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## Factors Influencing 4-H Leader Volunteer Recruitment and Retention in Lincoln County

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Factors Influencing 4-H Leader Volunteer Recruitment and Retention in Lincoln County

Rachael L. Payne

Thesis submitted to the  
Davis College of Agriculture, Natural Resources and Design  
at West Virginia University  
in partial fulfillment of the requirements  
for the degree of

Master of Science  
in  
Agricultural and Extension Education

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2011

Keywords: Agricultural Education, 4-H Volunteers, Volunteer Recruitment, Volunteer Retention

## ABSTRACT

### **Factors Influencing 4-H Volunteer Recruitment and Retention in Lincoln County**

**Rachael L. Payne**

A descriptive research study was conducted to identify factors that influence volunteers to join the 4-H program and factors that affect their decision to leave. The objectives of the study were to evaluate factors persuading volunteers to become 4-H leaders, problems current 4-H leaders face in the organization, factors causing 4-H leaders to leave, attitudes toward current 4-H program, and persuasion factors for retention as 4-H leaders. The study indicated leaders considered the 4-H program to be effective. Intrinsic motivation of benefiting the community and helping people were considered to be the persuading factors why 4-H leaders join and continue to volunteer. 4-H leaders face problems such as time commitment, children no longer involved, and burnout. 4-H leaders are persuaded to stay through ongoing trainings, continued awareness of resources and curriculum by way of newsletters, phone calls, and e-mails that meet the needs of the 4-H leaders.

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## TABLE OF CONTENTS

Abstract.....	ii
Acknowledgements.....	iii
Table of contents.....	iv
List of Tables .....	vii
Chapter I.....	1
Introduction.....	1
Problem Statement.....	3
Purpose of the Study.....	3
Objectives of the Study.....	3
Limitations .....	4
Chapter II .....	5
Review of Literature .....	5
Volunteerism.....	5
Generational Differences .....	5
Leader Recruitment Factors.....	6
Leader Retention Factors .....	9
Leader Turnover Factors.....	12
Maslow’s Theory .....	13
Summary.....	13
Chapter III.....	14
Methodology.....	14
Purpose of the Study.....	14
Specific Objectives .....	14
Research Design.....	14
Population.....	15
Target Population.....	15
Accessible Population & Sample Population .....	16
Instrumentation .....	16
Reliability.....	17

Validity .....	18
Data Collection Procedures.....	18
Analysis of Data.....	18
Use of Findings.....	19
Chapter IV.....	20
Findings.....	20
Purpose of the Study .....	20
Specific Objectives .....	20
Findings.....	20
Reasons Respondents Became a 4-H Leader.....	20
Respondents Beliefs on Reasons 4-H Leaders Continue Volunteering.....	24
Reasons respondents believe 4-H Leaders quit volunteering .....	29
Problems respondents believe 4-H Leaders face in the program.....	34
4-H Leader’s Preference in Receiving Information According to Respondents ..	38
Support Needed for the 4-H Leaders According to Respondents.....	39
Respondents Perceived Effectiveness of the 4-H Program in Lincoln County? ..	40
Perceived Beneficial Leadership Training for 4-H Leaders .....	41
Respondents Primary Involvement as a 4-H Leader.....	42
Respondents Secondary Leadership Role.....	43
Respondents’ involvement in 4-H volunteer activities in the last year .....	45
Demographic Characteristics of Respondents .....	46
Strategies That Could Be Used to Recruit and Retain 4-H Volunteers in Lincoln County.....	48
Chapter V.....	49
Summary, Conclusions, and Recommendations.....	49
Purpose of the Study .....	49
Specific Objectives .....	49
Summary .....	49
Respondents Demographics.....	49
Respondents Current Involvement.....	49
Top 10 Reasons Respondents Became a 4-H Leader .....	50

Reasons that had the Least Impact on Decisions to Become a 4-H Leader.....	50
Top 10 Reasons 4-H Leaders Continue Volunteering.....	50
Reasons Least Likely to Influence Decision to Continue as a 4-H Volunteer.....	51
Top 5 Reasons 4-H Leaders Quit Volunteering.....	51
Factors Least Likely to Cause 4-H Leaders to Quit Volunteering.....	51
4-H Leader Problems Faced.....	52
Effectiveness of the 4-H Program and Support/Training Needed .....	52
Conclusions.....	52
Recommendations.....	54
References.....	56
APPENDIX A.....	59
Cover Letter .....	59
APPENDIX B.....	61
Instrument .....	61
APPENDIX C.....	71
Follow-Up Letter .....	71
APPENDIX D.....	73
Extended Responses.....	73
VITA.....	80

## LIST OF TABLES

Table	Title	Page
1	Non-Response Errors .....	16
2	Reliability of Instrument .....	17
3	Reasons Why Respondents Became a 4-H Leader .....	23
4	Reasons 4-H Leaders Continue Volunteering.....	27
5	Reasons 4-H Leaders Quit Volunteering .....	33
6	Problems 4-H Leaders Face in the 4-H Program .....	37
7	Preference in Receiving Information as a 4-H Leader.....	39
8	Support Needed for the 4-H Leaders .....	40
9	Respondents Perceived Effectiveness of the 4-H program.....	41
10	Leadership Training Beneficial to 4-H Leader .....	42
11	Primary Involvement as a 4-H Leader .....	43
12	Secondary Leadership Role .....	44
13	Involvement in 4-H Volunteer Activities in the Last Year.....	45
14	Hours Respondents Volunteered for 4-H in a Month .....	46
15	Respondents number of years as a 4-H member.....	47
16	Current 4-H Volunteer Application on File in the County Extension Office .....	47
17	Number of Years Respondents have/were a 4-H Volunteer .....	48



## CHAPTER I

### **Introduction**

4-H volunteerism is fundamental to delivering quality programs, developing educational capacity, and teaching youth to volunteer (4-H Youth Volunteerism Team, 2004). As a non-profit organization, 4-H volunteers are a vital part of the program. Without volunteer leaders 4-H programs could not deliver quality programs and execute the 4-H mission (Skolglund, 2006).

According to the Independent Sector, in 2010 volunteer time nationally was estimated to be valued at \$21.36 an hour. Statewide from 2008-2010, West Virginia had 369,800 volunteers providing 49.7 million hours of service making a 1.1 billion dollar service contribution (Independent Sector, 2010). Nationally, the volunteer rate has declined by .5% for the year ending September 2010 (Bureau of Labor Statistics, 2011).

Nationally, women are more likely to volunteer than men; specifically 35 to 44 year olds. Parents with children under 18 years old are more likely to volunteer, although from 2009 to 2010 the rate for this group dropped from 34.4% to 33.6% (Bureau of Labor Statistics, 2011). The Bureau of Labor Statistics (2011) also reported 42.3% of college graduates volunteer, while only 8.8% of people with less than a high school diploma volunteer. Around the country, 70 percent of the volunteers volunteer for non-profit organizations, such as 4-H (McCurley & Lynch, 2006). Considering the dollar value of a volunteer's time, 4-H volunteers in West Virginia provide a vital service and are critical to the success of the West Virginia 4-H Youth Development program. Volunteering is known as one of the most common activities around America (McCurley & Lynch, 2006).

According to the West Virginia 4-H Youth Development faculty publications and job descriptions, the Extension professional with 4-H youth responsibilities in a county is charged with the responsibility to recruit, train, place, screen, evaluate, and recognize adults who serve as mentors and leaders for 4-H members (Townsend, 2004). Davis (2000) found that recognition is a key factor in retaining volunteers.

A number of factors contribute to the reason 4-H leaders quit volunteering. Reasons volunteers decide not to volunteer have been the focus of several studies. In a 2003 study conducted by White and Arnold, they found leaders left because of time constraints and the relationship between the Extension Agent and the 4-H leaders. Skoglund (2006) found volunteers feel alone in their volunteer work and more attention should be given to the ongoing training and professional development of the volunteers. These studies support Davis' statement, "volunteer recruitment and retention is not a one size fits all" (Davis, 2000). The generational differences could be a key factor in the reasoning behind volunteer recruitment and retention differences. Generation X and baby boomer populations have different volunteer motives than those generations before them making recruitment and retention factors different as well (Vettern, Hall, & Schmidt, 2009).

Currently, Lincoln County 4-H program has experienced a loss of over fifty percent of their involved volunteer leaders. The reason for the drop in volunteers in Lincoln County is unknown but vital to the non-profit 4-H organization. One can work to recruit new volunteers by using proven recruitment techniques indicating how 4-H can meet the volunteers' needs such as skill building, personal relationships, recognition, and making a difference (Eagan, Nestor, Seita, & Townsend, n.d.). In order to eliminate the

shortage of 4-H volunteers in Lincoln County, factors that prevent potential candidates from volunteering and factors that cause current volunteers to leave the program must first be determined.

### **Problem Statement**

Extension Agents throughout the country have the responsibility of recruiting 4-H leaders to work with 4-H youth members. The success of recruitment and retention strategies is vital, to delivery and execution of the mission and goals of 4-H. There is currently a shortage of 4-H volunteers in Lincoln County and in order to address that shortage factors which prevent potential candidates from volunteering and factors that cause current volunteers to leave the program must first be determined.

### **Purpose of the Study**

The purpose of this study was to identify factors that influence volunteers to join the program and factors that affect their decision to leave.

### **Objectives of the Study**

The following research questions provide direction for the study:

1. What factors motivate individuals to become 4-H volunteer leaders?
2. What problems do current 4-H leaders face in the organization?
3. What factors cause 4-H leaders to leave the program?
4. What factors cause the current 4-H leaders to continue volunteering?
5. What are the attitudes of the 4-H leaders toward the 4-H program?

## **Limitations**

The limitation of the study is the small numbers in the accessible population. The study is limited to current and former Lincoln County, West Virginia 4-H leaders. Being a small rural community, the leader numbers were small.

## CHAPTER II

### **Review of Literature**

#### **Volunteerism**

Volunteering is one of the most common activities in America. According to McCurley & Lynch (2006), 50% of the population is involved in volunteering at some level, and 70% of those who volunteer are involved with a non-profit organization. Involvement as a volunteer in non-profit organizations can make a difference as to whether or not the organization remains operational or shuts down (McCurley & Lynch, 2006). Nationwide in 2010, volunteer services were estimated to be worth \$21.36 per hour (Independent Sector, 2010). In the last year, volunteerism has declined by .5% (Bureau of Labor Statistics, 2011). As a non-profit organization, 4-H volunteers are a vital part of the program, without volunteer leaders 4-H programs could not deliver quality programs and execute the 4-H mission (Skolglund, 2006). According to the West Virginia 4-H Youth Development faculty publications, the vitality of the program is based on the individual assigned to the county by Extension who recruits adults to serve as mentors and leaders for 4-H youth development members (Townsend, 2004). The policy is in place because volunteerism is fundamental to delivering quality programs, developing adult education capacity, and teaching youth to volunteer (4-H Youth Volunteerism Team, 2004).

#### **Generational Differences**

Today's volunteers consist mainly of late baby boomers and individuals from generation X. In 2009, Vettern, Hall, and Schmidt, studied the recruitment and retention needs of these generations. Both generations want to know they are accomplishing

something and want the organization to show appreciation to the volunteers. Across all generations of volunteers, a chance to use their life experiences for a cause and allowing volunteers to gain new perspectives were motivating factors. The younger generation focused on volunteering to make them feel important. Volunteering gives people a sense of pride and self-esteem. As society is currently working with different generational groups, it is important to let volunteers know the work they do is crucial to the success of 4-H and to recognize them for their work. It is also key to focus on and demonstrate a need for the volunteers by offering the opportunity to build skills to enhance or advance careers. Volunteers in today's world also want to make a connection with other volunteers. Although, most volunteers are busy and need flexible volunteer opportunities (Vettern, Hall, & Schmidt, 2009).

### **Leader Recruitment Factors**

Recruitment increases the scope of the program and the efficiency of the outreach efforts of 4-H. Kerka (2003) found that organizations, such as 4-H, have a comprehensive infrastructure and in-depth procedures for volunteer recruitment. Through development individuals can extend their knowledge and enhance performance and potential for themselves and those they are helping through the organization (Kerka, 2003).

Rodriguez, Hirschel, Mead, and Goggin (2000) describes 4-H as teaching life skills through individual and group learning opportunities, while relying on adult volunteers or "leaders" to work with the youth. It is important to conduct volunteer recruitment by identifying and reaching out to potential leaders with desired skills, commitment, or willingness to help assist with the difficult and challenging problem. Potential volunteers

are targeted by using demographic characteristics, background information, attitudes, and job context (Smith & Finley, 2004).

Davis (2000) found most individuals volunteered because of the concern to help others and the opportunity to socialize. The motivation whether intrinsic or extrinsic is a factor in why people volunteer. Davis (2000) found that brochures, announcements, and one-on-one recruitment regarding the organization's mission and type of experience offered were most likely to help in the recruitment process. The most effective recruitment tool is the personal invitation, as most people volunteer because they are asked to volunteer.

The Volunteer Research, Knowledge and Competency Taxonomy for 4-H Youth Development (VRKC) provides 4-H professionals with direction on the levels of competency and the perceived needs of the 4-H volunteers. There are six VRKC taxonomy domains which include: communication, organization, 4-H program management, educational design and delivery, positive youth development, and interpersonal skills. Each domain provides desired competencies. Communication skills include speaking, listening, and writing skills and the ability to create, deliver, and interpret each effectively. The organizational skills include planning and organizing, time management, parent recruitment and involvement, delegating tasks to parents, service to the community, and marketing and publicity. Positive youth development enforces the need to develop life and leadership skills, understanding ages and stages, empowerment of others, practicing youth-adult partnerships, ability to motivate and encourage youth, and appreciating diversity. The educational design and delivery is vital to volunteer success as it encourages leaders to use age-appropriate activities, team building,

application of experiential learning, etc. 4-H program management helps volunteers uphold the 4-H mission, along with club and behavior management and the interpersonal characteristics enforces the other competencies be upheld with patience, honesty, ethics, and morality. Helping volunteers by providing them VRKC taxonomy training provides the educational component to the leaders in 4-H Youth Development (Culp, McKee, & Nestor, 2008). The West Virginia University 4-H Youth Volunteerism Team identified the top five skills needed by volunteers to effectively deliver 4-H programs to include: interpersonal skills, communication, teaching/training skills, organizational, and managerial competencies (Nestor et al., 2006).

Kerka (2003) looked at the motives behind being a volunteer. They found motives consisted of developing and enhancing one's own career, personal development, social interaction, new life skills, coping with inner conflicts, and altruistic beliefs. If volunteer organizations focused their attention on these motives more volunteers would be apt to take part in the organization. Once volunteers were recruited the recognition of these people became vital (Kerka, 2003).

Culp (1997) found the main reason parents became involved was because of their children's involvement. He also found that 4-H's credible reputation of being an organization that is worthwhile, useful, and beneficial played a role in leaders taking part in 4-H. Other factors that helped recruit 4-H volunteers were the opportunities for self-improvement as well as just being asked to help. Appealing to the need to help youth, the 4-H program, and personal feelings of the adults during the recruitment stages is also vital in recruitment (Culp, 1997).



Culp and Schwartz (1999) found motivating adult volunteer 4-H leaders is developed as a relationship between volunteers and the organization they serve. That relationship is dictated by two elements, which include the volunteer's motivations and organizational needs. The Extension Agent needs to focus on volunteer motivational needs for achievement, affiliation, and power. The study found 4-H volunteers were motivated to begin their volunteer service due to affiliations with either the 4-H organization or 4-H members (Culp & Schwartz, 1999). Tenured volunteers are motivated to begin serving because of affiliation motives such as: belief of 4-H being a good organization, desire to work with, help or contribute to 4-H members, family members involvement, and desire to share their own skills and talents (Culp & Schwartz, 1999). Culp and Schwartz (1999) also discuss 4-H volunteers being motivated by continuing service they can make through 4-H to the community, recognition to their entire 4-H club, and by observing their individual 4-H members receiving recognition. All motivators being affiliation or achievement associated. Therefore, to successfully recruit 4-H volunteers focus on 4-H's positive name, volunteer potential for personal interaction with 4-H members, and opportunity to make a contribution to the community (Culp & Schwartz, 1999).

### **Leader Retention Factors**

Volunteer recognition, not only helped with retention, but also contributed to development. Learning opportunities can be used as volunteer recognition. Kerka (2003) found that retention is influenced by enhancement of personal growth and the experience of congruency between needs, interests, and responsibilities. Studies have found that volunteers become involved because their children are in 4-H, they have a desire to make

a difference in the lives of youth, and they receive satisfaction when doing so. (Cobley, 2008; White & Arnold 2003). Therefore, emphasis should be placed on helping leaders understand the impact on youth regardless of the family ties to keep leader involved in the organization (White & Arnold, 2003). A study of volunteers in Maine found many volunteers stay involved because they believe in the values connected to the 4-H program. The volunteers also believe in the philosophy of 4-H. Volunteers stay because they love to see the individual growth in youth, along with it being fun, family-oriented, and rewarding (Cobley, 2008).

Davis (2000) states that recruitment and retention is not a one size fits all type of situation. Every organization and group of people are different. Some studies found common ground between urban and rural volunteers (Culp, 1997; Fritz, Karmazin, Barbuto, & Burrow, 2003). Volunteers stayed involved because of the 4-H youth organization, the feeling of being needed, community service, and feeling appreciated (Culp, 1997). The idea of volunteers staying based on appreciation, feeling of being needed, and the youth were supported by a 2003 study of the most appealing form of recognition for rural and urban representatives. The study showed all reasons for retention were personal such as a letter or phone call from the 4-H member, coverage of the 4-H members in the newspaper, letters from the Extension Educator, and receiving a plaque or certificate (Fritz, Karmazin, Barbuto, & Burrow, 2003). Retention was highest when there was recognition given. Recognition should be given to the individual volunteers as well as the volunteers as a whole by one another and by the organization's staff. Allowing volunteers the opportunity to socialize and just have fun, other than at meetings, also enforced retention (Davis, 2000).

The L-O-O-P Model is a model used to guide volunteer recruiters through the process of locating, orienting, operating, and perpetuating volunteers. The key to this model is to recruit volunteers whose needs and interests match the organization, to orient the volunteers with the mission and goals of the organization, and operate with the volunteers by letting them know that something meaningful happened because they were involved and making learning opportunities available. The other important leadership function is the continuation of a project until it is done, with evaluation and recognition. Volunteers want to know how they are doing and it is important for organizational growth (Penrod, 1991).

Culp, Deppe, Castillo, and Wells' GEMS Model of Volunteer Administration (1998) discusses the need to generate, educate, mobilize, and sustain volunteers. Volunteer retention and administration is an ongoing process. The model shows how to sustain volunteers through evaluating, recognizing, redirecting, retaining, and then disengaging the volunteers to allow them to feel independent and useful. To follow through with these things is vital and to do so, volunteer staff must recognize that their own time must be allocated to relating to, managing, and dealing with volunteers. Staff must plan to be available to relate to them on a personal and professional level.

The volunteer recognition program model provides volunteer recognition throughout the year. Recognition is one of the key volunteer retention methods whether it is for year-round volunteers or special event volunteers. The model helps to fulfill the basic human needs of recognition and appreciation. It also builds positive self-esteem for the volunteers and contributes to effective recognition. The model is divided into months and includes a way to highlight the volunteers through gestures and activities for

appreciation. The recognition program model consists of many events and activities that will recognize all volunteers whether through achievement, affiliation, or power and intrinsically or extrinsically. Special event volunteers need to be recognized formally at the event and informally with a thank you after the event. Examples of the model include volunteer kick-off, volunteer of the month, thank you cards, and appreciation dinners (Stillwell, Culp, & Hunter, 2010).

### **Leader Turnover Factors**

Retention and turnover are important variables to a volunteer program because the organization depends on the volunteers to execute the mission statement (Skoglund, 2006). The reason volunteers leave are due to many different things, although the reason they left was mainly due to busy time pressures and the relationship between the county Extension staff and the 4-H leaders (White & Arnold, 2003). Skoglund (2006) found volunteers feel alone in their volunteer work and more attention should be given to the ongoing training and professional development of the volunteers. Change in family and community dynamics has also been found to be a reason for turnover in Extension programming volunteers. Families are smaller affecting the tenure of 4-H parent volunteers that often coincides with their children's involvement. A majority of women with children under 18 are in the workforce, limiting time available to volunteer (Van Horn, Heasley, & Preston, 1985). In their study of adult volunteer leaders, and Culp & Schwartz (1999) found that 4-H discontinuation of volunteerism was due to death or physical impairment, feeling unneeded, program/philosophy change in 4-H, lack of time, and family members no longer being involved.

## **Maslow's Theory**

According to Huitt (2007), these studies and efforts are supported by Maslow's theory because individuals have an esteem need, achieved by being competent, gaining approval, and through recognition. Beyond that, Maslow's theory also supports the reasoning behind why people stay due to the love of watching individuals grow and the impact they had on those lives. Maslow determined self-transcendence is at the top of the Maslow's hierarchy of needs. Self-transcendence is the individual's ability to connect to something beyond one's ego and help others find self-fulfillment. Therefore, working with the individual needs, understanding strengths and weaknesses of volunteers, and improving partnerships during recruitment and maintaining partnerships throughout allows for retention (Huitt, 2007). Volunteers also need to feel good about their assignment and themselves for retention (Skoglund, 2006).

## **Summary**

There are many reasons why people do not volunteer in today's society. The review of literature identified many different factors of why people do not stay with volunteer work. The literature also provided ways to recruit and keep volunteers. Davis (2000) reminds Extension personnel that volunteer recruitment and retention is not a one size fits all scenario. Every organization and location is different due to the demographics of the organization and the people in the community. Factors that appear constant across the studies were that volunteers want to help others, want to feel a sense of accomplishment, and want to be recognized.

## **Chapter III**

### **Methodology**

#### **Purpose of the Study**

The purpose of this study was to identify factors that influence volunteers to join the program and factors that affect their decision to leave.

#### **Specific Objectives**

The following research questions provide direction for the study:

1. What factors motivate individuals to become 4-H volunteer leaders?
2. What problems do current 4-H leaders face in the organization?
3. What factors cause 4-H leaders to leave the program?
4. What factors cause the current 4-H leaders to continue volunteering?
5. What are the attitudes of the 4-H leaders toward the 4-H program?

#### **Research Design**

Descriptive research, in the form of a mailed survey, was used to collect data to evaluate the research questions. By using a mailed questionnaire, the target population was able to be reached regardless of location. Surveys allow researchers to determine characteristics of groups or to summarize their opinions or attitudes toward certain issues (Ary, Jacobs, & Sorenson, 2010). The mailed questionnaire was to be used to identify potential factors that influence Lincoln County 4-H Volunteer leaders to join the program and factors that affected their decision to leave.

## **Population**

### **Target Population**

The target population included Lincoln County 4-H leaders who were currently listed as an active 4-H volunteer leader and those on the inactive members list available at the Lincoln County Extension Office. The sampling error was controlled by using the entire target population. The frame error was controlled by using up-to-date lists developed and used by the Lincoln County Extension Service. Selection error was controlled by including all active and inactive leaders on the two lists, with any duplicates removed. The measurement error was controlled by having the research design and survey, reviewed by experienced professionals and the advisory committee.

### **Non-Response Error**

Non-response error was examined by comparing the early and late respondents. It is likely, the non-respondents would reply the same way as the late respondents. Therefore, the non-respondents were treated as late respondents (Dillman, 2007). An independent t-test and chi-square were used to determine if there was non-response bias. Three different variables were used. The independent *t*-test was performed on the variable of years as a 4-H volunteer leader. The chi-square procedure was used on the variables hours volunteered and years as a 4-H member. No significant differences were found; therefore generalizations could be made to the entire population (see Table 1).

Table 1

*Non-Response Errors*

Question	<i>t</i>	$\chi$
How many years have/were you a 4-H volunteer?	.430	
On average, how many hours do you volunteer for 4-H during a month?		.562
How many years were you a 4-H member?		.455

$\alpha > .05$

**Accessible Population & Sample Population**

The list of active and inactive volunteers for the last 10 years was available from the Lincoln County Extension Office. The target population consisted of all volunteer leaders from Lincoln County over the last 10 years. The number of leaders over the past 10 years was relatively small (N=128), a census of the entire population was conducted, thus controlling for sampling error.

**Instrumentation**

In order to identify factors that influence individuals to serve as 4-H volunteer leaders and factors that affected their decision to leave, a survey was developed to be mailed to all past and present Lincoln County 4-H leaders. A survey used by Post (2007) on “Attitudes of 4-H Club leaders Toward Volunteer Training in West Virginia” was adapted to fit the needs of the research. The survey of intangibles was used to measure attitudes and opinions. The survey consisted of a series of Likert-type, multiple response, open-ended, and demographic questions. Part one consisted of Likert questions, which were divided into three parts; first questions about why the 4-H leader became a 4-H



leader were asked, the second part asked why they believe 4-H leaders continued to volunteer, and the third part asked why they believe 4-H leaders quit volunteering. Part two of the instrument consisted of multiple response questions asking how they preferred to receive information, what type of support was needed, beneficial trainings, involvement in the 4-H program, as well as demographic questions. Part three consisted of open-ended questions seeking information about strategies used to recruit and retain 4-H volunteers in Lincoln County.

### **Reliability**

Reliability of the instrument was established using the entire data set and the Statistical Package for Social Sciences' (SPSS). The Likert-type items were tested for reliability using the split-half statistic coefficient. The first eighty-three questions were split into respective sections. For each section of the instrument, the Spearman-Brown coefficient was found to be .60 or higher making the reliability of the instrument moderate (Robinson, Shaver, & Wrightsman, 1991). Therefore, the instrument was established to be reliable (see Table 2).

Table 2

#### *Reliability of Instrument*

Section	Spearman Brown coefficient
I became a 4-H leader because...	.839
Believe 4-H leaders continue volunteering because...	.908
Believe 4-H leaders quit volunteering because...	.906
Believe 4-H leaders face problems in the program such as...	.954

## **Validity**

The instrument was presented to a panel of experts to establish its content and face validity. The panel consisted of teacher educators in Agricultural and Extension Education and Extension Specialists at West Virginia University. Each of these individuals has had extensive teaching and/or Extension field experience. They possessed many leadership skills and have extensive experience in survey research design. The panel of experts concluded that the instrument had content and face validity.

## **Data Collection Procedures**

The study utilized the official Lincoln County 4-H leaders list that included all active and inactive leaders. Principles of Dillman's (2007) Total Design were used to collect data. An introductory letter and survey was mailed out to all members of the target audience. Each respondent was given a code in order to track non-respondents. The code and key were later destroyed to keep individuals responses confidential. After two weeks a second mailing was sent to all non-respondents. Following the second mailing phone calls were made to the leaders asking them to consider taking part in the study. A follow-up reminder postcard and e-mail were sent out two weeks later, followed by another phone call.

## **Analysis of Data**

As surveys were returned, data was entered into an Excel spreadsheet with comments to open ended questions being entered in their entirety. SPSS was then used to analyze the data. Frequency tables were developed for all of the data.

## **Use of Findings**

The study will help provide information about factors associated with 4-H leader retention and turnover to county Extension Agents, West Virginia University Extension Service and other Extension Service programs around the country. Information can be used to develop effective recruitment and retention programs for volunteers in 4-H.

## CHAPTER IV

### Findings

#### **Purpose of the Study**

The purpose of this study was to identify factors that influence volunteers to join the program and factors that affect their decision to leave.

#### **Specific Objectives**

The following research questions provide direction for the study:

1. What factors motivate individuals to become 4-H volunteer leaders?
2. What problems do current 4-H leaders face in the organization?
3. What factors cause 4-H leaders to leave the program?
4. What factors cause the current 4-H leaders to continue volunteering?
5. What are the attitudes of the 4-H leaders toward the 4-H program?

#### **Findings**

The population consisted of 128 volunteer leaders on the active and inactive lists of 4-H volunteer leaders in Lincoln County. Fourteen of the questionnaires were returned to sender and the phone number associated with the application had been discontinued; making the accessible population 114. Forty-three questionnaires (37.7%) were returned, one of which was unusable, making the total number of usable surveys 42 (36.8%).

#### **Reasons Respondents Became a 4-H Leader**

The respondents were given 19 Likert-scaled questions with response categories ranging from 1= strongly disagree to 4= strongly agree to determine their reasons for becoming a 4-H leader. Of the 42 respondents, all (100%) were in some of agreement

with three of the statements about why they became 4-H leaders. Of the respondents 22 (53.7%) agreed with the statement that they volunteered to “benefit my community,” while 19 (46.3%) strongly agreed with the statement. Seventeen (40.5%) respondents agreed with the statement they “like helping people,” while 25 (59.5%) strongly agreed with the statement. When asked whether they “like mentoring youth” was a reason they became a 4-H leader, 19 (46.3%) agreed and 22 (53.7%) strongly agreed this was a reason to become a leader. Twenty-five respondents (61%) agreed and five (12.2%) strongly agreed with the statement they became a 4-H leaders because “I was asked.” Twenty-four respondents (58.5%) agreed and seven respondents (17.1%) strongly agreed they became 4-H leaders because they “wanted to gain experience.” Eight (19.5%) disagreed and two respondents (4.9%) strongly disagreed with the statement. Of the respondents 23 respondents (57.5 %) agreed and 17 (35%) strongly agreed they became a 4-H leader because they “wanted to teach the youth of Lincoln County.” Three (7.5%) disagreed with the statement (see Table 3).

Twenty-three respondents (54.8%) strongly agreed and 18 (42.9%) agreed they became a volunteer because of the “satisfaction of seeing youth succeed,” while one (2.4%) respondent disagreed with the statement. Twenty-one respondents (51.2%) agreed and five (12.2%) strongly agreed they became a 4-H leader because of the “self-improvement opportunities provided.” Ten respondents (24.4%) disagreed and five respondents (12.2%) strongly disagreed with the statement. Twenty-one respondents (51.2%) agreed and four (9.8%) strongly agreed they became a 4-H leader because of the “4-H reputation in training provided,” while 12 respondents (29.3%) disagreed and four (9.8%) strongly disagreed with the statement. Of the respondents, 20 (50%) agreed

and six (15%) strongly agreed they became a 4-H volunteer to “meet other volunteers.” Twelve respondents (30%) disagreed and 2 (5.0%) strongly disagreed that they volunteered to “meet other volunteers.” Twenty-one respondents (50%) strongly agreed and 18 respondents (42.9%) agreed they became a leader because they “derive personal satisfaction when working with youth.” Three respondents (7.1%) disagreed with the statement. When asked if 4-H leaders volunteer because they “wanted to learn new things,” 19 respondents agreed (46.3%) and 16 (39.0%) strongly agreed. Six respondents (14.6%) disagreed with the statement. Fourteen respondents (34.1%) agreed and 17 (41.5%) strongly agreed they became a 4-H leader because their “children are/were involved in 4-H.” Seven respondents (17.1%) disagreed and three (7.3%) strongly disagreed with the statement. Fifteen respondents (35.7%) agreed and seven respondents (16.7%) strongly agreed they became 4-H leaders because “my friend was involved.” Eighteen respondents (42.9%) disagreed and two (4.8%) strongly disagreed with volunteering because “my friend was involved” (see Table 3).

All other reasons respondents became 4-H leaders were below a 50% agreement rate. “I am a past 4-H member” had six respondents (14.6%) agree and 13 (31.7%) strongly agree, while 14 respondents (34.1%) disagreed and 8 (19.5%) strongly disagreed. When asked if 4-H leaders volunteer for the “recognition associated with being a volunteer” 11 respondents (26.8%) agreed and seven (17.1%) strongly agreed. Nineteen respondents (46.3%) disagreed and four (9.8%) strongly disagreed. Fourteen respondents (34.1%) agreed and five (12.2%) strongly agreed that 4-H leaders volunteer because they “can’t say “no” when asked.” Seventeen respondents (41.5%) disagreed and five individuals (12.2%) strongly disagreed with the statement. When asked if

respondents believe 4-H leaders volunteer to “receive status in my community,” eight (19.5%) agreed and three (7.3%) strongly agreed, while 23 (56.1%) disagreed and 7 (17.1%) strongly disagreed. Of the respondents, seven (17.5%) agreed and three (7.5%) strongly agreed they believe 4-H leaders volunteer to “gain skills which might lead to employment” (see Table 3).

Table 3

*Reasons Why Respondents Became a 4-H Leader*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Benefit my community	0	0.0	0	0.0	22	53.7	19	46.3
Children are/were involved in 4-H	3	7.3	7	17.1	14	34.1	17	41.5
I wanted to teach the youth of Lincoln County	0	0.0	3	7.5	23	57.5	14	35.0
I am a past 4-H member	8	19.5	14	34.1	6	14.6	13	31.7
Meet other volunteers	2	5.0	12	30.0	20	50.0	6	15.0
Recognition associated with being a volunteer	4	9.8	19	46.3	11	26.8	7	17.1
Like helping people	0	0.0	0	0.0	17	40.5	25	59.5
Like mentoring youth	0	0.0	0	0.0	19	46.3	22	53.7
Wanted to learn new things	0	0.0	6	14.6	19	46.3	16	39.0
Can't say “no” when I am asked	5	12.2	17	41.5	14	34.1	5	12.2
Receive status in my community	7	17.1	23	56.1	8	19.5	3	7.3

Table 3 (continued)

*Reasons Why Respondents Became a 4-H Leader*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Gain experience	2	4.9	8	19.5	24	58.5	7	17.1
Derive personal satisfaction when working with youth	0	0.0	3	7.1	18	42.9	21	50.0
Satisfaction of seeing youth succeed	0	0.0	1	2.4	18	42.9	23	54.8
I was asked	1	2.4	10	24.4	25	61.0	5	12.2
My friend was involved	2	4.8	18	42.9	15	35.7	7	16.7
Gain skills which might lead to employment	10	25.0	20	50.0	7	17.5	3	7.5
4-H reputation in training provided	4	9.8	12	29.3	21	51.2	4	9.8
Self-improvement opportunities provided	5	12.2	10	24.4	21	51.2	5	12.2

**Respondents Beliefs on Reasons 4-H Leaders Continue Volunteering**

The respondents were given 24 Likert-scaled items to determine why the respondents believed 4-H leaders continue volunteer. The Likert-scaled items responses ranged from 1= strongly disagree to 4 = strongly agree. Of the 42 respondents, 22 respondents (52.4%) agreed and six (14.3%) strongly agreed to “feel needed by others” as a reason 4-H leaders continue volunteering (see Table 4). Eleven respondents (26.2%) disagreed and three (7.1%) strongly disagreed with the “feel needed by others” statement. “Community service benefits” was agreed upon by 23 respondents (56.1%) as



being a reason 4-H leaders continue to volunteer, 6 (14.3%) strongly agreed; 14 individuals (34.1%) disagreed. Nineteen respondents (47.5%) agreed and eight (20%) strongly agreed with the 4-H reputation in training provided being a reason 4-H leaders continue volunteering, but 11 (27.5%) disagreed and 2 (5.0%) strongly disagreed. When asked about their belief that 4-H leaders continue to volunteer because “children are involved” 18 respondents (43.9%) agreed and 20 (48.8%) strongly agreed, while three (7.3%) disagreed. “Feeling appreciated by youth” was agreed upon by 20 respondents (47.6%) to be a reason why 4-H leaders continue to volunteer, 16 (38.1%) strongly agreed, and six (14.3%) disagree. Twenty-two respondents (52.4%) agreed and eight (19.0%) strongly agreed, while 12 (28.6%) disagreed with 4-H leaders continuing to volunteer because they “feel appreciated by parents.” Of the respondents, 22 (53.7%) agreed and 10 (24.4%) strongly agreed with “feel appreciated by the Extension personnel” as a reason they believe 4-H leaders continue to volunteer. Seven individuals (17.1%) disagreed and two (4.9%) strongly disagreed with the statement. 4-H leaders “continue to volunteer because they enjoy volunteering in their spare time” was agreed upon by 24 respondents (58.5%), 15 (36.6%) strongly agreed, and two (4.9%) disagreed with the statement. Twenty-one respondents (51.2%) agreed and 13 (31.7%) strongly agreed on “enjoy taking on responsibility” as being a reason, while five (12.2%) disagreed and two (4.9%) strongly disagreed with the statement. “Continue to learn new things” had 29 respondents (72.5%) who agreed and 10 (25.0%) strongly agreed to it being a reason 4-H leaders continue to volunteer, while one respondent (2.5%) strongly disagreed with the statement. Eighteen respondents (43.9%) agreed, five (12.2%) strongly agreed with “like the recognition associated with being a volunteer” as

a reason 4-H leaders continue to volunteer. Fourteen respondents (34.1%) disagreed and four (9.8%) strongly disagreed with the statement. Of the respondents, 24 (60.0%) agreed and eight (20.0%) strongly agreed 4-H leaders continued to “volunteer because friends were involved,” while seven (17.1%) disagreed and one (2.4%) strongly disagreed with the statement. Fifteen respondents (36.6%) agreed and five (12.2%) strongly agreed with “continue to gain experience,” while eight (20.0%) disagreed with the statement. When asked whether they believed “continue receive status in the community” was a reason 4-H leaders continued to volunteer 15 respondents (36.6%) agreed, five (12.2%) strongly agreed, 18 (43.9%) disagreed and three (7.3%) strongly disagreed with the statement. Twenty-one respondents (50.0%) agreed and 19 (45.2%) strongly agreed that 4-H leaders continue volunteering because they continued to “derive personal satisfaction in seeing youth succeed,” while two (4.8%) disagree. All agreed or strongly agreed when asked if they believed 4-H leaders continued to volunteer because of “continued satisfaction in seeing youth succeed,” 16 respondents (38.1%) agreed and 26 (61.9%) strongly agreed with the statement. When 4-H leaders were “asked to continue volunteering,” 26 respondents (63.4%) agreed and eight (19.5%) strongly agreed it was a reason 4-H leaders continued to volunteer. Seven respondents (17.1%) disagreed and believed it was not an influential factor in why 4-H leaders continue to volunteer. Twenty-seven respondents (65.9%) agreed and six (14.6%) strongly agreed with “continue to meet other volunteers” as a reason 4-H leaders continue volunteers, while seven (17.1%) disagreed and one (2.4%) strongly disagreed with the statement.

Table 4

*Reasons 4-H Leaders Continue Volunteering*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Feel needed by others	3	7.1	11	26.2	22	52.4	6	14.3
Community service benefits	0	0.0	14	34.1	23	56.1	4	9.8
4-H reputation in training provided	2	5.0	11	27.5	19	47.5	8	20.0
Children are involved	0	0.0	3	7.3	18	43.9	20	48.8
Feel appreciated by youth	0	0.0	6	14.3	20	47.6	16	38.1
Feel appreciated by parents	0	0.0	12	28.6	22	52.4	8	19.0
Feel appreciated by the Extension personnel	2	4.9	7	17.1	22	53.7	10	24.4
Enjoy volunteering in their spare time	0	0.0	2	4.9	24	58.5	15	36.6
Enjoy taking on responsibility	2	4.9	5	12.2	21	51.2	13	31.7
Like helping people	0	0.0	0	0.0	18	42.9	24	57.1
Continue to learn new things	1	2.5	0	0.0	29	72.5	10	25.0
Like the recognition associated with being a volunteer	4	9.8	14	34.1	18	43.9	5	12.2
Friends were also involved	1	2.4	7	17.1	27	65.9	6	14.6
Continue to gain experience	0	0.0	8	20.0	24	60.0	8	20.0
Continue to receive status in the community	3	7.3	18	43.9	15	36.6	5	12.2

Table 4 (continued)

*Reasons 4-H Leaders Continue Volunteering*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Continue to derive personal satisfaction when working with youth	0	0.0	2	4.8	21	50.0	19	45.2
Continued satisfaction of seeing youth succeed	0	0.0	0	0.0	16	38.1	26	61.9
Asked to continue volunteering	0	0.0	7	17.1	26	63.4	8	19.5
Continue to meet other volunteers	1	2.4	7	17.1	27	65.9	6	14.6
They can't say "no" when asked	8	19.5	13	31.7	16	39.0	4	9.8
Continue to gain skills which might lead to employment	7	17.1	20	48.8	11	26.8	3	7.3
Positive mentoring relationship built with the youth	0	0.0	2	4.8	23	54.8	17	40.5
Continue to want to teach the youth of Lincoln County	0	0.0	0	0.0	22	52.4	20	47.6
Self-improvement opportunities provided	2	4.9	10	24.4	20	48.8	9	22.0

Of the respondents, 16 (39.0%) agreed and four (9.8%) strongly agreed 4-H leaders continue to volunteers because "they can't say 'no' when asked," but 13 (31.7%) disagreed and eight (19.5%) strongly disagreed with the statement. Eleven respondents (26.8%) agreed and three (7.3%) strongly agreed 4-H leaders continue to volunteer to

“continue to gain skills which might lead to employment,” while 20 (48.8%) disagreed and seven (17.1%) strongly disagreed with the statement. When asked if respondents believed 4-H leaders continue to volunteer because of the “positive mentoring relationship built with the youth” 23 respondents (54.8%) agreed and 17 (40.5%) strongly agreed, while two (4.8%) disagreed. All respondents agreed or strongly agreed with the reason 4-H leaders continue to volunteers is for the continuation of “wanting to teach the youth of Lincoln County,” with 22 respondents (52.4%) who agreed and 20 (47.6%) who strongly agreed with the statement. Twenty respondents (48.8%) agreed and nine (22.0%) strongly agreed 4-H leaders continued to volunteer for the “self-improvement opportunities provided,” while 10 (24.4%) disagreed and two (4.9%) strongly disagreed (see Table 4).

#### **Reasons respondents believe 4-H Leaders quit volunteering**

Twenty-one items were on the questionnaire to determine respondent’s reasons to believe 4-H leaders quit volunteering. The items were Likert-scale ranging from 1 = strongly disagree to 4 = strongly agree. Of the 21 questions regarding reasons respondents believe 4-H leaders quit volunteering, four questions generated an agreed or strongly agreed response of 50% or higher. Twenty-three respondents (57.5%) agreed and 12 respondents (30%) strongly agreed 4-H leaders quit volunteering because “their children are no longer in 4-H.” Three respondents (7.5%) disagreed and two (5.0%) strongly disagreed with the statement. Twenty-seven respondents (64.3%) agreed and seven respondents (16.7%) strongly agreed “time commitment required” causes 4-H leaders to quit volunteering. Seven (16.7%) disagreed and one (2.4%) strongly disagreed with the statement. When asked if respondents believed 4-H leaders quit volunteering

“due to burnout,” 18 respondents (43.9%) agreed and seven respondents (17.1%) strongly agreed. Fourteen individuals (34.1%) disagreed and two (4.9%) strongly disagreed with the statement. Of the respondents, 14 (34.1%) agreed and seven respondents (17.1%) strongly agreed that “lack of communication” is the reason 4-H leaders quit volunteering. Seventeen respondents (41.5%) disagreed and three (7.3%) strongly disagreed (see Table 5).

Twenty-nine respondents (70.7%) disagreed and seven (17.1%) strongly disagreed with the reason 4-H leaders quit volunteering is because of “lack of appreciation from youth.” Nine individuals (22.0%) agreed and three (7.3%) strongly agreed with the statement. Of the respondents, 27 (65.9%) disagreed and five (12.2%) strongly disagreed with the reason volunteers quit is because of “too much travel,” while eight (19.5%) agreed and one (2.4%) strongly agreed with the statement. When asked if respondents believed 4-H leaders quit due to “lack of self-improvement opportunities,” 26 (66.7) disagreed and four (10.3%) strongly disagreed, while seven (17.9%) agreed and two (5.1%) strongly agreed with the statement (see Table 5).

The other reasons respondents believe 4-H leaders quit volunteering were almost evenly split on the level of agreement. The statement “conflicts with Extension personnel,” had 12 respondents (29.3%) who agreed and six (14.6%) who strongly agreed it was a reason 4-H leaders quit volunteering. Eighteen respondents (43.9%) disagreed and five (12.2%) strongly disagreed it was a reason 4-H leaders quit volunteering. Of the respondents, 14 (35.0%) agreed and three (7.5%) strongly agreed the “feeling of exclusion by other leaders” was a reason 4-H leaders quit volunteering. Twenty-One individuals (52.5%) disagreed and two (5.0%) strongly disagreed with the

statement. When asked if respondents believe the paperwork to become a leader could be a factor as to why 4-H leaders quit volunteering 12 respondents (29.3%) agreed and four (9.8%) strongly agreed with the statement, while 23 (56.1%) disagreed and two (4.9%) strongly disagreed. Similarly, when asked if respondents believed 4-H leaders quit due to the “paperwork associated with club,” 15 respondents (37.5%) agreed and five (12.5%) strongly agreed, while 18 (45.0%) disagreed and two (5.0%) strongly disagreed with the statement. Ten respondents (25.0%) agreed and one (2.5%) strongly agreed to conflict with parents being a reason 4-H leaders quit volunteering, 23 (57.5%) disagreed and six (15.0%) strongly disagreed with the statement. Of the respondents, nine (22.0%) agreed and five (12.2%) strongly agreed “too much responsibility” was a reason 4-H leaders quit volunteering. Twenty-three respondents (56.1%) disagreed and four (9.8%) strongly disagreed with the statement. Six respondents (14.6%) agreed and five (12.2%) strongly agreed that 4-H leaders quit volunteering because of “lack of recognition.” Twenty-three respondents (56.1%) disagreed and seven (17.1%) strongly disagreed with the statement. When asked if respondents believed 4-H leaders quit volunteering due to the “cost involved,” eight (20.0%) agreed and one (2.5%) strongly agreed with the statement. Twenty-five respondents (62.5%) disagreed and six (15.0%) strongly disagreed with a reason 4-H leaders quit was “due to cost involved.” Seven respondents (17.1%) agreed and four (9.8%) strongly agreed “conflict with other 4-H leaders” was a reason 4-H leaders quit volunteering, while 22 (53.7%) disagreed and eight (19.5%) strongly disagreed with the statement. Fifteen respondents (36.6%) agreed and two (4.9%) strongly agreed a reason 4-H leaders quit volunteering is “due to leader expectations,” while 19 (46.3%) disagreed and five (12.2%) strongly disagreed. When

asked about “conflicts with youth” being a reason 4-H leaders quit volunteering, 29 (70.7%) disagreed and seven (17.1%) strongly disagreed with it being a factor, while three (7.3%) agreed and two (4.9%) strongly agreed with the statement. Eleven (26.8%) agreed and four (9.8%) strongly agreed “lack of appreciation of parents” could be a factor as to why 4-H leaders quit volunteering. Twenty respondents (48.8%) disagreed and six (14.6%) strongly disagreed with the reason 4-H leaders quit being due to “lack of appreciation from parents.” When respondents were asked if “lack of appreciation from Extension personnel” was a perceived reason 4-H leaders quit volunteering, eight (20%) agreed and six (15.0%) strongly agreed with the statement, while 20 (50%) disagreed and six (15.0%) strongly disagreed. Of the respondents, 11 (26.8%) agreed and three (7.3%) strongly agreed with the statement “lack of training” as a reason 4-H leaders quit volunteering. Twenty-two (53.7%) disagreed and five (12.2%) strongly disagreed (see Table 5).



Table 5

*Reasons 4-H Leaders Quit Volunteering*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Time commitment required	1	2.4	7	16.7	27	64.3	7	16.7
Conflicts with Extension personnel	5	12.2	18	43.9	12	29.3	6	14.6
Children are no longer in 4-H	2	5.0	3	7.5	23	57.5	12	30.0
Feeling of exclusion by other leaders	2	5.0	21	52.5	14	35.0	3	7.5
Paperwork to become a leader	2	4.9	23	56.1	12	29.3	4	9.8
Paperwork associated with the club	2	5.0	18	45.0	15	37.5	5	12.5
Conflicts with parents	6	15.0	23	57.5	10	25.0	1	2.5
Due to burnout	2	4.9	14	34.1	18	43.9	7	17.1
Too much responsibility	4	9.8	23	56.1	9	22.0	5	12.2
Lack of recognition	7	17.1	23	56.1	6	14.6	5	12.2
Due to the cost involved	6	15.0	25	62.5	8	20.0	1	2.5
Too much travel	5	12.2	27	65.9	8	19.5	1	2.4

Table 5 (continued)

*Reasons 4-H Leaders Quit Volunteering*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Conflict with other 4-H leaders	8	19.5	22	53.7	7	17.1	4	9.8
Due to leader expectations	5	12.2	19	46.3	15	36.6	2	4.9
Conflicts with youth	7	17.1	29	70.7	3	7.3	2	4.9
Lack of appreciation from youth	7	17.1	22	53.7	9	22.0	3	7.3
Lack of appreciation from parents	6	14.6	20	48.8	11	26.8	4	9.8
Lack of appreciation from Extension personnel	6	15.0	20	50.0	8	20.0	6	15.0
Lack of training	5	12.2	22	53.7	11	26.8	3	7.3
Lack of communication	3	7.3	17	41.5	14	34.1	7	17.1
Lack of self-improvement opportunities	4	10.3	26	66.7	7	17.9	2	5.1

**Problems respondents believe 4-H Leaders face in the program**

The questionnaire provided respondents with 19 Likert scaled items on the problems 4-H leaders face in the program. The Likert scaled items responses ranged from 1= strongly disagree to 4 = strongly agree. 60-68% agreed or strongly agreed with

three of the ideas given to them as problems 4-H leaders face in the program. Twenty-one respondents (51.2%) agreed and seven (17.1%) strongly agreed 4-H leaders “burnout” was a problem faced by 4-H leaders. Nine (22.0%) disagreed and four (9.8%) strongly disagreed. Of the respondents, 22 (55%) agreed and five (12.5%) strongly agreed “meeting conflicts” was a problem faced in the program. Although, nine (22.5%) disagreed and four (10.0%) strongly disagreed with “meeting conflicts” being a problem the 4-H leaders face. Nineteen respondents (50%) agreed and four (10.5%) strongly agreed “lack of information” was a problem faced by 4-H leaders, while 11 (28.9%) disagreed and four (10.5%) strongly disagreed with the statement (see Table 6).

When asked if “lack of communication” was a problem 4-H leaders faced in the program, 19 respondents (46.3%) agreed and four (9.8%) strongly agreed, while 14 (34.1%) disagreed and five (12.2%) strongly disagreed. “Lack of self-improvement opportunities” was agreed upon by five respondents (12.2%) and strongly agreed upon by two (4.9%) of being a problem 4-H leaders face in the program. Twenty-nine respondents (70.7%) disagreed and five respondents (12.2%) strongly disagreed with the idea of there being a problem with “self-improvement opportunities.” Twenty-six respondents (65%) disagreed and six (12.2%) strongly disagreed with the problem “conflict with youth,” while six (15.0%) agreed and two (5.0%) strongly agreed it was a problem faced by 4-H leaders in the program. Of the respondents, 24 (60%) disagreed and four (10.0%) strongly disagreed with the statement “too much responsibility.” Eight respondents (20.0%) agreed and four (10.0%) strongly agreed with “too much responsibility” being a problem faced by 4-H leaders. When asked if “cost involved” was a problem faced in the program, nine respondents (22.5%) agreed and two (5.0%)

strongly agreed it was a problem, but 24 (60.0%) disagreed and five (12.5%) strongly disagreed with the statement. Twenty-two respondents (55%) disagreed and four (10%) strongly disagree with “leader expectations” being a problem faced by 4-H leaders. Thirteen respondents (32.5%) agreed and one (2.5%) strongly agreed it was a problem faced by 4-H leaders in the program. Of the respondents, 21 respondents (52.5%) disagreed and seven (17.5%) strongly disagree with “conflict with parents” being a problem faced by 4-H leaders with the program. Ten (25.0%) agreed and two (5.0%) strongly agreed with the statement. When asked if “conflicts with other 4-H leaders” was a problem faced by 4-H leaders, 11 respondents (27.5%) agreed and two (5.0%) strongly agreed, while 21 (52.5%) disagreed and six (15.0%) strongly disagreed. Twenty-one respondents (51.2%) disagree and four (9.8%) strongly disagreed with “lack of training” as a problem for 4-H leaders, while 13 respondents (31.7%) agreed and three (7.3%) strongly agreed with the statement. Of the respondents, 20 (51.3%) disagreed and five (12.8%) strongly disagreed with “lack of appreciation from Extension personnel” as being a problem 4-H leaders face with the program. Eight (20.5%) agreed and six (15.4%) strongly agreed with it being a problem faced by 4-H leaders. “Lack of appreciation from parents” and “lack of appreciation from youth” were almost even when it comes to respondents disagreeing with it being a problem in the program. Nineteen respondents (46.3%) disagreed and four (9.8%) strongly disagreed with the “lack of appreciation from parents” statement, and 20 respondents (48.8%) disagree and five (12.2%) strongly disagree with the “lack of appreciation from youth” statement. Similarly, 13 respondents (31.7%) agreed and five (12.2%) with the statement “lack of appreciation from parents,” while 14 respondents (34.1%) agreed and two (4.9%)

strongly agreed with the “lack of appreciation from youth” statement as being problems faced by the 4-H leaders. According to respondents, “too much paperwork to become a 4-H leader” was agreed upon by 13 respondents (32.5%) and strongly agreed upon by four (10.0%) as a problem faced by the 4-H leaders, while 18 (45.0%) disagreed and five (12.5%) strongly disagreed with the statement. When asked if “too much paperwork associated with the club” was a problem faced by 4-H leaders, 14 respondents (35.9%) agreed and four (10.3%) strongly agreed it was a problem. Seventeen respondents (43.6%) disagreed and four (10.3) strongly disagreed with the statement (see Table 6).

Table 6

*Problems 4-H Leaders Face in the 4-H Program*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Lack of information	4	10.5	11	28.9	19	50.0	4	10.5
Meeting conflicts	4	10.0	9	22.5	22	55.0	5	12.5
Too much paperwork to become a leader	5	12.5	18	45.0	13	32.5	4	10.0
Too much paperwork associated with the club	4	10.3	17	43.6	14	35.9	4	10.3
Conflicts with parents	7	17.5	21	52.5	10	25.0	2	5.0
Burnout	4	9.8	9	22.0	21	51.2	7	17.1
Too much responsibility	4	10.0	24	60.0	8	20.0	4	10.0
Lack of recognition	6	15.4	20	51.3	8	20.5	5	12.8
Cost involved	5	12.5	24	60.0	9	22.5	2	5.0
Too much travel	6	15.0	21	52.5	11	27.5	2	5.0

Table 6 (continued)

*Problems 4-H Leaders Face in the 4-H Program*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Conflicts with other 4-H leaders	6	15.0	21	52.5	11	27.5	2	5.0
Leader expectations	4	10.0	22	55.0	13	32.5	1	2.5
Conflicts with youth	6	15.0	26	65.0	6	15.0	2	5.0
Lack of appreciation from youth	5	12.2	20	48.8	14	34.1	2	4.9
Lack of appreciation from parents	4	9.8	19	46.3	13	31.7	5	12.2
Lack of appreciation from Extension personnel	5	12.8	20	51.3	8	20.5	6	15.4
Lack of training	4	9.8	21	51.2	13	31.7	3	7.3
Lack of communication	4	9.8	14	34.1	19	46.3	4	9.8
Lack of self-improvement opportunities	5	12.2	29	70.7	5	12.2	2	4.9

**4-H Leader's Preference in Receiving Information According to Respondents**

The respondents were asked to indicate their preferences for receiving information as a 4-H leader and were asked to select all of the following responses that applied. Response choices included: website, newsletters, face to face meetings, phone calls, emails, text messages, or other and asked to specify. Twenty-five respondents (59.5%) preferred a newsletter, 20 (47.6%) preferred a phone call, 19 (45.2%) preferred an email, 16 (38.1%) preferred face to face meetings, 10 (23.8%) preferred a website,

and one respondent (2.4%) preferred text messaging as their means of receiving information as a 4-H leader. No other preferences were noted (see Table 7).

Table 7

*Preference in Receiving Information as a 4-H Leader*

	Yes	
	N	%
Website	10	23.8
Newsletters	25	59.5
Face to face meetings	16	38.1
Phone calls	20	47.6
E-mails	19	45.2
Text messages	1	2.4
Other	0	0.0

**Support Needed for the 4-H Leaders According to Respondents**

Respondents were asked to indicate what kind of support was needed for 4-H leaders. They were to mark all that applied. Twenty-six respondents (61.9%) indicated new leader orientation, while 31 (73.8%) indicated available ongoing leader trainings and awareness of leader resource curriculum and materials were equally needed as support for 4-H leaders. Other support requested from respondents included help from Extension when called to do so and extended programming through the county and world (see Table 8).

Table 8

*Support Needed for the 4-H Leaders*

	Yes	
	N	%
New Leader Orientation	26	61.9
Available ongoing leader trainings	31	73.8
Awareness of leader resource curriculum and materials	31	73.8

**Respondents Perceived Effectiveness of the 4-H Program in Lincoln County?**

A Likert scale was used to determine the perceived effectiveness of the 4-H program ranging from highly effective to highly ineffective on a four point scale; 4=highly effective, 3=effective, 2= not effective, and 1=highly ineffective. Nineteen respondents (45.2%) perceived the program to be effective and 14 (33.3%) perceived the program to be highly effective, while eight (19%) perceived the program to be not effective, and one (2.4%) perceived the 4-H program to be highly ineffective (see Table 9).



Table 9

*Respondents Perceived Effectiveness of the 4-H program*

	N	%
Highly Effective	14	33.3
Effective	19	45.2
Not effective	8	19.0
Highly ineffective	1	2.4

**Perceived Beneficial Leadership Training for 4-H Leaders**

When asked about leadership training considered beneficial respondents were asked to select all that applied and were also able to indicate other responses. Twenty-three respondents (54.8%) chose volunteer leader weekend and county leadership trainings as beneficial leadership training opportunities. Twenty-two (52.4%) selected volunteer orientation, 19 (45.2%) indicated essential elements training, 18 (42.9%) indicated camp volunteer training, and 14 (33.3%) indicated 4-H University as beneficial leadership trainings (see Table 10). Other suggestions included project training and online training.

Table 10

*Leadership Training Beneficial to 4-H Leader*

	Yes	
	N	%
Volunteer Orientation	22	52.4
Volunteer Leader Weekend	23	54.8
4-H University	14	33.3
Essential Elements Training	19	45.2
County Leadership Trainings	23	54.8
Camp Volunteer Training	18	42.9

**Respondents Primary Involvement as a 4-H Leader**

The respondents were asked to indicate their primary involvement as a 4-H leader. Eight respondents (19.0%) were primarily involved in community clubs and eight (19%) were primarily involved in overnight camping. While seven respondents (16.7%) were primarily involved with in-school clubs and seven (16.7%) were primarily involved with special interest/short-term/day camps. Six respondents (14.3%) were primarily involved with school enrichment projects, four (9.5%) were involved in school-aged child care education, two (4.8%) were involved in volunteer training only, and one (2.4%) was involved with military 4-H clubs (see Table 11). Other capacities in which respondents indicated they were involved include not presently involved and church involvement.

Table 11

*Primary Involvement as a 4-H Leader*

	Yes	
	N	%
Community clubs	8	19.0
In-School clubs	7	16.7
4-H After-school clubs	7	16.7
Military 4-H Clubs	1	2.4
Special Interest-short-term-Day Camps	7	16.7
Overnight Camping	8	19.0
School enrichment projects	6	14.3
School-aged child care education	4	9.5
Instructional TV	0	0.0
Volunteer training only	2	4.8
Other	10	23.8

**Respondents Secondary Leadership Role**

When asked to identify secondary volunteer leader role involvement eight respondents (19%) were involved as a volunteer in community clubs besides their primary leader role. Six respondents (14.3%) were involved in overnight camping, four (9.5%) were involved in school enrichment projects, and three (7.1%) each were involved with in-school clubs, 4-H after-school clubs, and school-aged child care education. Two respondents (4.8%) were involved in special interest/short-term/day

camps and individual study/mentoring/family learning, while one respondent (2.4%) was involved in volunteer training only (see Table 12). Five respondents indicated other secondary volunteer involvement roles to include, church, FFA advisor, Master Gardener, and or that they are not presently involved in a secondary role (see Table 12).

Table 12

*Secondary Leadership Role*

	Yes	
	N	%
Community clubs	8	19.0
In-School clubs	3	7.1
4-H After-school clubs	3	7.1
Military 4-H Clubs	0	.0
Special Interest-short-term-Day Camps	2	4.8
Overnight Camping	6	14.3
School enrichment projects (FNP, Energy Express, IFYE)	4	9.5
Individual study-mentoring-family learning	2	4.8
School-aged child care education	3	7.1
Instructional TV-video programs	0	.0
Volunteer training only (New Leader Training, Camp Volunteer Training, etc.)	1	2.4
Other	12	28.5

### **Respondents' involvement in 4-H volunteer activities in the last year**

When asked what areas they volunteered, besides their primary leader role, 12 respondents (28.6%) were involved in the Camp Lakeview 4-H outing, 11 (26.2%) were involved in 4-H Camp, and 10 (23.8%) were at 4-H leaders meetings. Nine respondents (21.4%) were involved in movie day and nine (21.4%) were involved in the 4-H annual banquet. Three (7.1%) were involved in 4-H Club officer training while two respondents (4.8%) were involved in volunteer leader weekend (see Table 13). Other responses included one in fairs/contest training, but 10 respondents were not involved.

Table 13

#### *Involvement in 4-H Volunteer Activities in the Last Year*

	Yes	
	N	%
Camp Lakeview 4-H outing	12	28.6
4-H Camp	11	26.2
Movie Day	9	21.4
Volunteer Leader Weekend	2	4.8
4-H University	0	0.0
4-H Leaders Meeting	10	23.8
4-H Annual Banquet	9	21.4
4-H Club Officer Training	3	7.1
Other	12	28.6

## Demographic Characteristics of Respondents

Demographic information was collected which focused on the number of hours volunteered for 4-H during a month, years a 4-H member, 4-H volunteer application status, and how many years respondents have/were a 4-H volunteer.

When asked how many hours the respondent volunteered for 4-H during a month, 26 respondents (81.3%) volunteered for 0-5 hours per month for 4-H. Four respondents (12.5%) volunteered 6-10 hours, one (3.1%) averaged 16-20 hours, and one volunteered 21-25 hours a month for 4-H (see Table 14).

Table 14

### *Hours Respondents Volunteered for 4-H in a Month*

	N	%
0-5 hours	26	81.3
6-10 hours	4	12.5
11-15 hours	0	.0
16-20 hours	1	3.1
21-25 hours	0	.0
26 hours or more	1	3.1

When asked how many years the respondent was a 4-H member, 16 respondents (42.1%) were never a 4-H member. While eight respondents (21.1%) were 4-H members for 3-5 years, six (15.8%) were 4-H members for over 10 years, four (10.5%) were 4-H members for 1-2 years, and two (5.3%) were 4-H members for 6-8 years and two respondents (5.3%) were 4-H members for 9-10 years (see Table 15).

Table 15

*Respondents Number of Years as a 4-H Member*

	N	%
Never a member	16	42.1
1-2 years	4	10.5
3-5 years	8	21.1
6-8 years	2	5.3
9-10 years	2	5.3
Over 10 years	6	15.8

When asked if their volunteer application was on file for the current year in the county Extension office, 20 respondents (50%) indicated they do not have a current 4-H volunteer application on file. While 12 respondents (30%) have a 4-H volunteer application on file, and eight (20%) were not sure if they had a current application on file at the county Extension office (see Table 16).

Table 16

*Current 4-H Volunteer Application on File in the County Extension Office*

	N	%
Yes	12	30.0
No	20	50.0
Not Sure	8	20.0

When asked to indicate the number of years they have/were a 4-H volunteer, responses ranged from a minimum of zero years as a 4-H volunteer to a maximum of 40 years as a 4-H volunteer. The average number of years respondents have/were a 4-H volunteer was 8.12 years with a standard deviation of 7.85 (see Table 17).

Table 17

*Number of Years Respondents Have/Were a 4-H Volunteer*

	Min	Max	SD	Mean
Years 4-H volunteer	0	30	7.85	8.12

### **Strategies That Could Be Used to Recruit and Retain 4-H Volunteers in Lincoln County**

When asked to provide specific strategies that could be used to recruit or retain 4-H volunteers in Lincoln County, 21 respondents (50.0%) provided written strategies. Strategies suggested by the respondents included communication from Extension staff on 4-H programming, recognition of 4-H and its leaders in all parts of the county, and commitment from community leaders to support the 4-H program, more information and activities made available to schools, allow leaders to make decisions and plan 4-H events, more training made available for volunteers, and mentors or helpers for volunteers to retain and recruit volunteers into 4-H in Lincoln County (see Appendix C).



## CHAPTER V

### **Summary, Conclusions, and Recommendations**

#### **Purpose of the Study**

The purpose of this study was to identify factors that influence volunteers to join the program and factors that affect their decision to leave.

#### **Specific Objectives**

The following research questions provide direction for the study:

1. What factors motivate individuals to become 4-H volunteer leaders?
2. What problems do current 4-H leaders face in the organization?
3. What factors cause 4-H leaders to leave the program?
4. What factors cause the current 4-H leaders to continue volunteering?
5. What are the attitudes of the 4-H leaders toward the 4-H program?

#### **Summary**

##### **Respondents Demographics**

A majority the respondents averaged 0-5 hours of 4-H volunteering during a month. The average number of years respondents had served as a 4-H leader was eight years. Although, six respondents were 4-H members for over 10 years and eight were members for 3-5 years, nearly half were never a 4-H member. Less than a third of the respondents had a current volunteer application on file in the county Extension office. A majority of the respondents either did not have an application on file or were not sure.

##### **Respondents Current Involvement**

Primary involvement as a 4-H leader typically was with community clubs and overnight camping activities. Following closely was primary involvement with in-school,

after-school, and special interest/short term/day camps. Secondary involvement was noted most often in community clubs and overnight camping. County 4-H events leaders were most likely to be involved with included Camp Lakeview 4-H outing, 4-H camp, 4-H leaders meeting, 4-H annual banquet, and 4-H movie day. Only two people had taken part in a state 4-H activity, with that activity being Volunteer Leader Weekend.

### **Top 10 Reasons Respondents Became a 4-H Leader**

The respondents were unanimous on three primary reasons they became a 4-H leader. The reasons were “benefit their community,” “they liked helping people,” and “they liked mentoring youth.” In addition to these three, the top 10 reasons respondents became a 4-H leader included: satisfaction of seeing youth succeed, derived a personal satisfaction when working with youth, wanted to teach youth of Lincoln County, wanted to learn new things, to gain experience, children are/were involved in 4-H, and they were asked.

### **Reasons that had the Least Impact on Decisions to Become a 4-H Leader**

The top five reasons that had the least impact on individuals to become a 4-H leader were to gain skills which might lead to employment, to receive status in community, recognition associated with being a volunteer, they were a former 4-H member and they couldn't say no when asked.

### **Top 10 Reasons 4-H Leaders Continue Volunteering**

Respondents unanimously agreed that 4-H leaders continue volunteering for the following reasons: “liked helping people,” “they continued to receive satisfaction of seeing youth succeed,” and “continued to want to teach the youth of Lincoln County.” The following had a 90% agreement rate as reasons why 4-H leaders continue volunteers:

“continued to learn new things,” built “positive mentoring relationship with the youth,” “enjoyed volunteering in their spare time,” “continued to derive personal satisfaction when working with youth,” and “their children were involved.” An overwhelming majority also agreed they “felt appreciated by youth,” “enjoyed taking on responsibility,” and “they were asked to continue volunteering” were among the top 10 reasons why 4-H leaders continue to volunteer.

#### **Reasons Least Likely to Influence Decision to Continue as a 4-H Volunteer**

The reasons least likely to influence the decision to continue to serve as a 4-H volunteer were: “can’t say no when asked,” “liked the recognition associated with being a volunteer,” and enjoyed “community service benefits.” Continuing to gain skills which might lead to employment and receive status in the community was not considered reasons to continue to volunteer.

#### **Top 5 Reasons 4-H Leaders Quit Volunteering**

The number one reason respondents believe 4-H leaders quit volunteering was because their children were no longer in 4-H. Other reasons to quit volunteering included time commitment required, burn out, lack of communication, and paperwork associated with the club.

#### **Factors Least Likely to Cause 4-H Leaders to Quit Volunteering**

Conflicts with youth were not seen to be a strong factor in the reason 4-H leaders quit. Too much travel, lack of self-improvement opportunities, and lack of recognition were not believed to be factors which caused 4-H leaders to quit.

### **4-H Leader Problems Faced**

The items ranked highest as perceived problems by leaders were: burn out, meeting conflicts, and lack of information. Nearly two-thirds of the respondents indicated these items were problems in the program. The items not considered problems 4-H leaders face in the program were lack of self-improvement opportunities, conflicts with youth, conflicts with parents, and too much responsibility.

### **Effectiveness of the 4-H Program and Support/Training Needed**

Nearly 80% of the respondents considered the Lincoln County 4-H program to be effective or highly effective. The respondents preferred methods of receiving information were newsletters, phone calls and e-mails. Texting was only preferred by one person.

Respondents indicated support needed for 4-H leaders included new leader orientation, available ongoing leader training, awareness of leader resources, and curriculum and materials available. Volunteer leader weekend and county leadership training as well as volunteer orientation were all considered beneficial for 4-H leaders.

### **Conclusions**

The following conclusions were drawn based on the findings of this study:

- A limited number of volunteers currently have a volunteer application on file at the Lincoln County Extension office. Fifty percent of the respondents indicated they did not have a current 4-H volunteer application on file.
- The Lincoln County 4-H leaders' main focus is 4-H community clubs and overnight camping.

- 4-H leaders volunteer and continue volunteering for intrinsic reasons such as liking to help people, to benefit the community, teach youth of Lincoln County, and the satisfaction of seeing youth succeed.
- 4-H leaders extrinsic reasons were not primary reasons leaders volunteer. Skills for employment opportunities, receiving status in community, and recognition were ranked at the bottom of reasons people volunteer or continuing to volunteer. This was consistent with research conducted by Cobley (2008), White and Arnold (2003), and Kerka (2003). Although, to the contrary, Stillwell, Culp, and Hunter (2010), believe recognition is one of the key volunteer retention methods and have created a recognition program model. Davis (2000) also believes retention is at its highest when recognition is given.
- The number one reason why 4-H leaders no longer volunteer, is because their children are no longer in 4-H. This was consistent with findings by Van Horn, Heasley, and Presley (1985) and Culp and Schwartz (1999).
- 4-H leaders who feel they are no longer needed or made to feel they are not a part of a team, through lack of involvement in planning and decision making, tend to leave the organization. This was consistent with the findings of Culp and Schwartz (1999).
- Burnout tends to be seen as the number one reason why Lincoln County 4-H leaders quit volunteering. This was opposite of Skoglund's (2006) research of turnover being for reasons such as volunteers feel alone in their volunteer work.
- Less than one-third of the leaders wanted to meet face to face and there are indications that meeting conflicts were a problem faced by 4-H leaders. This

could indicate conflict at face-to-face meetings may be contributing to burnout causing 4-H leaders to quit volunteering.

- Ongoing leader training and awareness of leader resource curriculum and materials are believed to be beneficial and could lead to higher retention of 4-H leaders. This was consistent with Kerka (2003) and the Volunteer Research, Knowledge, and Competency Taxonomy for 4-H Youth Development developed by Culp, McKee, and Nestor (2008).

### **Recommendations**

- Volunteer 4-H leader applications should be reviewed and up-dated for current volunteers to reduce liability for all and protect the organization and the parties involved.
- Focus groups should be conducted to determine needs of the current volunteer leaders and to brain storm ways to increase volunteer numbers through focused recruitment.
- Volunteer job descriptions should be developed and utilized at the local level. Job descriptions are beneficial to the volunteers as it explains expectations and duties of 4-H leaders, reduces liability, and protects the organization and all parties involved.
- On-going local training programs need to be provided to volunteer leaders to provide better communication with and among leaders.
- County Extension personnel should communicate 4-H volunteer opportunities such as with afterschool clubs, in-school clubs, and school enrichment projects that may meet the needs of those who would like to become 4-H volunteers.

- Intrinsically reward 4-H leaders to retain leaders through giving them new challenges, tasks, trainings, and curriculum to allow them to continue to fulfill their desire to grow and meet their intrinsic needs.
- Extension personnel should explore meeting procedures and times to decrease conflict perceived in face to face which may be leading to leader turnover. Allow for communication through newsletters, e-mails, and conference calls to be options for meeting.
- Future studies should be expanded to look at factors which impact 4-H volunteers on a statewide/regional basis.

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APPENDIX A

**Cover Letter**

April 20, 2011

Dear Lincoln County 4-H Leader:

Leaders, like you, are a vital part of the 4-H program in Lincoln County. You serve important roles in clubs, camp, school activities, and other community events. With the shortage of leaders, the organization is not able to reach the youth of your community as effectively as they can with people like you. In an effort to address the shortage of volunteers in Lincoln County, we are looking at factors that prevent potential candidates from volunteering and factors that cause current volunteers to stop volunteering.

I am Rachael Payne, a graduate student in Agricultural and Extension Education, and under the direction of my advisor, Dr. Deborah Boone, we are conducting this research study to determine factors that influence volunteers to join the program and factors that affect their decision to leave. The results of this research study will be used to prepare a thesis to partially fulfill the requirements for a Master's of Science Degree in Agricultural and Extension Education. The results will provide insight into the factors which impact Lincoln County 4-H volunteers to assist the Lincoln County Extension faculty to better serve you as a 4-H leader. West Virginia University's IRB acknowledgement of this research is on file

Participation in this research study is completely voluntary and all information you provide will be held as confidential as possible. The survey should only take about fifteen minutes to complete and you can stop at any time. Your response is crucial to the success of the study. You may skip any question you are not comfortable answering. You will notice a code number at the top left of the return envelope. This code will be used to identify non-respondents for follow-up and will be destroyed before the data are analyzed. Survey results will be reported in a summary format and individual responses will not be identifiable. There is no penalty and no services will be withheld if you choose not to participate.

We thank you in advance for your participation in this study. Please return the completed survey by **Wednesday May 5, 2011** using the enclosed postage paid envelope. For questions, you may contact Dr. Debby Boone at [debby.boone@mail.wvu.edu](mailto:debby.boone@mail.wvu.edu) or by phone at 304-293-5450 or Rachael at [rachael.payne@mail.wvu.edu](mailto:rachael.payne@mail.wvu.edu). Thank you, we sincerely appreciate your time and effort.

Sincerely,

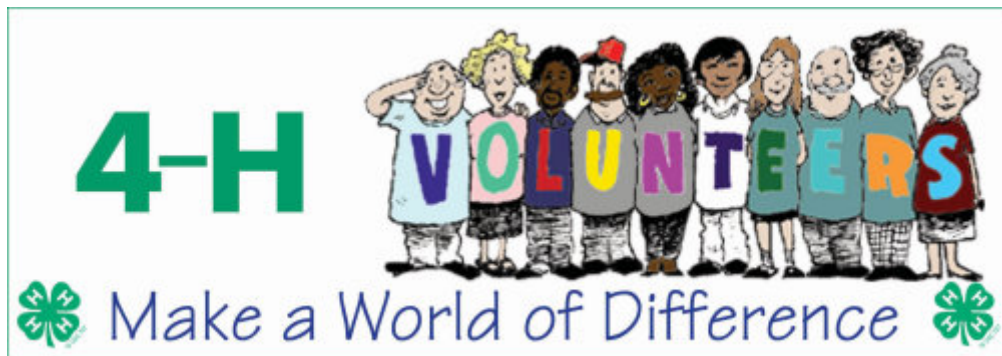
Rachael Payne  
Graduate Student

Deborah A. Boone, Ph.D.  
Associate Professor

APPENDIX B

**Instrument**

**Factors Influencing Volunteers to Become  
4-H Leaders in Lincoln County**



Rachael Payne  
Graduate Student  
Agricultural and Extension Education  
Davis College of Agriculture, Natural Resources and Design  
West Virginia University  
Morgantown, WV 26506

April 2011

## Factors Influencing Volunteers to Become 4-H Leaders in Lincoln County

**Instructions:** Using the following Likert scale, indicate your reaction to the following statements. Indicate your level of agreement with the statement by circling the letters that best corresponds to your response. SD - Strongly Disagree, D - Disagree, A - Agree, SA - Strongly Agree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>I became a 4-H Leader because....</b>				
1. I wanted to benefit my community.	SD	D	A	SA
2. my children are/were involved in 4-H.	SD	D	A	SA
3. I wanted to teach the youth of Lincoln County.	SD	D	A	SA
4. I am a past 4-H member.	SD	D	A	SA
5. to meet other volunteers.	SD	D	A	SA
6. I liked the recognition associated with being a volunteer.	SD	D	A	SA
7. I like helping people.	SD	D	A	SA
8. I like mentoring youth.	SD	D	A	SA
9. I wanted to learn new things.	SD	D	A	SA
10. I can't say "no" when I am asked.	SD	D	A	SA
11. I receive status in my community.	SD	D	A	SA
12. I want to gain experience.	SD	D	A	SA
13. I derive personal satisfaction when working with youth.	SD	D	A	SA
14. of the satisfaction of seeing youth succeed.	SD	D	A	SA
15. I was asked.	SD	D	A	SA
16. my friend was involved.	SD	D	A	SA
17. I wanted to gain skills which might lead to employment.	SD	D	A	SA
18. of 4-H reputation in training provided.	SD	D	A	SA

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>I became a 4-H Leader because....</b>				
19. of self-improvement opportunities provided.	SD	D	A	SA

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>I believe 4-H Leaders continue volunteering because..</b>				
20. they want to feel needed by others.	SD	D	A	SA
21. of the community service benefits.	SD	D	A	SA
22. of the 4-H reputation in training provided.	SD	D	A	SA
23. their children are involved.	SD	D	A	SA
24. they feel appreciated by youth.	SD	D	A	SA
25. they feel appreciated by parents.	SD	D	A	SA
26. they feel appreciated by the Extension personnel.	SD	D	A	SA
27. they enjoy volunteering in their spare time.	SD	D	A	SA
28. they enjoy taking on responsibility.	SD	D	A	SA
29. they like helping people.	SD	D	A	SA
30. they continue to learn new things.	SD	D	A	SA
31. they like the recognition associated with being a volunteer.	SD	D	A	SA
32. their friends are also involved.	SD	D	A	SA
33. they continue to gain experience.	SD	D	A	SA
34. they continue to receive status in the community.	SD	D	A	SA
35. they continue to derive personal satisfaction when working with youth.	SD	D	A	SA
36. of the continued satisfaction of seeing youth succeed.	SD	D	A	SA
37. they were asked to continue volunteering.	SD	D	A	SA



<b>I believe 4-H Leaders continue volunteering because..</b>	Strongly Disagree	Disagree	Agree	Strongly Agree
38. they continue to meet other volunteers.	SD	D	A	SA
39. they can't say "no" when asked.	SD	D	A	SA
40. they want to continue to gain skills which might lead to employment.	SD	D	A	SA
41. of the positive mentoring relationship built with the youth.	SD	D	A	SA
42. they continue to want to teach the youth of Lincoln County.	SD	D	A	SA
43. of self-improvement opportunities provided.	SD	D	A	SA

<b>I believe 4-H Leaders quit volunteering because of....</b>	Strongly Disagree	Disagree	Agree	Strongly Agree
44. time commitment required.	SD	D	A	SA
45. conflicts with extension personnel.	SD	D	A	SA
46. children are no longer in 4-H.	SD	D	A	SA
47. the feeling of exclusion by other leaders.	SD	D	A	SA
48. the paperwork to become a leader.	SD	D	A	SA
49. the paperwork associated with the club.	SD	D	A	SA
50. conflicts with parents.	SD	D	A	SA
51. burnout.	SD	D	A	SA
52. too much responsibility.	SD	D	A	SA
53. lack of recognition.	SD	D	A	SA
54. cost involved.	SD	D	A	SA
55. too much travel.	SD	D	A	SA
56. conflict with other 4-H leaders.	SD	D	A	SA

57. leader expectations.	SD	D	A	SA
58. conflicts with youth.	SD	D	A	SA
59. lack of appreciation from youth.	SD	D	A	SA
60. lack of appreciation from parents.	SD	D	A	SA
61. lack of appreciation from extension personnel.	SD	D	A	SA
62. lack of training.	SD	D	A	SA
63. lack of communication.	SD	D	A	SA
64. self-improvement opportunities.	SD	D	A	SA

<b>I believe the 4-H Leaders face problems in the program such as...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
65. lack of information.	SD	D	A	SA
66. meeting conflicts.	SD	D	A	SA
67. too much paperwork to become a leader.	SD	D	A	SA
68. too much paperwork associated with the club.	SD	D	A	SA
69. conflicts with parents.	SD	D	A	SA
70. burnout.	SD	D	A	SA
71. too much responsibility.	SD	D	A	SA
72. lack of recognition.	SD	D	A	SA
73. cost involved.	SD	D	A	SA
74. too much travel.	SD	D	A	SA
75. conflicts with other 4-H leaders.	SD	D	A	SA
76. leader expectations.	SD	D	A	SA
77. conflicts with youth.	SD	D	A	SA
78. lack of appreciation from youth.	SD	D	A	SA

<b>I believe the 4-H Leaders face problems in the program such as...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
79. lack of appreciation from parents.	SD	D	A	SA
80. lack of appreciation from extension personnel.	SD	D	A	SA
81. lack of training.	SD	D	A	SA
82. lack of communication.	SD	D	A	SA
83. lack of self-improvement opportunities.	SD	D	A	SA

**Instructions:** For each of the following questions listed below, mark an (x) in front of the appropriate response.

84. How do you prefer to receive your information as a 4-H Leader? (**Please mark all responses that apply.**)

- \_\_\_\_\_ a) Website
- \_\_\_\_\_ b) Newsletters
- \_\_\_\_\_ c) Face to face meetings
- \_\_\_\_\_ d) Phone calls
- \_\_\_\_\_ e) E-mails
- \_\_\_\_\_ f) Text messages
- \_\_\_\_\_ g) Other (please specify) \_\_\_\_\_

85. What kind of support is needed for the 4-H Leaders? (**Please mark all responses that apply.**)

- \_\_\_\_\_ a) New Leader Orientation
- \_\_\_\_\_ b) Available ongoing leader trainings
- \_\_\_\_\_ c) Awareness of leader resource curriculum and materials
- \_\_\_\_\_ d) Other (please specify) \_\_\_\_\_

86. How effective do you perceive the 4-H program to be? (**select one**)

- \_\_\_\_\_ a) Highly effective
- \_\_\_\_\_ b) Effective
- \_\_\_\_\_ c) Not effective
- \_\_\_\_\_ d) Highly ineffective

87. What leadership training would be beneficial to you as a 4-H Leader? (**mark all that apply**)

- a) Volunteer Orientation
- b) Volunteer Leader Weekend
- c) 4-H University
- d) Essential Elements Training
- e) County Leadership Trainings
- f) Camp Volunteer Training
- g) Other (please specify) \_\_\_\_\_

88. As a 4-H leader I am primarily involved in: (**select one**)

- a) Community clubs
- b) In-School clubs
- c) 4-H After-school clubs
- d) Military 4-H Clubs
- e) Special Interest/short-term/Day Camps
- f) Overnight Camping
- g) School enrichment projects (FNP, Energy Express, IFYE)
- h) Individual study/mentoring/family learning
- i) School-aged child care education
- j) Instructional TV/video programs
- k) Volunteer training only (New Leader Training, Camp Volunteer Training, etc.)
- l) Other (please specify) \_\_\_\_\_

89. Besides my primary leader role, I also volunteer in the following areas: (**mark all that apply**)

- a) Community clubs
- b) In-School clubs
- c) 4-H After-school clubs
- d) Military 4-H Clubs
- e) Special Interest/short-term/Day Camps
- f) Overnight Camping
- g) School enrichment projects (FNP, Energy Express, IFYE)
- h) Individual study/mentoring/family learning
- i) School-aged child care education
- j) Instructional TV/video programs
- k) Volunteer training only (New Leader Training, Camp Volunteer Training, etc.)
- l) Other (please specify) \_\_\_\_\_

90. I have attended the following 4-H volunteer activities in the last year? (**mark all that apply**)

- a) Camp Lakeview 4-H outing
- b) 4-H Camp
- c) Movie Day
- d) Volunteer Leader Weekend
- e) 4-H University
- f) 4-H Leaders Meeting
- g) 4-H Annual Banquet
- i) 4-H Club Officer Training
- j) other (please specify) \_\_\_\_\_

91. On average, how many hours do you volunteer for 4-H during a month?

- a) 0 – 5 hours
- b) 6 – 10 hours
- c) 11 – 15 hours
- d) 16 – 20 hours
- e) 21 – 25 hours
- f) 26 hours or more

92. How many years were you a 4-H member?

- a) Never a member
- b) 1 – 2 years
- c) 3 – 5 years
- d) 6 – 8 years
- e) 9 – 10 years
- f) over 10 years

93. Do you have a 4-H volunteer application on file in the county Extension office for the current year?

- a) Yes
- b) No
- b) Not sure

94. How many years have/were you a 4-H volunteer? \_\_\_\_\_ years

95. What strategies could be used to recruit and retain volunteers in Lincoln County? (be specific)

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**Comments:**

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If you have any questions about the survey, please contact me at:  
rachael.payne@mail.wvu.edu or my advisor Dr. Debby Boone at  
debby.boone@mail.wvu.edu or 304-293-5450.

**Thank you for taking the time to complete this survey!**

APPENDIX C

**Follow-Up Letter**

May 17, 2011

Dear Lincoln County 4-H Leader:

On April 20, we sent you a survey, seeking your input on factors that impact 4-H Leaders in Lincoln County. Your input is vital to this study and your participation is appreciated. I hope you will take a few minutes to fill out the survey and return it in the postage paid envelope.

Leaders, like you, are a vital part of the 4-H program in Lincoln County. You serve important roles in clubs, camp, school activities, and other community events. In an effort to address the shortage of volunteers in Lincoln County, we are looking at factors that prevent potential candidates from volunteering and factors that cause current volunteers to stop volunteering. The results will provide insight into the factors which impact Lincoln County 4-H volunteers to assist the Lincoln County Extension faculty to better serve you as a 4-H leader.

I am Rachael Payne, a graduate student in Agricultural and Extension Education, and under the direction of my advisor, Dr. Deborah Boone, we are conducting this research study to determine factors that influence volunteers to join the program and factors that affect their decision to leave. The results of this research study will be used to prepare a thesis to partially fulfill the requirements for a Master's of Science Degree in Agricultural and Extension Education. West Virginia University's IRB acknowledgement of this research is on file

Participation in this research study is completely voluntary and all information you provide will be held as confidential as possible. The survey should only take about fifteen minutes to complete and you can stop at any time. Your response is crucial to the success of the study. You may skip any question you are not comfortable answering. You will notice a code number at the top left of the return envelope. This code will be used to identify non-respondents for follow-up and will be destroyed before the data are analyzed. Survey results will be reported in a summary format and individual responses will not be identifiable. There is no penalty and no services will be withheld if you choose not to participate.

We thank you in advance for your participation in this study. Please return the completed survey by **Friday, June 10, 2011** using the enclosed postage paid envelope. For questions, you may contact Dr. Debby Boone at [debby.boone@mail.wvu.edu](mailto:debby.boone@mail.wvu.edu) or by phone at 304-293-5450 or Rachael at [rachael.payne@mail.wvu.edu](mailto:rachael.payne@mail.wvu.edu). Thank you, we sincerely appreciate your time and effort.

Sincerely,  
Rachael Payne  
Graduate Student

Deborah A. Boone, Ph.D.  
Associate Professor



APPENDIX D

**Extended Responses**

85. What kind of support is needed for the 4-H Leaders?

- Being listened to by Extension Staff
- Share their information out to the world and help prepare them for it.
- Extended programs (clubs) throughout county
- Help from Extension when called to do so

87. What leadership training would be beneficial to you as a 4-H Leader?

- Project training for adults
- Help to learn youth world work experience show them and other things.
- Online Training

88. As a 4-H leader I am primarily involved in?

- Church
- Church Youth Group
- I mostly just help my wife transport members and chaperone males on overnight trips
- My job does not allow me time to be a leader
- None at present time
- Not involved anymore
- Not very involved at present time
- Nothing
- Too old to be a leader and not physically able

89. Besides my primary leader role, I also volunteer in the following areas:

- Church/Children's Church/Church teacher/Church Youth Group
- FFA Advisor

- Master Gardener
- None

90. I have attended the following 4-H volunteer activities in the last year:

- didn't know of these
- Fairs/Contest Training
- None
- None have been offered that I am aware of
- None since 2009
- None, I have No info on this in my county
- some afterschool club activities

95. What strategies could be used to recruit and retain volunteers in Lincoln County?

- Better communication and recognition of 4-H in Lincoln County
- Better staffing at the Extension office so that more communication is better given to the public, most students do not even know we have a 4-H.
- Commitment from community leaders to support 4-H activities as a means of increasing economic opportunity to local business.
- Contact local lions club, woman's club, retired teachers association, and schedule presentation 4-H events/needs
- Don't know how you can recruit but to retain them you need better communication, more support from the Extension Agent with better listening skills.
- Have plenty of volunteers to where you could rotate them around in different activities at areas to where everyone get to do and help in all areas. So they could

be with all the children and have them get used to new faces and friends that way all children and adults get to do more with each other and meet new people all the way around so no one gets overwhelmed in doing the same thing all the time. Its about doing different things together and meeting new faces.

- I feel here in the Harts area we are a forgotten part of the county. As far as I know, we do not have an organized 4-H program
- In L.C. [Lincoln County] it is who you know, and that will be problem with the program and too many (backstabbers) talking about others.
- In the past 4-H camps were attended by a high number of kids that appeared to not be of any 4-H club, therefore not performing any projects or activities of local 4-H club. It seems like the 4-H leaders in the county is only concerned with how many kids we can take to camp. "Don't seem right".
- Involve parent or guardian of 4-H age appropriate students
- Keep people updated and informed about the different programs and activities. The more people feel like a part of a team the more they will be willing to give their time.
- More connections in schools, of Harts where I live, from Extension personnel. Get acquainted with parents and children in this area.
- More info and more activities that are realistic tour county - like farming/agriculture
- More school involvement.

- More support for volunteers, recruit volunteers, let them be a large part of the planning, working with what each community needs. Let leaders make the decisions, not the agent in charge.
- More training for new leaders, reduction of paper work, more positive feedback
- Reduce paperwork. Give new leaders more support getting started. Maybe a mentor or a checklist
- Show the need for volunteering

Trips to other states or counties to motivate others to become involved.

- Try to get helpers for the present leaders. It is overwhelming without a helper.
- Willing to do it for children. Appreciation what they did. Experience could have and how they can make a difference.

## Comments

- 4-H Changes lives of the youth in Lincoln County. Volunteers are hard to come by when you have them you should treat them with great care and appreciate all they do.
- 4-H helps children so much with colleges but our 4-H isn't involved much lacks children interest. Need to get children more involved and show more activities/things.
- I am very blessed to be in 4-H. I feel I have been honored to teach so many 4-Her's, my own children, and grandchildren.
- I really miss 4-H but will probably never be involved nor will my son. This program has hit rock bottom with me and a lot of people and that is really sad especially for the kids of Lincoln County. L.C. has lost many volunteers in the last 2 years.
- Love being with children and helping them become successful with life and skills they get from the club.
- Our county lacks the "get go" to the community. There needs to be more 4-H programs in schools and community instead at just day camps and summer overnight.
- Sorry this is late and somewhat messy
- Survey needs a "neither agree nor disagree" column
- Those who are in financial need are often motivated to only see the present. Middle class members are motivated by the future and like the 4-H motto "To make the Best Better", they see the importance of working for the greater good.

So many students are in poverty situations and cannot see how four H could be of benefit to them. Lincoln Countians are in such dire situations economically that it makes it difficult to motivate them to succeed.

- Worked with 4-H for 27+ years, too many changes over the years, it is not volunteer and youth oriented now like it used to be years ago. Agents don't have respect for volunteers now like they did years ago when my children were involved. WVU and Morgantown employees aren't volunteer and youth oriented now. My children grew up in 4-H. They think their success in life was contributed to being a 4-H member.

## VITA

Rachael L. Payne

- 2011 West Virginia University  
Davis College of Agriculture, Natural Resources, and Design  
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Major: Agriculture and Extension Education
- 2009 University of Kentucky  
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