H leadership benefits with potential recruits.

In regard to recruiting 4-H members as well as 4-H leaders, the broad scope of benefits of 4-H for the youth listed by the 4-H leaders should be considered. These areas, rather than particular projects, need to be stressed in recruiting materials and presentations. Slide shows and movies should be used with all these areas incorporated so potential 4-H leaders and members will see something that appeals to them in the presentations and be more likely to join. These areas should also be considered in working with current leaders to evaluate

their county program. All of these benefits should be available to 4-H

members in each 4-H unit, so each member can get what he/she desires

from the 4-H program.

When working with 4-H leaders in the counties of Oklahoma, Exten-

sion youth agents should be aware of the personal needs identified by

these 4-H leaders surveyed, and strive to fulfill these needs. First,

leaders identified a need for Achievement. This can be filled at least

partially by recognizing good work and presenting awards as well as

public recognition for good work by the leaders and their clubs. Fur-

ther, it can be filled by a simple "thank you" from a 4-H member, and

agents should encourage the 4-H members to show appreciation to the

leaders. Training offered to the leaders in the county is also a

valuable aid to feeling Achievement, because completing training can

give the leader a personal feeling of Achievement.

Second, the need for Affiliation and the average expressed inclu-

sion needs of the 4-H leader can be partially filled by the 4-H program.

County and state leader's meetings as well as simple social functions

within the county are valuable so the leaders can get together and

discuss their problems and successes. The Extension youth agents can be

instrumental in this by advertising out-of-county meetings where the

leaders can get together, by planning and encouraging social functions,

and by providing time in meetings for informal discussion and sharing.

The need to give Nurturance and the average expressed affection

and the average to above average wanted affection of the 4-H leader

seems to be fulfilled in part by their contact with the 4-H youth.

However, individual leaders should be utilized in the 4-H program where

they will get this need fulfilled as they desire. The preteen 4-H

members need to receive Nurturance and affection more than those 4-H members who are in their teens apparently do. Therefore, the 4-H leader who has a high need to give Nurturance should probably continue to work with younger 4-H members, even when her own child graduates on into older clubs. The Extension youth agent can help in finding the right area in which each leader should work, and in encouraging each to work with those they enjoy the most.

Finally, looking at the control subscore of the FIRO-B, Extension youth agents should be aware that, although the 4-H leaders have a low expressed control, they also have a low to average wanted control score. The 4-H leaders profiled here, therefore, want to help the 4-H members without "running" the club, but they also want some control. Fulfilling this wanted control is at least partly the function of the Extension staff in providing materials, guidelines, and counseling to each 4-H leader to help her in working with her local 4-H club.

This research, therefore, has identified several traits of 4-H leaders that will assist in recruiting and working with 4-H leaders. Since this research was conducted only with women 4-H leaders who were identified by the Extension youth agents as effective leaders, additional research should be conducted with all 4-H leaders in Oklahoma, including men 4-H leaders. To give a more complete picture, research might also be needed with individuals who once served as 4-H leaders for only a short time then dropped out, to see if they vary from other leaders who remain a long period of time.

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APPENDIX

QUESTIONNAIRE

DIRECTIONS: Please check (✓) the answer to each of the questions in the space provided, or fill in the blank. If the question is one that doesn't apply to you, such as those concerning husband if you are not married, mark the question N/A. Please do not leave questions blank. There are no right or wrong answers. Your answers are confidential. Please DO NOT put your name or county on the questionaire.

GENERAL INFORMATION:

1. Sex?

____Female

____Male

2. Race?

____White

____Black

____American Indian

____Other

3. Age?

_____

4. Marital Status?

____Married, living with spouse

____Divorced/separated

____Widowed

____Single, never been married

5. What is the highest education level you've completed?

_____

6. What is the highest education level your husband has completed?

_____

7. What is your occupation?

_____

8. What is your husband's occupation?

_____

9. Where do you live?

____On the farm or in the country

____Small town under 5,000

____Town under 25,000

____City of 25,000 to 50,000

____City of 50,000 or more

10. How many children do you have?

_____

VOLUNTEERISM:

The following are examples of types of organizations which use the services of unpaid volunteer workers:

-Hospitals, clinics, & other health services

-Education programs

-Legal services

-Religious groups

-Youth programs, such as 4-H, Scouts, etc.

-Recreation programs

-Citizenship groups, such as V.F.W., American Legion, etc.

-Social and welfare groups

-Civic & community groups, such as Lions, Rotary, etc.

-Political groups

11. During the past year, January, 1976, through December, 1976, have you done any type of volunteer work for an organization such as those listed above or for any type of group other than 4-H?

_____Yes

_____No

12. About how many hours of volunteer work in addition to 4-H did you do during this 12-month period?

_____Less than 25 hours

_____25-99 hours

_____100-299 hours

_____300 hours or more. Enter approximate number here _____

13. Does your husband do volunteer work?

_____Yes

_____No

4-H LEADERSHIP:

16. Were you a 4-H member?

_____Yes

_____No

If yes, how many years were you a 4-H member?

_____

17. How many years have you been a 4-H leader?

_____

18. Are your children currently 4-H members?

_____Yes

_____No

14. Did your parents in the past, or, do your parents currently do volunteer work?

_____Yes

_____No

15. Please think back to the first volunteer work you ever did. What were your reasons for doing volunteer work at that time? (Mark all that apply.)

_____Wanted to help people

_____Had a sense of duty

_____Hated to say no when asked

_____Had a child in the program

_____Needed something else to do

_____Enjoyed watching others develop & achieve

_____Hoped it would lead to a paying job

_____Other. Please specify_____

_____

19. Is your husband also a 4-H leader?

_____Yes

_____No

20. Who first persuaded you to become a 4-H leader?

_____Extension agent or Home Economist

_____Another 4-H leader

_____4-H members

_____Your own child

_____Volunteered without being asked

_____Other. Please specify_____

_____

21. What were your reasons for becom-
    ing a 4-H leader? (Mark all that
    apply.)

    ____Wanted to help people

    ____Had a sense of duty

    ____Hated to say no when asked

    ____Had a child in the program

    ____Needed something else to do

    ____Enjoyed watching others deve-
    lop & achieve

    ____Hoped it would lead to a pay-
    ing job

    ____Other. Please specify____

    _____

22. About how many hours of volunteer
    work did you do as a 4-H leader
    January, 1976, to December, 1976?

    ____Less than 25 hours

    ____25-99 hours

    ____100-299 hours

    ____300 or more hours. Enter
    approximate number here____.

23. What duties do you perform as a 4-H
    leader in your county? (Mark all
    that apply.)

    ____Lead a local club

    ____Assist in a local 4-H club by tele-
    phoning members, chaperoning or tak-
    ing members to events, etc.

    ____Lead 4-Hers in specific projects, such
    as beef, clothing, horse, etc.

    ____Help 4-Hers prepare for county 4-H
    events, such as Speech Contest,
    Share-the-Fun, etc.

    ____Participate in county 4-H leader's
    council meetings, training, etc.

    ____Serve as an officer or on committees
    with other county 4-H leaders & 4-Hers
    in planning & conducting events, etc.

    ____Other. Please specify_____

    _____

    _____

24. As a 4-H leader, what do you personally enjoy most about your work in 4-H?

25. What do you think are the greatest benefits of the 4-H program for young people?

RELATIONSHIPS:

26. If you are a parent, how would you rate the degree of closeness of your relation-ship with your children?

    ____Very distant   ____Distant   ____Average   ____Close   ____Very close

27. We all have basic personality needs. Would you please rate the degree to which you feel you possess each of the following personality needs? Use the 1-5 point scale, 1 being the lowest level of the need, while 5 represents the highest level of the need. Circle the number that best describes your need of each.

    Ambition, need to succeed, to achieve, to do one's best
    to accomplish something of great significance.   1   2   3   4   5

    Need for people, friends, groups, to form strong
    attachments.   1   2   3   4   5

    Need to receive help, encouragement, sympathy, kindness
    from others.   1   2   3   4   5

    Need to give help, sympathy, encouragement, kindness
    to others, to be generous.   1   2   3   4   5

    Need to compete, to be involved in contests, to have
    personal achievement measured in comparison with someone.   1   2   3   4   5

28. Please answer the following sections with your first thought on the question. Further instructions are above each section.

    For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.

    1. usually   2. often   3. sometimes   4. occasionally   5. rarely   6. never

    ☐ 1. I try to be with people.

    ☐ 2. I let other people decide what to do.

    ☐ 3. I join social groups.

    ☐ 4. I try to have close relationships with people.

    ☐ 5. I tend to join social organizations when I have an opportunity.

    ☐ 6. I let other people strongly influence my actions.

    ☐ 7. I try to be included in informal social activities.

    ☐ 8. I try to have close, personal relation-ships with people.

    ☐ 9. I try to include other people in my plans.

    ☐ 10. I let other people control my actions.

    ☐ 11. I try to have people around me.

    ☐ 12. I try to get close and personal with people.

    ☐ 13. When people are doing things together I tend to join them.

    ☐ 14. I am easily led by people.

    ☐ 15. I try to avoid being alone.

    ☐ 16. I try to participate in group activities.

For each of the next group of statements, choose one of the following answers:

1. most people	2. many people	3. some people	4. a few people	5. one or two people	6. nobody

☐ 17. I try to be friendly to people.

☐ 18. I let other people decide what to do.

☐ 19. My personal relations with people are cool and distant.

☐ 20. I let other people take charge of things.

☐ 21. I try to have close relationships with people.

☐ 22. I let other people strongly influence my actions.

☐ 23. I try to get close and personal with people.

☐ 24. I let other people control my actions.

☐ 25. I act cool and distant with people.

☐ 26. I am easily led by people.

☐ 27. I try to have close, personal relationships with people.

For each of the next group of statements, choose one of the following answers:

1. most people	2. many people	3. some people	4. a few people	5. one or two people	6. nobody

☐ 28. I like people to invite me to things.

☐ 29. I like people to act close and personal with me.

☐ 30. I try to influence strongly other people's actions.

☐ 31. I like people to invite me to join in their activities.

☐ 32. I like people to act close toward me.

☐ 33. I try to take charge of things when I am with people.

☐ 34. I like people to include me in their activities.

☐ 35. I like people to act cool and distant toward me.

☐ 36. I try to have other people do things the way I want them done.

☐ 37. I like people to ask me to participate in their discussions.

☐ 38. I like people to act friendly toward me.

☐ 39. I like people to invite me to participate in their activities.

☐ 40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following answers:

1. usually	2. often	3. sometimes	4. occasionally	5. rarely	6. never

☐ 41. I try to be the dominant person when I am with people.

☐ 42. I like people to invite me to things.

☐ 43. I like people to act close toward me.

☐ 44. I try to have other people do things I want done.

☐ 45. I like people to invite me to join their activities.

☐ 46. I like people to act cool and distant toward me.

☐ 47. I try to influence strongly other people's actions.

☐ 48. I like people to include me in their activities.

☐ 49. I like people to act close and personal with me.

☐ 50. I try to take charge of things when I'm with people.

☐ 51. I like people to invite me to participate in their activities.

☐ 52. I like people to act distant toward me.

☐ 53. I try to have other people do things the way I want them done.

☐ 54. I take charge of things when I'm with people.

VITA

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