



Factors which influence retention of first-year 4-H leaders
by Terry Lawrence Wolfe

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in
Agricultural Education,
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Abstract:

The purpose of this study was to determine whether certain characteristics of first- and second-year volunteer 4-H leaders who terminate their leadership are different from those who continue their leadership in the 4-H program.

Data for this study were gathered by a mailed questionnaire sent to 370 randomly selected first-year 4-H leaders in 25 Montana counties. Valid responses were received from 189 leaders who continued their leadership a second and third year, and 58 who dropped after their first year of leadership. Data were analyzed by the chi-square test of statistical independence at the .05 level of significance. The test was applied to 30 null hypotheses to determine if relationships existed between characteristics and 4-H leader continuance.

Analysis of the data collected shows that statistical differences exist between the leaders who terminate after one year of leadership and those who continue for two or three years. The following characteristics were tested and shown to influence leadership tenure: age, employment outside the home, place of residence, number of children, involvement of children in the 4-H program, degree of satisfaction experienced as a first-year leader, attendance at 4-H club meetings and 4-H activities, participation in leader training sessions, the number of contacts made with the county extension office, acceptance by other leaders, being included in decision-making regarding 4-H club programs and policy, and the strength of interest felt at the beginning of the year when compared to the level of interest at the end of the first year.

Leaders who continued leadership: were 35-44 years of age, lived on a farm or ranch, had children in the program, were satisfied with 4-H leadership, attended six or more club meetings and four or more activities per year, participated in leader training, made two or more contacts with the county extension office per month, were accepted by other leaders, were included in decision-making, and had greater strength of interest at the end of the year than at the beginning.

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A thesis submitted in partial fulfillment
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APPROVAL

of a thesis submitted by

Terry Lawrence Wolfe

This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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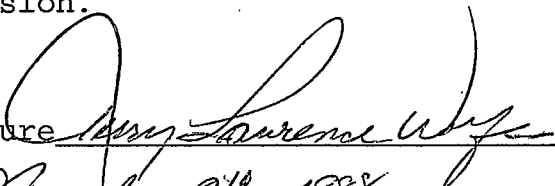
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ABSTRACT

The purpose of this study was to determine whether certain characteristics of first- and second-year volunteer 4-H leaders who terminate their leadership are different from those who continue their leadership in the 4-H program.

Data for this study were gathered by a mailed questionnaire sent to 370 randomly selected first-year 4-H leaders in 25 Montana counties. Valid responses were received from 189 leaders who continued their leadership a second and third year, and 58 who dropped after their first year of leadership. Data were analyzed by the chi-square test of statistical independence at the .05 level of significance. The test was applied to 30 null hypotheses to determine if relationships existed between characteristics and 4-H leader continuance.

Analysis of the data collected shows that statistical differences exist between the leaders who terminate after one year of leadership and those who continue for two or three years. The following characteristics were tested and shown to influence leadership tenure: age, employment outside the home, place of residence, number of children, involvement of children in the 4-H program, degree of satisfaction experienced as a first-year leader, attendance at 4-H club meetings and 4-H activities, participation in leader training sessions, the number of contacts made with the county extension office, acceptance by other leaders, being included in decision-making regarding 4-H club programs and policy, and the strength of interest felt at the beginning of the year when compared to the level of interest at the end of the first year.

Leaders who continued leadership: were 35-44 years of age, lived on a farm or ranch, had children in the program, were satisfied with 4-H leadership, attended six or more club meetings and four or more activities per year, participated in leader training, made two or more contacts with the county extension office per month, were accepted by other leaders, were included in decision-making, and had greater strength of interest at the end of the year than at the beginning.

CHAPTER 1

INTRODUCTION

The United States Department of Agriculture, the state land grant universities, and county governments within each state are joined together to form the Cooperative Extension Service. The goal of the Extension Service is to provide an educational and informational link between the state land grant university and the people in counties. The staff of the Extension Service plans and conducts educational programs in four major subject matter areas. These areas are: (1) agriculture, (2) community development, (3) home economics, and (4) 4-H. The 4-H program is the youth educational program of the Extension Service.

The state 4-H program in Montana is administered through the State 4-H office. In counties, the program is administered by a county extension agent in charge of carrying out the mission of 4-H. The 1981 Montana 4-H program review reported the mission of 4-H is to help young people become self-directing, productive members of society (Sargent, 1981). Youth in the 4-H program learn "life" skills through participating in 4-H projects and learning events and activities. The motto of 4-H, "Learn by Doing," provides the educational base by which 4-H involves youth in hands-on learning experiences.

Adult volunteer leaders are teachers of 4-H youth. The teaching tools of the 4-H leader include project workshops, tours, field trips, instructional media, and learning events such as judging, demonstration, and fashion revue contests, as well as camps and fairs.

It is the responsibility of the extension staff, both statewide and in counties, to recruit and provide training for volunteer leaders. Training in teaching and subject matter skills is provided for projects such as foods, clothing, livestock production, photography, and more than 40 other projects. Leaders are also provided training in human development, organizational skills, program management, personal relationships, communications, leadership, goal setting, and time management. Leaders receive training in recruiting, managing, and working with other volunteers. Together, extension staff and 4-H volunteer leaders determine educational programs and set program priorities for 4-H youth and leaders on a county basis. The determination is generally made by groups such as county 4-H leader councils, 4-H advisory boards, and extension advisory boards. It is the responsibility of the county extension staff to ensure that educational programs and priorities are in agreement with state and national goals and objectives for the extension youth program.

The strength of county, state, and national 4-H programs is determined by the number, experience, and knowledge of

volunteers and the hours they are willing to devote to the program. Once they become involved in the 4-H program, success is determined by the depth of understanding of their roles, support from parents and family, meeting of their own personal goals, acceptance of the educational goals and objectives of 4-H Extension, and their own self-esteem.

Statement of the Problem

The problem of this study was to determine whether certain characteristics of first- and second-year volunteer 4-H leaders who terminate their leadership are different from those who continue their leadership in the 4-H program.

Need for the Study

Extension staff are in agreement that volunteer leaders with more than two years experience are more effective in accomplishing the goals and objectives of the 4-H program. The quality of education received by 4-H members is increased in 4-H clubs headed by tenured leaders. This is supported by a 1978 study of the Iowa 4-H program which examined 141 clubs and found that the 17 which were headed by first-year leaders consistently ranked lower than the other clubs in measurements of educational quality (Gamon, 1978). The recruiting and training of volunteers by extension staff is expensive in terms of investment in time and dollars.

The researcher's analysis of Montana 4-H enrollment data showed that from 1978 to 1982, an average of 43 percent of the leaders terminated after their first year of leadership; a total of 62 percent of those who started remained after the third year (Montana 4-H Office, 1976-1982). Bigler (1982), in a master's thesis researched at Oregon State University, reported that in Oregon 53 percent of those leaders leaving 4-H had left after one to three years of service. Nationally, extension staff generally agree that one-fourth of the volunteer 4-H leaders leave the program annually. The national data show that approximately one-third of the leaders leave 4-H volunteer service during or at the end of their first year of service (Freeman, 1978).

The Montana enrollment data indicate that average leader tenure in Montana is 4.8 years (Montana 4-H Office, 1976-1982). Johnson (1963) found that Minnesota 4-H leader tenure was 3.7 years in 1960. Data collected in Alberta, Canada from 1976 to 1979 showed that nearly 85 percent of 4-H leaders in that study had under five years experience (Hass, 1979). Tenure of 4-H leaders has been and continues to be a concern of staff working with 4-H programs.

A review of the Montana 4-H program was begun in May 1981. Members of the review team included Montana 4-H leaders, county extension agents, state 4-H staff, state extension administrators and specialists, and a visiting team consisting of national 4-H administrators and a neighboring

state 4-H leader. Members of this review team recommended "conducting an analysis of why volunteer leaders drop out after one or two years; assessing leader training needs; and conducting a periodic survey of reactions from audience and staff" (Sargent, 1981).

The Montana extension staff and the Montana 4-H Leaders' Council would like to identify reasons why some 4-H leaders drop their involvement after only one year in the program, while others remain and continue a second and third year or longer.

The identification of motivations of leaders who drop 4-H leadership within their first year of enrollment as compared to those who continue for two, three, or more years would assist Montana extension staff working with 4-H programs. Staff could utilize the information in planning educational programs and in the implementation of recruiting and training programs that potentially could result in a higher retention of adult volunteer leaders.

Objectives

The following specific objectives were established for this study:

- (1) To determine if differences exist between Montana 4-H volunteer leaders who terminate leadership after one year of leadership and those who continue for two and

three years with regard to the following characteristics:

- sex
- age
- employment
- previous 4-H contact as a member, or having parents who were members
- place of residence
- having children enrolled in the program
- level of education
- the leadership role held
- involvement in activities outside of 4-H
- being asked or volunteering as a leader
- age of the 4-H club
- degree of satisfaction
- work load during the first year
- time spent per month in leadership
- number of project meetings held
- attendance at meetings and 4-H activities
- participation in leader training
- number of other leaders or number of members in a club
- appreciation and recognition received
- assistance and cooperation received
- contacts made with the extension office, and contacts made by the extension office with leaders

- orientation to 4-H and 4-H leadership duties
 - guidance and assistance provided by others
 - encouragement received from others
 - placement in leadership roles that match leader's skills, interests, and abilities
 - expectations of leadership
 - acceptance by other leaders
 - opportunity to grow and develop
 - being included in making decisions regarding 4-H club programs and policy
 - strength of interest at the end of the first year
- (2) To determine which of the above factors influence 4-H volunteer leaders to continue leadership a second and third year.
- (3) To determine which of the above factors influence 4-H volunteer leaders to discontinue leadership after one year of leadership.

Limitations

This study was limited to:

- (1) Selected Montana counties.
- (2) Randomly selected first- and second-year leaders from the selected counties who terminated their leadership after serving as a leader during the 1981 and 1982 4-H years.

- (3) Randomly selected leaders from the selected counties who were serving their second and third year of leadership in 1983.
- (4) Adult volunteer 4-H leaders with three years or less of experience.

Assumptions

The following assumptions were established for this study:

- (1) The needs, characteristics, and motivations of 4-H leaders with more than three years of 4-H leadership are different than those leaders with less than three years of service.
- (2) The 4-H program and other volunteer programs do not match the needs of some individuals.

Definition of Terms

The following terms are defined as they are applied in this study:

- (1) Volunteer 4-H leader: An adult who serves as a leader of youth in a local 4-H club, or serves as a leader of other adults, and gives his/her time, ideas, expertise, and resources without receiving or expecting salary. (The terms "volunteer," "leader," and "4-H leader" are used synonymously in this study.)

- (2) Extension agent: A staff member of the Cooperative Extension Service and Land Grant University with a professional background in either agriculture, home economics, or human development, who serves as a county administrator and educator for 4-H programs.
- (3) Tenured: Service to the 4-H program of at least one calendar year, from October 1 through September 30.
- (4) 4-H club: A youth club organized under the direction of a volunteer 4-H leader to assist the youth in developing positive attitudes, life skills in agriculture, home economics, and related subjects. The 4-H club is a local unit of the county 4-H program.
- (5) Motivation: The intrinsic and extrinsic force that induced the individual to volunteer in the 4-H organization as a 4-H club or county resource leader.
- (6) Volunteerism: Implies the act of providing services or support to a group without monetary gain.
- (7) Continuance: The process of remaining with the 4-H program as an active volunteer leader.
- (8) Discontinuance: Termination of active involvement with the 4-H organization by a volunteer leader.

CHAPTER 2.

REVIEW OF RELATED LITERATURE

Importance of 4-H Volunteers
to Extension Work

Kelsey and Hearne (1963) describe extension work as an out-of-school educational system in which adults and young people learn by doing. The fundamental objective of extension, as stated by Kelsey and Hearne, is the development of people. This development occurs through the volunteer involvement of adults such as 4-H leaders who teach youth life skills to youth in 4-H clubs.

A large number of volunteers assist in the delivery of extension programs. In 1983, more than 2.8 million people were involved nationally in assisting the Cooperative Extension Service in disseminating agriculture, home economics, community development, and youth programs to more than 48.7 million people. If clientele had to pay for the services of volunteers working with extension, the price tag would amount to more than \$4.5 billion annually (Gottler and Young, 1985).

Volunteer leaders are important to the extension program for a variety of reasons. The leadership experiences help individuals develop self-confidence and leadership skills.

Success of extension programs is increased by including volunteer leaders from the community in planning, setting goals, and implementing programs that are related to their needs. People will often work more readily with local individuals they know and trust than a paid professional (Strow, 1974).

Influence of the limited number of paid extension staff is multiplied by working with local volunteer leaders (Sabrosky and Kelley, 1967; Kempton, 1980). A nationwide study conducted by Gottler and Young (1985) found that 4-H volunteers served 61 hours for every hour an agent worked with the volunteers. Schwertz (1978, p. 23) contends that "one extension agent working directly with youth will reach about 200 4-H members with a reasonably effective program." He suggests that the same agent working with 40 volunteer leaders "could reach about 500-800 4-H members." As an added benefit, volunteer leaders often use skills they have learned in extension involvement to help in other community programs (Strow, 1974).

There is agreement among writers that the success of the 4-H program is attributed to "the nearly 600,000 volunteer leaders who are backed by the strong educational base of the land-grant university staff in every county of the nation" (Wessel and Wessel, 1982, p. 331).

Contributions by volunteers to 4-H programs include teaching skills, providing "healthy, adult-youth

relationships" (Brown, 1977, p. 3), counseling, and encouragement to youth, as well as energy and time.

N. A. Brown's 4-H in Century III, a 1977 document produced by the Extension Service, United States Department of Agriculture, stated: "A highly desirable goal for the next decade of Century III would be to double the number of volunteers serving 4-H" (p. 6). Considering the data produced by other studies reviewed for this research project which indicated a high turnover rate and low leader tenure, this goal could be difficult to attain.

A study conducted by Sabrosky and Kelley during the 1954-55 4-H club year reviewed 3,307 leader training meetings "in 33 counties in 10 western states and Hawaii" (Sabrosky and Kelley, 1967, p. 3). Their work showed a 50 percent turnover in volunteer 4-H leaders that year. This indicates that one-half of the leaders were new to their job. "Another one-third of the leaders were only second- and third-year leaders" (Sabrosky and Kelley, 1967, p. 3).

Evidence of volunteer leader turnover in the 4-H program is found in the 60's, 70's, and 80's. The data in a Minnesota thesis study by Johnson (1963) show that low leader tenure for the group studied was 2.0 years, while high average tenure was 5.6 years. A 1981 Canadian study revealed that only 15.2 percent of the leaders for the years 1976 to 1979 had more than five years tenure (Stinson, 1981). Research performed by Bigler (1982) in Ohio indicated that

53 percent of the leaders in that study had left after only one to two years of leadership.

Four-H leaders with tenure are more effective and "generally do a better job" (Gamon, 1978, p. 6). Tenured leaders are more competent in serving on planning groups and providing a quality educational program to youth.

An understanding of leaders, volunteers, characteristics of 4-H leaders, what motivates leaders to volunteer, reasons they stay and reasons they leave the program, as well as their training needs, is essential to this study.

Leadership Definition

The word "influence" is the one single trait "that is common to all fields of leadership" (Solomon, 1950, p. 24) and is frequently used in many authors' definitions of leadership. Leaders influence others to "cooperate toward some goal" (Tead, 1935, p. 53) that they find important and influences good feelings in the followers (Firth, 1976). Research findings show that the attention and teaching patterns of classroom teachers "are positively and significantly related to the scores of their pupils on tests of school achievement" (Stogdill, 1974, p. 141).

Volunteers Defined

Throughout history, whenever man has been in need of help, "there has been a volunteer to assist in his need" (Cull and Hardy, 1974, p. 5). These volunteers have been

willing to give their time, money, means, and effort to help their fellow man. Definitions commonly conclude that volunteers give of their own free will to something that they believe in (Collette, 1973) and for the satisfaction of helping or serving others.

Volunteers are found assisting victims of floods and other natural disasters, neighbors helping each other. The names attached to different volunteer roles include retired senior volunteer persons, United Way volunteers, candy strippers, blood donors, grey ladies, youth leaders, community leaders, etc. (Cull and Hardy, 1974).

The volunteer has the ability to translate a concern for the needs and feelings of others into action. The giving of themselves is done without expecting any financial compensation (Routh, 1972).

Volunteer Characteristics

According to O'Connell (1976), a greater percent of our population today is involved in volunteerism than at any other time in the history of our country. Research by Gottler and Young (1985) indicates that nearly one in 80 Americans have served as a volunteer in a Cooperative Extension activity.

Volunteers today include people of all ages, economic, educational, and ethnic backgrounds. Kempton (1980, p. 19) contrasts these attributes with the volunteers of previous

decades who were "middle-aged, middle-income, white," and predominately female.

The roles performed by volunteers are important to public agencies and educational programs. The volunteer can often perform some of the duties of a staff person which have been delegated to them. Volunteers also assist professionals in planning, implementing, and teaching programs. Volunteers serve as a vehicle to provide communications between the agency and the clients. When budgets are limited, services of the agency or educational system can be increased through volunteers (Tyler, 1966).

The reasons people volunteer are important to this study. Henderson (1981, p. 20) provides a summary of these reasons in an article in the Journal of Extension. His list includes the following:

- (1) To help people
- (2) Out of a sense of duty
- (3) One couldn't refuse
- (4) A child in the program
- (5) There was nothing else to do
- (6) Enjoyment of volunteer work
- (7) Volunteering might lead to a paying job
- (8) To improve the community
- (9) For self-growth
- (10) Volunteering was good use of leisure time
- (11) To feel needed or useful
- (12) For a cause
- (13) To meet personal social needs

Volunteers differ in the age groups they like to work with. The assignments they prefer can change as they tire with one kind of work. "Some people like to work with children" (Naylor, 1973, p. 68). Others prefer to work with

adults. Volunteer managers need to be aware of these preferences to work with varying age groups and be alert to the need in a change of work assignments (Naylor, 1973).

4-H Volunteers

The definition of a 4-H volunteer contains one major difference from volunteers in general. The contrast is in the relationship to the 4-H extension organization. A volunteer in the 4-H program "is a member of the staff" (Freeman, 1978, p. 2). This is supported by the fact that in Montana, volunteers "are, in part, carrying out the business of the Extension Service" (Montana 4-H Office, 1986), and are covered by the same liability insurance as Montana extension staff.

Volunteer leaders in the 4-H program perform many different roles within the extension 4-H youth program. Like volunteers in the general population, their service is provided without receiving or expecting pay. According to the publication, Montana State 4-H Policy, Titles of 4-H volunteers include: organizational leader, project leader, resource leader, and key leader (Montana 4-H Office, 1986).

Organizational leaders are responsible for the organization and administration of educational programs in the local 4-H club. These leaders can delegate leadership responsibilities for project training and other leadership duties to other volunteers. The project leader is a volunteer who

works with and teaches a specific project or projects. A resource leader may assist with a project, event, or activity on an as-needed basis. Key leaders are middle managers in the program -- teaching, training, recruiting, and working with other volunteers and the county extension staff (Montana 4-H Office, 1986).

Characteristics of 4-H Volunteer Leaders

A study conducted by Banning (1970) offers a profile of the 4-H volunteer leader for that period in time. The study included 237 adult leaders in 42 states. The following characteristics of 4-H volunteer leaders were reported in Banning's research:

- (1) Two-thirds were between the ages of 36 and 55.
- (2) Three-fourths had between two and five children.
- (3) Nearly one-half (48.5%) were never 4-H members.
- (4) Those who were 4-H members stayed in 4-H longer than the average.
- (5) Thirty-four percent had four or more years of 4-H experience.
- (6) Over 86 percent were high school graduates.
- (7) Twenty percent were college graduates.

- (8) Over one-half the women leaders worked outside the home.

A 1982 survey in Minnesota combined the responses of 542 volunteers to provide the following profile of Minnesota 4-H leaders (Byrne and Caskey, 1985):

- (1) Seventy-four percent were from rural farm residences.
- (2) Eighty-four percent were female.
- (3) Seventy-nine percent were between the ages of 36 and 55.
- (4) Ninety percent were parents.
- (5) Eighty-eight percent had children who were 4-H members.
- (6) Forty-two percent had finished college.
- (7) Eight percent had continued their education through graduate study.
- (8) Forty-seven percent were high school graduates.
- (9) Eighty-four percent also volunteered at their churches.
- (10) Sixty-one percent volunteered within their school system.

The time leaders devote to 4-H leadership is relevant to this study. Montana data collected by Sargent (1981) for the year 1977 showed that the respondents donated an average of 290 hours yearly to the Montana 4-H program, while

Banning (1970) found leaders donated an average of 200 hours per year. A 1985 Extension Service, United States Department of Agriculture publication titled Extension's 4-H: Toward the '90's (Weatherford and Peck, 1985) states that the hours donated nationally by volunteer leaders average 220 per year.

The research conducted by Banning (1970) shows that 4-H volunteers spent an average of 15 hours per month. As a comparison, one-half of the leaders attending a statewide leader forum in Georgia reported they donated less than 10 hours per month to 4-H (Chambers and Hessel, 1987).

Characteristics of First-Year 4-H Leaders

A profile of the first-year 4-H leader is relevant to this study. Research performed in New York by Alexander (1969) surveyed 509 first-year 4-H leaders. The characterization of these leaders included the following traits:

- (1) Age: 12 percent were under 30; 49 percent were 30-39; 39 percent were 40 or older.
- (2) Sex: 27 percent male; 73 percent female.
- (3) Residence: 40 percent farm; 43 percent rural nonfarm; 17 percent urban.
- (4) Education: 17 percent some high school; 43 percent high school graduates; 10 percent college graduates.

- (5) Tenure: 83 percent remained a second year; 15 percent dropped out at the end of the first year.
- (6) Member of 4-H: 62 percent never; 38 percent members.
- (7) Number of club or project meetings attended: 9 percent none; 19 percent one to four; 20 percent five to nine; 52 percent ten or more.

More recent surveys show the profile of 4-H leaders has not changed a great deal. A 1985 survey of 500 randomly selected 4-H leaders conducted by Hiller in Washington state provides this profile of the "typical" Washington 4-H leader:

The leader is a married female, between 36-44 years of age, lives in a rural or small town setting, is employed part or full-time, has some education beyond high school and is from a middle income family (Hiller, 1985, p. 4).

Motivation to Volunteer

Volunteers have their own reasons for volunteering. An understanding of why the volunteer "needs" the opportunity to donate services is essential to the extension worker managing effective volunteer 4-H staffs.

According to O'Connell, volunteers have the same motivations for staying with an organization as do salaried employees. He states, "These people want a sense of

purpose, contribution, and fulfillment" (O'Connell, 1976, p. 19). O'Connell feels the motivations of man, identified by Herzberg as the primary sources of job satisfaction, are "particularly true for volunteers" (O'Connell, 1976, p. 19). These motivations are achievement, recognition, work itself, responsibility, and advancement.

Henderson (1981, p. 20) suggests that "the motivation for 4-H volunteering can be explained by using McClelland and Atkinson's expectancy motivation theory." This theory states that people behave as they do because they believe their behavior will lead to a desired reward or goal. Hampton concludes that adults choose to volunteer based on their needs and goals and whether the volunteering will lead to those goals.

Specific motivations for volunteers to become 4-H leaders are relevant to this study. In the research conducted by Gilliland (1977, p. 1), the following motivations were identified:

- (1) They have children of 4-H age and are willing to serve as leaders for their children to benefit from 4-H membership.
- (2) They have benefited from 4-H in their youth and want to share 4-H with other young people.
- (3) They have a hobby or vocation which they would like to share with youth as a means of enhancing their interest in that hobby or vocation.
- (4) They feel an obligation to serve their community, and 4-H is a means of rendering service.

- (5) They view 4-H as an effective means of youth development and feel a sense of responsibility to serve youth.
- (6) They have been coerced by an agent, friend, or their own child to serve as a leader because 'no one else will do it.'
- (7) Any combination of the above plus several more reasons.

The results of a 1978 study reported by Henderson (1981) of 200 adult 4-H volunteers and a study by Hiller (1985) in Washington agreed with Gilliland (1977) that "the major reason why adults volunteered in 4-H was to be with their children" (p. 21). Henderson (1981) also cited an Oklahoma study that concluded the major volunteer motivations included: wanting to help people, feeling a sense of duty, having a child in the program, and enjoying the volunteer experience.

A Minnesota study conducted in 1982 surveyed a cross-section of 58 county extension staff to assess why volunteers work with 4-H in their counties. The staff agreed that the two major reasons were having children in the program and "volunteers enjoy working with children and youth." They also added that they thought volunteers work with 4-H because "4-H is a family-centered program" (Byrne and Caskey, 1985, p. 5).

The motivation to volunteer may change as the volunteer gains experience in the program. According to Naylor (1973, p. 65), "The reason for and feeling about being a volunteer at the beginning may bear very little resemblance to those

which keep a busy person active in volunteer work later on." Naylor points out that although the "reasons for and feelings about" volunteering may change at any given time, there are motivation factors which can be identified as goal directed behavior. Naylor suggests that if these goals are also goals of the volunteer organization, knowledge of these motivating factors become very important to the survival of the organization.

Expectations of 4-H Volunteer Leaders

Henderson (1981, p. 26) states, "People don't volunteer without expectations. They have certain ideas and perceptions about what they hope to gain from the experience." The professional who works with volunteers must help volunteers ascertain their goals and expectations and help volunteers attain them.

Specific expectations of extension volunteers are outlined by Kempton (1980). Volunteers need to know Extension Service goals, policies, ideals, history, and reward system. They want to know duties of the job, their relationship to others, and to whom they are responsible. Volunteers want to know resources available to them and where and how to obtain them. Kempton continues by stating, "volunteers must understand how they fit in, their responsibility to the organization, and what support they'll receive" (p. 21).

Selection and Recruitment of
Volunteer Leaders

Identification of the characteristics needed for a particular volunteer task makes it easier to locate and recruit leaders, suggest Kelsey and Hearne (1963, p. 233).

They list seven questions to ask in the selection process:

- (1) What is the task to be done?
- (2) What skills and characteristics are needed to perform the task?
- (3) Where is the person with these qualifications?
- (4) What group will support or follow this person?
- (5) Of the qualities he/she has:
 - (a) Which of them may be improved by training?
 - (b) Which may not change materially?
- (6) Of the qualities he/she lacks:
 - (a) Which may be developed by experience and training?
 - (b) Which may he/she never hope to have?
- (7) On what basis shall a qualified person be encouraged to serve?

The views of Kelsey and Hearne are supported by research conducted by Sanders (1966) and Banning (1970). Both sources agree that recruits prefer to be asked to do a specific job and to think the people from the organization selected them specifically for their qualifications. Kelsey and Hearne (1963) suggest the final step for the recruiter is to convince the potential leader that he/she should accept the leadership role. Sanders (1966) cautions that the last step is generally a stumbling block, as many extension professionals generally take an apologetic approach

when asking volunteers for a commitment. Carter, in work cited by Sanders, suggests that the recruiter appeal to a person's basic motivational needs, such as love, recognition, power, esteem, and self-preservation. Carter continues, "In recruiting lay leaders, it is well to show the prospective leader in a subtle way how serving in a leadership capacity can help him satisfy some of his needs and desires" (Sanders, 1966, p. 323).

Boyle (1973, p. 3) contends, "Very few leaders volunteer. They must be contacted and asked to serve." The importance of asking a volunteer to serve is supported in research by Banning (1970) and Stohler and Rockwell (1985). Banning found that less than two percent of the 4-H leaders in his study would serve without being asked. Nearly half the leaders in Stohler and Rockwell's research became leaders because they were asked.

Banning (1970) cites research conducted by Boyle and Douglass in listing traits of people most willing to serve as 4-H leaders. Banning states they are "generally young, have children, have at least a high school education, and participate more than average in community organizations and educational activities" (p. 3). Banning suggests that the recruiter should look for volunteers who are aware of community problems and who have a strong, positive feeling toward the area in which they live.

Leader Training

Expectations of volunteer leaders must be answered through systematic training programs. Cull and Hardy (1974) suggest that if quality of performance is desired, volunteer training is a continuing process. Training that is "carefully planned and well executed . . . will contribute to the growth of the individual worker at the same time that it increases his skill and productivity" (p. 43).

Reinforcing the need for systematic training, Boyce (1972), in a paper presented at the 1972 Inter-American Rural Youth Leaders Conference, suggests that all organizations engaged in rural club work should take into consideration the need for all volunteer leader training to be provided in gradual, successive steps. The training should include information "selected for age, scholastic level and training needs of the volunteer leader" (p. 23), and the resources of the office.

Training needs of volunteers are not static. The needs of a first-year leader are different from those of a fifth-year leader. Interests and needs vary with individuals. This concept is supported by Gilliland (1977, p. 3), who states, "A major consideration is that leader training must be an ongoing process that isn't restricted to new leaders."

Boyle (1973, p. 8) states, "The first principle of training an individual group is to gauge your efforts

according to the experiences and maturity of the group." Boyle contends that trainers should not attempt to do the same training with all volunteers. Banning (1970) reinforces the importance of providing different types of leader training and suggests that leaders with one year or more of experience be trained separately from beginning leaders.

Naylor (1973) supports the differences which exist in volunteers and the need to match training to the individual. She indicates volunteers can grow tired of one assignment and want a change. Naylor suggests that if trainers make sure the volunteer is having a positive experience, regardless of the role they have, they can learn to count on the trainer's understanding when they experience tough times.

The need for a continuous training plan is emphasized by Schindler-Rainman and Lippitt (1971). Their "ideal" plan includes five phases: preservice training, startup-support, maintenance-of-effort training, periodic review and feedback, and transition training where a volunteer is helped to move to greater levels of responsibility.

The specific training needs of first-year 4-H leaders is relative to this study. Johnson and Sollie (1968, p. 166) used the results of a survey of 201 Mississippi volunteers to rank training needs. Respondents to the survey were 40 percent men and 38 percent women leaders with less than one year experience. The survey delineated the ranked order of importance of felt training needs as:

- (1) How to obtain and keep parent cooperation.
- (2) Awards available to 4-H members.
- (3) Recognition methods besides awards.
- (4) How to fill out and use 4-H project records.
- (5) Information of specific project work.

Johnson and Sollie's (1968) Mississippi study showed that the basic purpose of 4-H club work ranked very low as a felt need. Even when controls were utilized, this item ranked low. The study concluded that the leaders felt parental influence plays an important role in 4-H club work. The authors point out that the number of training meetings attended, number of years experience, and race were related to the ranking of training needs.

In contrast to the Mississippi study, the National 4-H Club Foundation's publication, "Developing 4-H Curricula for Training Volunteers" (1973a, p. 2) states, "Both volunteers and paid staff should know about the 4-H organization, its purpose, mode of operation, and the relationships of the people involved." The basic orientation program for beginning leaders, as outlined in the National 4-H Club Foundation's publication (pp. 2-3), should include:

- (1) The purpose of 4-H.
- (2) The various leadership tasks in 4-H.
- (3) How leaders and members plan and conduct the day-to-day operation of a group at 4-H meetings.
- (4) Planning individual 4-H member programs.
- (5) Principles of how 4-H members learn.
- (6) Various teaching techniques to make the program more effective.
- (7) Involving parents.

It is interesting to note that first-year leaders in Mississippi identified their first training need as the same one that Extension Service officials listed last. This suggests that these leaders are most concerned about the immediate needs of a group rather than details about the organization itself.

Programming leader training for the level of experience is also suggested by the National 4-H Club Foundation's publication, "Developing 4-H Curricula for Training Volunteers" (1973a). It states that more experienced leaders might want to know "the basic developmental needs of youth; how to utilize teens in leader roles; sources of material for more effective teaching; and the importance of human relations in group involvement" (pp. 5-6).

The types of instructional methods of training need to be varied to reach the different needs of volunteers. Gilliland (1977) states that some leaders will attend meetings while others won't. Some training meeting times are convenient for some leaders and inconvenient for others. Both Gilliland (1977) and the National 4-H Club Foundation (1973a) suggest a "cafeteria" approach to leader training. In addition to the group meetings, trainers should consider individualized instruction through self-learning centers, volunteers counseling volunteers, video, and correspondence courses.

Lantrip (1956) supports the concept of leaders teaching each other. Both Gilliland (1977) and Lantrip agree that leaders should be involved in designing training models and teaching the content. Such involvement will help in retention of volunteers.

4-H Leadership Satisfaction

In volunteer organizations, including 4-H, "there is a popular belief that once a leader, always a leader" (Willis, 1974, p. 116). On the contrary, Willis states that "leaders come and go" (p. 116). The same thing happens with the employee in business, industry, and government. Why do leaders come and go? Social science researchers have agreed that volunteer leader or employee tenure is determined by their degree of satisfaction during their association with the organization or business. Keeping the employee satisfied leads to tenure.

O'Connell (1976) suggests that cues for holding on to volunteer leaders come from Herzberg's "Motivation Hygiene Theory." Herzberg's job satisfactions include achievement, recognition, work itself, and responsibility; advancement relates to a sense of purpose, contribution, and fulfillment.

A modified form of Herzberg's "Motivation Hygiene Theory" served as the research design for a study conducted by Freeman (1978). In this study, a total of 149 4-H

leaders were interviewed regarding 13 job factors. The research determined that factors contributing to job satisfaction were: recognition, work itself, responsibility, personal growth, achievement, and relations with members and parents.

Willis (1974, p. 116) lists several motivations which he suggests lead to tenure or "persistence of leadership." These motivations include:

- (1) Elected rather than appointed by the group.
- (2) Strong desire to be a leader.
- (3) Flexibility in meeting group needs.
- (4) Selfless and group-oriented attitude.
- (5) Conformity to group values.
- (6) Competence in professional and social activities.
- (7) Confidence in own ability to lead.
- (8) Ability to make decisions based on available information rather than emotions.
- (9) Emotional maturity.
- (10) Intelligence to handle job requirements.
- (11) Ability to not feel disgraced if mistakes are made.
- (12) Stable in personal life.

Lantrip (1956) suggests that it is important for extension staff to learn what motivates volunteers to stick with it. However, when a leader has served his or her tenure, "staff must help the leaders to retire gracefully, rather than insist on holding the leader" (p. 94).

Stohler and Rockwell (1985) found that motivations for leaders to continue their leadership include being parents of children who are or were 4-H members, a belief that 4-H is an important youth program, a desire to work with young people, and being able to learn new skills.

McGrew (1959) agrees that leader tenure is determined by the satisfactions received from the 4-H leadership experience. McGrew found that the most satisfying experiences for leaders he studied were: working with youth, seeing club members develop, gaining new experiences, and the knowledge that members win. In his study, McGrew concluded that community and county recognition did not provide as much satisfaction as had been expected.

Ways in which to increase job satisfaction for 4-H volunteers are suggested by various studies and researchers. A 1982 survey of 542 Minnesota 4-H volunteers revealed that incentives "make a difference in a volunteer's motivation to work for 4-H" (Byrne and Caskey, 1985, p. 6). However, the study reflected a difference in the incentives extension staff thought are most important to volunteers and those actually identified by volunteers. The Minnesota study found, "Extrinsic motivators such as news articles and public awards serve a public relations function, but they're not what these volunteers want" (p. 6). The volunteers identified, in rank order, the following intrinsic rewards as most important to them (Byrne and Caskey, 1985, p. 6):

- (1) Simply knowing that I have done a good job or made a contribution to something important.
- (2) Receiving an expression of appreciation from a 4-H member.
- (3) Receiving training that helps them do a job well.
- (4) Receiving a note of appreciation from an Extension staff person.

- (5) Having expenses paid for a trip or special learning experiences.

The Minnesota study was attempting to determine if being paid for out-of-pocket expenses is a motivation or incentive for volunteers. The study determined that "these 4-H volunteers are involved for the sake of their children" (Byrne and Caskey, 1985, p. 6). One in five of those responding felt that reimbursement of cost would increase motivation. The majority (82 percent) "will continue to give leadership even if it costs them to volunteer in 4-H" (p. 6).

An earlier study in Minnesota by Larson (1961), which examined 4-H leader tenure, found agreement with the 1982 Minnesota study. "Having children in 4-H and liking to work with children" were the highest ranked reasons found for continuing leadership. Larson found that "good club participation, prestige, and recognition" ranked next (p. 52).

The importance of recognition to volunteers is stressed by several authors. Lantrip (1956, p. 94) suggests, "Give recognition to the work of leaders." The spoken word and personal expressions of appreciation are important forms of recognition, according to Lantrip. Results of Stinson's (1981) study in Canada indicate that leaders do not expect pay; however, they do want to be appreciated for their efforts.

Providing recognition is important to holding onto leaders. Bigler (1982, p. 82) found:

A significantly greater number of continuing volunteers have received a greater quantity of tangible recognition (pins, certificates, etc.) and more promptly than the discontinuing volunteer leaders.

Stahl and Brown (1981) agree with the importance of recognition to volunteers and the role it plays in creating volunteer satisfaction. They suggest that a satisfied volunteer will "often recruit friends and neighbors to serve . . . but this will only happen if the volunteer believes that he or she is really needed and appreciated" (p. 84).

Forms of recognition that are important to 4-H leaders were identified by 408 Washington state volunteers responding to a questionnaire in a study by Hiller in 1985. The leaders ranked the following in order of preference (Hiller, 1985, p. 3):

- (1) Reaching personal goal (37%).
- (2) Accepted as a person (20%).
- (3) Compliments from parents (15%).
- (4) Orientation/training (13%).
- (5) Others seek my opinion (4%).
- (6) Compliments from agents (4%).
- (7) Increased responsibility (3%).
- (8) Certificates/pins/plaques (3%).
- (9) Letters of recognition (2%).
- (10) Name/photo in newspaper (1%).

Involving volunteers in the 4-H program will increase tenure. Larson (1961) reported allowing leaders to volunteer for county 4-H committee assignments had a positive effect on leader tenure.

Schindler-Rainman and Lippitt (1975, p. 19) offer the following guidelines for involving the volunteer and providing a more satisfying experience:

- (1) Provide the volunteer an opportunity in establishing and evaluating the organization.
- (2) Involve the volunteer in planning, solving problems, and making decisions.
- (3) Provide the opportunity for volunteers to provide feedback to staff on an ongoing basis.
- (4) Join other organizations that have similar programs to share resources and ideas.
- (5) Make the volunteer aware of other roles that are available to them.

Participation of volunteers in leader training can influence tenure. Hass (1979), in a Canadian study, and Larson (1961) found a significant relationship between attendance at a leadership event and the decision to re-enroll. Hass (1979, p. 12) found that "78 percent of the leaders who attended a leader training event re-enrolled, while only 56 percent of the leaders who didn't attend decided to re-enroll." Similarly, Bigler (1982, p. 81) found in her study of continuing and discontinuing 4-H leaders that "a significantly greater percentage of the continuing volunteers participated in some type of continual volunteer leader training."

Larson (1961) found that counties having the highest leader tenure held five to ten training meetings each year. Hass (1979) suggests that leader training offered to increase the leaders' knowledge about the aims, objectives,

and philosophy of 4-H will, in turn, increase their agreement and reduce their dissatisfaction with the 4-H program.

Borrowing ideas from business can increase tenure of volunteer leaders. Gamon (1978, p. 6) indicates that increasing worker satisfaction increases tenure. She suggests that extension workers should avoid scheduling programs during volunteers' busy hours and "make the hours more convenient." Leaders "need better pay" through public recognition and jobs that earn them respect and prestige with their peers. Volunteers prefer "reasonable work loads." Gamon states that sometimes that work load may not be too heavy, but it may be unpleasant and stressful. She continues that it is also important to train volunteers for advancement and provide them with the "opportunities for advancement" to a higher position when it becomes available.

4-H Leader Dropout

In discussing why local 4-H club leaders quit, Martin (1956) cites a study reported in the January 1954 issue of Extension Research. He states, "The study is probably more or less typical of the general voluntary membership situation" (p. 59). The three main reasons why volunteer leaders quit, as offered by Martin (1956, p. 59), are:

- (1) Conflict of club work with home and occupational duties.
- (2) Lack of interest and cooperation by parents and the community.

- (3) Ill health of the leader or someone else in the family.

Studies by Larson (1961), Cosner (1978), Stinson (1981), and Stohler and Rockwell (1985) identified two of the same reasons for leader dropout as those cited by Martin (1956): (1) too many other activities, and (2) lack of time. Other reasons provided in these studies included: too much printed material circulated and too much travel. The most common reason listed by all authors for leader dropout was that their children were no longer in 4-H.

Research conducted in West Virginia by Summers and Greenleaf (1978) found that reasons 4-H leaders gave for leaving the 4-H program are related to societal changes. Leaders in their study identified the following reasons for leaving, in decreasing order of frequency (Summers and Greenleaf, 1978, p. 10):

- (1) Becoming employed or changed employment responsibilities.
- (2) Children no longer in the program.
- (3) Family roles changed.
- (4) Lack of time.
- (5) Tiredness.
- (6) A decrease in the number of 4-H age children in their community.

Traits or characteristics which influence discontinuance of leaders after their first year of leadership are related to this study. Research by Johnson (1976, pp. 85-89) in New Mexico found discontinuance was significant among leaders with the following characteristics:

- (1) Younger age than leaders who continue.
- (2) Single leaders.
- (3) Children no longer 4-H age.
- (4) Spouse or children not involved in 4-H.
- (5) Not familiar with the youth agent, other leaders, parents, and 4-H members.
- (6) Did not establish effective communications with the youth agent, other leaders, or parents.
- (7) Did not volunteer their help to other leaders.
- (8) Their group was seldom recognized by the community for its efforts.
- (9) Youth agents seldom noted their efforts.
- (10) Perceived the youth agent was less available to them.
- (11) Were 4-H leaders only because no one else would do it.

In general remarks by discontinuing leaders in Johnson's research, leaders indicated they left the program because they were too busy with "other activities," members were not interested in the program, and "they did not know what was expected of them" (Johnson, 1976, p. 89).

Johnson (1976), Cosner (1978), Alexander (1969), Baca et al. (1965), and Martin (1956) found that leaders discontinuing after their first year were not provided leader training or generally did not attend at least one training meeting.

Larson (1961) found that although leader tenure was highest in counties holding five to ten training meetings each year, "tenure declined markedly if over ten meetings were held each year" (p. 52). Larson determined that this

substantiates the finding that "too many other activities" is also a major reason for leader dropout.

Less frequent reasons found for leader discontinuance are identified by Martin (1956) and Larson (1961). They include moving from the community and lack of interest and cooperation by members and parents. Weaver and Prawl (1975) conclude that volunteers who do not get enough help, immediate success, and satisfaction tend to discontinue in a short time.

Possessing and developing competence in leadership is a key qualification of a leader and relates to tenure. Lindsay (1964, p. 49) states, "People seek the services of a leader only as long as that leader is performing the services the group desires." He suggests that leaders who are not qualified to teach members the skills they must learn will not be asked to continue their leadership. Members will lose interest in these leaders, the leaders will not receive the satisfaction they want from their efforts, and ultimately the leaders will drop out of the program.

Myers (1964) concludes that when provisions for meaningful achievement are reduced or eliminated, individuals become sensitive to their environment. It is at this point that people begin to find fault with their affiliations and satisfaction wains.

Summary

This review of literature has attempted to summarize important and related studies in the areas of leadership, volunteerism, and leader tenure. Subject areas, such as the characteristics of leaders and volunteers, their importance, recruitment and training of volunteers, and factors relating to 4-H leader tenure have been reviewed.

Through the review of literature, the researcher has determined that volunteers are essential to carrying out the mission of the 4-H Extension Service program. They multiply the efforts of a limited professional staff and contribute a great deal of time, skill, and out-of-pocket expenses willingly. Leadership turnover and low tenure is expensive to extension "in terms of money and energy spent recruiting and training" (Gamon, 1978, p. 6). Performance of the youth program is also affected. There are 4-H leaders who are presently in 4-H leadership who would continue their service if the proper training and guidance were provided to them.

CHAPTER 3

PROCEDURES

Population Description and
Sampling ProceduresPopulation Description

The population of this study included 4-H leaders from 25 Montana counties who were enrolled as first-year leaders during the 1981-82 4-H year. The sampling was conducted in October 1983 and included leaders who were beginning a third year of leadership and those who dropped after their first or second year of leadership.

Gallatin County was not included in the population. Gallatin is the researcher's work location and was used in the instrument validation.

The researcher felt that the results of this study could be generalized to the population in Montana since the sample was taken in a scientific manner and the characteristics of the sample could be considered consistent throughout Montana.

Sample Selection and Size

The sample for this study included 4-H leaders enrolled as 4-H leaders during the 1981-82 4-H year, who were currently serving as leaders or who had dropped their

leadership at the end of 1982 or 1983. The names and addresses of potential respondents were obtained from each county extension office in the selected counties.

Leaders currently enrolled and those who were dropouts were identified from their response to Part 3 of the questionnaire (Appendix B). Respondents were asked to indicate if they were a leader in 1982-83 and if they were going to be a leader in 1983-84. The data in this study represent questionnaire replies from 189 leaders who continued and 58 who dropped their leadership.

To determine the sample size, the Montana 4-H Youth Development Enrollment Report (Montana 4-H Office, 1976-1982) for the 1981-82 year was utilized. The report showed a total population of 945 first-year leaders in organized 4-H clubs. To obtain a research confidence level of five percent, a sample size of 237 had to be obtained. The researcher chose a sample size of 370. This was based on the assumption that a return rate of 60 to 65 percent could be obtained. A similar study by Johnson (1976) produced a return rate of 62 percent.

Counties selected to participate in the study were chosen randomly. The proportion of the total population in each of the four extension areas in Montana was determined. Counties were then randomly drawn until the total sample for that area met or exceeded the percentage it represented in the total population.

Follow-up Design

Each person selected for the study was assigned a number on a master address list. The appropriate number was affixed to the back of each reply envelope. This allowed the researcher to conduct follow-up mailings to those individuals who did not initially respond.

The Instrument

A five-part instrument was designed to collect the data necessary for this study (see Appendix B). The instrument was developed with the assistance of James Sargent, Montana State 4-H Leader, and Dr. Douglas Bishop, research advisor and Montana State University professor of agricultural education. Instruments used for similar studies were reviewed during the development process. Part 1 of the instrument requested information relative to the biographical, sociological, and leadership roles of the respondents.

Part 2 of the questionnaire requested data relative to how a leader was recruited, the age of their 4-H club, the degree of satisfaction as a first-year leader, the hours contributed monthly to 4-H leadership, the number of club and leader training meetings attended, recognition received and preferred, assistance and cooperation received, and contact made with the county extension office.

Part 3 of the instrument determined if the leaders continued or discontinued their leadership roles. Those

leaders who continued a second year of leadership completed Section A. The respondents indicated the degree of influence various factors had on their decision to continue 4-H leadership. Section B provided an opportunity for leaders to indicate the degree of influence various factors had on their decision to discontinue 4-H leadership.

Part 4 of the questionnaire utilized a Likert-type attitudinal scale which allowed respondents to choose the extent to which they agreed or disagreed with each statement. The scale also included an "undecided" response to help eliminate forced choices.

Part 5 of the instrument provided an opportunity for respondents to make general comments on questions or 4-H in general.

Instrument Validation

A preliminary instrument was validated by the 41 leaders serving in Gallatin County during the 1981-82 4-H club year. The respondents were sent the questionnaire and a return postage-paid envelope during September 1983.

The instrument was reviewed by Montana State University professors, Max Amberson and Douglas Bishop; State 4-H Leader, James Sargent; and 4-H Leaders, Karin Ludeman and Nick Shrauger. These individuals evaluated the instrument for clarity, readability, and relevance to the objectives of this research project. After the review and a subsequent

pre-test in Gallatin County, the instrument was revised and ready to be sent to the sample population.

Data Collection Procedures

On October 14, 1983, the questionnaire (Appendix B), a cover letter (Appendix A), and a self-addressed, stamped envelope were mailed to 370 current and former leaders enrolled in selected Montana counties during the 1981-82 4-H year.

Two weeks later, a total of 126 completed questionnaires had been received, for a 34 percent response rate. Three questionnaires were returned as undeliverable. A forwarding address was obtained for one of the returned questionnaires through telephone calls made by the researcher.

On October 28, 1983, a follow-up letter (Appendix C), a second questionnaire, and a self-addressed, stamped envelope were sent to those who had not replied to the first mailing. The follow-up letter included a hand-written note to each individual. By November 17, 1983, a total of 226 questionnaires had been returned, representing a return rate of 61 percent.

By December 17, 1983, an additional 26 questionnaires had been returned, for a total of 252. Five questionnaires were dropped from the study for various reasons, leaving 247 usable questionnaires for the study, a return rate of 68 percent.

Method of Data Analysis

Data in this study were analyzed by the chi-square test of statistical independence. The test determines whether membership in one group has any bearing on membership in another. The test was used to ascertain if differences existed between responses to the questionnaire from 4-H leaders who continued and those who dropped 4-H leadership.

The chi-square test compares the observed frequency of data to what are expected frequencies and indicates the probability that they are different. The calculation of chi-square (X^2) is as follows:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

where:

$$\begin{array}{ll} X^2 & = \text{Chi-squared value} \\ O & = \text{Observed frequency} \\ E & = \text{Expected frequency} \end{array}$$

The researcher applied the chi-square test to evaluate two or more variables to determine if they were independent of each other. The observed frequencies were responses of each group (continuing and discontinuing leaders) to statements on the instrument. Data were calculated using a microcomputer and the statistical analysis package MSUSTAT (Lund, 1988). The calculations provided the "expected" frequencies that would be obtained if the two variables were not related.

The value of X^2 is calculated from the observed and expected frequencies. The obtained value of X^2 was compared to a table of critical chi-squared values at the .05 significance level in degrees of freedom (df). The calculation is $[(.05)X^2]$. If X^2 exceeds $[(.05)X^2]$, then an association exists between the groups and the variables are not independent of each other. The greater X^2 , the larger is the difference between observed and expected frequencies.

In this study, the test of significance for the analysis of chi-squared was a two-tailed test at the .05 level of significance. The critical chi-squared value $[(.05)X^2]$ for a two-row/five column (2 x 5) table, with four degrees of freedom (df=4) is 9.49 at the .05 level of significance; 3.84 for a 2 x 2 table (df=1); 5.99 for a 2 x 3 table (df=2); and 11.07 for a 2 x 6 table (df=5).

Precautions Taken for Accuracy

Analysis of the data was generated by computer to ensure accuracy of computations. The Montana State University Computing Services, as well as a microcomputer, were used to process data.

Null Hypotheses

The hypotheses in this study have been formulated as null hypotheses which assert that no difference exists between leaders who stay in 4-H and those who have dropped and their questionnaire responses.

The following null hypotheses were included in this study:

- (1) H_0 : There is no relationship between the sex of 4-H leaders and leadership continuance.
- (2) H_0 : There is no relationship between the age of 4-H leaders and leadership continuance.
- (3) H_0 : There is no relationship between employment outside the home and 4-H leader continuance.
- (4) H_0 : There is no relationship between 4-H leadership continuance and previous 4-H contact as a member, having parents who were 4-H members, and having parents who were 4-H leaders.
- (5) H_0 : There is no relationship between the place of residence and 4-H leadership continuance.
- (6) H_0 : There is no relationship between number of children and having children in 4-H and 4-H leadership continuance.
- (7) H_0 : There is no relationship between level of education and 4-H leadership continuance.
- (8) H_0 : There is no relationship between the role a leader has in the first year of leadership and 4-H leadership continuance.
- (9) H_0 : There is no relationship between being involved in activities outside 4-H and 4-H leadership continuance.

- (10) H_0 : There is no relationship between the method by which a volunteer enrolls and 4-H leadership continuance.
- (11) H_0 : There is no relationship between the age of a 4-H club and 4-H leadership continuance.
- (12) H_0 : There is no relationship between the degree of satisfaction 4-H leaders experience and their continuance of leadership.
- (13) H_0 : There is no relationship between the work load as a first-year leader and 4-H leadership continuance.
- (14) H_0 : There is no relationship between the time leaders spend working in 4-H and their continuance of leadership.
- (15) H_0 : There is no relationship between holding project work meetings and 4-H leadership continuance.
- (16) H_0 : There is no relationship between continuance of 4-H leadership and: (a) 4-H meeting attendance, and (b) attendance at 4-H activities.
- (17) H_0 : There is no relationship between participation in leader training and 4-H leadership continuance.
- (18) H_0 : There is no relationship between the number of other leaders and 4-H members in a club and leadership continuance.
- (19) H_0 : There is no relationship between the appreciation and recognition received from others and 4-H leadership continuance.

- (20) H_o : There is no relationship between assistance and cooperation received from others and 4-H leadership continuance.
- (21) H_o : There is no relationship between contact made with the extension office by 4-H leaders and contact made by the extension office with 4-H leaders, and leadership continuance.
- (22) H_o : There is no relationship between orientation to 4-H and 4-H leadership duties, and 4-H leadership continuance.
- (23) H_o : There is no relationship between the guidance and assistance provided by others and 4-H leadership continuance.
- (24) H_o : There is no relationship between encouragement received from others and 4-H leadership continuance.
- (25) H_o : There is no relationship between placement in leadership roles that match volunteer skills, interests, and abilities, and 4-H leadership continuance.
- (26) H_o : There is no relationship between expectations of leadership and 4-H leadership continuance.
- (27) H_o : There is no relationship between acceptance by other leaders and 4-H leadership continuance.
- (28) H_o : There is no relationship between the opportunity to grow and develop in 4-H leadership and 4-H leadership continuance.

- (29) H_0 : There is no relationship between 4-H leadership continuance and being included in decision-making regarding 4-H club programs and policy.
- (30) H_0 : There is no relationship between the degree of interest in 4-H leadership at the end of the first year of leadership and 4-H leadership continuance.

Summary

A randomly selected sample of 370 current and former Montana 4-H leaders were sent questionnaires in the fall of 1983. The instrument provided responses in degrees of agreement or disagreement with statements related to leader experiences in 4-H, as well as a demographical and sociological profile of respondents.

Validity, readability, and relationship to the study of the instrument were provided through a pre-test and a review of individuals on the Montana State University faculty. Assurance of the needed sample size was provided through techniques to identify respondents and two follow-up mailings to non-respondents.

Responses to questionnaires were analyzed statistically to determine if relationships existed between statements and 4-H leader continuance. The hypotheses as stated for the correlations were tested at the .05 significance level. Data were processed by computer.

CHAPTER 4

ANALYSIS OF DATA

Introduction

The purpose of this study was to determine characteristics which cause 4-H leaders in Montana to continue or drop their leadership role after one year. Data were collected via a researcher-designed instrument. The instrument provided responses related to demographic and sociological data, and the level of agreement or disagreement with a series of statements. Correlation findings are presented in tables and the results are interpreted and discussed.

Data Collection

Data for analysis were collected through responses to an instrument which was sent to 370 Montana 4-H leaders who were first-year leaders in 1981-82. The sample represents 39.1 percent of the total population of 947. Data were provided by 247 respondents during the fall of 1983. A total of 189 of the respondents, or 76.5 percent, continued their leadership into the 1983-84 year. The dropouts included 58 leaders, or 23.5 percent, who discontinued their leadership at the end of the 1982 4-H year.

Data Analysis

The chi-square test of statistical significance at the .05 alpha level was utilized to determine if a relationship existed between membership in two groups: active leaders and dropouts. Percent responses and mean scores of degrees of agreement were utilized to aid in interpretation of results.

Findings

Sex of Leaders and 4-H Leadership Continuance

Null Hypothesis 1 stated that there is no relationship between the sex of 4-H leaders and 4-H leadership continuance. A chi-square statistic of 1.83 was computed from the data in Table 1, indicating no significant difference between continuing and discontinuing volunteers with regard to sex. Therefore, Null Hypothesis 1 was retained. The findings showed that there were 147 (77.8%) active female leaders and 42 (22.2%) active male leaders; there were 40 (69.0%) female leader dropouts and 18 (31.0%) male leader dropouts. The sex of all respondents, 187 (75.7%) females and 60 (24.3%) males, demonstrates a slightly different profile than similar studies conducted by Johnson (1976) and Bigler (1982), who found leaders were 70 percent female and 30 percent male. A higher present-day rate of employment outside the home than at the time of earlier studies may account for the lower percent of males.

Table 1. Sex of respondents.*

Sex of Respondents	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Male	42	22.2	18	31.0	60	24.3
Female	<u>147</u>	<u>77.8</u>	<u>40</u>	<u>69.0</u>	<u>187</u>	<u>75.7</u>
Total	189	100.0	58	100.0	247	100.0

$$*X^2 = 1.83; (.05)X^2 = 3.84; df = 1$$

Age of Respondents and 4-H Leadership Continuance

Null Hypothesis 2 stated that there is no relationship between the age of 4-H leaders and 4-H leadership continuance. A chi-square calculation of 9.35 shows a relationship exists related to age and the two groups in the study. Based on these findings, Null Hypothesis 2 was rejected. The data in Table 2 show a higher percentage of the dropout participants (5.1% + 15.5% = 20.6%) than the active participants (1.6% + 5.3% = 6.9%) were under the age of 30. Of the total respondents, 112 (45.5%) were in the 35-44 age group. Leaders under the age of 30 may be less stable in their work and family commitments.

Table 2. Age of respondents.*

Age of Respondents	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
>25	3	1.6	3	5.1	6	2.4
25-29	10	5.3	9	15.5	19	7.7
30-44	57	30.3	16	27.6	73	9.7
35-44	90	47.9	22	37.9	112	45.5
45-54	25	13.3	5	8.6	30	12.2
55+	<u>3</u>	<u>1.6</u>	<u>3</u>	<u>5.2</u>	<u>6</u>	<u>2.4</u>
Total	188	100.0	58	100.0	246	100.0

$$*X^2 = 9.35; (.05)X^2 = 7.81; df = 4$$

Employment Outside the Home and 4-H Leadership Continuance

Null Hypothesis 3 stated that there is no relationship between employment outside the home and 4-H leadership continuance. The findings as reported in Table 3 show 126 (53.4%) of the respondents were employed outside the home. This figure supports the 1982 research by Bigler; 51.7 percent of the respondents in that study were employed outside the home. Of the 4-H leader dropouts, a total of 38 (61.7%) were employed outside the home as compared to 88 (49.2%) of the active leaders. The dropouts may be younger, more mobile individuals. The obtained chi-square value of 5.25 was found to be significant at the .05 alpha level. Therefore, Null Hypothesis 3 was rejected.

Table 3. Employment outside the home and previous 4-H contact.*

Association	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Were employed outside the home:						
Yes	88	49.2	38	61.7	126	53.4
No	100	50.8	19	33.3	110	46.6
Were a 4-H member:						
Yes	100	53.8	29	54.7	129	54.0
No	86	46.2	24	45.3	100	46.0
Parent(s) were member(s):						
Yes	18	9.6	7	12.3	25	10.2
No	170	90.4	50	87.7	220	89.8
Parent(s) were leader(s):						
Yes	43	22.9	7	24.6	50	20.4
No	145	77.1	50	75.4	195	79.6

*Employment $X^2 = 5.25$; 4-H membership $X^2 = .1150$; parent 4-H membership $X^2 = .3207$; parent 4-H leadership $X^2 = .6076$; $(.05)X^2 = 3.84$; $df = 1$

Previous 4-H Contact and 4-H Leadership Continuance

Null Hypothesis 4 stated that there is no relationship between 4-H leadership continuance and previous 4-H contact as a member, having parents who were 4-H members, and having parents who were 4-H leaders. From data summarized in Table 3, the chi-square calculations for 4-H membership (.1150), having parents who were 4-H members (.3207), and having

parents who were leaders (.6076) show there was no relationship between 4-H leader continuance and prior 4-H contact. Therefore, Null Hypothesis 4 was retained. These findings are supported by Johnson (1976), who found no notable differences between the active and dropout groups and their prior affiliation with 4-H. The findings that 10.2 percent of all respondents' parents were 4-H members and that only 20.4 percent of the respondents had parents who were 4-H leaders were contrary to anticipated research findings.

Location of Residence and 4-H Leadership Continuance

Null Hypothesis 5 stated that there is no relationship between the place of residence and 4-H leadership continuance. Based on the chi-square calculation of 9.35 shown in Table 4, it was determined that there was a relationship between residence and 4-H leader continuance. Therefore, Null Hypothesis 5 was rejected. Percent difference and expected frequencies exist in all categories except towns with populations less than 10,000. Farm/ranch residents (104, or 56.9%) who were active leaders represent the largest of all residence groups; this finding supports the traditional 4-H stability from the farm/ranch community. In contrast, the 9 (15.8%) combined dropout leaders from cities of 50,000+ (5, or 8.8%) and cities of 10,000-20,000 (4, or 7.0%) and the 10 (5.4%) combined active leaders from cities of 50,000+ (7, or 3.8%) and cities of 10,000-20,000 (3, or

1.6%) suggest that efforts to bring 4-H to cities may not be as successful as hoped.

Table 4. Residence locations of respondents.*

Residence Location	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
City 50,000+ and suburbs	7	3.8	5	8.8	12	5.0
City 10,000 to 20,000	3	1.6	4	7.0	7	2.9
Town less than 10,000	28	15.3	8	14.0	36	15.0
Rural less than 20 acres	41	22.4	17	29.8	58	24.2
Farm/ranch	<u>104</u>	<u>56.9</u>	<u>23</u>	<u>40.4</u>	<u>127</u>	<u>52.9</u>
Total	183	100.0	57	100.0	240	100.0

$$*X^2 = 9.35; (.05)X^2 = 7.81; df = 4$$

4-H Involvement of Children and 4-H Leadership Continuance

Null Hypothesis 6 stated that there is no relationship between having children in 4-H and 4-H leadership continuance. Table 5 shows there is a chi-square statistical relationship between the number of children leaders have and the involvement of those leaders in the 4-H program. The chi-square calculation for the number of children is 10.94, 10.46 for children enrolled while a first-year leader, and

15.71 for children who have belonged to 4-H. Based on these findings, Null Hypothesis 6 was rejected. Respondents who were dropouts represent a larger percent (10.7%) than do active leaders (2.1%) who did not have children, and a smaller percent (14.3%) than active leaders (24.9%) who had four or more children. It is concluded that having children in the 4-H program will promote leader tenure. The results showed two children as the highest percent category for both groups. The finding of 40.7 percent for active volunteers having two children is consistent with other studies on volunteers (Bigler, 1982).

Table 5. Relationship between number of children and their 4-H affiliation.*

Relationship	% Number of Children					Total
	0	1	2	3	4+	No.
Number of children:						
Active	2.1	11.1	40.7	21.2	24.9	189
Dropout	10.7	12.5	35.7	26.8	14.3	56
Children while a first-year leader:						
Active	10.2	43.5	35.5	7.0	3.8	186
Dropout	23.2	48.2	21.4	7.1	0.0	56
Children who have belonged to 4-H:						
Active	9.7	27.6	39.5	14.6	8.6	185
Dropout	23.2	42.9	21.4	7.1	5.4	56

*Number of children $\chi^2 = 10.94$; children while a first-year leader $\chi^2 = 10.46$; children who have belonged to 4-H $\chi^2 = 15.71$; $(.05)\chi^2 = 7.81$; $df = 4$

Level of Education and 4-H Leadership Continuance

Null Hypothesis 7 stated that there is no relationship between level of education and 4-H leadership continuance. Results showed differences do exist between both groups at each educational level. However, the calculated chi-square, 4.98, from data presented in Table 6 was not statistically significant at the .05 level. Therefore, Null Hypothesis 7 was retained. A total of 121 (31.9% + 32.5% = 64.4%) active participants were high school or college graduates (60, or 31.9% and 61, or 32.5%, respectively), while 28 (25.9% + 22.4% = 48.3%) dropouts had attained these same educational levels (15, or 25.9% and 13, or 22.4%, respectively). Over 98 percent of all respondents were high school graduates.

Table 6. Highest educational level obtained by respondents.*

Educational Level	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Some HS	2	1.1	1	1.7	3	1.2
HS Grad	60	31.9	15	25.9	75	30.5
Some College	55	29.2	25	43.1	80	32.5
College Grad	61	32.5	13	22.4	74	30.1
Post-College Degree	<u>10</u>	<u>5.3</u>	<u>4</u>	<u>6.9</u>	<u>14</u>	<u>5.7</u>
Total	188	100.0	58	100.0	246	100.0

* $\chi^2 = 4.98$; $(.05)\chi^2 = 7.81$; $df = 4$

Leadership Role and 4-H Leadership
Continuance

Null Hypothesis 8 stated that there is no relationship between the role a leader has in the first year of leadership and 4-H leadership continuance. Statistically significant relationships were not found between the groups and the leadership position held by the respondents as first-year leaders. The calculated chi-square value from data presented in Table 7 was 3.31. Therefore, Null Hypothesis 8 was retained. The most frequently held leadership position was club project leader; this response was given by 141 (61.8%) actives and 44 (69.8%) dropouts. Active leaders held head leader positions more frequently than dropouts (43, or 18.9% and 8, or 12.7%, respectively). The head leader role generally involves more responsibility. This finding suggests that leaders who are more involved will develop tenure.

Table 7. Leadership roles during first year of leadership.*

Leadership Level	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.†	%
Org.Head Leader	43	18.9	8	12.7	51	17.5
Club Proj.Leader	141	61.8	44	69.8	185	63.4
County Proj.Leader	11	4.8	1	1.6	13	4.4
Club/County Activity Leader	7	3.1	2	3.2	9	3.1
Club/County Resource Leader	4	1.8	2	3.2	6	2.0
Other	<u>22</u>	<u>9.6</u>	<u>6</u>	<u>9.5</u>	<u>28</u>	<u>9.6</u>
Total	228	100.0	63	100.0	292	100.0

* $\chi^2 = 3.31$; $(.05)\chi^2 = 11.07$; $df = 5$

†Total N exceeds number in sample; some leaders held more than one role.

Involvement in Activities Outside of
4-H and 4-H Leadership Continuance

Null Hypothesis 9 stated that there is no relationship between being involved in activities outside 4-H and 4-H leadership continuance. Differences between the two groups and their involvement in outside activities were minimal. A chi-square value of .4072 represented by data in Table 8 shows there was no statistical relationship between leadership continuance and participation in activities outside of 4-H. Therefore, Null Hypothesis 9 was retained. The comments made by volunteers that they are "too busy" in other groups is not supported by these findings. A larger sample may show more differences in the two groups.

Table 8. Participation by leaders in other organizations.*

Participation	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.†	%
Active in other organizations	105	36.6	31	36.0	136	36.5
Active in school affairs	91	31.7	30	34.9	121	32.4
Active in other youth orgz'ns.	35	12.2	9	10.5	44	11.8
Held office in above	<u>56</u>	<u>19.5</u>	<u>16</u>	<u>18.6</u>	<u>72</u>	<u>19.3</u>
Total	287	100.0	86	100.0	373	100.0

* $X^2 = .4072$; $(.05)X^2 = 7.81$; $df = 3$

†Total N exceeds number in sample; some leaders responded to more than one activity.

Method by Which a Volunteer Enrolls
and 4-H Leadership Continuance

Null Hypothesis 10 stated that there is no relationship between the method by which a volunteer enrolls and 4-H leadership continuance. The chi-square value of .2437 calculated from the data presented in Table 9 indicates no relationship between the enrollment method and 4-H leader tenure. Therefore, Null Hypothesis 10 was retained. Minimal differences exist in the responses from the two groups. This finding was not supported in similar studies by Banning (1970) and Boyle (1973), both of whom state that volunteers must be asked to volunteer. Rewording of the question may have produced different results.

Table 9. Methods by which volunteers became 4-H leaders.*

Enrollment Method	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Was asked	96	51.3	30	52.6	126	51.6
Volunteered	<u>91</u>	<u>48.7</u>	<u>27</u>	<u>47.4</u>	<u>118</u>	<u>48.4</u>
Total	187	100.0	57	100.0	244	100.0

$$*X^2 = .2437; (.05)X^2 = 3.84; df = 1$$

Age of 4-H Clubs and 4-H Leadership
Continuance

Null Hypothesis 11 stated that there is no relationship between the age of a 4-H club and 4-H leadership continuance.

A chi-square value of .1942 was calculated from the data presented in Table 10, indicating no statistical significance. Based on this finding, Null Hypothesis 11 was retained. While percent differences were low, it is noted that a slightly larger percentage of dropouts (14, or 24.1%) came from first-year clubs, as compared to 40 (21.3%) of the active leaders. A slightly larger percentage of active leaders (107, or 56.9%) than dropouts (32, or 55.2%) were involved in older clubs. Established clubs generally have more experience in involving leaders.

Table 10. Age of 4-H club during first year of leadership.*

Age of Club	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
First year	40	21.3	14	24.1	54	24.6
2-4 years	14	24.1	12	20.7	26	11.9
5 or more years	<u>107</u>	<u>56.9</u>	<u>32</u>	<u>55.2</u>	<u>139</u>	<u>63.5</u>
Total	161	100.0	58	100.0	219	100.0

$$*X^2 = .1942; (.05)X^2 = 3.49; df = 1$$

Leader Satisfaction and 4-H Leadership Continuance

Null Hypothesis 12 stated that there is no relationship between the degree of satisfaction 4-H leaders experience and their continuance of leadership. Based on the findings, the null hypothesis was rejected. The chi-square value of 15.90

calculated from the data presented in Table 11 was statistically significant at the .05 level. While 187 (76.6%) of all respondents showed some degree of satisfaction during their first year of leadership, only 34 (9.1% + 22.0% = 31.1%) of the dropouts were satisfied. In contrast, the data indicated that 153 (26.7% + 55.1% = 81.8%) of the actives were satisfied. Further study to determine leader satisfiers is suggested.

Table 11. Satisfaction during first year of leadership.*

Degree of Satisfaction	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Very satisfied	50	26.7	5	9.1	55	22.5
Somewhat satisf.	103	55.1	29	22.0	132	54.1
Somewhat unsatisf.	24	12.8	18	42.8	42	17.2
Very unsatisf.	<u>10</u>	<u>5.3</u>	<u>5</u>	<u>33.3</u>	<u>15</u>	<u>6.2</u>
Total	187	100.0	57	100.0	244	100.0

$$*X^2 = 15.90; (.05)X^2 = 7.81; df = 3$$

Work Load and 4-H Leadership Continuanace

Null Hypothesis 13 stated that there is no relationship between the work load as a first-year leader and 4-H leadership continuance. The chi-square value of 5.58 calculated from data in Table 12 shows that a relationship does not exist for this study between leader continuance and work load. The lack of a relationship is supported by the

findings in Table 13. The chi-square calculation from these data shows no relationship between the two groups and their being willing to do more than asked. Therefore, Null Hypothesis 13 was retained. As shown in Table 12, a larger percentage of dropouts (13, or 22.4%) than active participants (21, or 11.3%) responded they did not have enough work. A mean score of 2.17 for actives and 2.40 for dropouts, as shown in Table 13, indicates that respondents in both groups agree they are willing to perform more work than requested.

Table 12. Work load as a first-year leader.*

Level of Work	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Too much	19	10.2	8	13.8	27	11.1
About right	146	79.5	37	63.8	183	75.0
Not enough	<u>21</u>	<u>11.3</u>	<u>13</u>	<u>22.4</u>	<u>34</u>	<u>13.9</u>
Total	186	100.0	58	100.0	244	100.0

$$*X^2 = 5.58; (.05)X^2 = 5.99; df = 2$$

Table 13. Willingness to do more work than requested.

Statement	<u>Active</u>		<u>Dropout</u>		X^2*
	No.	Mean ^a	No.	Mean ^a	
Were willing (24) ^b	181	2.17	57	2.40	4.35

$$*X^2 = (.05)X^2 = 9.49; df = 4$$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Time Spent in 4-H Leadership and
4-H Leadership Continuance

Null Hypothesis 14 stated that there is no relationship between the time leaders spend working in 4-H and their continuance of leadership. The chi-square calculation of 4.27 from the data shown in Table 14 shows that a significant relationship does not exist between the time spent in 4-H leadership per month and leader continuance within the two groups. Null Hypothesis 14 was therefore retained. The data summarized in Table 14 indicate that 134 (55.6%) of the respondents spent nine hours or less per month in 4-H leadership. A larger percentage of dropouts (33, or 62.3%) spent nine hours or less per month than actives (101, or 53.7%). From data previously presented in Tables 11 and 12, the researcher concluded that first-year leaders who drop may do so because they were not given sufficient work to keep them actively involved in 4-H activities.

Table 14. Hours per month spent in 4-H leadership.*

Hours Spent	<u>Active</u>		<u>Dropout</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
9 or less	101	53.7	33	62.3	134	55.6
10-19	62	33.0	18	34.0	80	33.2
20-39	17	9.0	2	3.7	19	7.9
40 or more	8	4.3	0	0.0	8	3.3
Total	188	100.0	53	100.0	241	100.0

* $\chi^2 = 4.27$; $(.05)\chi^2 = 7.81$; $df = 3$

Holding Project Work Meetings and
4-H Leadership Continuance

Null Hypothesis 15 stated that there is no relationship between holding project work meetings and 4-H leadership continuance. The chi-square value of 1.195 calculated from data summarized in Table 15 verifies the hypothesis statement. Little difference existed in the percent of responses from both groups for each category of number of meetings. Based on these results, Null Hypothesis 15 was retained.

Table 15. Project meetings held, club meetings held, and club meetings attended, by percent.*

Meetings	<u>Number of Meetings Held (by %)</u>					No.
	0	2-3	3-5	6-10	10+	
Project Held:						
Active	10.7	21.3	38.5	17.2	12.4	169
Dropout	14.0	22.0	36.0	20.0	8.0	50
Held by Club:						
Active	0.6	0.6	2.9	36.8	59.1	171
Dropout	0.0	0.0	0.0	51.1	48.9	47
Attended Club:						
Active	0.0	5.9	9.5	45.5	39.1	169
Dropout	0.0	13.0	23.9	43.5	19.6	46

*Groups of low frequencies were combined for calculation of X^2 . For project meetings held, $X^2 = 1.195$ (df = 4); for meetings held by club, $X^2 = 4.17$ (df = 2); for meetings attended, $X^2 = 12.18$ (df = 3).

Meeting, Training, and Activities
Attendance and 4-H Leadership
Continuance

Null Hypothesis 16 stated that there is no relationship between continuance of 4-H leadership and: (a) 4-H meeting

attendance, and (b) attendance at 4-H activities. Null Hypothesis 17 stated that there is no relationship between participation in leader training and 4-H leadership continuance. As shown in Table 15, the chi-square value for meeting attendance is 12.18. As shown in Table 16, for participation in leader training, the chi-square value is 11.76, and for participation in 4-H activities, 11.84. All values are statistically significant. Therefore, Null Hypotheses 16 and 17 were rejected. Data in Table 15 show that a total of 36.9 percent (13.0% + 23.9%) of the dropouts attended five or less club meetings. As a comparison, only 15.4 percent (5.9% + 9.5%) of the actives attended five or less meetings. A total of 84.6 percent (45.5% + 39.1%) of the actives attended six or more meetings compared to 63.1 percent (43.5% + 19.6%) of the dropouts.

Table 15 also includes data regarding the number of club meetings held. A total of 59.1 percent of active leaders were in clubs which held 10 or more meetings per year, while 48.9 percent of the dropouts were in clubs holding 10 or more meetings.

Data presented in Table 16 show that 61 percent of the active group and 84.9 percent of the dropouts did not participate in leader training sessions. Only 1.1 percent of the active group and none of the dropouts attended five or more training sessions. Similar results are observed in both groups' participation in 4-H activities. A larger

percent of dropouts as compared to actives (28.6% and 10.9%, respectively) did not participate in 4-H activities.

Table 16. Percent participation in leader training sessions and 4-H activities.*

Event	No. of Training Sessions (by %)						No.
	0	1	2	3	4	5+	
Training:							
Active	61.0	22.0	10.7	4.0	1.1	1.1	177
Dropout	84.9	9.4	1.9	3.8	0.0	0.0	53
Activities:							
Active	10.9	8.7	20.2	24.6	16.9	18.6	183
Dropout	28.6	7.1	21.4	21.4	5.4	16.1	56

*Groups of low frequencies were combined for calculation of X^2 for leaders. For training, $X^2 = 11.76$ (df = 4); for activities, $X^2 = 11.84$ (df = 5).

A possible explanation for the high percentages for both groups in not attending leader training is provided in Table 17. Respondents were asked if adequate training was provided and if training was provided concerning the goals and objectives of the 4-H program. The range of computed mean scores for both groups indicate disagreement with both statements. Although not shown in the table, the modal score was 4, showing disagreement for both group responses to both statements. The respondents were either not given training or training was inadequate. Rewording of the question would have provided data that would enable the researcher to make a more precise interpretation.

Table 17. Training provided during first year of leadership.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Adequate training provided (4) ^b	184	3.38	58	3.72	6.51
Goals and objectives of 4-H program (5) ^b	184	3.59	58	3.91	8.64

$$*\chi^2 = (.05)\chi^2 = 9.49; df = 4$$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

The respondents were asked how willing they would have been to attend training meetings. The mean response scores shown in Table 18, 2.39 for active leaders and 2.32 for dropouts, indicate agreement that leaders in both groups were willing to attend training meetings as a first-year leader. Since the chi-square calculation of 5.32 shows no relationship to membership in the two groups, the interpretation of willingness to attend is fairly safe.

Table 18. Willingness to attend training meetings as a first-year leader.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Willing to attend training (8) ^b	177	2.39	56	2.32	5.32

$$*\chi^2 = (.05)\chi^2 = 9.49; df = 4$$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Number of Other Leaders and Number
of Members in a Club and 4-H
Leadership Continuance

Null Hypothesis 18 stated that there is no relationship between the number of other leaders and 4-H members in a club and 4-H leadership continuance. Table 19 presents data showing that there was no statistical relationship between these factors and leadership continuance. Chi-square for other leaders is 3.48 and 4.00 for members. Therefore, the null hypothesis was retained. Data show less than significant differences in percent responses for each group.

Table 19. Responses by percent of number of other leaders and number of members in a club.*

Number	<u>Other Leaders</u>		Number	<u>Members</u>	
	Active	Dropout		Active	Dropout
0	0.8	4.4	5	3.0	8.6
1-2	2.7	28.9	6-9	17.7	19.1
3-5	43.2	44.5	10-15	36.7	40.4
6-8	21.9	11.1	16-20	24.3	17.0
9+	9.4	11.1	21+	18.3	14.9

Total No.	169	45		169	47

*Number of other leaders $X^2 = 3.48$; number of members $X^2 = 4.00$; $(.05)X^2 = 9.49$; $df = 4$

Recognition Received and 4-H Leader-
ship Continuance

Null Hypothesis 19 stated that there is no relationship between the appreciation and recognition received from others

and continuance as a 4-H leader. The mean scores shown in Table 20, 2.23 for actives and 2.61 for dropouts, show that respondents agreed somewhat that they did receive appreciation and recognition from parents and leaders. Likewise, the mean scores for actives and dropouts, 2.34 and 2.54, respectively, indicate that both groups agreed somewhat that they were adequately recognized for their work and effort. The calculated chi-square for appreciation from members and leaders was 8.91, and 4.43 for adequate recognition. The relationships are not significant. Therefore, Null Hypothesis 19 was retained. The findings suggest that recognition and appreciation from others is not a primary motivation for leadership.

Table 20. Appreciation and recognition from others.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Appreciation from parents and members (1) ^b	184	2.23	57	2.61	8.91
Adequately recognized (2) ^b	183	2.34	56	2.54	4.43

* $\chi^2 = (.05)\chi^2 = 9.49$; $df = 4$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Table 21 summarizes the recognition received by respondents and recognition preferred. Actives and dropouts agreed

the top three forms of recognition received are: (1) leader certificate/pin, (2) thank-you from members, and (3) thank-you from another leader. These contrast with the top three preferred forms of recognition for the combined groups, which are: (1) thank-you from members, (2) thank-you from parents, and (3) thank-you from county agent(s). Both groups agreed the least received and preferred forms of recognition are name printed in the 4-H newsletter and name in media.

Table 21. Ranking of frequency of recognition received and preferred by respondents.*

Recognition	<u>Received</u>		<u>Preferred</u>
	Active	Dropout	All
Leader certificate/pin	1 (140)	1 (35)	4 (26)
Thank-you from members	2 (90)	3 (27)	1 (139)
Thank-you from another leader	3 (81)	2 (30)	5 (23)
Asked to serve on committee	4 (77)	7 (9)	7 (13)
Thank-you from parents	5 (53)	4 (15)	2 (78)
Thank you from county agent	6 (53)	6 (12)	3 (39)
Invitation to recog. dinner	7 (51)	5 (14)	6 (17)
Name in 4-H newsletter	8 (19)	9 (6)	9 (5)
Name in media	9 (19)	8 (2)	8 (6)

*Actives and dropouts ranked preferred recognition the same. The frequencies of responses are in parentheses.

Assistance and Cooperation from Others
and 4-H Leadership Continuance

Null Hypothesis 20 stated that there is no relationship between assistance and cooperation received from others and 4-H leadership continuance. The amount of cooperation and assistance received by respondents is presented in Table 22. Percent responses from both dropouts and actives (57.1 percent and 50.0 percent, respectively) show they did not receive enough help from 4-H parents. This statement is supported by the low chi-square value of .8763, indicating close agreement.

Statistically significant relationships exist with responses from the two groups related to the amount of assistance and cooperation received from leaders and county agent(s). The chi-square value for assistance and cooperation from leaders was 6.36, and 7.81 from county agent(s). These values indicate a greater difference in the responses from the two groups.

The observed difference exists in the magnitude of the "not enough" response from dropouts for leaders (36.4%) and county agent(s) (35.8%), compared to responses by actives (20.3% and 17.6%, respectively). This would indicate that either dropouts did not utilize other leaders and county agent(s), conflicts existed, or they were not given enough assistance and cooperation. Data presented in Table 22 were insufficient to provide further interpretation or a sound basis for rejecting the null hypothesis.

Table 22. Type and amount of assistance and cooperation from others.*

Amount of Assistance/Cooperation	No.	Amount (by %)		
		Too Much	About Right	Not Enough
From 4-H Members:				
Active	183	1.6	79.3	19.1
Dropout	57	0.0	73.7	26.3
From 4-H Parents:				
Active	180	2.8	47.2	50.0
Dropout	56	1.8	41.1	57.1
From Other Leaders:				
Active	177	2.3	77.4	20.3
Dropout	55	3.6	60.0	36.4
From Extension Secretaries:				
Active	177	1.7	83.0	15.3
Dropout	50	2.0	72.0	26.0
From County Agent(s):				
Active	176	2.8	79.6	17.6
Dropout	53	1.9	62.3	35.8
From Spouse:				
Active	171	1.8	71.9	26.3
Dropout	50	0.0	66.0	34.0

*Members $X^2 = 2.18$, parents $X^2 = .8763$, leaders $X^2 = 6.36$, extension secretaries $X^2 = 3.08$, county agent(s) $X^2 = 7.81$, spouse $X^2 = 1.72$; $(.05)X^2 = 5.99$; $df = 2$.

Contact Made with Extension Office and
County Agent(s) and 4-H Leadership
Continuance

Null Hypothesis 21 stated that there is no relationship between contact made with the extension office by 4-H leaders and contact made by the extension office with 4-H leaders and leadership continuance. The data presented in Table 23 show a statistical significance in the relationship between active

and dropout participants and the contact they made with the extension office. The calculated chi-square was 10.91. An observed difference exists in the size of percent responses for 0-1 contacts per month for actives and dropouts (37.0% and 58.6%, respectively). Active leaders had more contacts with the extension office per month than did dropouts. The combined responses for 2 to 6+ contacts for actives (31.5% + 17.7% + 13.8%) was 63.0 percent; the same combined contact response for dropouts (29.3% + 6.9% + 5.2%) was 41.1 percent.

Table 23. Average contacts per month made by respondents with extension office and contacts per month made by extension office with respondents.*

Contacts Made	Contacts Made (by %)				Total No.
	0-1	2-3	4-5	6+	
By Respondent:					
Active	37.0	31.5	17.7	13.8	181
Dropout	58.6	29.3	6.9	5.2	58
By Extension:					
Active	56.2	24.0	10.8	9.0	167
Dropout	70.4	24.1	3.7	1.8	54

*Contacts made by respondent $\chi^2 = 10.91$; contacts made by extension office $\chi^2 = 6.28$ ($.05$) $\chi^2 = 7.18$; $df = 3$.

Data in Table 23 also show that fewer contacts were made by extension office personnel with participants in the study than contacts made by both leader groups with the extension office. Percent response rates indicate slightly more than one-half of the actives (56.2%) and slightly less than

three-fourths of the dropouts (70.4%) were contacted once or not at all. It is possible that the respondents may not recognize correspondence sent from county offices in Montana as originating from the county level because the return address is shown as "Cooperative Extension Service, Montana State University, Bozeman, Montana," rather than the return address of the individual county offices.

Data from Table 23 are statistically significant for contacts made by respondents with the extension office. The calculated chi-square value for contacts made by the extension office with respondents is 6.28. Statistically, this shows some relationship; however, the relationship or difference is not strong. It appears that contact with the county extension office has a relationship to leader continuance. More or different questions need to be asked to gather data to support the statistical analysis. Based on the above findings, Null Hypothesis 21 was retained.

Orientation to 4-H, Leadership Responsibilities Outlined, Understood Role, and 4-H Leadership Continuance

Null Hypothesis 22 stated that there is no relationship between orientation to 4-H and 4-H leadership duties and 4-H leadership continuance. Table 24 shows the mean scores for responses related to: (1) clearly knowing what to do and the time required to accomplish it, (2) having another leader outline first-year leader's duties and responsibilities,

(3) having county agent outline first-year leader's duties and responsibilities, and (4) understanding the role as a first-year leader. The mean scores for dropouts (3.41, 3.68, 3.59, and 3.18, respectively) show stronger disagreement for each of the four statements than the disagreement for actives (3.34, 3.12, 3.35, and 2.95, respectively).

Table 24. Orientation to 4-H and leadership responsibilities outlined.

Statement	Active		Dropout		X ^{2*}
	No.	Mean ^a	No.	Mean ^a	
Knew what to do and time needed (3) ^b	185	3.34	58	3.41	1.35
Duties and responsibilities outlined by another leader (17) ^b	180	3.12	56	3.68	10.82
Duties and responsibilities outlined by county agent (18) ^b	181	3.35	56	3.59	2.09
Understood role (22) ^b	181	2.95	55	3.18	2.56

*X² = (.05)X² = 9.49; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 4 of questionnaire

Although not shown in Table 24, the raw data for "understood role" indicated "disagree" (value = 4) as the modal response. The greatest difference in the mean scores exists for the statement, "Your duties and responsibilities

were clearly outlined and defined by another leader." The statement had a statistically significant chi-square value of 10.82. This finding suggests that more actives in the study did, in fact, receive help in this area than did the dropouts.

The low chi-square values for the statements, "Your duties . . . were clearly outlined so you knew what to do, and the time it would require" (1.35); "Your duties and responsibilities . . . as a leader were clearly outlined by your county agent" (2.09); and "You understood your role as a first-year leader" (2.56) show close agreement between the two groups. Based on the fact that mean scores for both groups reflect disagreement with these statements, it can be assumed that orientation to 4-H leadership was generally not provided. Therefore, Null Hypothesis 22 was retained.

Guidance and Assistance Provided
by Others and 4-H Leadership
Continuance

Null Hypothesis 23 stated that there is no relationship between the guidance and assistance provided by others and 4-H leadership continuance. Active participants in this study agreed more strongly that they received guidance and assistance from other leaders and from county agent(s) than did dropouts. Calculated chi-square scores shown in Table 25 do not indicate a statistically significant difference between actives and dropouts related to the guidance they

received from others. The chi-square value for guidance and assistance provided by other leaders was 2.30; the chi-square value for guidance and assistance provided by agent(s) was 3.81. Therefore, Null Hypothesis 23 was retained. Interpretation of the mean scores would have been enhanced by the elimination of the "undecided" category as a response choice. This would force respondents to choose some degree of agreement or some degree of disagreement, thus eliminating mean scores close to the "undecided" value.

Table 25. Guidance and assistance provided by others.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Guidance and assistance provided by other leaders (6) ^b	183	2.58	58	2.76	2.30
Guidance and assistance provided by county agent(s) (7) ^b	184	2.76	56	3.00	3.81

* $\chi^2 = (.05)\chi^2 = 9.49$; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Encouragement from Others and 4-H Leadership Continuance

Null Hypothesis 24 stated that there is no relationship between encouragement received from others and 4-H leadership continuance. The data in Table 26 show a statistically

significant relationship between the encouragement received as a first-year leader from county agent(s) and the active and dropout groups in this study. The calculated chi-square value is 9.85.

The chi-square value for encouragement received as a first-year leader from other leaders is 9.15. This value appears to show that a relationship does exist. However, the relationship is not statistically significant. To guard against retaining the hypothesis when in fact it should be rejected, the undecided responses were dropped and recalculated. The resultant chi-square value for a 2 by 4 table was 6.21. For three degrees of freedom, the value is not statistically significant. Therefore, Null Hypothesis 24 was retained. Based on the observed mean scores, both study groups of respondents agreed that encouragement was received from other leaders and from county agent(s).

Table 26. Encouragement received as a first-year leader.

Statement	<u>Active</u>		<u>Dropout</u>		X ^{2*}
	No.	Mean ^a	No.	Mean ^a	
Encouragement from other leaders (9) ^b	187	2.29	58	2.71	9.15
Encouragement from county agent(s) (10) ^b	185	2.62	57	2.96	9.85

*X² = (.05)X² = 9.49; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Placement in Leadership Roles that
Match Volunteer's Skills, Inter-
ests, and Abilities, and 4-H
Leadership Continuance

Null Hypothesis 25 stated that there is no relationship between placement in leadership roles that match volunteer skills, interests, and abilities, and 4-H leadership continuance. Analysis of data presented in Table 27 show that there is no statistically significant relationship to placement in leadership roles that match volunteer's interests, abilities, and skills. The chi-square value was 3.11 for matched interests, 3.43 for working with leaders rather than members, 9.35 for matched abilities, and 4.70 for matched skills. Based on these findings, Null Hypothesis 25 was retained.

Table 27. First-year leader placement in leadership roles that matched interests, abilities, and skills.

Statement	<u>Active</u>		<u>Dropout</u>		X ² *
	No.	Mean ^a	No.	Mean ^a	
Matched interests (11) ^b	188	2.12	55	2.27	3.11
Work w/leaders rather than members (21) ^b	180	3.76	56	3.67	3.43
Matched abilities (12) ^b	185	2.27	56	2.16	9.35
Matched skills (13) ^b	184	2.30	54	2.15	4.70

*X² = (.05)X² = 9.49; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

The data suggest that leaders in the study were not placed in or did not accept roles for which they were not suited. This is further supported by the relatively close mean scores for active leaders for three of the four questions: 2.12 for matched interests, 2.27 for matched abilities, and 2.30 for matched skills. The only exception was a mean score of 3.76 for the statement "work with leaders rather than members." Similar results can be observed for dropouts. The high mean scores (3.76 for actives and 3.67 for dropouts) show mutual disagreement with the statement supporting other studies that first-year leaders prefer to lead children.

Expectations as a First-Year Leader
and 4-H Leadership Continuance

Null Hypothesis 26 stated that there is no relationship between expectations of leadership and 4-H leadership continuance. A statistically significant relationship is not supported by the data presented in Table 28 between expectations as a first-year leader and the groups in this study. The calculated chi-square value for the statement, "Expectations of leadership were fulfilled as a first-year leader" was 9.35. This value shows that differences do exist between the two study groups. The difference was supported by the mean scores for the groups. Active participants tend to agree with the statement, indicated by a mean score of 2.76. Observations of the raw data not presented in Table 28 show

that the modal response for this group was "undecided," which has a value of 3. The dropout mean score is 3.20, indicating disagreement with the statement. The elimination of the "undecided" response on the instrument would have helped with interpretations as previously discussed.

Table 28. Expectations as a first-year leader.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2 *
	No.	Mean ^a	No.	Mean ^a	
Expectations were fulfilled (14) ^b	179	2.76	56	3.20	9.35
Demanded more time than expected (19) ^b	179	3.03	55	3.21	4.37

* $\chi^2 = (.05)\chi^2 = 9.49$; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

The mean scores for responses from both groups (3.03 for actives and 3.21 for dropouts) indicate disagreement with the statement, "Being a 4-H leader demanded more time than expected." Disagreement with this statement indicates that first-year leaders in the study are comfortable with their expectations of time needed. Data previously discussed from Table 12 showed that over 53 percent of the leaders in this study spent nine hours or less per month in 4-H leadership activities. This time is less than the time per month reported by other similar studies. Sargent (1981) reported

4-H volunteers donated 290 hours per year; Weatherford and Peck (1985) reported 220 hours per year as the national average. These figures represent 24.2 and 18.3 hours per month, respectively. The researcher concludes that the first-year leaders in Montana spend considerably less time per month in leadership than do all leaders, tenured and non-tenured, nationally.

Acceptance by Other 4-H Leaders
and 4-H Leadership Continuance

Null Hypothesis 27 stated that there is no relationship between acceptance by other leaders and 4-H leadership continuance. As shown in Table 29, a significant relationship does exist between the two study groups relative to acceptance by other leaders. The chi-square value for acceptance by other leaders in the club was 12.10, while the chi-square value for acceptance by other leaders in the county was 17.22. Based on these findings, Null Hypothesis 27 was rejected.

Mean scores of 1.86 for actives and 2.30 for dropouts for responses to the statement, "I am accepted by other leaders in my club," show agreement by actives and slight disagreement by dropouts. The same is observed for mean score responses of 2.04 for actives and 2.53 for dropouts related to the statement, "I am accepted by other leaders in the county." Identification of reasons why some leaders are

not accepted or feel they are not accepted merits further study.

Table 29. Acceptance by other 4-H leaders.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Accepted by other leaders in the club (15) ^b	178	1.86	55	2.30	12.10
Accepted by other leaders in the county (16) ^b	180	2.04	56	2.53	17.22

* $\chi^2 = (.05)\chi^2 = 9.49$; $df = 4$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Opportunity to Grow and Develop and 4-H Leadership Continuance

Null Hypothesis 28 stated that there is no relationship between the opportunity to grow and develop in 4-H leadership and 4-H leadership continuance. Based on data presented in Table 30, there is no statistically significant relationship between the opportunity to grow and develop and leadership continuance by respondents of the two study groups. The calculated chi-square value was 3.86. Therefore, Null Hypothesis 28 was retained. Both group means, 2.17 for actives and 2.34 for dropouts, indicate agreement that the

leadership experience does provide the opportunity to grow and develop.

Table 30. Opportunity to grow and develop provided by 4-H leadership.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Opportunity to grow and develop (20) ^b	180	2.17	55	2.34	3.86

* $\chi^2 = (.05)\chi^2 = 9.49$; $df = 4$

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Being Included in Decision-Making
Regarding 4-H Club Programs and
Policy and 4-H Leadership
Continuance

Null Hypothesis 29 stated that there is no relationship between 4-H leadership continuance and being included in decision-making regarding 4-H club programs and policy. Data presented in Table 31 show a statistically significant relationship does exist between the study groups and being included in decision-making regarding 4-H club programs and policy. Therefore, Null Hypothesis 29 was rejected.

The calculated chi-square value was 35.01. This value indicates that significant differences exist in the group responses. This is further supported by the mean scores for each group. Data for actives show a mean of 2.28, indicating

agreement with the statement, "I was included in making decisions regarding 4-H club programs and policy"; whereas the mean score for dropouts, 3.29, indicates disagreement. The researcher concluded that first-year leaders who are involved in the decision-making process are more likely to continue 4-H leadership than those who are not involved in this process.

Table 31. Inclusion in decision-making regarding 4-H club programs and policy.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2*
	No.	Mean ^a	No.	Mean ^a	
Was included in decision-making (23) ^b	181	2.28	57	3.29	35.01

* $\chi^2 = (.05)\chi^2 = 9.49$; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Degree of Interest in 4-H Leadership
at End of First Year of Leadership
and 4-H Leadership Continuance

Null Hypothesis 30 stated that there is no relationship between the degree of interest in 4-H leadership at the end of the first year of leadership and 4-H leadership continuance. The data presented in Table 32 show that the interest in 4-H leadership is as strong or stronger for the active group at the end of the first year of 4-H leadership, while

the interest of dropouts is not as strong or stronger. This is supported by the active group mean of 2.40, showing agreement with the statement, and the dropout mean of 3.14, showing disagreement with the statement. Based on a calculated chi-square value of 19.58, which is statistically significant at the .05 level, Null Hypothesis 30 was rejected. It was concluded that it is important to maintain the interest of each individual leader in order to retain them in the 4-H program.

Table 32. Strength of interest in leadership at end of first year compared to interest at beginning.

Statement	<u>Active</u>		<u>Dropout</u>		χ^2 *
	No.	Mean ^a	No.	Mean ^a	
Interest is as strong or stronger (25) ^b	179	2.40	57	3.14	19.58

* $\chi^2 = (.05)\chi^2 = 9.49$; df = 4

^a Mean based on Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, Strongly Disagree=5

^b Refers to statement number from part 2 of questionnaire

Factors Which Influenced Leaders to Continue 4-H Leadership

Table 33 presents a summary of responses from the 186 leaders in the study who continued their 4-H leadership into a second year. Respondents have identified the factors which "definitely" influenced their decision to continue 4-H

leadership. The statements are ranked by percent of "definite" responses. The top three statements, which varied by less than 6 percent, were: (1) "Child(ren) in the program," (2) "Like to work with children," and (3) "4-H leadership is worthwhile work." The relationship between the ranking of "child(ren) in the program" and 4-H leader continuance is statistically significant, as shown by data discussed earlier in Table 5.

Table 33. Factors which influenced leaders to continue 4-H leadership, by percentage of responses.*

Factor	Rank	Response (by %)		
		Definite	Some- what	Not at All
Children in the program.	1	75.8	17.2	7.0
Like to work with children.	2	74.5	24.5	1.1
4-H leadership is worthwhile work.	3	70.1	29.9	0.0
4-H provides opportunity for family activities.	4	58.1	39.2	2.7
Felt a need in the community.	5	51.7	40.0	8.3
Was asked to continue.	6	48.9	30.0	21.1
Opportunity for personal growth and development.	7	43.6	42.5	14.0
Support from others.	8	17.7	53.1	29.1
Leadership training is provided.	9	13.5	44.8	41.7
Recognition is provided.	10	8.5	40.1	51.4

*N varies from 186 to 163.

The statements ranked 7, 9, and 10 have been discussed previously. The statement which ranked last, "recognition is provided," is related to data presented in Table 20. Data in Table 20 related to leaders being adequately recognized for their work and efforts, and the findings were found to be statistically significant. This would support the researcher's conclusion that recognition is not a major motivation for continuance of 4-H leadership.

The factor ranked number 7 in Table 33, "opportunity for personal growth and development," is related to the data summarized in Table 30. In response to the statement, "4-H provided me with the opportunity to grow and develop," both groups' mean scores showed agreement. However, the response difference between the groups was not statistically significant. It was concluded that the opportunity for personal growth and development will not cause leaders to develop tenure or to drop out.

The factor ranked number 9 in Table 33, "leadership training is provided," is related to data previously discussed in Table 17. Participants' responses to statements related to "training is provided during the first year of leadership" did not show a statistical relationship. Mean scores for both groups showed training was not provided. A question related to the importance leaders placed on leadership training, in part 4 of the questionnaire, would have aided further interpretation of these results.

Factors Which Influenced Leaders
to Discontinue 4-H Leadership

Data presented in Table 34 show that the top four reasons given by dropouts for discontinuing 4-H leadership were: (1) conflict with home or job, (2) children no longer in the program, (3) did not know what to do and when, and (4) lack of interest and cooperation from parents and others. Relationships have been discussed previously related to two of the four top ranked factors in Table 34. A statistically significant relationship to employment was shown in Table 3, and Table 5 showed a statistically significant relationship to children in the program. As pointed out in discussion related to Table 24, dropouts agreed they did not know what to do because their duties and responsibilities were not outlined by others.

The observed low ranking for the last three factors (number 10, "efforts not appreciated"; number 11, "lack of support and help from extension"; and number 12, "too many activities") is supported by data which have been discussed in Tables 21, 24, and 7, respectively. The chi-square value for each of these factors was not statistically significant, indicating there was no relationship to 4-H leader dropout and these factors.

Table 34. Factors which influenced leaders to discontinue 4-H leadership, by percentage of responses.*

Factor	Rank	Response (by %)		
		Definite	Some- what	Not at All
Conflict with home or job.	1	40.4	25.5	34.0
Children no longer in program.	2	34.0	6.4	59.6
Did not know what to do & when.	3	31.7	19.5	48.8
Lack of interest & cooperation from parents & others.	4	26.7	40.0	33.3
Leader training not provided.	5	25.0	36.4	38.6
Was not asked.	6	13.0	17.4	69.6
Too much time required.	7	11.1	40.0	48.9
Lack of understanding of 4-H purposes.	8	9.3	25.6	65.1
Too much printed material.	9	9.1	13.6	77.3
Efforts not appreciated.	10	7.0	27.9	65.1
Lack of support & help from extension.	11	4.7	20.9	74.4
Too many activities.	12	2.2	24.4	73.3

*N varies from 45 to 41.

Comments Concerning Leadership
Provided by Respondents

Appendix D includes a summary of statements which were provided by respondents related to their participation in 4-H leadership and leader continuance and discontinuance.

Summary

The problem associated with this study was to identify characteristics and situations which cause 4-H leaders in Montana to continue or drop their leadership after their first year of involvement in the program. The researcher wanted to determine if significant differences existed in the degree of agreement with a statement or the requested response between leaders who continued their leadership a second and third year and those who dropped at the end of their first year of leadership.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS

The problem of this study was to analyze factors which influence first-year 4-H leaders in Montana to continue or discontinue 4-H leadership after serving one year of leadership.

The population of this study consisted of 945 first-year Montana 4-H leaders who served during the 1981-82 4-H year. A questionnaire was developed by the researcher with the assistance of Montana State University Agricultural Education and Montana Extension Service faculty. The questionnaire was mailed to all first-year 4-H leaders in 25 randomly selected Montana counties in the fall of 1983. Of the 370 total surveys which were mailed, 247 were returned and usable for the study, a return rate of 68 percent. Participants in the study included 189 leaders who continued their leadership a second and third year into 1983 and 1984, and 58 who dropped out at the end of 1982.

A pre-test instrument was validated by the 41 leaders serving their first year in Gallatin County in 1981-82. Refinements to the instrument were made in consultation with the Montana State 4-H Leader, two professors in the Montana

State University Agricultural Education Department, and two tenured Gallatin County 4-H leaders. Gallatin County was not included in the study since it is the researcher's work location.

The data obtained from the survey were analyzed by the Montana State University Computing Services and a micro-computer using the MSUSTAT statistical analysis package (Lund, 1988). Results from the computer analysis were displayed in tables for interpretation. The statistical hypotheses were accepted or rejected based on a chi-square test of significance at the .05 level.

Conclusions

The objectives of this study were: (1) to determine if differences exist between Montana 4-H volunteer leaders who terminate after one year of leadership and those who continue for two or three years with regard to 30 hypotheses tested in the study; (2) to determine which factors influence 4-H leaders to continue a second and third year; and (3) to determine which of the factors influence leaders to discontinue leadership after one year.

The analysis of the data collected shows that statistical differences exist between the leaders who terminate after one year of leadership and those who continue for two or three years. The following characteristics were tested and shown to influence leadership tenure:

- (1) Age
- (2) Employment outside the home
- (3) Place of residence
- (4) Number of children
- (5) Involvement of children in the 4-H program
- (6) Degree of satisfaction experienced as a first-year leader
- (7) Attendance at 4-H club meetings
- (8) Attendance at 4-H activities
- (9) Participation in leader training sessions
- (10) Number of contacts leaders made with county extension office
- (11) Acceptance by other leaders
- (12) Being included in decision-making regarding 4-H club programs and policy
- (13) The strength of interest felt at the beginning of the first year when compared to the level of interest at the end of the first year

The data collected showed that those persons possessing the following characteristics during their first year of leadership tended to continue their leadership role a second or third year:

- (1) Were 35-44 years of age
- (2) Lived on a farm or ranch
- (3) Had children in the 4-H program
- (4) Had four or more children

- (5) Were satisfied with 4-H leadership
- (6) Attended six or more club meetings
- (7) Attended four or more 4-H activities
- (8) Participated in leader training sessions
- (9) Made contact with the county extension office two or more times per month
- (10) Were accepted by other leaders
- (11) Were included in decision-making regarding 4-H club programs and policy
- (12) Had greater strength of interest at the end of the year than at the beginning

The data from the study showed that those persons possessing the following characteristics tended to discontinue leadership after one year:

- (1) Were under the age of 30
- (2) Were employed outside the home
- (3) Lived in cities with populations of 10,000 to over 50,000
- (4) Did not have children, and if they had children, children were not enrolled in 4-H
- (5) Were dissatisfied during the first year of leadership
- (6) Attended five or less club meetings
- (7) Did not attend 4-H leader training sessions
- (8) Were not accepted by other leaders
- (9) Were not included in decision-making regarding 4-H club programs and policy

Additional Conclusions

The data provided additional conclusions which may influence leader continuance. These conclusions were not tested statistically.

Leaders who continued with the program ranked the following factors as the top four which influenced their decision to continue 4-H leadership: (1) children in the program, (2) like to work with children, (3) 4-H leadership is worthwhile work, and (4) 4-H provides the opportunity for family activities.

Leaders who discontinued their 4-H leadership at the end of the first year identified four major factors which influenced their decision to discontinue: (1) conflict with home or job, (2) children no longer in the program, (3) did not know what to do and when, and (4) lack of interest and cooperation from parents and others.

The data showed that differences existed in percent responses between continuing and discontinuing leaders relative to some factors. A larger percent of continuing leaders than dropouts: (1) held the head leader role, (2) received appreciation from parents and members, (3) were adequately recognized, (4) understood their role in the 4-H program, and (5) had expectations fulfilled.

Participants identified the top three forms of preferred recognitions received as: (1) leader certificate/pin,

(2) thank-you from members, and (3) thank-you from another leader. The top three forms of appreciation preferred by leaders were: (1) thank-you from members, (2) thank-you from parents, and (3) thank-you from county agents.

Implications

Based on the data analyzed in this study, the researcher has determined the following implications exist relative to the findings:

- (1) Volunteer leaders from families where both parents work are less likely to develop leadership tenure.
- (2) A variety of delivery methods need to be included in leader training to reach leaders affected by societal and economic changes.
- (3) Tenured leaders and county agents may not have received the necessary training and may not have been equipped with the tools to provide adequate orientation, guidance, and assistance to new 4-H leaders.
- (4) Being involved in the decision-making process is critical to leadership continuance at all levels of 4-H leadership.

Recommendations

The following recommendations are based both on the research findings of this study and the researcher's experience in working with Montana 4-H leadership programs.

Recommendations for Program Development

- (1) County agents in Montana need to provide systematic and ongoing training for tenured and non-tenured leaders. The training should be geared to the needs of leaders at different years of experience and interests.
- (2) Leaders who have responsibilities for organizing 4-H clubs need to be provided with training in giving orientation to new leaders.
- (3) County agents, organizational leaders, and key leaders need to be provided with training in conflict management as well as group skills on how to include new leaders and how to get them involved.
- (4) County agents, key leaders, and organizational leaders need to be made aware that leaders may be willing to take on more responsibility than they are given.
- (5) County agents and organizational leaders need to make new leaders feel comfortable in contacting the county extension office for assistance.

Recommendations for Further Study

- (1) Similar studies should be conducted with 4-H leaders to determine the effect of societal change (i.e., single-parent families and dual working members) on leadership participation and continuance.
- (2) Other studies should be conducted to determine personality traits which contribute to leader tenure.

- (3) Additional studies should be conducted which determine specific traits that contribute to leader satisfaction.
- (4) A similar study should be conducted in Montana utilizing a random selection of the entire population of first-year leaders, rather than all leaders from randomly selected counties.
- (5) Other studies should be conducted to determine the methods of delivery for leader training and orientation that contribute to leader tenure.
- (6) Other studies should be conducted to determine attitudinal characteristics which contribute to leader tenure.

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APPENDICES

APPENDIX A

QUESTIONNAIRE COVER LETTER



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

TO: Montana Men & Women Who Were First Year 4-H Leaders in 1981-82

Dear 4-H Leaders:

We realize that some of you are no longer 4-H leaders, while others may be starting your third year of leadership. We need help from each one of you. You can help us by completing the enclosed questionnaire. The questionnaire has been developed as part of a study to learn more about the needs of first year 4-H leaders in Montana. The results of this study may help to identify areas to improve working with first year 4-H leaders.

You have been randomly selected as one of the first year leaders in 1981-82 to participate in this study. Please help us by taking 15 to 20 minutes to complete the questionnaire and return it in the self-addressed, stamped envelope provided.

This study is being conducted in cooperation with the Montana State University Department of Agricultural and Industrial Education and the Montana Cooperative Extension Service.

YOUR REPLY WILL BE KEPT CONFIDENTIAL. PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE.

We are looking forward to your participation in this study.
Thanks for your help.

Sincerely,

A handwritten signature in cursive script, reading 'James F. Sargent'.

James F. Sargent
State Program Coordinator
for 4-H & Other Youth

Sincerely,

A handwritten signature in cursive script, reading 'Terry L. Wolfe'.

Terry L. Wolfe
Graduate Student
Montana State University

JFS/TLW/csb

Enclosure: Questionnaire
Return Envelope

APPENDIX B

SURVEY QUESTIONNAIRE

MONTANA 4-H LEADER STUDY

Please answer each question as it applied to you as a first year leader during the 4-H year October 1, 1981-September 30, 1982.

PART 1

Please check one answer for each question unless otherwise specified.

- (1) What is your sex? Male ☐ Female ☐
- (2) Which of the following categories best describes your age?
☐ Under 25 ☐ 30-34 ☐ 45-54
☐ 25-29 ☐ 35-44 ☐ 55 or over
- (3) Were you employed outside the home during the year? Yes ☐ No ☐
- (4) What is the highest level of formal education you obtained?
☐ Elementary School or Less ☐ Some College
☐ Some High School ☐ College Graduate
☐ High School Graduate ☐ Post Graduate Degree
- (5) Were you a 4-H member? Yes ☐ No ☐
- (6) Which of the following categories best describes where you live?
☐ City of 50,000+ ☐ Town of less than 10,000
☐ Suburbs of Big Cities ☐ Rural area less than 20 acres
☐ City of 10,000-50,000 ☐ Farm/Ranch
- (7) Were either of your parents 4-H members? Yes ☐ No ☐
- (8) Were either of your parents 4-H leaders? Yes ☐ No ☐
- (9) How many children do you have?
 Number of your children enrolled in 4-H while you were a first year leader _____
 Total number of your children who belong to or have belonged to 4-H _____
- (10) During your first year of leadership, what role(s) did you serve?
☐ Organization/Head Leader ☐ Club/county activity leader
☐ Club project leader ☐ Club/county resource leader
☐ County project leader ☐ Other _____
- (11) Other activities while a leader
☐ Active in other community organization(s)
☐ Active in school affairs
☐ Active in another youth organization
☐ Held an office in one or more of the above

PART 2

Please read each question carefully and indicate your response to each item with a checkmark unless otherwise specified.

- (1) Did someone ask you to be a 4-H leader or did you volunteer on your own?
☐ I was asked ☐ I volunteered
- (2) During your first year of leadership, was your club
☐ First year ☐ 2-4 years old ☐ 5 years or older
- (3) In your role as a volunteer 4-H leader, what degree of satisfaction did you receive from your first year of leadership?
☐ very satisfied ☐ somewhat unsatisfied
☐ somewhat satisfied ☐ very unsatisfied
- (4) Your work load as a first year leader was
☐ too much ☐ about right ☐ not enough
- (5) Please check the category which indicates the average amount of TIME PER MONTH you spent working on 4-H as a first year leader (include: preparing for and attending club, county and state meetings and events; communications such as phone calls, reading newsletters; committee, council work; help to members on projects, records; travel, etc.)
☐ 9 hrs. or less ☐ 10-19 hrs. ☐ 20-39 hrs. ☐ 40 hrs. or more

PLEASE TURN TO PAGE 2

MONTANA 4-H LEADER STUDY

PART 2 (continued)

- (6) Please circle the number category which MOST NEARLY describes each statement as it applied to your first year of leadership. (If you were not a club leader, proceed to question 7).

Number of project work meetings you held	0	1-2	3-5	6-10	10+
Number of club meetings held during the year	0	1-2	3-5	6-10	10+
Number of club meetings you attended	0	1-2	3-5	6-10	10+
Number of other leaders in your club	0	1-2	3-5	6-8	9+
Number of 4-H members in your club	5	6-9	10-15	16-20	21+

- (7) Please indicate the average number of leader training session(s) and 4-H activities you participated in or attended during your first year of 4-H leadership.

4-H LEADER TRAINING
(general leader training,
project training, corres-
pondence course, etc.)

___ 0 ___ 3
___ 1 ___ 4
___ 2 ___ 5 or more

4-H ACTIVITIES
(judging events, demonstration contests,
camp, fashion revue, fair, county or
state congress, etc.)

___ 0 ___ 3
___ 1 ___ 4
___ 2 ___ 5 or more

- (8) In COLUMN A, please circle the number of any METHOD(S) by which you were recognized for your efforts and work as a first year 4-H leader. In COLUMN B, please circle the two methods you feel are the most important ways to recognize leaders.

A CIRCLE RECOGNITION YOU RECEIVED	B (CIRCLE TWO) Indicate recognition you feel most important
---	--

A personal thank you from another leader	1	1
A personal thank you from a county agent	2	2
A personal thank you from 4-H member(s)	3	3
A personal thank you from parents	4	4
Name in county 4-H newsletter	5	5
A newspaper article or radio broadcast about 4-H which includes your name	6	6
Was asked to serve on 4-H committee(s)	7	7
Was given a leader certificate/pin	8	8
Was invited to a leader recognition dinner	9	9
Other (please specify) _____ ...	10	10

- (9) Please indicate the AMOUNT of help you received from each of the following and the IMPORTANCE of that help. (Circle one number for AMOUNT and one number for IMPORTANCE for each category of people.)

	AMOUNT			IMPORTANCE		
	Too Much	About Right	Not Enough	Very What	Some- what	Not at all
ASSISTANCE AND COOPERATION FROM:						
4-H members	1	2	3	1	2	3
4-H parents	1	2	3	1	2	3
Other 4-H leaders	1	2	3	1	2	3
County Extension secretaries ...	1	2	3	1	2	3
County Agent	1	2	3	1	2	3
Spouse (if married)	1	2	3	1	2	3

- (10) Please indicate the average times PER MONTH you made contact or were contacted by the Extension Office in your first year of leadership (telephone, office visit, personal letter). Please check one time category for each question.

Times YOU contacted Extension

___ 0-1 ___ 4-5
___ 2-3 ___ 6 or more

Times EXTENSION OFFICE contacted you

___ 0-1 ___ 4-5
___ 2-3 ___ 6 or more

MONTANA 4-H LEADER STUDY

PART 3

1. Were you a 4-H leader in 1982-83? Yes ____ No ____
 COMPLETE SECTION A if you answered YES.
 COMPLETE SECTION B if you answered NO.

SECTION A

Please complete this section if you answered YES to question 1.

Please read and circle a number for EACH statement indicating the degree to which your decision to continue 4-H leadership was influenced. If you had reasons which are not listed, please list the reason(s) in the space provided. (Circle one number for EACH statement.)

	INFLUENCE		
	Definite	Somewhat	Not at All
Like to work with children	1	2	3
Child(ren) in the program	1	2	3
4-H leadership is worthwhile volunteer work	1	2	3
4-H provides opportunity for family activities	1	2	3
Opportunity for my own personal growth & development ..	1	2	3
Was asked to continue as a leader	1	2	3
I see a need in the community	1	2	3
Recognition is provided for my work & efforts	1	2	3
Others support my involvement as a 4-H volunteer	1	2	3
Training in leadership and projects is provided	1	2	3
Other(s) please list _____			

SECTION B

Please complete this section if you answered NO to question 1.

Please read and circle a number for EACH statement indicating the degree to which your decision to discontinue 4-H leadership was influenced. If you had reasons which are not listed, please list the reason(s) in the space provided. (Circle one number for EACH statement.)

	INFLUENCE		
	Definite	Somewhat	Not at All
To many 4-H activities	1	2	3
Too much time required	1	2	3
Too much printed material	1	2	3
Children no longer in the program	1	2	3
Conflict with home or occupational activities	1	2	3
Adequate training was not provided in 4-H leadership ..	1	2	3
Lack understanding of 4-H purposes	1	2	3
Did not receive enough help & support from Extension ..	1	2	3
Lack of interest & cooperation by parents & community ..	1	2	3
Not appreciated for efforts	1	2	3
Was not asked	1	2	3
Did not know what to do & when to do it	1	2	3
Other(s) please list _____			

2. Are you going to be a 4-H leader in 1983-84?....Yes ____ No ____ I don't know yet ____

MONTANA 4-H LEADER STUDY

PART 4

Please indicate your degree of agreement with each of the following statements by circling how you feel about being a first year 4-H leader.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Parents and members appreciated my efforts as a leader	1	2	3	4	5
2. As a first year leader you were adequately recognized for your work and efforts	1	2	3	4	5
3. Your duties as a first year leader were clearly outlined so you knew what to do, and the time it would require	1	2	3	4	5
4. As a first year leader you were provided with adequate training to lead 4-H project(s)	1	2	3	4	5
5. You were given training concerning the goals and objectives of the 4-H program during your first year of leadership	1	2	3	4	5
6. Other 4-H leaders gave me guidance and assistance	1	2	3	4	5
7. County agent(s) gave me guidance and assistance	1	2	3	4	5
8. As a first year leader, you were willing to attend training meetings	1	2	3	4	5
9. As a first year leader, you received encouragement from other leaders	1	2	3	4	5
10. As a first year leader, you received encouragement from county agent(s)	1	2	3	4	5
11. As a first year leader, you were placed in a leadership role that matched your personal interests	1	2	3	4	5
12. Your major responsibility as a first year leader was matched to your abilities	1	2	3	4	5
13. As a first year leader you were placed in a leadership role that matched your skills	1	2	3	4	5
14. Your expectations of leadership were fulfilled as a first year leader	1	2	3	4	5
15. You were accepted by other 4-H leaders in your club	1	2	3	4	5
16. You were accepted by other 4-H leaders in your county	1	2	3	4	5
17. Your duties and responsibilities as a leader were clearly outlined and defined by another leader	1	2	3	4	5
18. Your duties and responsibilities as a leader were clearly outlined and defined by your county agent	1	2	3	4	5
19. Being a 4-H leader demanded more time than you expected when you became a leader	1	2	3	4	5
20. Being a 4-H leader provided you with the opportunity to grow and develop	1	2	3	4	5
21. You would prefer to work with other 4-H leaders rather than members	1	2	3	4	5
22. As a first year leader you understood your role in the overall 4-H program	1	2	3	4	5
23. You were included in making decisions regarding 4-H club programs and policy	1	2	3	4	5
24. You were willing to do more than you were asked to do	1	2	3	4	5
25. Your leadership interest was as strong or stronger at the end of your first year as it was at the beginning of the year.	1	2	3	4	5

PART 5

Comments you would like to make concerning your responses to questions on this questionnaire or 4-H in general (use back of page if you need to).

THANK YOU FOR YOUR COOPERATION

APPENDIX C
FOLLOW-UP LETTER
TO NON-RESPONDENTS



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

October 28, 1983

Two weeks ago we mailed a questionnaire to you regarding your involvement as a first year Montana 4-H leader in 1981-82.

Others who have returned the questionnaire indicate that it only takes 10-15 minutes to fill out the four pages. Would you please help us by taking a few minutes to complete the enclosed questionnaire and return it in the postage paid envelope provided.

Your participation in this study is important, even if you are no longer a 4-H leader. The information that you and the selected other participants provide by returning the completed questionnaire, will assist us in making recommendations to improve the 4-H leadership program in Montana.

If you have filled out a questionnaire and mailed it back to us, you do not have to fill out another.

Your participation in this study is greatly appreciated. Thank you.

Sincerely,

James F. Sargent
State Program Coordinator
for 4-H & Other Youth

JFS/TLW/lw

Enclosure: Questionnaire
Return Envelope

Sincerely,

Terry L. Wolfe
Graduate Student
Montana State University

APPENDIX D

RESPONDENT COMMENTS
CONCERNING LEADERSHIP

RESPONDENT COMMENTS CONCERNING LEADERSHIP

Personal Conflicts

- I feel that there is a conflict between clubs in our area and county agent's role or responsibilities. I feel our first responsibility should be to our individual clubs.... It is just too much when we are constantly asked to raise money for county-wide functions.
- Personal conflict with two other leaders.
- Main leader and I disagreed on purpose of 4-H and how to meet needs.
- I feel there was a personality conflict with a couple of leaders and it affected my daughter's ideas of what 4-H was.
- I think it has become more of a contest between parents than what the kids learn.
- Conflict with another leader.
- Had some personality problems among parents.
- I thought 4-H was run by the members, with some guidance from the leaders. I found that wasn't true.
- I feel there are too many 4-H Council decisions passed down to the kids.
- All I can say is that I think the adults should try to get along better.
- Too demanding on few individuals and too much pressure on new leaders. Little less push and more explanation on how-to.
- Bad health.

Leader Training

- Unable to attend training meetings.
- As far as a leadership program (training), I don't know if . . . County has one.
- I do think training is good.
- As a first-year leader, I was not aware of any course or training that I could receive to obtain a better understanding of 4-H.
- I would like to see more leader workshops concerning records.
- No training was given.
- Wasn't aware of any leader training in county.
- I felt that there should be a first-year leader training session -- and it shouldn't be done in one session, but several.
- Training sessions conflicted with planting and harvest. I also have a small child at home.
- Agent's training meetings are generally all day. Since I have to work, I cannot participate.
- I suffered from not knowing what to do and when to do it.

Children in Program

- Believe most effective leaders are those with children that are in 4-H.
- I think the 4-H program is a very good opportunity for children.
- Did not have children in the program.
- When my children are old enough to participate, I will be willing to be involved more fully.
- My daughter has completed her 4-H work.
- I would like to take a 4-H club again when my children are older.

- I felt I didn't have enough time to spend doing my leadership job, but yet felt obligated since my children were in 4-H.

Orientation to 4-H Leadership

- If there was any way to have a committee to help you for the first year and see you get started right, it sure would help.
- It would greatly help the first-year leader if duties and responsibilities were made clear before the 4-H year starts.
- I learned a lot during my first year. I learned even more my second year because I became involved in the county.
- I realize you can't learn it all in just one year.
- People who have been in 4-H a long time forget that some new people don't know a stitch about 4-H.
- Now that I have a year behind me, I am sure that I can do a better job.

Time

- Did not have sufficient time to devote to 4-H; involved in too many other things.
- Being a leader demanded more time than I had to give.
- I was frustrated by the 4-H members being unable to come to meetings. They are just too busy with other activities.
- The fair at . . . was too long and drawn out, which caused me to lose much interest.
- Involved in too many things at the same time.
- Was going to college for another degree; did not have time.
- Our club gets hung up on meetings and doesn't allow time for workshops.

Conflict with Home or Work

- We moved from ranch to another area.
- Because of transportation problems and work, I did not have time and energy to devote to the 4-H program.
- I am a single parent and I work and have a small farm; no free time.
- We moved to a different community.
- In the process of moving during the year.
- Moved to another town.

Recognition

- Recognition is not important to me.
- I never worried about recognition. I wanted to learn something.
- Recognition for myself is not the importance of being a good leader.

Lack of Organization and Direction

- From my limited experience with 4-H, I find the clubs in this area to be somewhat disorganized and lacking in community impact as well as lacking influence in its members.
- Our club leaders were very unorganized.
- There was no direction, either locally or on a county level.
- I feel the county should have some way to monitor the activities of old groups and give more aid to new groups.

Leadership Role

- Club members elect leaders from ranks of the parents. Therefore it is not always the individual's choice to become a leader as your questionnaire implies.

- Being pressured into a leadership role that doesn't suit a person is wrong and the kids don't benefit from it.
- Failure of leaders to meet responsibilities leads to failure of some children's projects.

Interest and Cooperation

- Did not get response from members. Partly due to weather conditions.
- The kids I had did not have enough interest and the parents did not help at all.
- If your interest isn't strong from the beginning, forget it.
- Had a tough time getting support from parents.
- Not at all accepted by other 4-H leaders in club.
- It was a frustrating experience for me, and I've no desire to do it again.

Role of the County Agent

- Our agents are not as involved in the 4-H program as I feel they should be.
- We have a wonderful county agent that works with and supports the 4-H program.
- I feel county agents should act as a spark plug to charge leaders up -- not just be there when asked to help.

General Comments

- Club was discontinued.
- 4-H is an excellent program, providing an opportunity for all involved.
- We like 4-H because we can all take part together, even when our interests differ.

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