A COMPARISON OF SELECTED ASPECTS OF TRAINING

NEEDED BY ADULT 4-H LEADERS AS PERCEIVED

BY PROFESSIONAL EXTENSION AGENTS AND

ADULT 4-H LEADERS IN SIX SOUTH-

WEST OKLAHOMA COUNTIES

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PREFACE

This thesis was concerned with comparing the perceptions of local volunteer 4-H leaders and extension staffs in six southwest Oklahoma counties on selected aspects of training for adult 4-H leaders. It is hoped that these findings can be adaptable to other sections of the state and in doing so contribute to the future development of improved and effective 4-H leader training programs.

The writer would like to take this opportunity to express his appreciation to Dr. Robert Price, Agricultural Education Adviser whose guidance, counsel and advise has been of great value throughout this study.

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Appreciation is also extended to the county extension staff members involved in this study, for their assistance in conducting the study.

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PURPOSE AND DESIGN OF THE STUDY

Introduction

The 4-H Club is an informal supplementary educational program to
the home, church, and school. The primary purpose of 4-H club work is
to help develop the boy or girl into responsible and capable adults.

The role of the professional Extension Agent is that of an "adult
educator." In the 4-H Club and youth work the agent's "adult educator"
role is working with local adult leaders who in turn work directly with
4-H Club members. These adult leaders are the backbone of the 4-H
Club program. Professional Extension Agents continually express the
need for more and better trained local volunteer adult leaders. With
the performance of local volunteer adult leaders being instrumental
in the development of boys and girls, the Extension staff continually
encounters the task of improving the training for these local volunteers
to more effectively perform their duties.

Need for the Study

The success of the 4-H Club educational program depends on the use
of and the quality of local volunteer 4-H leaders. There is a high
rate of turnover among 4-H leaders. After an individual is recruited
to serve as a volunteer leader, it is of utmost importance to provide
adequate training for the individual to enable him to effectively

perform his duties and to retain this individual's services. The high turnover rate of leaders may be reduced by determining priorities for a training program. Several studies have been conducted on volunteer 4-H leader training in other states; however, most of the recommendations are based primarily on what 4-H leaders say they want. Also, there is a lack of research available in the state of Oklahoma on volunteer 4-H leader training.

Statement of the Problem

For an effective training program to be prepared for 4-H leaders the training needed by these leaders must be identified and ranked according to importance. Volunteer 4-H leaders need certain training to more effectively perform their duties. The professional Extension Agent has the responsibility to provide the training and supervision needed to enable these volunteers to effectively perform their duties. The central problem in this study is to compare the perceptions of Extension Agents and 4-H volunteer leaders on leader training needed by the 4-H leaders in six southwest Oklahoma counties.

Purpose of the Study

The overall purpose of this study was to gain insight into the two groups' perceptions in order to approach an improved leader training program to enable leaders to more effectively perform their duties.

The specific objectives were:

...To collect selected background data on the 4-H leaders and describe selected characteristics of the 4-H leaders.

...To identify and rank according to importance selected
aspects of training needed by 4-H leaders as perceived by
the leaders themselves.

...To identify and rank according to importance selected
aspects of training needed by 4-H leaders as perceived by
professional extension Agents.

...To compare perceptions held by the two groups.

Limitations of the Study

The six county area selected for the study might not be represent-
ative of the entire state as to population, education, and socio-eco-
nomic factors. The responses from the agents was on the leaders in
their counties as an average evaluation of all 4-H leaders rather than
on an individual basis. The responses from the leaders was grouped
and averaged and the comparisons of the two groups were made on
averages. Training is a continuous and systematic program and the
responses obtained from the two groups could vary according to the
season of the year.

Scope of the Study

The study was conducted in six Southwest Oklahoma counties. The
counties involved were Washita, Beckham, Comanche, Caddo, Kiowa,
and Grady. There were twelve professional Extension Agents in the
six county area with major 4-H responsibility included in one sample.
All existing 4-H leaders serving presently in the capacity of a 4-H
leader and listed on the county staffs' leader enrollment in the six
county area were included in the study.

Basic Assumptions Underlying the Study

In conducting the study, the author assumed:

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

2. That agents in responding to the questions acted in the most objective manner possible in evaluating and averaging the training needed for 4-H leaders.

3. That adult 4-H leaders responded as objectively as possible and in the best interest of the 4-H program.

Definition of Terms

The following definitions are made to clarify for the reader the terms used in this study.

Adult 4-H leader - A volunteer adult who assumes the leadership and is directly responsible for the teaching, supervision and guidance of 4-H Club members.

Professional Extension Agent - An employee of the Cooperative Extension Service in Oklahoma employed on a county basis with responsibilities for implementation of youth programs.

Leader Training - A program to provide 4-H leaders with education in any or all areas of competencies required for them to effectively carry out their functions as 4-H leaders.

Procedure

Two questionnaires were developed by applying a list of training items used with 4-H leaders in a Mississippi study as a guide. The questionnaires were then reviewed by the members of the Oklahoma State 4-H Staff and minor revisions were incorporated into the two questionnaires.

The first questionnaire (agent's questionnaire) was developed to elicit Extension Agents' responses on the training needed by all 4-H leaders in their respective counties. A structured interview was used in collecting the data from the Extension Agents in the six county area. This method was selected due to the small number of Extension Agents to be included in the study.

The second questionnaire (4-H leader's questionnaire) was developed to collect selected background data on the 4-H leaders to describe some characteristics of the 4-H leaders in the six county area and also to elicit the leaders felt training needs on the same training items included in the agent's questionnaire.

A mailed questionnaire was used in collecting the data from the 4-H leaders due to the number and accessibility of the respondents. The collected data were analyzed by each group's responses. Tables were constructed to show the rank of items of training needed by 4-H leaders as perceived by the Extension agents and the 4-H leaders and compared.

The respondents were asked to check one of four possible answers on each of the twenty-six training items listed. Possible answers were "Need Much", "Need Some", "Need Little", or "Need No Training".

To determine the rank of the twenty-six training items, a value of "four" was given to the answer, "Need Much", a value of "three" to the answer, "Need Some", a value of "two" to the answer, "Need Little", and a value of "one" to the answer, "Need No Training".

The score for each item was totaled and the items ranked according to their total score.

Permission to interview the Extension agents was obtained from the

Vice-President for Oklahoma State University Extension.

The County Extension personnel in the six county area cooperated in the study by sending the questionnaires to the 4-H leaders in their respective counties. The county Extension personnel were instructed to mail the questionnaires to their 4-H leaders. The questionnaires were returned in self-addressed envelope to the county offices. It was felt that the response to county staffs would be superior to a response to the writer. A total of one hundred fifty questionnaires were mailed and ninety-four questionnaires returned, eighty-six were useable for the study.

CHAPTER II

REVIEW OF LITERATURE

This review of literature will present information establishing a
need for training of adult 4-H leaders and some background information
in developing a training program. Some reviews of studies concerning
priorities of training will also be presented.

Need for Training

It is well recognized that volunteer adult 4-H leaders are an
important segment of leadership for the 4-H program.

Tyler (12) summarized that five reasons for using volunteers in
youth development organizations are:

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

Typer goes on to say that one of the common problems youth organiza-
tions using volunteers have is "Initial and continuing training for the
volunteers", and he also states that, "by and large the training of
volunteers is inadequate."

Trent (11) says:

> ... There is nothing more frustrating to an individual than
> to be given responsibility for a job he is not prepared to
> fill.

The primary function of the 4-H leader is to relate to the 4-H

member in a positive way in order to bring about favorable and desir-

able changes in the behavioral patterns of the 4-H member. The

possible damage which might be done to the 4-H member through and by

an adult in a leadership position not qualified for that position is

evident to almost any observer. Mawby, in a section on 4-H and YMW

Clubs in Sanders (11) aluded to this in a positive manner when he

asserted that meaningfulness for the individual 4-H member is primarily

dependent on the local leader, and, further that experience is the

product of a highly motivated and capable leader. He also stated that

"the value of all supportive investments, including professional

resources and materials is realized only as it is reflected in the per-

formance of local leaders." He assert that the role of the profession-

al worker in Extension youth programs is "adult educator." The primary

function of the agent in relation to this role is that of developing a

training curriculum and implementing this training to adult 4-H leaders.

Therefore, the Extension youth agent becomes a trainer of adult 4-H

leaders. Bergevin and others (1) define on page 245 a trainer as "an

adult educator (professional or lay) who uses recognized adult education-

al procedures and teaches others to use them."

The purpose of the training to be provided for adult 4-H leaders is

to teach the leader the qualities necessary to effectively perform

their duties. Knowles (8) writes on page 30 that the purpose of

teaching is changes in things known, done, felt, valued, or comprehend-

ed.

The report of the Joint USDA and National Association of State

Universities and Land Grant Colleges (NASULGC) study committee, entitled

"A People and A Spirit." Watts gave some strong recommendations on

pages 65 and 66 as to the direction to be taken in the 4-H program.

> ...at the minimum, Cooperative Extension Service programs
> of youth and family education should be doubled by 1975 and
> that new cooperative relationships with other agencies be
> developed.

> ...Cooperative Extension Service maintain the 4-H program
> as a youth development activity for youngsters from all
> walks of life and all economic levels. The program should
> become neither a poverty program nor a strictly middle-
> class activity.

> ...Cooperative Extension Service strive to have more of the
> organizational and operational aspects of 4-H handled by
> leaders and the private sector with Extension professionals
> increasing amount of time they spend in education rather than
> in service to the organization.

Developing a Training Program

In developing a training program for adult 4-H leaders to more

effectively relate to youth, teamwork between adult 4-H leaders and

the professional Extension Agents is of prime concern. Cosgriffe and

Dailey (4) state on page 85 that, "Since individuals often perceive

problems differently because they have varying values, experiences,

and aspirations, it is difficult to achieve coordinated commitments to

a systematic series of actions." Trent (11) emphasizes the necessity

of this systematic series of actions in relation to a training program

by stating on page 324 that, "development of an effective training

program for lay leaders should consist of a series of sequential steps."

He suggested that the steps should be for agents to determine what the

leaders feel they need, agreement of the county Extension Staff as to

what the leaders need and to combine the perceptions of the leaders and
county Extension Staff to arrive at a training program.

Chaplin (3) based on his study of 4-H leaders in Warren County,
New York, recommended that the steps in developing an effective leader
training program should be:

> ...the role of each local 4-H Club leader needs to be
> delineated by county Extension Agents.

> ...the responsibilities encompassed in this role need to
> be ranked according to their relative importance.

> ...attention needs to be given to determining the
> relationships that ideally ought to exist between the
> roles of the professional 4-H Agents and those expected
> of local leaders.

> ...an analysis needs to be made of each leader's level
> of competence with respect to each of the responsibilities
> encompassed in his role to determine his relative strengths
> and weaknesses.

> ...that Extension agents assess their own leadership role
> and that competency in performing this role.

According to Naylor (10) there should be three phases of training
for volunteers (orientation, job, and advanced training). She pointed
out that the orientation session is usually related to the organiza-
tion and centered on the aspects significant to the work of the vol-
unteer. She goes on to say that focus is given on the duties and task
involved and understanding the skills required to achieve job goals in
the job training phase. The advanced training phase as described by
Naylor can be highly specialized, more concentrated and resources from
outside as well as within the organization can be used.

Skelton and Clark (2) based on their studies recommended to train
leaders by:

> ...Emphasizing, especially to new leaders, their duties,
> how to appeal to the interests of young people, helps
> available, and the schedule of county-wide 4-H Club

activities.

...Emphasizing subject matter related to project work
for leaders who have been on the job longer.

...Demonstrating that effective learning comes from
sharing and testing facts and ideas with others; there-
fore, group meetings of leaders with club agents are
important.

Training Program Priorities

It is well recognized that the prioities of a training program
depend on the geographic location and the individuals to be involved in
the training. Miller (9), Johnson (7), Hughes (6), and Dalla Pozza (5)
pointed this out based on their studies of 4-H leader training.

Miller (9) based on his study of 4-H leaders and their training in
seven central Indiana counties concluded that 4-H adult leaders in his
study were not adequately trained. He further added that the leaders
did not have a high value of their training they had received in the
planned training sessions. Three of four groups of the leaders survey-
ed in Miller's study request, "how to help teenagers in 4-H," as a
first choice for future training.

Johnson (7) in his study of Mississippi 4-H leaders found that the
most urgent training needed by leaders as expressed by the leaders them-
selves was, "how to obtain and keep parent interest, available awards
and other ways of giving recognition to 4-H members, and information
concerning project record keeping and requirements and how to use and
work with junior leaders."

In a study of training needs of 4-H adult leaders in two Indiana
counties Hughes (6) found that leaders expressed a need for "How to
teach" as their first choice. Dalla Pozza (5) in her study of 4-H

leaders in North Carolina found that "How to teach boys and girls and how to organize 4-H Clubs" were the items leaders felt least competent in.

She further suggested that when 4-H leaders are first recruited, that specific tasks and responsibilities should be made very clear to the leaders so as to leave no doubts concerning their proper role.

Summary

In the review of literature the authors have pointed out that there is a definite need for more and better trained 4-H adult leaders and the reason for using volunteer leaders. Although the 4-H programs are similar with the same National objectives and the training program content is similar, the authors have pointed out that the most urgent training needed depends on geographic location and the individuals to be involved in the training. Also, most of the recommendations for priorities of a training program from the studies reviewed have been based primarily on the felt needs of the leaders.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of information secured from twelve Extension staff members and eighty-six local 4-H volunteer leaders, currently serving in six Southwestern Oklahoma counties. The counties involved in this study were Washita, Backham, Comanche, Caddo, Kiowa and Grady.

The tables in this chapter were compiled to facilitate presentation of the data accumulated by obtaining responses to an instrument (Appendix A and B) from the two groups of respondents.

Selected Characteristics of Leaders

Table I contains descriptive data about the local 4-H volunteer leaders included in the study.

These characteristics of leaders should be considered by extension staff when planning the training program for leaders. Also, this information should serve as a guide in recruiting local volunteer leaders.

Of the eighty-six leaders, eleven (12.8 percent) were male while seventy-five (87.2 percent) were female. Forty, (46.5 percent) of the leaders were in the age group of thirty to thirty-nine. The study revealed that fifty-three (61.6 percent) of the leaders were housewives while thirty-three (38.4 percent) were in the work force. There

TABLE I

SELECTED CHARACTERISTICS OF LEADERS
N=86

Characteristics	Number	Percent
Sex		
Male	11	12.8
Female	75	87.2
Age Group		
20-29	9	10.5
30-39	40	46.5
40-49	22	25.6
50-59	14	16.3
Over 60	1	1.1
Occupation		
Housewife	53	61.6
Professional	24	27.9
Business	9	10.5
Former 4-H Member		
Yes	59	68.6
No	27	31.4
Education		
No High School	0	0.0
Some High School	3	3.6
High School Graduate	36	41.8
Some College	11	12.8
College Graduate	36	41.8
Years Tenure		
Less than 2	32	37.2
2-4	24	27.9
5-9	18	21.0
10-20	8	9.3
Over 20	4	4.6
Has Children in 4-H		
Yes	67	77.9
No	19	22.1
Ever Had Children in 4-H		
Yes	77	89.5
No	9	10.5

were fifty-nine (68.6 percent) of the eighty-six leaders that were

former 4-H members. It should be noted that eighty-three (96.4 percent)

of the leaders were high school graduates and thirty-six (41.8 percent)

were college graduates. Fifty-six (65.1 percent) had been a 4-H leader

less than five years while twelve (12.9 percent) had been a 4-H leader

for ten or more years.

Sixty-seven (77.9 percent) of the leaders have children presently

in 4-H while seventy-seven (89.5 percent) indicated that they had had

children in 4-H.

The average leaders description would be female housewife in the

thirty to thirty-nine age group who had been a 4-H member, high school

graduate with less than five years experience and who either has had or

now has children in 4-H.

Importance of Selected Training Items

The tables contained in this section were developed to summarize

the relative importance Extension Agents and local 4-H volunteer

leaders felt should be placed on selected training items for local

4-H volunteer leader training programs.

Twenty-six training items were used in the study and to determine

the rank of the items, a value of four was given to the answer "Need

Much," a value of three to "Need some," a value of two to "Need Little,"

and a value of one to "Need No." Each value was multiplied by the

number of responses and summed for the cumulative score. The rank was

determined by the highest cumulative score.

As indicated through findings shown in Table II, page 16, the

five most urgent training needs of leaders as they were ranked by the

TABLE II

RANKING OF TRAINING NEEDS AS PERCEIVED BY LOCAL LEADER
N=86

Cumulative Score*	Avg. Score	Rank	Item No.	Item Statement
293	3.407	1	4	4-H record keeping, how to fill out, value, and use.
281	3.267	2	12	How to prepare and display exhibits
271	3.151	3	5	Information on specific project work
270	3.140	4	1	How to obtain and keep parent cooperation.
266	3.093	6	7	Educational materials available to 4-H leaders
266	3.093	6	8	How leaders should plan and organize their work
256	3.081	8	3	Ways of giving recognition other than awards
256	2.977	9	9	How to prepare and give a 4-H demonstration
252	2.930	10	14	How to use awards and contests
252	2.930	10	14	How to use and work with junior leaders
248	2.884	12	21	How to help members select projects
246	2.860	13	13	How activities and events help members develop
246	2.860	13	16	The duties of the 4-H leader
244	2.837	15	11	Characteristics of youth--their needs and interests
241	2.802	16	15	How to plan the local club program
236	2.744	17	17	What state, district, and county events are held
230	2.674	18	22	Purpose and place of project work in 4-H
225	2.616	19	20	How to make project and home visits
217	2.523	20	19	Using parliamentary procedure
212	2.465	21	10	History and objectives of 4-H work
210	2.442	22	18	Reporting local activities to county extension workers
193	2.244	23	23	How to conduct a local club meeting
189	2.198	24	25	Duties of local club officers
187	2.174	25	24	Purpose of 4-H work
186	2.163	26	26	How 4-H work is organized and conducted

*Cumulative score determined by tabulation: need much = 4 points; need some = 3 points; need little = 2 points; need no = 1 point.

leaders themselves are presented. The writers analysis of these needs follows:

...The item that was ranked first was Item 4, "4-H record keeping (how to fill out, value and use).

Several factors contributed to this item being ranked first. Achievement in the 4-H Awards Program is based on records filled out and submitted by 4-H members. Therefore, much emphasis has been placed on keeping records in 4-H work. Record keeping becomes more involved and advances with the age and participation of the 4-H members.

...The ranking of item 12, "How to prepare and display exhibits," second probably can be attributed to the fact that local, county and state fairs and exhibition days have been emphasized in 4-H work. Exhibiting provides a method for 4-H members to show their project work to the public and therefore the 4-H member receives a certain amount of satisfaction in relation to completion of a project.

...Item 5, "Information on specific project work," was ranked third.

This item ranked high due to the fact that project work is the vehicle used to reach boys and girls. In the last several years the kinds and numbers of projects available has increased tremendously in an attempt to reach more boys and girls in all walks of life.

...The ranking of item 1, "How to obtain and keep parent co-operation," fourth can be attributed to the emphasis and image of 4-H work being considered as a family affair type program.

Parent cooperation has mainly been emphasized as supervision of the 4-H members project work in a family setting to enable the individaul member to have a more meaningful and in depth learning experience.

Leaders realize the importance of parent cooperation in the club

operations; however, most clubs are organized in the school system

and does not lend itself to a great deal of parent involvement in the

club as a group.

...Item 2, "Awards available to 4-H members," also ranked fourth.

The awards system is somewhat complex in that the scope of 4-H

is very broad and awards are available in many different areas of pro-

ject work and at local, county, district, state and national levels.

It should be noted that leaders indicated 4-H record keeping (how to

fill out, value and use), How to prepare and display exhibits informa-

tion on specific project work, How to obtain and keep parent cooperation

and Awards availalbe to 4-H members as the five priority training items.

Table II also points out that Item No. 18 (Reporting local act-

ivities to county extension workers); Item 23 (How to conduct a local

club meeting); Item 25 (Duties of local club officers); Item 24 (Purpose

of 4-H work) and Item 26 (How 4-H is organized and conducted) were the

five least important items of training as perceived by the local 4-H

volunteer leaders themselves.

Table III, page 19, presents the ranking of all training items

needed by leaders as seen by the agents and the writer's analysis of

priority needs.

It should be noted that Extension Agents perceived the most im-

portant items of training needed by leaders as Item 1, "How to

obtain and keep parent cooperation," which ranked first. Agents

realize that parents of 4-H members play an important part in super-

vising and encouraging their children in project work. Also, that

parents can assist the 4-H leader with various phases of the group

TABLE III

RANKING OF TRAINING NEEDS FOR LEADERS AS PERCEIVED BY AGENTS
N=12

Cumulative Score*	Avg. Score	Rank	Item No.	Item Statement
44	3.667	1	1	How to obtain and keep parent cooperation
44	3.667	1	5	Information on specific project work
43	3.583	3	4	4-H record keeping, how to fill out, value, and use
42	3.500	4	6	How to use and work with junior leaders
41	3.417	5	15	How to plan the local club program
40	3.333	6	7	Educational materials available to 4-H leaders
40	3.333	6	8	How leaders should plan and organize their work
40	3.333	6	16	The duties of the 4-H leader
39	3.250	9	3	Ways of giving recognition other than awards
34	2.833	10	2	Awards available to 4-H members
34	2.833	10	11	Characteristics of youth--their needs and interests
32	2.667	12	12	How to prepare and display exhibits
32	2.667	12	14	How to use awards and contests
32	2.667	12	18	Reporting local activities to county extension workers
31	2.583	15	9	How to prepare and give a 4-H demonstration
31	2.583	15	13	How activities and events help members develop
31	2.583	15	21	How to help members select projects
31	2.583	15	23	How to conduct a local club meeting
30	2.500	19	22	Purpose and place of project work in 4-H
29	2.417	20	19	Using parliamentary procedure
29	2.417	20	25	Duties of local club officers
28	2.333	22	20	How to make project and home visits
28	2.333	22	26	How 4-H is organized and conducted
26	2.167	24	10	History and objectives of 4-H work
26	2.167	24	17	What state, district, and county events are held
26	2.167	24	24	Purpose of 4-H work

*Cumulative score determined by tabulating: need much = 4 points; need some = 3 points; need little = 2 points; need no = 1 point.

activities of the club. With the assistance of parents, the 4-H club can offer and provide more activities and varied experiences for the 4-H members.

"Information of specific project work," Item 5, also ranked first. This item ranked high due to the fact that 4-H work offers many and varied projects to rural and urban youth from various socioeconomic walks of life. The project is a tool used to develop boys and girls into responsible adults. The training in any area of project work for 4-H members should be in depth rather than a brief overview. Item 4, "4-H record keeping (How to fill out, value and use)," ranked third. The high ranking of this item is due to the educational scholarships, trips and awards available to 4-H members being based on the 4-H records that are submitted by the 4-H members. The competencies required in record keeping makes it a continual task to keep leaders informed. Item 6, "How to use and work with junior leaders," ranked fourth because agents feel that older experienced 4-H members can broaden the leadership base of a 4-H club and can contribute to the development of younger 4-H members a great deal. Also, these older 4-H members sometimes relate to younger members better than adults can. Item 15, "How to plan the local club program," ranked fifth, probably due to the fact that agents would like to see each local club planning their program in more detail.

The least important items of training needed by leaders as perceived by extension agents were Item 20, "How to make project and home visits," Item 26, "How 4-H organized and conducted," Item 10, "History and Objectives of 4-H work," Item 17, "What state, district and county events are held," and Item 24, "Purpose of 4-H work."

Cumulative scores were averaged in order to determine differences
and/or similarties between responses of the two groups (see Table IV).

The average score was determined by dividing the cumulative score
for each item statement of the total number of responses.

Greatest difference in the cumulative score average occurred on
Item 6, "How to use and work with Junior leaders," Agents average
score was 3.5 while leaders average score was 2.93; Item 12, "How
to prepare and display exhibits," Agents average score was 2.667 while
leaders average score was 3.267; Item 15, "How to plan the local club
program," Agents average score was 3,417 while leaders average score
was 2.802; Item 16, "The duties of the 4-H leader," Agents average
score was 3.333 while leaders average score was 2.860; Item 17, "What
state, district and county events are held," Agents average score was
2.167 while leaders average score was 2.744.

Greatest similarities in the cumulative score average occurred on
Item 3, "Ways of giving recognition other than awards," Agents
average score was 3.250 and leaders average score was 3.081; Item 7,
"Educational material materials available to 4-H leaders," Agents
average score was 3.333 and leaders average score was 3.093; Item 8,
"How leaders should plan and organize their work," Agents average
score was 3.333 and leaders average score 3.093; Item 19, "Using
parliamentary procedure," Agents average score was 2.417 and leaders
average score was 2.523; Item 22, "Purpose and place of project work
in 4-H," Agents average score was 2.5 and leaders average score was
2.674; and Item 24, "Purpose of 4-H work," Agents average score was
2.167 and leaders average score was 2.174.

All twenty-six training items are important either in orientation,

TABLE IV

TRAINING NEEDS PERCEIVED BY AGENTS AS COMPARED
TO THOSE PERCEIVED BY LOCAL LEADERS

Item No.	Item Statement	Rank Agents	Avg. Score	Rank Leaders	Avg. Score
1	How to obtain and keep parent cooperation	1	3.667	4	3.140
2	Awards available to 4-H members	10	2.833	4	3.140
3	Ways of giving recognition other than awards	9	3.250	8	3.081
4	4-H record keeping, how to fill out, value, and use	3	3.583	1	3.407
5	Information on specific project work	1	3.667	3	3.151
6	How to use and work with Jr. leaders	4	3.500	10	2.930
7	Educational materials available to 4-H leaders	6	3.333	6	3.093
8	How leaders should plan and organize their work	6	3.333	6	3.093
9	How to prepare and give a 4-H demonstration	15	2.583	9	2.977
10	History and objectives of 4-H	24	2.167	21	2.465
11	Characteristics of youth--their needs and interests	10	2.833	15	2.837
12	How to prepare and display exhibits	12	2.667	2	3.267
13	How activities and events help members develop	15	2.583	13	2.860
14	How to use awards and contests	12	2.667	10	2.930
15	How to plan the local club program	5	3.417	16	2.802
16	The duties of the 4-H leader	6	3.333	13	2.860
17	What state, district, and county events are held	24	2.167	17	2.744
18	Reporting local activities to county extension workers	12	2.667	22	2.442
19	Using parliamentary procedure	20	2.417	20	2.523
20	How to make project and home visits	22	2.333	19	2.616
21	How to help members select projects	15	2.583	12	2.884
22	Purpose and place of project work in 4-H	19	2.500	18	2.674
23	How to conduct a local club meeting	15	2.583	23	2.244
24	Purpose of 4-H work	24	2.167	25	2.174
25	Duties of local club officers	20	2.417	24	2.198
26	How 4-H is organized and conducted	22	2.333	26	2.163

on the job, or advanced training programs for the successful operation of a 4-H club.

The high degree of agreement between agents and leaders on the ten training items in Table V, page 23, and the average degree of agreement on the ten training items in Table VI, page 24, indicated that agents are familiar with most of the leaders felt needs for training program.

TABLE V

ITEMS OF TRAINING WITH HIGH
DEGREE OF AGREEMENT*

Item No.	Item Statement	Agent Rank	Leaders Rank
7	Educational materials available to 4-H Leaders	6	6
8	How leaders should plan and organize their work	6	6
19	Using parliamentary procedure	20	20
3	Ways of giving recognition other than awards	9	8
22	Purpose and place of project work in 4-H	19	18
24	Purpose of 4-H work	24	25
4	4-H record keeping, how to fill out, value and use	3	1
5	Information on specific project work	1	3
13	How activities and events help members develop	15	13
14	How to use awards and contests	12	10

*The high degree of agreement was determined by a rank order difference of two and under.

TABLE VI

ITEMS OF TRAINING WITH AVERAGE
DEGREE OF AGREEMENT*

Item No.	Item Statement	Agent Rank	Leaders Rank
1	How to obtain and keep parent cooperation	1	4
10	History and objectives of 4-H work	24	21
20	How to make project and home visits	22	19
21	How to help members select projects	15	12
25	Duties of local club officers.	20	24
26	How 4-H organized and conducted.	22	26
11	Characteristics of youth--their needs and interest	10	15
2	Awards available to 4-H members	10	4
6	How to use and work with Junior leaders	4	10
9	How to prepare and give a 4-H demonstration	15	9

*Average degree of agreement determined by a rank order difference
of three to six.

The six items of training with a low degree of agreement listed

in Table VII, page 25, is of major importance for extension staff in

order to improve the leader training program. Item 12, "How to

prepare and display exhibits," and Item 17, "What state, district

and county events are held," which the leaders ranked higher than the

agents indicates that training has not been adequate for these two

items. Items 15, 18, 23, and 16, which the agents ranked more im-

portant than the leaders indicates that the leaders are not aware

of the importance of these items or the leaders are not aware of the

importance of these items or the leaders felt adequately trained in

these areas and the agents felt they were not.

TABLE VII

ITEMS OF TRAINING WITH LOW
DEGREE OF AGREEMENT*

Item No.	Item Statement	Agent Rank	Leaders Rank
15	How to plan the local club program	5	16
12	How to prepare and display exhibits	12	1
18	Reporting local activities to county extension workers	12	22
23	How to conduct a local club meeting	15	23
16	The duties of the 4-H leaders	6	13
17	What state, district and county events are held	24	17

*Low degree of agreement determined by a rank order difference of seven and over.

Summary

The selected characteristics of leaders revealed that the target audience for recruiting new leaders would be the parent of a 4-H member, housewife, in the thirty to thirty-nine year age group, who had been a 4-H member and a high school graduate.

The most urgent training needs as perceived by the leaders themselves were on items related to tools or vehicles used in 4-H club work to reach and involve youth in an educational program. The most urgent needs for leaders as perceived by extension staff was on obtaining and keeping parent cooperation and information on specific project work.

In the comparisons made between the two groups of respondents there was a high degree of agreement on ten training items, an average

degree of agreement on ten training items and a low degree of agreement on six training items which indicates that agents are familiar with most of the felt needs of leaders for leader training.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The main purpose of this study was to gain insight into the

agents and 4-H Leaders perceptions on leader training in order to

approach an imporved leader training program. Specifically the

study sought to describe selected characteristics of adult 4-H

Leaders, rank according to importance selected aspects of training

needed by 4-H Leaders as perceived by the leaders themselves and to

rank according to importance selected aspects of training needed by

4-H Leaders as perceived by professional Extension Agents.

Two questionnaires were developed to elicit Extension Agents'

responses and 4-H Leaders' responses that were pertinent to the

study.

The 4-H Leaders' questionnaires were administered by the six

county Extension Staffs to one-hundred-fifty leaders of which ninety-

four were returned and eighty-six were usable. The writer administered

the questionnaires to twelve Extension Staff members in the six county

area.

The selected description of 4-H Leaders indicated that approximate-

ly 87 percent were women and approximately 46 percent were in the age

group of thirty to thirty-nine years. Sixty-one percent were college

graduates. It should be noted that thirty-seven percent had been a 4-H

leader less than two years and seventy-eight percent had children

presently enrolled in 4-H Clubs. Of the eighty-six respondents, eighty-

nine percent indicated that they had had children in 4-H Clubs.

The main source of 4-H volunteer leaders would be a housewife

in the thirty to thirty-nine year age group who had been a 4-H member,

high school graduate and parent of a 4-H member.

Data for the central theme of the study was obtained from the

twenty-six training items listed on Appendix A and B.

Adult 4-H Leaders and Extension Agents responded to one of four

possible answers on each of the twenty-six training items.

The rank order of the twenty-six training items was determined

by assigning a value of four to the answer "Need Much" a value of

three to the answer, "Need Some," a value of two to the answer

"Need Little," and a value of one to the answer, "Need No." The

score for each item was totaled and the items ranked according to

the total score.

The five most urgent training needs of leaders as they were

ranked by the leaders themselves were Item 4, "4-H Record Keeping,"

(How to fill out, value and use), Item 12, "How to prepare and display

exhibits," Item 5, "Information of specific project work," Item 4,

"4-H Record Keeping," (How to fill out, value and use), Item 6, "How

to use and work with Jr. Leaders," and Item 15, "How to plan the local

club program."

Based on the cumulative scores, greatest similarities on the

training items were observed between the two groups on the following

items:

Item No. 3 - Ways of giving recognition other than awards.

7 - Educational materials available to 4-H leaders.

8 - How leaders should plan and organize their work.

19 - Using parliamentary procedure.

22 - Purpose and place of project work in 4-H.

Greatest differences on the training items were observed between the two groups on the following items:

6 - How to use and work with Jr. Leaders.

12 - How to prepare and display exhibits.

15 - How to plan the local club program.

16 - The duties of the 4-H Leader.

17 - What state, district and county events are held.

Conclusions

The following conclusions were based upon analysis and interpretation of the data obtained from the study.

1. Most 4-H Leaders had accepted leadership responsibilities because they had been associated with 4-H and realized the benefit their children could receive from being a 4-H member.

2. There was a significantly high degree of agreement between the two groups on the ranking of the training items. Ten items had a high degree of agreement. Ten items had an average degree of agreement and six items had a low degree of agreement.

3. Agents are familiar with most of the felt needs of leaders.

4. The most urgent felt needs of leaders were on items of training that concerned the tools or vehicles used in 4-H to work with 4-H members.

5. Due to the low agreement between the two groups on duties of the 4-H Leader the role of the volunteer leader has not been completely delineated.

6. The most urgent needs for leader training as expressed by agents was on obtaining and keeping parent cooperation and information on specific project work.

7. There are some items of training which are important which leaders do not recognize as important.

8. The main source of volunteer leaders is a housewife in the thiry to thirty-nine year age group who had been a 4-H member, high school graduate and parent of a 4-H member.

Recommendations

The following recommendations were based upon data obtained in this study, the literature reviewed and from judgement of the writer;

1. That county extension staffs review the findings in this study for their use in developing future training programs for leaders.

2. That the descriptive data on the characteristics of the leaders in this study be used in determining the scheduling of training meetings. Also, that this data be used as a guide for agents on a target audience for recruiting new leaders.

3. That the most urgent needs of leaders be incorporated into the training program as soon as possible.

4. That the training porgram be planned to meet both expressed and unexpressed needs of the leaders.

5. In view of the fact that the differences existed on the duties of the 4-H Leader, it is recommended that a complete delineation of the role of the volunteer be made on the county level.

6. Since leader training is a continous and systematic process it is a recommended that a local county, area, and state training program be developed which would supplement, enhance, and enlarge each geographic plan.

7. Further research be conducted to determine the quality of the leader training programs being conducted in relation to the perceptions of volunteer leaders and agents on leader training needs.

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APPENDIX A

APPENDIX A

SURVEY OF 4-H ADULT LEADER TRAINING NEEDS

Check the appropriate blank in each of the following items:

1. Sex: Male_____ Female_____

2. Age: 20-29____ 30-39____ 40-49____ 50-60____ over 60____

3. Your occupation: Housewife____

                       Professional____ (Please specify)_____

                       Business   ____ (Please specify)_____

                       Other   ____ (Please specify)_____

4. Were you a 4-H member: Yes_____ No_____. If yes, how many years?

   (Please circle one) 1 2 3 4 5 6 7 8 9 10.

5. Education: (Circle the highest grade completed)

       Grade School   High School   College

   None 1 2 3 4 5 6 7 8 9 10 11 12   1 2 3 4

6. Number of years you have served as a 4-H Leader (Include this year)

   less than 2____ 2-4____ 5-9____ 10-20____ over 20____

7. Do you have children in 4-H: Yes_____ No_____

8. Have you ever had children in 4-H: Yes____ No____

Below is a list of items of information that may or may not be needed by 4-H leaders in order to perform their duties most effectively. Please respond to each item according to your needs.

I NEED MUCH	SOME	LITTLE	NO	TRAINING IN THE FOLLOWING AREAS
_____	_____	_____	_____	1. How to obtain and keep parent cooperation.
_____	_____	_____	_____	2. Awards available to 4-H members.
_____	_____	_____	_____	3. Ways of giving recognition other than awards.
_____	_____	_____	_____	4. 4-H record keeping, how to fill out, value and use.
_____	_____	_____	_____	5. Information on specific project work.
_____	_____	_____	_____	6. How to use and work with Junior Leaders.
_____	_____	_____	_____	7. Educational materials available to 4-H Leaders.
_____	_____	_____	_____	8. How leaders should plan and organize their work.
_____	_____	_____	_____	9. How to prepare and give a 4-H demonstration.
_____	_____	_____	_____	10. History and objectives of 4-H work.
_____	_____	_____	_____	11. Characteristics of youth-- their needs and interest.
_____	_____	_____	_____	12. How to prepare and display exhibits.
_____	_____	_____	_____	13. How activities and events help members.
_____	_____	_____	_____	14. How to use awards and contests.
_____	_____	_____	_____	15. How to plan the local club program.
_____	_____	_____	_____	16. The duties of the 4-H

I NEED MUCH	SOME	LITTLE	NO	TRAINING IN THE FOLLOWING AREAS
___	___	___	___	leader.
___	___	___	___	17. What state, district and county events are held.
___	___	___	___	18. Reporting local activities to county extension workers.
___	___	___	___	19. Using parliamentary procedure.
___	___	___	___	20. How to make project and home visits.
___	___	___	___	21. How to help members select projects.
___	___	___	___	22. Purpose and place of project work in 4-H.
___	___	___	___	23. How to conduct a local club meeting.
___	___	___	___	24. Purpose of 4-H work.
___	___	___	___	25. Duties of local club officers.
___	___	___	___	26. How 4-H is organized and conducted.

APPENDIX B

APPENDIX B

SURVEY OF EXTENSION AGENTS

Below is a list of items of information concerning training for
4-H leaders. Please respond to the items according to how much
training you feel 4-H leaders in your county need in each item listed
to enable them to more effectively perform their duties.

4-H LEADERS NEED:

| | | | | TRAINING IN THE FOLLOWING AREAS |
MUCH	SOME	LITTLE	NO	
_____	_____	_____	_____	1. How to obtain and keep parent cooperation.
_____	_____	_____	_____	2. Awards available to 4-H members.
_____	_____	_____	_____	3. Ways of giving recognition other than awards.
_____	_____	_____	_____	4. 4-H record keeping, how to fill out, value and use.
_____	_____	_____	_____	5. Information on specific project work.
_____	_____	_____	_____	6. How to use and work with Junior Leaders.
_____	_____	_____	_____	7. Educational materials available to 4-H Leaders.
_____	_____	_____	_____	8. How leaders should plan and organize their work.
_____	_____	_____	_____	9. How to prepare and give a 4-H demonstration.
_____	_____	_____	_____	10. History and objectives of 4-H work.
_____	_____	_____	_____	11. Characteristics of youth-- their needs and interests.

4-LEADERS NEED:

MUCH	SOME	LITTLE	NO		TRAINING IN THE FOLLOWING AREAS
_____	_____	_____	_____	12.	How to prepare and display exhibits.
_____	_____	_____	_____	13.	How activities and events help members develop.
_____	_____	_____	_____	14.	How to use awards and contests.
_____	_____	_____	_____	15.	How to plan the local club program.
_____	_____	_____	_____	16.	The duties of the 4-H Leader.
_____	_____	_____	_____	17.	What state, district and county events are held.
_____	_____	_____	_____	18.	Reporting local activities to county extension workers.
_____	_____	_____	_____	19.	Using parliamentary procedure.
_____	_____	_____	_____	20.	How to make project and home visits.
_____	_____	_____	_____	21.	How to help members select projects.
_____	_____	_____	_____	22.	Purpose and place of project work in 4-H.
_____	_____	_____	_____	23.	How to conduct a local club meeting.
_____	_____	_____	_____	24.	Purpose of 4-H work.
_____	_____	_____	_____	25.	Duties of local club officers.
_____	_____	_____	_____	26.	How 4-H is organized and conducted.

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Master of Science

Thesis: A COMPARISON OF SELECTED ASPECTS OF TRAINING NEEDED BY ADULT
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