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Attitudes of 4-H club leaders toward volunteer training in West Virginia

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Attitudes of 4-H Club Leaders Toward Volunteer
Training in West Virginia

Jennifer Post

Thesis submitted to the
Davis College of Agriculture, Forestry, and Consumer Sciences
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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ABSTRACT

Attitudes of 4-H Club Leaders Toward Volunteer
Training in West Virginia

Jennifer Post

Volunteers are essential to the 4-H program. This study was conducted to determine why individuals volunteer for 4-H, how volunteers feel towards the training they are offered, what the training needs of 4-H volunteers were, and the methods 4-H volunteers prefer to receive training. A questionnaire was sent to 260 volunteer club leaders in 27 counties in the state of West Virginia. 4-H volunteers have multiple reasons for being a volunteer club leader including helping people and working with youth. 4-H volunteer club leaders feel that training is important in becoming a leader and that training is for everyone regardless of 4-H background. Volunteers have received training on various topics in the past. Volunteers would like to have additional training in club mechanics, leadership roles, public relations, volunteer leader training, subject matter, leisure education, and skills 4-H youth learn. Volunteers concluded they could learn more from additional training activities to become better volunteers for 4-H.

DEDICATION

This thesis is dedicated to all of the volunteers that I encountered during the past 15 years

I have been involved with 4-H as a member, teen leader, camp counselor, volunteer

camping assistant, and volunteer leader. Without your time and talent, the program

would not have had the same impact as it has had in my life. May you all continue to

"make the best better."

ACKNOWLEDGEMENTS

I would like to thank my husband and son for all of the time and patience they have given

me during this process. They have had to endure countless hours without me as I have

studied and prepared to graduate with my degree. I would like to thank my advisor, Dr.

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Jean M. Woloshuk, Ed.D., for the enthusiasm they showed me as I prepared to embark on

this research topic. I would also like to thank all of the 4-H volunteers who took the time

to fill out the questionnaire and return it for this study. I couldn't have completed this

without each and every one of you.

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CHAPTER I

Introduction

Over 6.5 million youth participate in 4-H activities in all 50 states, U.S. territories, and military installations (National 4-H Council, 2007). This is more than any other leading youth organizations like the Boys & Girls Club of America, Boy Scouts of America, Girl Scouts USA, FFA, and Big Brothers Big Sisters (National 4-H Council, 2007). It reaches youth from kindergarten through post-high school. 4-H has come a long way in just over 100 years from its origin as rural youth programs used to teach new agriculture technology to the adults (National 4-H Headquarters, 2006). Now 34% of youth involved in 4-H live in areas of over 50,000 people and only 11% of 4-H youth live on farms (National 4-H Council, 2007).

By participating in the 4-H program, youth gain knowledge in three primary program areas: science, engineering, and technology; healthy living; and citizenship (National 4-H Council, 2007). 4-H members have the option to choose to complete over 1,000 projects on a variety of topics (National 4-H Council, 2007). The clubs that 4-H members are involved with may focus on one subject matter topic such as horses, shooting sports, or teen leadership. However, clubs can do whatever the members are interested in and clubs generally incorporate community service into their programming. Along the way, 4-H members learn many life skills as well as leadership and citizenship skills (National 4-H Council, 2007).

Many of the skills learned in 4-H can be incorporated into everyday life, providing 4-H members skills to succeed as adults in society. Cathann A. Kress, Director, Youth Development, Cooperative State Research, Education, and Extension Service

(CSREES), United States Department of Agriculture (USDA), compiled research that showed 4-H participation does have an impact in youth's lives (2002) "A strong majority of club members felt they had gained skills that would support them throughout their lives" (Cress, 2002, p. 1). Areas that youth reported gaining experience in were goal setting, public speaking, problem solving, leadership skills, self-confidence, expanded horizons, citizenship, communication skills, planning skills, academic gains, organizational skills, patience, respect for (and from) others, tolerance, and "real-world" experience from hands-on projects (Cress, 2002, p.1). Compared to non 4-H youth, 4-H members rate their development of leadership skills higher in working with groups, understanding self, communicating, making decisions, and leadership (Boyd, Herring, & Briers, 1992).

Educators at 106 land-grant universities help run the 4-H program with support from about 538,000 volunteers (National 4-H Council, 2007). These volunteers serve in various roles such as club leaders, project leaders, and activity leaders. When asked, volunteers feel that there were certain competencies that volunteer should have. In a study by Nester et al., (2006), volunteers in the state of West Virginia identified the top five volunteer competencies as interpersonal skills; communication; teaching/training skills; organizational; and managerial in that order. These are all skills that county agents and specialists can provide to the volunteers through training sessions.

In order to provide consistent quality services for youth, 4-H leaders must receive training. In a study of new 4-H volunteer leaders in the state of Oregon, volunteers rated several items that were deemed necessary to be a 4-H volunteer (VanWinkle, Busler, Bowman, & Manoogian, 2002). They rated these items before and after receiving

training on a scale from one to five with five being the highest. Their knowledge of 4-H increased to 4.37 after training from 3.12 before training (VanWinkle et al., 2002). Their preparedness to be a 4-H leader increased to 4.21 after training from 2.77 before training (VanWinkle et al., 2002). Other items such as planning and conducting club meetings; techniques for teaching 4-H members; and planning yearly 4-H programs were rated low before training (0.97, 0.96, and 0.89, respectively) (VanWinkle et al., 2002). After training, these same topics were rated 3.96, 3.88, and 3.97, respectively (VanWinkle et al. 2002).

Problem Statement

In the West Virginia 4-H program, county extension agents oversee numerous volunteers in a variety of roles. One of the main roles of volunteers in the 4-H program is serving as club leaders. To ensure that the objectives of the 4-H program are met, county extension agents need to have a well trained group of volunteers to serve in this capacity. In order to provide quality training it is important that county extension agents know how volunteers feel about their current training methods. They must also be able to identify topics that volunteers want included in future training sessions.

Purpose of the Study

The purpose of this study was to determine why individuals volunteer to be a 4-H leader, the attitudes volunteers have towards the different types of training they are offered in their individual county and across the state of West Virginia, the training needs of 4-H volunteers, and the methods by which 4-H volunteers prefer to receive training.

Objectives of the Study

The following objectives for the study were to identify:

1. The reasons volunteers give their time to the 4-H program;

2. The attitudes 4-H volunteers have toward 4-H volunteer training activities;

3. The types of 4-H volunteer training opportunities that are available to volunteers;

4. The topics in which 4-H volunteers have received training and what topics they want to receive additional training;

5. The amount of training that each 4-H volunteer has participated in and the amount of training in which each volunteer is willing to participate; and

6. The preferred methods of receiving 4-H volunteer training in 4-H.

Limitations of the Study

While there are many different roles volunteers may have in the 4-H program, this study focused primarily on volunteer club leaders. This study can only be applied to the 27 counties in the state of West Virginia in which the respondents reside.

CHAPTER II

Review of Literature

Behind the 4-H program are multitudes of 4-H volunteers. The extension agents rely on volunteer leaders to provide 4-H programming to community youth. "The considerable amount of literature on 4-H volunteers clearly indicates that the central and important role of these volunteers in the organization cannot be overemphasized" (Kwarteng, Smith, & Miller, 1987, p. 55). Kwarteng et al. (1987) studied the attitudes 4-H agents and volunteers had toward six areas of volunteer leadership development; recruiting, training, motivation, recognition, retention, and supervision. They found that both the agents and the volunteers felt that all six areas were important to the development of 4-H volunteer leaders. Out of the six areas, the most important was considered to be training.

4-H volunteer training is necessary at any level of service to the 4-H program. Cook, Kiernan, and Ott (1986) found that despite the varied levels of experience and years of service, 4-H volunteers still want training in the areas of club mechanics, leadership roles, public relations, program development, awards and recognition, events/opportunities for members, and leisure education. Lowry (1986) found that leaders not only want more training, but also need more training. Although volunteers reported a lack of training, 4-H volunteers are willing to incorporate educational activities in their clubs (Lowry, 1986).

4-H volunteers participate in different types of training, but not frequently. Lowry's study (1986) revealed that "the vast majority of 4-H leaders have attended two or less state leaders' conferences and that 42.4% of the volunteer 4-H leaders had not

attended a county leader training activity supports the need for volunteer 4-H leader training" (p. 32). The method of training that volunteers identified as helpful varies based on the different aspects of leadership that Cook et al. studied (1986). County meeting; one on one with county staff; handbook; multicounty meeting; one on one with another leader; and newsletter were all training methods that volunteers stated as acceptable methods of training. No one method emerged as a favorite method of training.

4-H volunteer training is especially needed for new 4-H volunteers. VanWinkle et al. (2002) found that new volunteers who received training increased their knowledge and developed skills. The knowledge and skills acquired include increased knowledge and awareness, preparation for 4-H leader responsibilities, teaching techniques, club management, and age-appropriate activities. Kwarteng et al. (1987) found that any information that is significant to the 4-H program should be included in volunteer training so that volunteers can understand the importance of their responsibilities in regards to carrying out the values and mission of the 4-H program.

There is a high turnover rate of new volunteers and one factor that may lead to this problem is a lack of continual training. Smith and Bigler (1985) found that 29% of the volunteers who were deemed "continuing" participated in various types of recurrent training, while only 19% of the volunteers who were deemed "discontinuing" participated. However there was no significant difference between the two groups when comparing attendance to an orientation program for 4-H Club leaders before and during their first year as a 4-H Club leader.

Another reason for turnover might be a lack of motivation. Providing recognition, both casual (verbal praise and encouragement) and formal (pins or certificates), can foster

the retention of volunteer leaders (Kwarteng et al., 1987). However extension agents

must understand that all volunteers are different and have different motivations for being

a 4-H volunteer (Henderson, 1980). They also need to remember that volunteers'

motivations are always changing and the best way to retain volunteers is to utilize them

in a capacity where the volunteers can reap the benefits that they desire to receive from

giving their time and talents (Henderson, 1980). "4-H Youth Development professionals

should consider the most opportune ways to direct volunteer programs in order to

maximize volunteer contributions to the organization" (Culp, McKee, & Nestor, 2005, p.

1).

Volunteers also need a support system to help them become effective leaders.

Kwarteng et al. (1987) suggests that supervision from the extension agent should occur

throughout all stages of their outlined process; recruiting, training, motivation,

recognition, retention, and supervision. This supervision comes in the form of visits,

newsletters, bulletins, meetings, and constructive criticism (Kwarteng et al., 1987).

However, Culp et al. (2005) found that many of today's county extension agents are

younger than the volunteers and suggest that they may feel uncomfortable supervising

and instructing them due to cultural beliefs in respect to elders.

Overall, 4-H volunteers seem to have certain characteristics in common. Boggs

(1987) found that there are eight major characteristics that differentiate successful

volunteer 4-H club leaders from others. These characteristics are: accepts all kinds of

youth; is flexible; is enthusiastic; follows through on ideas and responsibilities; is open

and honest; relates well to youth and adults; has ability to motivate people; and has a

desire to help young people be productive members of the community. Many of these

characteristics double as reasons volunteers give for volunteering. Henderson (1980) found that adults volunteer with 4-H because they like being associated with youth, like helping people, and want to have an influence on how people learn and grow. Many people who volunteer for 4-H have volunteered before for another organization or have volunteered during their youth (Culp, 1996).

The face of 4-H volunteers has shifted over time. In 1994, the "typical" Indiana 4-H volunteer was a female in her early 40s and a professional, service worker, or homemaker with an average education of 13.93 years (Culp, 1996). Nestor et al. (2006) found that 4-H volunteers are more highly educated than previous studies showed with 68.22% of the respondents having earned a degree or post-high school certification. The study recommends taking advantage of this group of educated individuals by utilizing their talents, skills, and expertise in higher level volunteer roles. Over 30% of these highly educated volunteers hold a degree in education. Since these individuals already know strategies for teaching and understand different learning styles, volunteer training should focus on providing technical, subject-matter focused information.

Summary

Volunteers, whether young or old, new or experienced, all play a role in educating the youth enrolled in 4-H. No matter what the background of the volunteer may be, all volunteers can benefit from some form of training. While some people are born with certain skills that allow them naturally to be good leaders, others can learn the skills to let them succeed as a volunteer. It is in the best interest of county extension agents and extension specialists to learn what motivates their volunteers. By positively motivating them, the agents and specialists will see more retention of volunteers. County extension

agents and extension specialists need to tap into their volunteers' talents and skills.

Volunteers hold a wealth of knowledge and can enhance the 4-H program.

Chapter III

Methodology

Purpose of the Study

The purpose of this study was to determine why individuals volunteer to be a 4-H leader, the attitudes volunteers have towards the different types of training they are offered in their individual county and across the state of West Virginia, the training needs of 4-H volunteers, and the methods by which 4-H volunteers prefer to receive training.

Objectives of the Study

The following objectives for the study were to identify:

1. The reasons volunteers give their time to the 4-H program;

2. The attitudes 4-H volunteers have toward 4-H volunteer training activities;

3. The types of 4-H volunteer training opportunities that are available to volunteers;

4. The topics in which 4-H volunteers have received training and what topics they want to receive additional training;

5. The amount of training that each 4-H volunteer has participated in and the amount of training in which each volunteer is willing to participate; and

6. The preferred methods of receiving 4-H volunteer training in 4-H.

Research Design

This study used a descriptive research design in the form of survey questionnaire to collect data. Descriptive research was used due to the confidentiality that it can guarantee, the large number of subjects that can be contacted, and the lack of interviewer bias (Ary, Jacobs, & Razavieh, 2002).

Population

  Target Population. The target population for this study was all 4-H volunteers in the state of West Virginia. This includes club volunteers, activity volunteers, and project volunteers.

  Accessible Population. West Virginia University Extension Service does not maintain a list of 4-H leaders in the state of West Virginia in their central office. In order to access the target population, the researchers contacted the agents responsible for 4-H programming in each of the 55 West Virginia counties and requested they provide a list of names and addresses for ten volunteers from their county. It was at the agent's discretion as to whether they felt comfortable releasing this information due to confidentiality of the leaders. The accessible population was 287 4-H volunteers from 27 counties in West Virginia.

  Sample Population. Financial constraints limited the sample size to approximately 260 individuals randomly selected from the accessible population. The sample size was consistent with the recommendation of Krejcie and Morgan (1970).

  There are several types of error that must be considered during the study: sample, frame, selection, and measurement. To eliminate sample errors, the study used simple random sampling in which each member of the accessible population had equal chance of being selected through the SPSS procedure. *The Table for Determining Sample Size from a Given Population* by Krejcie and Morgan (1970) was used to set the sample size needed for the study based on the accessible population. To eliminate frame errors and selection errors, the lists of the population were checked for accuracy and to make sure

there were no duplications. To eliminate measurement error, the instrument was checked

for validity and reliability through statistical tests and reviewed by a panel of experts.

Instrumentation

A questionnaire was sent to the sample population that included Likert scale

questions, open ended questions, multiple response questions, and demographic

questions. This questionnaire consisted of one hundred twenty two questions. Parts of this

questionnaire were derived from studies completed by Cook, Kiernan, and Ott (1986),

Henderson (1980), Lowry (1987), and Boggs (1986). Also information about volunteers

with West Virginia's 4-H program fwas utilized.

The questionnaire was formatting using suggestions from Ary et al. (2005). The

contents were arranged in an attractive manner and the questions were composed so they

were easily comprehendible by the subject and convenient for coding by the researcher.

Demographic questions were placed at the end of the instrument, and the most important

questions were included at the beginning of the survey.

Using a Likert scale, the first part of the questionnaire established the

respondents' reasons for becoming a 4-H volunteer. Part two of the questionnaire also

used Likert items to determine the respondents' attitudes toward 4-H volunteer training.

Part three was broken into two sections. First, the respondents were to indicate which

topics they have already received training in by circling yes or no. Then the respondents

were to indicate which topics they wished to receive more training on by circling yes or

no. Part four asked respondents to determine what types of delivery methods they

preferred by circling yes or no. Out of their preferred methods, respondents were to rank

them in order from 1 to 5 with 1 standing for the best method of delivery.

Part five requested additional information about 4-H training activities. Information was collected about preferred training frequency and preferred training personnel. Respondents also identified the most important thing they have learned at a volunteer training session and what area(s) they wish volunteer training addressed more. Part six consisted of demographic questions. Respondents answered questions about gender, years as a 4-H volunteer, age, years as a 4-H member, number of training sessions attended during the past 12 months, average hours volunteered to 4-H in a month, number of 4-H members in their clubs, and number of other volunteer leaders involved with their club.

Reliability. Reliability of the instrument was established by using the final data set from all respondents. The Spearman-Brown split half statistic was used due to primarily nominal and ordinal scale data. The reliability of the instrument was found to be extensive at .7883 (Robinson, Shaver, & Wrightsman, 1991). The instrument was established as a reliable measure.

Validity. The content validity and face validity of the research instrument was established by a panel of experts. This panel was comprised of West Virginia University professors and extension specialists who had direct knowledge of the types of training currently being offered to 4-H volunteers. The panel of experts concluded the instrument had content and face validity.

Data Collection Procedures

The Dillman (2000) total design method was used for this study. The first mailing for the study included the cover letter, instrument, and a self-addressed stamped envelope. After the deadline stated in the cover letter passed, a second mailing of the

packet followed, containing the same three elements. After the second deadline expired,

the non-respondents were contacted by a postcard. Still there were a number of non-

respondents. To determine if non-response error existed, the late respondents, those who

completed the survey after the first deadline, were compared to the early respondents on

gender, years as a 4-H volunteer, age, and years as a 4-H member. Of the 144 returned

surveys, 75 were returned by the original deadline and 69 were deemed late respondents.

Chi-square statistical procedures were not significant ($\alpha \leq .05$) for gender ($\chi = .327$);

years as a 4-H volunteer ($\chi = .216$); age ($\chi = .090$); and years as a 4-H member ($\chi = .598$).

There were no difference between early and late respondents and generalizations could be

made to the entire population.

Analysis of Data

The data collected from each respondent were compiled into an Excel spreadsheet

and were analyzed using the SPSS data analysis software. Descriptive analyses were

performed on the data, and the appropriate methods of reporting central tendency and

variability for each type of data were used.

Use of Findings

The findings from this study will be used to draw conclusions about the

perceptions volunteer leaders have toward volunteer training. The information gathered

will be shared with county 4-H extension agents, extension specialists, and 4-H

administrators in hopes that it will be used to enhance training opportunities available to

volunteers.

CHAPTER IV

Findings

Purpose of the Study

The purpose of this study was to determine why individuals volunteer to be a 4-H leader, the attitudes volunteers have towards the different types of training they are offered in their individual county and across the state of West Virginia, the training needs of 4-H volunteers, and the methods by which 4-H volunteers prefer to receive training.

Objectives of the Study

The following objectives for the study were to identify:

1. The reasons volunteers give their time to the 4-H program;

2. The attitudes 4-H volunteers have toward 4-H volunteer training activities;

3. The types of 4-H volunteer training opportunities that are available to volunteers;

4. The topics in which 4-H volunteers have received training and what topics they want to receive additional training;

5. The amount of training that each 4-H volunteer has participated in and the amount of training in which each volunteer is willing to participate; and

6. The preferred methods of receiving 4-H volunteer training in 4-H.

Results

Of the 260 sent questionnaires, there were a total of 144 returned. Seventy-five of the returned questionnaires were deemed early respondents and 69 returned questionnaires were late respondents. The response rate was 55.3%.

Reasons for Becoming a 4-H Volunteer

The first part of the questionnaire consisted of Likert scale items with six possible answers ranging from strongly disagree to strongly agree. The items were used to measure the reasons individuals become a 4-H volunteer. Fifteen respondents (11.5%) reported that they strongly disagreed with the statement "I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program" (see Table 1). Four respondents (3.1%) moderately disagreed with that statement while three respondents (2.3%) slightly disagreed. Nine respondents (6.9%) reported that they slightly agreed with the statement and nineteen respondents (14.5%) moderately agreed. Eighty-one respondents (61.8%) strongly agreed with the statement "I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program."

One hundred eighteen respondents strongly agreed with the statement, "I am a 4-H volunteer because I like helping people" (see Table 1). Twenty respondents (14.2%) moderately agreed with the statement and three respondents (2.1%) slightly agreed with the statement. One hundred sixteen respondents (82.3%) reported that they strongly agreed with the statement, "I am a 4-H volunteer because I like associating with youth" (see Table 1). Twenty-one respondents (14.9%) moderately agreed with the statement and four respondents (2.8%) slightly agreed with the statement.

In response to the statement, "I am a 4-H volunteer because I want to have an influence on how young people learn and grow," 112 respondents (79.4%) strongly agreed with the comment (see Table 1). Twenty-three respondents (16.3%) moderately agreed and six respondents (4.3%) slightly agreed with the statement.

Ninety-six respondents (68.1%) strongly agreed with the statement, "I volunteer in 4-H because it is a way to improve my community" (see Table 1). Thirty-five respondents (24.8%) moderately agreed, nine respondents (6.4%) slightly agreed, and one respondent (0.7%) slightly disagreed with the statement.

Eighty-four respondents (60.0%) strongly agreed with the statement, "I am a 4-H volunteer because it is a way I can express my caring and concern for others" (see Table 1). Forty respondents (28.6%) moderately agreed, 13 respondents (9.3%) slightly agreed, and three respondents (2.1%) slightly disagreed with this statement.

Forty-six respondents (33.1%) strongly agreed with the statement, "Volunteering in 4-H gives me a chance to meet other volunteers" (see Table 1). Forty-four respondents (31.7%) moderately agreed and 39 respondents (28.1%) slightly agreed, while nine respondents (6.5%) slightly disagreed. One respondent (0.7%) strongly disagreed with the statement.

"I am a 4-H volunteer because I want to learn new things" was a statement that 51 respondents (37.0%) expressed strong agreement (see Table 1). Fifty respondents (36.2%) moderately agreed, 28 respondents (20.3%) slightly agreed, seven respondents (5.1%) slightly disagreed, one respondent (0.7%) moderately disagreed, and one respondent (0.7%) strongly disagreed with the statement.

"As a 4-H volunteer, I prefer to work with groups of people rather than alone," had 44 respondents (31.7%) who strongly agreed, 44 respondents (31.7%) who moderately agreed, and 36 respondents (25.9%) who slightly agreed with the statement (see Table 1). Thirteen respondents (9.4%) slightly disagreed and two respondents (1.4%) strongly disagreed with the statement.

Fifty-eight respondents (41.4%) strongly agreed with the statement, "I am a 4-H volunteer because I want to teach and lead others" (see Table 1). Forty-nine respondents (35.0%) moderately agreed, and 23 respondents (16.4%) slightly agreed with the statement. Eight respondents (5.7%) slightly disagreed, one respondent (0.7%) moderately disagreed, and one respondent (0.7%) strongly disagreed with the statement.

Seventy one respondents (51.5%) strongly agreed with the statement, "I like being involved in the leadership of the 4-H program" (see Table 1). Forty-one respondents (29.5%) moderately agreed and 23 respondents (16.5%) slightly agreed, while four respondents (2.9%) slightly disagreed with the statement.

For the statement, "I am a 4-H volunteer because I like the challenge of the task," 40.0% of the respondents (*N=56)* strongly agreed, 28.6% of the respondents (*N=40)* moderately agreed, and 20.7% of the respondents (*N=29)* slightly agreed with the statement (see Table 1). Eleven respondents (7.9%) slightly disagreed, 1.4% of the respondents (*N=2)* moderately disagreed, and 1.4% of the respondents (*N=2)* strongly disagreed with this statement.

Fifty-three respondents (38.1%) strongly agreed with the statement, "I am a 4-H volunteer because I feel needed in the program" (see Table 1). Forty-four respondents (31.7%) moderately agreed, 30 respondents (21.6%) slightly agreed, 10 respondents (7.2%) slightly disagreed, one respondent (0.7%) moderately disagreed, and one respondent (0.7%) strongly disagreed with the statement.

Twenty-five respondents (18.0%) strongly agreed with the statement, "As a 4-H volunteer, it is important to me that people like me" (see Table 1). Forty-four respondents (31.7%) moderately agreed with the statement and 51 respondents (36.7%) slightly

agreed with the statement. Nine respondents (6.5%) slightly disagreed, six respondents (4.3%) moderately disagreed, and four respondents (2.9%) strongly disagreed with the statement.

Fifty-two respondents (37.4%) reported that they strongly agreed with the statement, "As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer" (see Table 1). Fifty-three respondents (38.1%) moderately agreed, 28 respondents (20.1%) slightly agreed, five respondents (3.6%) slightly disagreed, and one respondent (0.7%) moderately disagreed with the statement.

"I am a 4-H volunteer because it is a constructive use of my leisure time." was a statement that 44 respondents (31.4%) expressed strong agreement (see Table 1). Forty-two respondents (37.1%) moderately agreed and 28 respondents (20.0%) slightly agreed with the statement. Fifteen respondents (10.7%) slightly disagreed, six respondents (4.3%) moderately disagreed, and five respondents (3.6%) strongly disagreed with the statement. Several respondents wrote the comment, "what leisure time!" in the margins of the survey.

Fifty-four respondents (38.6%) strongly agreed with the statement, "As a volunteer, I like to receive feedback from Extension staff, parents, and 4-H members about how I am doing" (see Table 1). Fifty-two respondents (37.1%) moderately agreed, 28 respondents (20.0%) slightly agreed, two respondents (1.4%) slightly disagreed, one respondent (0.7%) moderately disagreed, and three respondents (2.1%) strongly disagreed with the statement.

"I am a 4-H volunteer because I like to be involved in making decisions and program planning" had 40 respondents (28.8%) that strongly agreed with the comment

(see Table 1). Forty-three respondents (30.9%) moderately agreed, 39 respondents (28.1%) slightly agreed, 11 respondents (7.9%) slightly disagreed, three respondents (2.2%) moderately disagreed, and three respondents (2.2%) strongly disagreed with the statement.

Fifty respondents (36.0%) strongly agreed with the statement, "I am a 4-H volunteer because it is a task I can do well" (see Table 1). Fifty-one respondents (36.7%) moderately agreed and thirty-two respondents (23.0%) slightly agreed, while four respondents (2.9%) slightly disagreed and two respondents (1.4%) strongly disagreed with the statement.

The statement, "As a 4-H volunteer, I enjoy being able to "do my own thing" had 21 respondents (15.4%) expressing strong agreement with the comment (see Table 1). Thirty-seven respondents (27.2%) moderately agreed and 31 respondents (22.8%) slightly agreed, while 30 respondents (22.1%) slightly disagreed, four respondents (2.9%) moderately disagreed, and 13 respondents (9.6%) strongly disagreed with the statement.

Fifty respondents (36.0%) strongly agreed with the statement, "I am a 4-H volunteer because I feel an obligation to 4-H because of what it had done for me" (see Table 1). Twenty-four respondents (17.3%) moderately agreed, 37 respondents (26.6%) slightly agreed, 14 respondents (10.1%) slightly disagreed, four respondents (2.9%) moderately disagreed, and 10 respondents (7.2%) strongly disagreed with the statement.

For the statement, "I volunteer in 4-H because I like to be responsible for 4-H programs," twenty-six respondents (18.7%) of the respondents strongly agreed with the comment (see Table 1). Thirty-one respondents (22.3%) of the respondents moderately agreed with the statement, 33.1% of the respondents (*N=46)* slightly agreed with the

statement, 11.5% of the respondents (*N=16)* slightly disagreed with the statement, 5.8%

of the respondents (*N=8)* moderately disagreed with the statement, and 8.6% of the

respondents (*N=12)* strongly disagreed with the statement.

"I receive status in my community because I am a 4-H volunteer" had eight

respondents (5.7%) that strongly agreed with the comment (see Table 1). Fourteen

respondents (10.0%) moderately agreed, 52 respondents (37.1%) slightly agreed, 23

respondents (16.4%) slightly disagreed, 14 respondents (10.0%) moderately disagreed,

and 29 respondents (20.7%) strongly disagreed with this statement.

Twelve respondents (8.6%) strongly agreed with the statement, "I am a 4-H

volunteer because I can't say "no" when I am asked" (see Table 1). Nineteen respondents

(13.6%) moderately agreed, 34 respondents (24.3%) slightly agreed, 26 respondents

(18.6%) slightly disagreed, 15 respondents (10.7%) moderately disagreed, 34 respondents

(24.3%) strongly disagreed with the statement.

Only one respondent (0.7%) strongly agreed with the statement, "I am a 4-H

volunteer because I like to receive recognition for being a volunteer" (see Table 1). Seven

respondents (5.0%) moderately agreed, 30 respondents (21.6%) slightly agreed, 37

respondents (26.6%) slightly disagreed, 16 respondents (11.5%) moderately disagreed,

and 48 respondents (34.5%) strongly disagreed with the statement.

"I am a 4-H volunteer because I want to have influence over others" was strongly

agreed with by 15 respondents (11.2%) (see Table 1). Twenty-one respondents (15.7%)

moderately agreed, 37 respondents (27.6%) slightly agreed, 24 respondents (17.9%)

slightly disagreed, nine respondents (6.7%) moderately disagreed, and 28 respondents

(20.9%) strongly disagreed with the statement.

Three respondents (2.2%) strongly agreed with the statement, "I am a 4-H volunteer in order to gain experience and skills which might lead to employment" (see Table 1). Eleven respondents (8.0%) moderately agreed, 19 respondents (13.8%) slightly agreed, 29 respondents (21.0%) slightly disagreed, 15 respondents (10.9%) moderately disagreed, and 61 respondents (44.2%) strongly disagreed with the statement.

Attitudes toward 4-H Volunteer Training

The respondents were asked twelve Likert scale questions to determine their attitudes toward 4-H volunteer training. The questions had six possible answers ranging from strongly disagree to strongly agree. Sixty-one respondents (43.9%) strongly agreed with the comment, "Training is important to becoming a volunteer club leader" (see Table 2). Forty-nine respondents (35.3%) moderately agreed, twenty-one respondents (15.1%) slightly agreed, three respondents (2.2%) slightly disagreed, two respondents (1.4%) moderately disagreed, and three respondents (2.2%) strongly disagreed with the statement.

Three respondents (2.2%) strongly agreed with the statement, "Training is only for persons who have no 4-H background" (see Table 2). Twelve respondents (8.7%) moderately agreed, 14 respondents (10.1%) slightly agreed, 18 respondents (13.0%) slightly disagreed, 19 respondents (13.8%) moderately disagreed, and 72 respondents (52.2%) strongly disagreed with the statement.

Table 1

Reasons 4-H Club Leaders Become a 4-H Volunteer

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program	15	11.5	4	3.1	3	2.3	9	6.9	19	14.5	81	61.8
I am a 4-H volunteer because I like helping people	0	.0	0	.0	0	.0	3	2.1	20	14.2	118	83.7
I am a 4-H volunteer because I like associating with youth	0	.0	0	.0	0	.0	4	2.8	21	14.9	116	82.3
I am a 4-H volunteer because I want to have influence on how young people learn and grow	0	.0	0	.0	0	.0	6	4.3	23	16.3	112	79.4
I volunteer in 4-H because it is a way to improve my community	0	.0	0	.0	1	.7	9	6.4	35	24.8	96	68.1
I am a 4-H volunteer because it is a way I can express my caring and concern for others	0	.0	0	.0	3	2.1	13	9.3	40	28.6	84	60.0
Volunteering in 4-H gives me a chance to meet other volunteers	1	.7	0	.0	9	6.5	39	28.1	44	31.7	46	33.1

Table 1 (Continued)

Reasons 4-H Club Leaders Become a 4-H Volunteer

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
I am a 4-H volunteer because I want to learn new things	1	.7	1	.7	7	5.1	28	20.3	50	36.2	51	37.0
As a 4-H volunteer, I prefer to work with groups of people rather than alone	2	1.4	0	.0	13	9.4	36	25.9	44	31.7	44	31.7
I am a 4-H volunteer because I want to teach and lead others	1	.7	1	.7	8	5.7	23	16.4	49	35.0	58	41.4
I like being involved in the leadership of the 4-H program	0	.0	0	.0	4	2.9	23	16.5	41	29.5	71	51.1
I am a 4-H volunteer because I like the challenge of the task	2	1.4	2	1.4	11	7.9	29	20.7	40	28.6	56	40.0
I am a 4-H volunteer because I feel needed in the program	1	.7	1	.7	10	7.2	30	21.6	44	31.7	53	38.1
As a 4-H volunteer, it is important to me that people like me	4	2.9	6	4.3	9	6.5	51	36.7	44	31.7	25	18.0

Table 1 (Continued)

Reasons 4-H Club Leaders Become a 4-H Volunteer

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer	0	.0	1	.7	5	3.6	28	20.1	53	38.1	52	37.4
I am a 4-H volunteer because it is a constructive use of my leisure time	5	3.6	6	4.3	15	10.7	28	20.0	42	30.0	44	31.4
As a volunteer, I like to receive feedback from Extension staff, parents, and 4-H members about how I am doing	3	2.1	1	.7	2	1.4	28	20.0	52	37.1	54	38.6
I am a 4-H volunteer because I like to be involved in making decisions and program planning	3	2.2	3	2.2	11	7.9	39	28.1	43	30.9	40	28.8
I am a 4-H volunteer because it is a task I can do well	2	1.4	0	.0	4	2.9	32	23.0	51	36.7	50	36.0
As a 4-H volunteer, I enjoy being able to "do my own thing"	13	9.6	4	2.9	30	22.1	31	22.8	37	27.2	21	15.4

Table 1 (Continued)

Reasons 4-H Club Leaders Become a 4-H Volunteer

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
I am a 4-H volunteer because I feel an obligation to 4-H because of what it has done for me	10	7.2	4	2.9	14	10.1	37	26.6	24	17.3	50	36.0
I volunteer in 4-H because I like to be responsible for 4-H programs	12	8.6	8	5.8	16	11.5	46	33.1	31	22.3	26	18.7
I receive status in my community because I am a 4-H volunteer	29	20.7	14	10.0	23	16.4	52	37.1	14	10.0	8	5.7
I am a 4-H volunteer because I can't say "no" when I am asked	34	24.3	15	10.7	26	18.6	34	24.3	19	13.6	12	8.6
I am a 4-H volunteer because I like to receive recognition for being a volunteer	48	34.5	16	11.5	37	26.6	30	21.6	7	5.0	1	.7
I am a 4-H volunteer because I want to have influence over others	28	20.9	9	6.7	24	17.9	37	27.6	21	15.7	15	11.2
I am a 4-H volunteer in order to gain experience and skills which might lead to employment	61	44.2	15	10.9	29	21.0	19	13.8	11	8.0	3	2.2

Two respondents (1.5%) strongly agreed with the statement "Training is only for new volunteers" (see Table 2). Four respondents (2.9%) moderately agreed, *8.0%* of the respondents (*N=11)* slightly agreed, 14.6% of the respondents (*N=20)* slightly disagreed, 18.2% of the respondents (*N=25)* moderately disagreed, and 54.7% of the respondents (*N=75)* strongly disagreed with the statement.

The statement, "The amount of training my county offers is adequate for learning how to be a club leader," had 19 respondents (13.8%) strongly agree with the comment (see Table 2). Twenty-seven respondents (19.6%) moderately agreed, 35 respondents (25.4%) slightly agreed, 24 respondents (17.4%) slightly disagreed, 20 respondents (14.5%) moderately disagreed, and 13 respondents (9.4%) strongly disagreed with the statement.

Five respondents (3.6%) strongly agreed with the statement, "Yearly volunteer training sessions would not be beneficial to club leaders" (see Table 2). Seven respondents (5.0%) moderately agreed, five respondents (3.6%) slightly agreed, 27 respondents (19.4%) slightly disagreed, 32 respondents (23.0%) moderately disagreed, and 63 respondents (45.3%) strongly disagreed with the statement.

"I attend volunteer training sessions for my personal growth and development" was the next statement. Thirty-five respondents (25.9%) strongly agreed with the statement (see Table 2). Thirty-four respondents (25.2%) moderately agreed, 35 respondents (25.9%) slightly agreed, 15 respondents (11.1%) slightly disagreed, four respondents (3.0%) moderately disagreed, and 12 respondents (8.9%) strongly disagreed with the statement.

Table 2

4-H Club Leaders' Attitudes toward 4-H Volunteer Training

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Training is important to becoming a volunteer club leader	3	2.2	2	1.4	3	2.2	21	15.1	49	35.3	61	43.9
Training is only for persons who have no 4-H background	72	52.2	19	13.8	18	13.0	14	10.1	12	8.7	3	2.2
Training is only for new volunteers	75	54.7	25	18.2	20	14.6	11	8.0	4	2.9	2	1.5
The amount of training my county offers is adequate for learning how to be a club leader	13	9.4	20	14.5	24	17.4	35	25.4	27	19.6	19	13.8
Yearly volunteer training sessions would not be beneficial to club leaders	63	45.3	32	23.0	27	19.4	5	3.6	7	5.0	5	3.6
I attend volunteer training sessions for my personal growth and development	12	8.9	4	3.0	15	11.1	35	25.9	34	25.2	35	25.9
I attend volunteer training sessions to improve my knowledge about youth	4	3.1	5	3.8	6	4.6	22	16.9	46	35.4	47	36.2

Table 2 (Continued)

4-H Club Leaders' Attitudes toward 4-H Volunteer Training

	Strongly Disagree		Moderately Disagree		Slightly Disagree		Slightly Agree		Moderately Agree		Strongly Agree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
I attend volunteer training sessions to improve my knowledge about 4-H	3	2.3	5	3.8	2	1.5	31	23.5	43	32.6	48	36.4
I attend volunteer training sessions to improve my leadership abilities	4	3.0	3	2.3	2	1.5	21	15.9	43	32.6	59	44.7
I attend volunteer training sessions to improve my attitudes about 4-H	21	15.9	6	4.5	16	12.1	25	18.9	27	20.5	37	28.0
I attend volunteer training sessions to obtain new activities for use in my club	3	2.3	2	1.5	1	.8	14	10.8	37	28.5	73	56.2
I plan to attend more training sessions in the future	2	1.5	1	.8	8	6.1	28	21.2	36	27.3	57	43.2

Forty-seven respondents (36.2%) strongly agreed with the statement, "I attend volunteer training sessions to improve my knowledge about youth (see Table 2). Forty-six respondents (35.4%) moderately agreed, 22 respondents (16.9%) slightly agreed, six respondents (4.6%) slightly disagreed, five respondents (3.8%) moderately disagreed, and four respondents (3.1%) strongly disagreed with the statement.

"I attend volunteer training session to improve my knowledge about 4-H" had 48 respondents (36.4%) in strong agreement (see Table 2). Forty-three respondents (32.6%) moderately agreed, 31 respondents (23.5%) slightly agreed, two respondents (1.5%) slightly disagreed, five respondents (3.8%) moderately disagreed, and three respondents (2.3%) strongly disagreed with the statement.

The statement, "I attend volunteer training session to improve my leadership abilities," had 59 respondents (44.7%) strongly agree with the comment (see Table 2). Forty-three respondents (32.6%) moderately agreed, 21 respondents (15.9%) slightly agreed, two respondents (1.5%) slightly disagreed, three respondents (2.3%) moderately disagreed, and four respondents (3.0%) strongly disagreed with the statement.

Thirty-seven respondents (28.0%) strongly agreed with the statement, "I attend volunteer training sessions to improve my attitudes about 4-H" (see Table 2). Twenty-seven respondents (20.5%) moderately agreed, 25 respondents (18.9%) slightly agreed, 16 respondents (12.1%) slightly disagreed, six respondents (4.5%) moderately disagreed, and 21 respondents (15.9%) strongly disagreed with the statement.

"I attend volunteer training session to obtain new activities for use in my club" had 56.7% of the respondents (*N=73)* strongly agree with the comment (see Table 2). Thirty-seven respondents (28.5%) (*N=37)* moderately agreed, 10.8 of the respondents

(*N=14)* slightly agreed, 0.8% of the respondents (*N=1)* slightly disagreed, 1.5% of the respondents (*N=2)* moderately disagreed, and 2.3% of the respondents (*N=3)* strongly disagreed with the statement.

Fifty-seven respondents (43.2%) strongly agreed with the statement "I plan to attend more training sessions in the future" (see Table 2). Thirty-six respondents (27.3%) moderately agreed, 28 respondents (21.2%) slightly agreed, eight respondents (6.1%) slightly disagreed, one respondent (0.8%) moderately disagreed, and two respondents (1.5%) strongly disagreed with the statement.

4-H Volunteer Training Participation and Needs

Respondents were asked to respond to a series of questions about training topics related to 4-H and club work. First they were to identify if they have had prior training on the specified topics. Then they were to decide if they would like to have training on these same topics in the future. The following sections reflect their responses.

Prior Training on Club Mechanics. The respondents first replied to questions that related to the mechanics of a 4-H club. Ninety respondents (68.2%) had received training on program planning, 97 respondents (71.9%) had received training on club organization, 75 respondents (57.3%) had training on agenda building, 74 respondents (56.1%) indicated they had receiving training in committee functions, and 96 individuals (71.6%) had been trained in the 4-H club meeting (see Table 3).

One hundred two respondents (76.1%) had been trained in parliamentary procedure, 83 respondents (65.1%) were trained in events—opportunities for members, 80 respondents (63.5%) indicated that they had received training in events—opportunities for leaders, and 15 individual (51.7%) had been trained in other areas of club mechanics

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(see Table 3). Four topics were written in this category. They were project books; game

leader, song leader, & project helper; basic manners; and camp counseling.

Table 3

4-H Club Leaders Prior Training on Club Mechanics

	Yes		No	
	N	*%*	*N*	*%*
Program planning	90	68.2	42	31.8
Club organization	97	71.9	38	28.1
Agenda building	75	57.3	56	42.7
Committee functions	74	56.1	58	43.9
The 4-H Club meeting	96	71.6	38	28.4
Parliamentary procedure	102	76.1	32	23.9
Events-opportunities for members	82	65.1	44	34.9
Events-opportunities for leaders	80	63.5	46	36.5
Other:	15	51.7	14	48.3

Prior Training on Leadership Roles. The respondents were asked questions about

their training on leadership roles as a 4-H volunteer leader. On the topic, recruitment of

4-H members, 51.5% of the respondents (*N=69)* indicated that they had received training

(see Table 4). On recruitment of 4-H leaders, 39.7% of the respondents (*N=52)* replied

that they had received training on this topic. Sixty-eight respondents (52.3%) responded

that they had received training on working with teen leaders. Ninety-five respondents

(71.4%) answered "yes" to receiving training on the role of the 4-H leader. On the topic,

understanding youth, 90 respondents (67.2%) responded that they had received training

(see Table 4). Seven respondents (33.3%) indicated other leadership roles training. One

respondent wrote in a topic for other, which stated "How friendliness is a basic concept

and need."

Table 4

4-H Club Leaders Prior Training on Leadership Roles

	Yes		No	
	N	*%*	*N*	*%*
Recruitment of 4-H members	69	51.5	65	48.5
Recruitment of 4-H leaders	52	39.7	79	60.3
Working with teen leaders	68	52.3	62	47.7
Role of the 4-H leader	95	71.4	38	28.6
Understanding youth	90	67.2	44	32.8
Other:	7	33.3	14	66.7

Prior Training on Public Relations. In the next category respondents were asked

about training in public relations topics. Fifty-one respondents (38.9%) responded that

they have had training on building exhibits. While on the topic of demonstrations, 61.4%

of the respondents (*N=81)* said they had received training. For public speaking, 76

respondents (57.6%) said they had received training on the topic. Eighty respondents

(60.6%) indicated that they had received training on working with adults. One hundred

three respondents (77.4%) replied that they have received training on working with

youth. On the topic of community service, 68.9% of the respondents (*N=91*) indicated

they had received training (see Table 5). Seven respondents (29.2%) indicated training in

other public relations topics. The one written-in response stated, "Learning how to get along," in this category.

Table 5

4-H Club Leaders Prior Training on Public Relations

	Yes		No	
	N	*%*	*N*	*%*
Building exhibits	51	38.9	80	61.1
Demonstrations	81	61.4	51	38.6
Public speaking	76	57.6	56	42.4
Working with adults	80	60.6	52	39.4
Working with youth	103	77.4	30	22.6
Community service	91	68.9	41	31.1
Other:	7	29.2	17	70.8

Prior Training on Volunteer Leader Training. The respondents were asking to indicate prior training related to topics that volunteer leaders need to run a 4-H club. One hundred four respondents (78.8%) indicated that they had received training on the purpose of 4-H. In the category, use of the 4-H name and emblem, 107 respondents (79.9%) responded "yes" to training. Eighty-nine respondents (67.4%) indicated that they have received training on teaching tools and techniques. On the topic of developing 4-H programs, 59.2% of the respondents (*N=77)* responded that they had received training. Eighty-six respondents (65.2%) replied that they had received training on handling funds in 4-H organizations (see Table 6). Nine respondents (36.0%) indicated

other volunteer leader training opportunities. Two written responses were provided. They were "more on charting" and "basic check writing skills and balancing a checkbook."

Table 6

4-H Club Leaders Prior Training on Volunteer Leader Training

| | Yes | | No | |
	N	*%*	*N*	*%*
Purpose of 4-H	104	78.8	28	21.2
Use of the 4-H name and emblem	107	79.9	27	20.1
Teaching tools and techniques	89	67.4	43	32.6
Developing 4-H programs	77	59.2	53	40.8
Handling funds in 4-H organizations	86	65.2	46	34.8
Other:	9	36.0	16	64.0

Prior Training on Subject Matter Topics. The respondents were asked to indicate training related to the topics covered in the project books that the 4-H members complete. Forty-two respondents (33.9%) responded that they have had training on animal science. Thirty-two respondents (25.0%) responded that they have had training on plant science and crops. On the topic of mechanical science, 15.0% of the respondents (*N=19)* indicated that they had training. Fifty-two respondents (41.6%) replied that they have had training in natural resources and environment. In the subject area, leadership and community involvement, 76 respondents (60.8%) reported having received training. Eighty-nine respondents (68.5%) indicated they had received training in health and safety. In the category, individual and family resources, 43.2% of the respondents (*N=54*) stated that they have had training. Thirty-eight respondents (30.9%) replied that

they have received training in the area of communication arts and sciences (see Table 7).

Five respondents (23.8%) indicated other subject matter training opportunities. Two

responses were written under "other" by two different respondents. They were "horse

club" and "teach volunteerism (younger people do not volunteer as much as us older

ones—they want to be paid!!)."

Table 7

4-H Club Leaders Prior Training on Subject Matter

	Yes		No	
	N	*%*	*N*	*%*
Animal science	42	33.9	82	66.1
Plant science and crops	32	25.0	96	75.0
Mechanical science	19	15.0	108	85.0
Natural resources and environment	52	41.6	73	58.4
Leadership and community involvement	76	60.8	49	39.2
Health and safety	89	68.5	41	31.5
Individual and family resources	54	43.2	71	56.8
Communication arts and sciences	38	30.9	85	69.1
Other:	5	23.8	16	76.2

Prior Training on Leisure Education. The respondents responded to questions

about leisure educational training opportunities available in 4-H. Eighty-three

respondents (64.3%) responded that they have received training in recreation. In the

category, song leading, 77 respondents (59.7%) replied that they have received training.

Under the subject, camping, 68.2% of the respondents (*N=88)* indicated that they have

received training (see Table 8). Seven respondents (28.0%) indicated other leisure

education trainings. Four write-in topics were received from three different respondents.

One respondent wrote in "starting a fire and cooking in the rain while camping." The

other two write-in statements were shooting sports and indoor games.

Table 8

4-H Club Leaders Prior Training on Leisure Education

	Yes		No	
	N	*%*	*N*	*%*
Recreation	83	64.3	46	35.7
Song leading	77	59.7	52	40.3
Camping	88	68.2	41	31.8
Other:	7	28.0	18	72.0

Prior Training on Skills 4-H Youth Learn. The respondents were asked to indicate

training in the skills 4-H members learn. Seventy-eight respondents (61.9%) indicated

that they have received training in decision making. Seventy-eight respondents (61.4%)

indicated that they have received training on social responsibility. On valuing diversity,

61.3% of the respondents (*N=76)* replied that they have received training. Ninety-one

respondents (71.1%) indicated receiving training on leadership skills. For problem-

solving, 82 respondents (66.7%) responded has having received training in this area.

Seventy-seven respondents (62.1%) indicated that they have received training on

relationship-building. In the category, critical thinking, 71 respondents (57.7%) replied

that they have had training in this area. Eighty-one respondents (64.3%) responded that

they had training in communication. Under conflict resolution, 76 respondents (60.3%)

replied "yes" to having received training. In the category, goal-setting, 79 respondents

(62.7%) replied that they had received training. Under planning, 66.1% of the

respondents (*N=84)* replied "yes" to receiving training. Eighty-seven respondents (67.4)

indicated that they had received training in personal safety (see Table 9).

In the category, other, seven respondents (30.4%) indicated other training in skills

4-H youth learn (see Table 9). Two responses were written under other by two different

respondents. These topics were "several of above as part of shooting sports" and "how

not to get into credit card debt."

Want Training on Club Mechanics. Respondents were asked if they wanted

training on club mechanics topics. Seventy-three respondents (71.6%) indicated they

wanted training on program planning. In the category, club organization, 51 respondents

(54.3%) replied that they wanted more training. For agenda building, 48 respondents

(49.10%) responded "yes" to wanting additional training. Fifty-two respondents (53.1%)

indicated that they wanted training in committee functions. On the subject of the 4-H

club meeting, 45 respondents (49.5%) replied "yes" to wanting more training. Fifty-five

respondents (58.5%) responded that they wanted more training on parliamentary

procedure. For the question, events—opportunities for members, 67 respondents (69.1%)

wanted more training. Under events—opportunities for leaders, 64.2% of the

respondents (*N=61*) wanted training on this topic (see Table 10). For the category, other,

eleven respondents (47.8%) responded "yes." No additional information was provided.

Table 9

4-H Club Leaders Prior Training on Skills 4-H Youth Learn

	Yes		No	
	N	*%*	*N*	*%*
Decision making	78	61.9	48	38.1
Social responsibility	78	61.4	49	38.6
Valuing diversity	76	61.3	48	38.7
Leadership skills	91	71.1	37	28.9
Problem-solving	82	66.7	41	33.3
Relationship-building	77	62.1	47	37.9
Critical thinking	71	57.7	52	42.3
Communication	81	64.3	45	35.7
Conflict resolution	76	60.3	50	39.7
Goal-setting	79	62.7	47	37.3
Planning	84	66.1	43	33.9
Personal safety	87	67.4	42	32.6
Other:	7	30.4	16	69.6

Table 10

4-H Club Leaders' Desires for Training on Club Mechanics Topics

	Yes		No	
	N	*%*	*N*	*%*
Program planning	73	71.6	29	28.4
Club organization	51	54.3	43	45.7
Agenda building	48	49.0	50	51.0
Committee functions	52	53.1	46	46.9
The 4-H Club meeting	45	49.5	46	50.5
Parliamentary procedure	55	58.5	39	41.5
Events-opportunities for members	67	69.1	30	30.9
Events-opportunities for leaders	61	64.2	34	35.8
Other:	11	47.8	12	52.2

Want Training on Leadership Roles. Fifty-three respondents (54.1%) indicated that they wanted more training on recruitment of 4-H members. For recruitment of 4-H leaders, 54 respondents (54.5%) replied that they wanted training. In the category, working with teen leaders, 63.3% of the respondents (*N=62*) responded that they wanted training. Forty-nine respondents (54.4%) replied "yes" to wanting training on the role of the 4-H leader. For understanding youth, 67.0% of the respondents (*N=63)* wanted more training (see Table 11). In the category, other, eight respondents (42.1%) responded "yes" to additional training in the category.

Table 11

4-H Club Leaders' Desires for Training on Leadership Roles Topics

	Yes		No	
	N	*%*	*N*	*%*
Recruitment of 4-H members	53	54.1	45	45.9
Recruitment of 4-H leaders	54	54.5	45	45.5
Working with teen leaders	62	63.3	36	36.7
Role of the 4-H leader	49	54.4	41	45.6
Understanding youth	63	67.0	31	33.0
Other:	8	42.1	11	57.9

Want Training on Public Relations. Fifty-six respondents (57.1%) responded that they wanted training on building exhibits. On the topic, demonstrations, 50.0% of the respondents (*N=47)* said they wanted training. For public speaking, 49 respondents (51.0%) said they wanted training on the topic. Forty-two respondents (45.7%) indicated they wanted training on working with adults. Forty-eight respondents (52.7%) replied that they wanted training on working with youth. On the topic of community service, 55.8% of the respondents (*N=53*) responded "yes" to additional training (see Table 12). In the category, other, six respondents (30.0%) replied "yes" to additional training in the category.

Table 12

4-H Club Leaders' Desires for Training on Public Relations Topics

	Yes		No	
	N	*%*	*N*	*%*
Building exhibits	56	57.1	42	42.9
Demonstrations	47	50.0	47	50.0
Public speaking	49	51.0	47	49.0
Working with adults	42	45.7	50	54.3
Working with youth	48	52.7	43	47.3
Community service	53	55.8	42	44.2
Other:	6	30.0	14	70.0

Want Training on Volunteer Leader Training. Thirty-seven respondents (40.7%) responded that they wanted training on the purpose of 4-H. In the category, use of the 4-H name and emblem, 44 respondents (46.8%) responded "yes" to wanting additional training. Fifty-eight respondents (60.4%) indicated that they wanted more training on teaching tools and techniques. On the topic, developing 4-H programs, 63.3% of the respondents (*N=62)* responded that they wanted training. Fifty respondents (53.8%) replied that they want more training on handling funds in 4-H organizations (see Table 13). In the category, other, seven respondents (28.0%) replied "yes" to additional training.

Table 13

4-H Club Leaders' Desires for Training on Volunteer Reader Training Topics

	Yes		No	
	N	*%*	*N*	*%*
Purpose of 4-H	37	40.7	54	59.3
Use of the 4-H name and emblem	44	46.8	50	53.2
Teaching tools and techniques	58	60.4	38	39.6
Developing 4-H programs	62	63.3	36	36.7
Handling funds in 4-H organizations	50	53.8	43	46.2
Other:	7	28.0	18	72.0

Want Training on Subject Matter. For animal science, 37 respondents (38.5%) indicated they wanted training on the topic. Thirty-nine individuals (39.0%) responded that they wanted training on the subject of plant science and crops. On the topic of mechanical science, 33.3% of the respondents (*N=33)* indicated that they wanted additional training. Forty-eight respondents (49.0%) replied that they wanted training in the area of natural resources and environment. In the subject area of leadership and community involvement, 56 respondents (58.9%) reported that they wanted additional training. Fifty-two respondents (56.5%) responded "yes" to wanting training in health and safety. In the category individual and family resources, 55.7% of the respondents (*N=54*) stated that they wanted more training. Forty-seven respondents (47.0%) replied that they wanted training in the area of communication arts and sciences (see Table 14).

In the category, other, six respondents (28.6%) responded "yes" to other training in this category.

Table 14

4-H Club Leaders' Desires for Training on Subject Matter Topics

	Yes		No	
	N	*%*	*N*	*%*
Animal science	37	38.5	59	61.5
Plant science and crops	39	39.0	61	61.0
Mechanical science	33	33.3	66	66.7
Natural resources and environment	48	49.0	50	51.0
Leadership and community involvement	56	58.9	39	41.1
Health and safety	52	56.5	40	43.5
Individual and family resources	54	55.7	43	44.3
Communication arts and sciences	47	47.0	53	53.0
Other:	6	28.6	15	71.4

Want Training on Leisure Education. Fifty one respondents (53.7%) responded that they wanted more training in recreation. In the category of song leading, 49 respondents (50.0%) responded "yes" to wanting training (see Table 15). For camping, 51.1% of the respondents (*N=48)* replied that they wanted training on the topic. In the category, other, seven respondents (29.2%) replied "yes" to additional training.

Table 15

4-H Club Leaders' Desires for Training on Leisure Education Topics

	Yes		No	
	N	*%*	*N*	*%*
Recreation	51	53.7	44	46.3
Song leading	49	50.0	49	50.0
Camping	48	51.1	46	48.9
Other:	7	29.2	17	70.8

Want Training on Skills 4-H Youth Learn. In the category of decision making, 60 respondents (61.9%) indicated that they wanted training. Sixty-one respondents (62.2%) indicated that they wanted training on social responsibility. On valuing diversity, 61.1% of the respondents (*N=58)* replied that they wanted more training. Fifty-eight respondents (60.4%) replied "yes" to wanting training on leadership skills. For problem-solving, 58 respondents (59.8%) responded that they wanted training in this area. Fifty-nine respondents (62.8%) indicated that they wanted training on relationship-building. In the category of critical thinking, 54 respondents (58.1%) replied that they did want more training in this area. Sixty-two respondents (63.9%) responded that they wanted training in communication. Under conflict resolution, 60 respondents (62.5%) replied "yes" to wanting training. In the category, goal-setting, 55 respondents (57.9%) replied that they wanted more training. Under planning, 56.5% of the respondents (*N=52)* replied "yes" to wanting training. Fifty respondents (54.9%) indicated that they wanted training in personal safety (see Table 16). In the category, other, fifteen respondents (62.5%) replied "yes" to additional training.

Table 16

4-H Club Leaders' Desires for Training on Skills 4-H Youth Learn Topics

	Yes		No	
	N	*%*	*N*	*%*
Decision making	60	61.9	37	38.1
Social responsibility	61	62.2	37	37.8
Valuing diversity	58	61.1	37	38.9
Leadership skills	58	60.4	38	39.6
Problem-solving	58	59.8	39	40.2
Relationship-building	59	62.8	35	37.2
Critical thinking	54	58.1	39	41.9
Communication	62	63.9	35	36.1
Conflict resolution	60	62.5	36	37.5
Goal-setting	55	57.9	40	42.1
Planning	52	56.5	40	43.5
Personal safety	50	54.9	41	45.1
Other:	15	62.5	9	37.5

Method or Delivery Technique Desired for Training

The respondents were asked to indicate what types of training methods suited them best. Hands-on participation had the most respondents with 114 (87.7%) (see Table 17). The second responses most desired training method was a single county meeting with 113 respondents (86.3%). The third highest method was handbook with a total of 85.0% (*N=108)* of the respondents. The newsletter method was not far behind with 107

respondents (84.9%) replying "yes" to this technique. The method, workshop—multiple

topic, had 103 respondents (79.8%) indicate "yes." The other methods included group

discussion ($N = 102$, 81.9=0%), extension bulletin ($N= 98$, 77.8%), multicounty

meetings ($N = 96$, 75.6%), workshop-single topic ($N = 92$, 73.6%), presentation or

lecture ($N = 81$, 66.4%), pre-recorded video ($N = 77$, 64.2%), Internet based course

($N=75$, 60.5%), weekend training conference ($N=69$, 55.2%), regional meetings ($N=62$,

50.8%), statewide meetings   ($N=54$, 45.0%), pre-recorded audio ($N=53$, 44.9%) (see

Table 17). The category, other, had four "yes" respondents (40.0%).

Ranked Training Method or Technique

The respondents were then asked to rank their top five preferred delivery

methods. A first choice received five votes, second choice four votes, third choice three

votes, four choice two votes, and fifth choice one vote. Based on their rankings, single

county meetings had a sum of 249 votes with 26 respondents (37.1%) ranking it as their

first choice, 16 respondents (22.9%) as their second choice, 10 respondents (14.3%) as

their third choice, seven respondents (10.0%) as their fourth choice, and eleven

respondents (15.7%) as their fifth choice (see Table 18).

Table 17

4-H Club Leaders' Preferences for Training Methods or Delivery Techniques

	Yes		No	
	N	*%*	*N*	*%*
Hands-on participation	114	87.7	16	12.3
Single county meeting	113	86.3	18	13.7
Handbook	108	85.0	19	15.0
Newsletter	107	84.9	19	15.1
Workshop – multiple topic	103	79.8	26	20.2
Group discussion	102	81.0	24	19.0
Extension bulletin	98	77.8	28	22.2
Multicounty meetings	96	75.6	31	24.4
Workshop – single topic	92	73.6	33	26.4
Presentation or lecture	81	66.4	41	33.6
Pre-recorded video	77	64.2	43	35.8
Internet based course	75	60.5	49	39.5
Weekend training conference	69	55.2	56	44.8
Regional meetings	62	50.8	60	49.2
Statewide meetings	54	45.0	66	55.0
Pre-recorded audio	53	44.9	65	55.1
Other:	4	40.0	6	60.0

Multicounty meetings received the second highest sum of 189 votes with 14

respondents (25.5%) choosing it as their first choice, 12 respondents (21.8%) as their

second choice, 19 respondents (34.5%) as their third choice, four respondents (7.3%) as their fourth choice, and six respondents (10.9%) as their fifth choice (see Table 18). Hands-on participation received a sum of 178 votes (see Table 18). Seventeen respondents (29.8%) chose this method as their first choice, nine respondents (15.8%) as their second choice, nine respondents (15.8%) as their third choice, eight respondents (14.0%) as their fourth choice, and 14 respondents (24.6%) as their fifth choice (see Table 18).

Nine respondents (18.8%) chose handbook as their first choice delivery method (see Table 18). Thirteen respondents (27.1%) chose it as their second choice and seven respondents (14.6%) chose it as their third choice. Ten respondents (20.8%) chose this method as their fourth choice and nine respondents (18.8%) chose it as their fifth choice. Handbook received a sum of 147 (see Table 18).

Internet based courses received a sum of 134 with 14 first choice respondents (35.9%), eight second choice respondents (20.5%), five third place respondents (12.8%), five fourth place respondents (12.8%), and seven fifth place respondents (17.9%) (see Table 18). The delivery method, workshop—multiple topic, had a total sum of 129 with seven respondents (14.6%) choosing it as their first choice, four respondents (8.3%) choosing it as their second choice, 13 respondents (27.1%) choosing it as their third choice, 15 respondents (31.3%) choosing it as their fourth choice, and nine respondents (18.9%) choosing it as their fifth choice (see Table 18).

Four respondents (11.1%) chose group discussion as their first choice delivery method (see Table 18). Nine respondents (25.0%) chose this method as their second choice, three respondents (8.3%) as their third choice, 14 respondents (38.9%) as their

fourth choice, and six respondents (16.7%) as their fifth choice. Group discussion had a

total sum of 99 (see Table 18).

The category, workshop-single topic, received a sum of 96 with four respondents

(12.1%) choosing it as their first choice, nine respondents (27.3%) as their second choice,

six respondents (18.2%) as their third choice, eight respondents 924.2%) as their fourth

choice, and six respondents (18.2%) as their fifth choice (see Table 18).

Pre-recorded video had a total sum of 91 due to six respondents (18.2%) choosing

this method as their first choice (see Table 18). Six respondents (18.2%) chose it as their

second choice, three respondents (9.1%) chose it as their third choice, 10 respondents

(30.3%) chose it as their fourth choice, and eight respondents (24.2%) chose it as their

fifth choice.

Weekend training conference received a sum of 88 votes from seven first choice

respondents (22.6%), six second choice respondents (19.4%), two third choice

respondents (6.5%), seven fourth choice respondents (22.6%), and nine fifth choice

respondents (29.0%) (see Table 18). Six respondents (20.7%) chose newsletter as their

first choice delivery method (see Table 18). Three respondents (10.3%) chose this

method as their second choice, nine respondents (31.0%) chose this method as their third

choice, three respondents (10.3%) chose this method as their fourth choice, and eight

respondents (27.6%) chose this method as their fifth choice. Newsletter received a sum of

83 (see Table 18).

The delivery method, extension bulletin, received a sum of 79 with two

respondents (6.7%) choosing it as their first choice, six respondents (20.0%) as their

second choice, eight respondents (26.7%) as their third choice, seven respondents

(23.3%) as their fourth choice, and seven respondents (23.3%) as their fifth choice (see Table 18).

Regional meetings received a sum of 70 votes with three first choice respondents (13.0%), five second choice respondents (21.7%), eight third choice respondents (34.8%), four fourth choice respondents (17.4%), and three fifth place respondents (13.0%) (see Table 18). Statewide meetings had a total sum of 45 with four respondents (23.5%) who chose it as their first choice, three respondents (17.6%) who chose it as their third choice, six respondents (3.53%) who chose it as their fourth choice, and four respondents (23.5%) who chose it as their fifth choice (see Table 18).

For the delivery method, presentation or lecture, two respondents (11.1%) chose it as their first choice, two respondents (11.1%) chose it as their second choice, three respondents (16.7%) chose it as their third choice, three respondents (16.7%) chose it as their fourth choice, and eight respondents (44.4%) chose it as their fifth choice (see Table 18). Presentation and lecture had a sum of 41 votes (see Table 18).

Table 18

4-H Club Leaders' Rankings of Training Methods or Delivery Techniques

	First Choice		Second Choice		Third Choice		Fourth Choice		Fifth Choice		
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*Sum*
Single county meeting	26	37.1	16	22.9	10	14.3	7	10.0	11	15.7	249
Multicounty meetings	14	25.5	12	21.8	19	34.5	4	7.3	6	10.9	189
Hands-on participation	17	29.8	9	15.8	9	15.8	8	14.0	14	24.6	178
Handbook	9	18.8	13	27.1	7	14.6	10	20.8	9	18.8	147
Internet based course	14	35.9	8	20.5	5	12.8	5	12.8	7	17.9	134
Workshop – multiple topic	7	14.6	4	8.3	13	27.1	15	31.3	9	18.8	129
Group discussion	4	11.1	9	25.0	3	8.3	14	38.9	6	16.7	99
Workshop – single topic	4	12.1	9	27.3	6	18.2	8	24.2	6	18.2	96
Pre-recorded video	6	18.2	6	18.2	3	9.1	10	30.3	8	24.2	91
Weekend training conference	7	22.6	6	19.4	2	6.5	7	22.6	9	29.0	88
Newsletter	6	20.7	3	10.3	9	31.0	3	10.3	8	27.6	83
Extension bulletin	2	6.7	6	20.0	8	26.7	7	23.3	7	23.3	79
Regional meetings	3	13.0	5	21.7	8	34.8	4	17.4	3	13.0	70
Statewide meetings	4	23.5	0	.0	3	17.6	6	35.3	4	23.5	45
Presentation or lecture	2	11.1	2	11.1	3	16.7	3	16.7	8	44.4	41
Pre-recorded audio	0	.0	2	20.0	4	40.0	2	20.0	2	20.0	26
Other:	0	.0	1	100.0	0	.0	0	.0	0	.0	4

The delivery method with the smallest sum was pre-recorded audio with a total sum of 26 (see Table 18). Two respondents (20.0%) chose this method as their second choice, four respondents (40.0%) chose this method as their third choice, two respondents (20.0%) chose this method as their fourth choice, and two respondents (20.0%) chose this method as their fifth choice. The category other received a sum of 4 with one respondent (100.0%) choosing it as their second choice (see Table 18). This respondent wrote in national conference for all of USA (just think of all the new people you would meet!).

Frequency of Participation in Training Activities

Respondents were asked to determine how frequently they should participate in training activities. They were allowed to check all categories that applied. For the category, monthly, 14 respondents (9.7%) replied "yes" (see Table 19). Twelve respondents (8.3%) responded "yes" to bi-monthly training (see Table 19). For quarterly training, 27.8% of the respondents (*N=40)* indicated "yes" (see Table 19). Thirty-six respondents (25.0%) responded "yes" to semi-annually training. For the category, annually, 37 respondents (25.7%) responded "yes" (see Table 19). The highest percentage of "yes" responses, 40.3% of the respondents (*N=58),* came in the category, as needed (see Table 19).

Table 19

4-H Club Leaders Desired Frequency of Participation in Training Activities

	No		Yes	
	N	*%*	*N*	*%*
Monthly	130	90.3	14	9.7
Bi-monthly	132	91.7	12	8.3
Quarterly	104	72.2	40	27.8
Semi-annually	108	75.0	36	25.0
Annually	107	74.3	37	25.7
As needed	86	59.7	58	40.3

Preference of Training Delivery

The respondents were asked who they preferred to delivery the training. They could check any that applied. The highest percentage of "yes" responses, 64.6% of the respondents (*N=93),* was for county staff to a group delivery method (see Table 20). State specialist received the next highest percentage of 52.1% of the respondents (*N=75)* saying "yes" (see Table 20). Sixty-seven respondents (46.5) prefer training delivered by program teams (see Table 20). The categories, 1 to 1 with county staff and 1 to 1 with another leader, had only 20 respondents (13.9%) each that wanted this method of delivery (see Table 20).

Table 20

4-H Club Leaders' Preferences for Trainers

	No		Yes	
	N	*%*	*N*	*%*
County staff to a group	51	35.4	93	64.6
State specialist	69	47.9	75	52.1
Program teams	77	53.5	67	46.5
1 to 1 with county staff	124	86.1	20	13.9
1 to 1 with another leader	124	86.1	20	13.9
Other: experts-professionals	141	97.9	3	2.1
Other : Whoever -Any - doesn't matter	141	97.9	3	2.1
Other: Weekend Training Conference	143	99.3	1	0.7
Other: Train the Trainer (Train one leader to train other leaders in county)	143	99.3	1	0.7
Other: Someone who could relate to your specific county	143	99.3	1	0.7
Other: Other volunteers with much expertise	143	99.3	1	0.7
Other: Other leader to group	143	99.3	1	0.7
Other: NOTHING SPECIFIED	143	99.3	1	0.7
Other: County Extension Agent	143	99.3	1	0.7
Other: Community resource persons	143	99.3	1	0.7
Other: College 4-Her's, Junior Leaders, or other teens which are trained to lead	143	99.3	1	0.7

Eleven answers were written in under the category, other. Only two of these

eleven write-ins were listed by more than one respondent. Other: experts-professionals

had three "yes" respondents (2.1%). Also three respondents (2.1%) wrote in the answer, other: Whoever-Any-Doesn't matter. The remaining nine write in answers received only one "yes" respondent (0.7%). These write-in answers were weekend training conference; train the trainer (train one leader to train other leaders in county); someone who could relate to your specific county; other volunteers with much expertise; other leader to group; county extension agent; community resource persons; and college 4-Her's, junior leaders, or other teens which are trained to lead.

Most Important Thing Learned at a Volunteer Training Session

One of the two open-ended questions on this survey asked the respondents to identify the most important thing they have learned at a volunteer training session. Six respondents (4.2%) responded that they have not had club leader training. Four respondents (2.8%) indicated "yes" to learning about programs and activities. Four respondents (2.8%) replied that they have learned new ideas. Four respondents (2.8%) responded that they learned how to hold meetings. Using the logo and 4-H emblem was identified by three respondents (2.1%). Three respondents (2.1%) listed how to take care of 4-H funds. Three respondents (2.1%) responded that how to deal with different abilities and needs was the most important thing they have learned (see Table 21). For a complete list of all responses to this question please refer to Appendix E.

Table 21

Most Important Things Learned by 4-H Club Leaders at a Volunteer Training Session

	No		Yes	
	N	*%*	*N*	*%*
No club leader training	138	95.8	6	4.2
Programs and activities	140	97.2	4	2.8
New ideas	140	97.2	4	2.8
How to hold meetings	140	97.2	4	2.8
Use of logo and 4-H emblem	141	97.9	3	2.1
How to take care of 4-H funds	141	97.9	3	2.1
How to deal with different abilities and needs	141	97.9	3	2.1

Areas Volunteer Training Should Address More

The other open-ended question on this survey asked the respondents to identify areas volunteer training should address more. Nine respondents (6.3%) identified projects books (help for completion) as an area that needs to be addressed. Seven respondents (4.9%) stated that they wished training addressed program ideas more. Five respondents (3.5%) responded that recruitment of volunteers was an area to address in training. Keeping parents involved in 4-H was identified as a need by four respondents (2.8%). Three respondents (2.1%) replied that recruitment of members was a need to be addressed at training. Three respondents (2.1%) indicated that project books (new & revised) were a need to be addressed at training. Keeping kids involved in 4-H was identified by three respondents (2.1%) as a need to be addressed at training. Three respondents (2.1%) replied that inclusion/acceptance of all youth/leaders needed to be

addressed. Three respondents (2.1%) responded that there is a need at training to address the events and opportunities available for leaders and/or members. Three respondents (2.1%) responded that controlling disruptive (challenge) children is a need (see Table 22). For a complete list of all responses to this question please refer to Appendix F.

Table 22

4-H Club Leaders' Perceptions of Areas Volunteer Training Should Address More

	No		Yes	
	N	*%*	*N*	*%*
Project books--help for completion	135	93.8	9	6.3
Program ideas	137	95.1	7	4.9
Recruitment of volunteers	139	96.5	5	3.5
Keeping parents involved in 4-H	140	97.2	4	2.8
Recruitment of members	141	97.9	3	2.1
Project books--new & revised	141	97.9	3	2.1
Keeping kids involved in 4-H	141	97.9	3	2.1
Inclusion/Acceptance of all youth/leaders	141	97.9	3	2.1
Events and Opportunities for leaders and/or members	141	97.9	3	2.1
Controlling disruptive (challenge) children	141	97.9	3	2.1

Demographic Characteristics

   Gender. Twenty two respondents (15.3%) reported themselves as males while 120 respondents (83.3%) reported to be females (see Table 23). Two respondents (1.4%) declined to answer this question.

Table 23

Gender of 4-H Club Leaders

Categories	N	%
Male	22	15.3
Female	120	83.3
Missing Value	2	1.4
Total	144	100.0

Years as a 4-H Volunteer. Eight respondents (5.6%) had been a 4-H volunteer for 0-2 years (see Table 24). Thirty-three respondents (22.9%) had been 4-H volunteers for 3-5 years and 32 respondents (22.2%) have been 4-H volunteers for 6-10 years. Fifteen respondents (10.4%) had been 4-H volunteers for 11-15 years and 54 respondents (37.5%) had been 4-H volunteers for over 15 years. Two respondents (1.4%) chose not to answer this question.

Table 24

Number of Years 4-H Club Leaders have Served as a 4-H Volunteer

Categories	N	%
0-2 years	8	5.6
3-5 years	33	22.9
6-10 years	32	22.2
11-15 years	15	10.4
Over 15 years	54	37.5
Missing Value	2	1.4
Total	144	100.0

Age. Four respondents (2.8%) reported their age fell in the 22-29 years category (see Table 25). The category, 30-39 years, had 28 respondents (19.4%) and the category, 40-49 years, had 54 respondents (37.5%). Thirty-four respondents (23.6%) reported their age fell in the 50-59 years category while 19 respondents (13.2%) reported their ages as over 60 years. Five respondents (3.5%) declined to answer this question.

Table 25

Age of 4-H Club Leaders

Categories	N	%
22-29 years	4	2.8
30-39 years	28	19.4
40-49 years	54	37.5
50-59 years	34	23.6
Over 60 years	19	13.2
Missing Value	5	3.5
Total	144	100.0

Years as a 4-H Member. Forty-seven respondents (32.6%) reported that they were never a 4-H member (see Table 26). The categories, 1-2 years as a 4-H member and 3-5 years as a 4-H member, both had 11 respondents (7.6%) each. Twenty respondents (13.9%) reported that they had been a 4-H member for 6-8 years and 15 respondents (10.4%) had been 4-H members for 9-10 years. Thirty-five respondents (24.3%) reported having been 4-H members for over 10 years. Five respondents (3.5%) decided not to answer this question.

Table 26

Number of Years 4-H Club Leaders were a 4-H Member

Categories	*N*	*%*
Never a member	47	32.6
1-2 years	11	7.6
3-5 years	11	7.6
6-8 years	20	13.9
9-10 years	15	10.4
Over 10 years	35	24.3
Missing Value	5	3.5
Total	144	99.9

Training Sessions During the Past Twelve Months.   Forty-one respondents

(28.5%) have attended no 4-H training sessions during the past twelve months while 73

respondents (50.7%) have attended 1 to 2 4-H training sessions during the past twelve

months (see Table 27). Twenty-two respondents (15.3%) reported having attended 3 to 5

4-H training sessions during the past twelve months and three respondents (2.1%) replied

that they had attended 6 to 8 4-H training sessions during the past twelve months. Five

respondents (3.5%) did not reply to this question.

Table 27

Number of Training Sessions Attended by 4-H Club Leaders During the Past Twelve Month

Categories	*N*	*%*
None	41	28.5
1-2	73	50.7
3-5	22	15.3
6-8	3	2.1
Missing Value	5	3.5
Total	144	100.1

Average Hours Volunteered To 4-H During A Month. Seventy-five respondents (52.1%) reported that they spent, on average, 0 to 10 hours a month volunteering for 4-H (see Table 28). Forty-four respondents (30.6%) reported that on average, they spent 11 to 25 hours a month volunteering for 4-H while 13 respondents (9.0%) replied that on average, they spent 26 to 50 hours a month volunteering for 4-H. Three respondents (2.1%) indicated they volunteered between 51 to 100 hours a month and one respondent (0.7%) responded to having spent on average over 250 hours a month volunteering for 4-H. Eight respondents (5.6%) declined answering this question.

Table 28

Average Number of Hours per Month Volunteered by 4-H Club Leaders

Categories	*N*	*%*
0-10 hours	75	52.1
11-25 hours	44	30.6
26-50 hours	13	9.0
51-100 hours	3	2.1
Over 250 hours	1	0.7
Missing Value	8	5.6
Total	144	100.1

Club Sizes. In describing the number of 4-H members in the clubs of the respondents, the minimum number of club members was 5 while the maximum number of club members was 101 (see Table 29). The mean number of club members reported by the respondents was 24.64 with a standard deviation of 15.10. The respondents reported 0 as the minimum number of other volunteer leaders involved with their clubs and 33 as the maximum number (see Table 29). The mean number of other volunteer leaders was 4.48 with a standard deviation of 4.53.

Table 29

Average Club Size Reported by 4-H Club Leaders

	Min	*Max*	*M*	*SD*
What is the number of 4-H members in your club	5	101	24.64	15.10
How many other volunteer leaders are involved with your club	0	33	4.48	4.53

CHAPTER V

Summary, Conclusions, and Recommendations

The purpose of this study was to determine why individuals volunteer to be a 4-H leader, the attitudes volunteers have towards the different types of training they are offered in their individual county and across the state of West Virginia, the training needs of 4-H volunteers, and the methods by which 4-H volunteers prefer to receive training.

Objectives of the Study

The following objectives for the study were to identify:

1. The reasons volunteers give their time to the 4-H program;

2. The attitudes 4-H volunteers have toward 4-H volunteer training activities;

3. The types of 4-H volunteer training opportunities that are available to volunteers;

4. The topics in which 4-H volunteers have received training and what topics they want to receive additional training;

5. The amount of training that each 4-H volunteer has participated in and the amount of training in which each volunteer is willing to participate; and

6. The preferred methods of receiving 4-H volunteer training in 4-H.

Summary

The respondents' reasons for becoming a 4-H volunteer vary. Out of the 27 statements provided that may be reasons for volunteering, over 90% of the respondents expressed some level of agreement with 13 of them. Respondents agree that they volunteer with 4-H, because they want to help people; they like associating with youth; they want to have influence on how young people learn and grow; they want to improve

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their community; it is a way to express their caring and concern for others; it gives them a chance to meet other volunteers; they want to learn new things; they want to teach and lead others; they like being involved in the leadership of the 4-H program; they feel needed in the program; they have goals for what they want to accomplish as a volunteer; they like to receive feedback from Extensions staff, parents, and 4-H members about how they are doing; and it is a task they can do well.

Over 75% of the respondents expressed some level of agreement that 21 of the statements were reasons they became a volunteer. In addition to the 13 items previously mentioned, eight new reasons were added to the list. These reasons include wanting to be with their child(ren) in the 4-H program; preferring to work with groups of people rather than alone; they like the challenge of the task; it is a constructive use of their leisure time; they like being involved in making decisions and program planning; they like to be responsible for 4-H programs; it was important that people like them; and they feel an obligation to 4-H, because of what it had done for them.

Less than 50% of the respondents expressed agreement that three items were reasons for becoming a 4-H volunteer. These volunteers don't have a problem saying "no" when asked. They don't volunteer to receive recognition or gain experience and skills which might lead to employment.

When asked to response about reasons for volunteer training, there were five statements that 90% of the respondents expressed some level of agreement to. Respondents stated that training is important to becoming a volunteer club leader. Reasons for attending training sessions were to improve their knowledge about 4-H, improve their leadership abilities, and obtain new activities for use in their clubs. They

also plan to attend more training sessions in the future. An additional two statements can be added to the list of reasons for volunteer training based on over 75% of the respondents expressing some form of agreement. Respondents attend volunteer training sessions to improve their knowledge of youth and to improve their personal growth and development. Less than 50% of the respondents expressed some level of agreement with three of the statements. The respondents do not feel that training is only for persons with no 4-H background or new volunteers. Respondents also feel that training sessions are beneficial to club leaders.

Respondents had received training on many 4-H training topics. Over 75% of the respondents have received training on the use of the 4-H name and emblem, the purpose of 4-H, working with youth, and parliamentary procedure. Between 74% and 50% of the respondents had received training on most of the topics, 35 out of 47 (excludes "other" categories). Less the 50% of the respondents have received training in eight topics. This includes individual and family resources; natural resources and environment; recruitment of 4-H leaders; building exhibits; animal science; communication arts and sciences; plant science and crops; and mechanical science. Six of these eight were subject matter topics, which pertain to the subject matter found in the project books 4-H members complete.

Respondents wanted more training on many of the topics. Over 65% of the respondents wanted training in program planning, events-opportunities for members, and understanding youth. Between 64% and 50% of the respondents wanted more training on 35 of the 47 topics. Less than 50% of the respondents wanted more training in natural resources agenda building; communication arts and sciences; use of the 4-H name and

emblem; working with adults; purpose of 4-H; plant science and crops; animal science; and mechanical science.

Respondents were asked to determine what methods of training delivery they preferred. By simply answering "yes" or "no," the top five methods of training delivery were hands-on participation, single county meeting, handbook, newsletter, and workshop-multiple topic. When the respondents were asked to rank their "yes" responses in order from 1 to 5 with 1 being the best method, the top five methods were single county meeting, multicounty meetings, hands-on participation, handbook, and internet based course. The two lowest ranked methods of training delivery by "yes" and "no" answering were statewide meetings and pre-recorded audio and they were the only methods to receive less than 50% approval. These two methods remained on the bottom when ranked and presentation or lecture was added to the bottom three methods.

When it came to how frequently respondents felt they should participation in training sessions, as needed was the respondents' favorite choice followed by quarterly, annually, and semi-annually. Monthly and bi-monthly training were not received as good frequencies with less than 10% of the respondents approving. Over 50% of the respondents preferred that county staff or a state specialist present the training to a group. Less the 15% of the respondents agreed that 1 to 1 with county staff and 1 to 1 with another leader were good methods of delivery.

When respondents were asked what the most important thing learned at a volunteer training session, their responses varied greatly. Most were only expressed by one individual. Of the responses given by more than one individual the most frequent answer was that the respondents have received no club leader training. Other responses

that came up more than once include programs and activities; new ideas; how to hold meetings; use of logo and 4-H emblem; how to take care of 4-H funds; and how to deal with different abilities and needs.

Respondents were asked to express what areas volunteer training should address more. The answers to this question also varied. The most frequent response was training to address the 4-H project books whether to help complete them or to review new and revised projects. Respondents also want to know more about recruitment of both members and volunteers. Once they have been recruited, respondents want to know how to keep them involved. Other topics that were given by multiple respondents were program ideas; inclusion/acceptance of all youth/leaders; events and opportunities for leaders and/or members; and controlling disruptive (challenge) children.

Demographically, the majority of respondents were females in their 40s to 50s who have been 4-H volunteers for at least 3 years. These respondents were involved in the program for at least 6 years. During the past twelve months, the majority of the respondents have attended up to 2 training sessions and dedicated up to 25 hours a month to 4-H volunteering. The average club has 25 members with 5 volunteer leaders.

Conclusions

West Virginia 4-H volunteers have multiple reasons for being a 4-H volunteer club leader. Many volunteers like helping people and working with youth. Others want to have an influence how young people learn and grow. However, most volunteers do not volunteer to gain status in their community or because they want people to like them. 4-H volunteer club leaders volunteer to improve their community.

4-H volunteer club leaders in West Virginia feel that training is important in becoming a leader. Reasons that they attend training include improving their knowledge about youth and 4-H as well as improving their leadership skills. Volunteer especially attend training to obtain new activities for their clubs. Volunteers feel that training is for everyone regardless of if they have a 4-H background or not. Also training should be for all leaders, new or old. Volunteers feel that training is beneficial and they hope to attend more training in the future.

Volunteers may have received training in the past on club mechanics, leadership roles, public relations, volunteer leader training, subject matter, leisure education, and skills 4-H youth learn, but most the volunteers would like to received more training in these areas. The only section to receive lower percentages in wanting training was subject matter. Some areas that the most volunteers wanted more training in were program planning, events and opportunities for members and leaders, and understanding youth.

Most volunteers prefer to have hands-on participation during training. Single county meetings were the best group for volunteers. They also prefer handbooks and newsletters. If a workshop is held, volunteers more often would like for them to cover multiple topics. West Virginia 4-H volunteers like pre-recorded audio training the least. Out of the preferred training methods, single county meetings were picked as the top choice with multicounty meetings as the second chose. Hands-on participation is another top choice as well as handbooks.

West Virginia 4-H volunteer club leaders prefer to participate in training sessions as needed but will participate in them as frequently as four times a year. Most volunteers

felt that monthly and even bi-monthly was too frequent for training sessions. The volunteers prefer that county staff address a group during training session or a state specialist delivers the training. One on one with county staff or even another leader were not delivery methods that the volunteers favored.

Some of the most important things that West Virginia 4-H volunteer club leaders have learned in training includes programs, activities, new ideas, holding meetings, use of logo, use of 4-H emblem, caring for 4-H funds, paper work, listening to others, legal issues, dealing with different abilities and needs, learning from others, making a difference, organization, charter requirements, getting along with others, involving everyone, and about new projects. However, many volunteers have never attended a 4-H training session. There are several topics that volunteers wish training would address need. It is important that training covers projects in the future. Volunteers want to have more training on new projects and how to complete projects. Volunteers also want to know more training on how to recruitment new members and leaders. Then they want to know how to keep them involved once they join. Other topics that volunteers want to cover in training includes program ideas, inclusion of all youth and leaders, events and opportunities for leaders and members, controlling disruptive children, understanding youth, teaching tools and techniques, money issues, community service, demonstrations, exhibits, public speaking, and activities for clubs.

The majority of the volunteer leaders in West Virginia are female. Nearly all of the respondents to this survey have been a 4-H volunteer for at least 3 years with over one-third having volunteered for over 15 years. Therefore, most of these volunteers are willing to continue their services to the 4-H once they have started. The age of most of

the respondents was older too. Nearly three-fourths of the respondents were at least 40

years or over. Consequently most of the 4-H volunteer club leaders in West Virginia must

be older, more experienced volunteers with the 4-H program. However, experienced

volunteers aren't necessarily former 4-H members. A lot of West Virginia 4-H volunteer

club leaders were never members of 4-H. On the other hand, if they were a 4-H member,

they were involved in 4-H for at least 6 years (48.6%).

Most volunteers have attended 1 to 2 training sessions during the past twelve

months. On average, West Virginia 4-H club leaders are spending 0-25 hours a month

volunteering to 4-H with the majority volunteering 10 hours or less. The average 4-H

club has about 25 members and 5 leaders in the state of West Virginia.

Recommendations

The data collected from this survey should be taken into consideration when

county extension agents and extension specialists plan future volunteer training sessions

within their own county or across the state. A follow up survey that consisted of part of

the original instrument could be sent a year later to see how the volunteers' responses

have changed due to changes made by extension agents in their training sessions that

reflect the results from the first survey.   The population should be expanded to include

all of the counties in the state of West Virginia. This would allow the researcher to

determine if comparable feedback exists across the state.

The data from the section 4-H volunteer training participation and needs could be

analyzed differently.   The "yes" and "no" respondents from the prior training questions

could be separately analyzed to see which respondents who replied "yes" wanted more

training in these areas while the "no" respondents could be analyzed to see who wants to

be trained on those topics and who doesn't feel it is necessary. The data could also be compared non 4-H member to former 4-H members (regardless of years involved) to see if their reasons for volunteering differed or if their needs and wants in training sessions differ.

The title of the section with questions 78 to 76 should be changed to reflect that subject matter is referring to the 4-H project subject matter. These questions received low "yes" responses to wanting training. However on question 113, an open end question that asked respondents what areas they wished volunteer training addressed more, many of the answers given pertained to project books.

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APPENDICES

APPENDIX A

Cover Letter for Initial Mailing

July 10, 2007

Dear Community 4-H Club Program Volunteer Leader:

You are a vital part of the 4-H program. You run meetings, plan activities, and conduct camping programs just to name a few things. Without volunteers such as you, 4-H programs wouldn't be able to run. Extension agents count on numerous volunteers to "teach throughout the 4-H world what those before have taught them." Because you serve such a vital role in the 4-H organization it is important to determine your perspectives on volunteering in the organization as well as the ways the organization can help you do your job better.

I am Jennifer Post, a graduate student in Agricultural and Extension Education, and under the direction of my advisor, Dr. Harry N. Boone, Jr., we are conducting this study to determine the attitudes volunteers have towards the training they are offered in their individual county and across the state of West Virginia. The study will also identify training needs of 4-H volunteers. The results of this study will be used to prepare a thesis to partially fulfill the requirements for a Master of Science Degree in Agricultural and Extension Education. By determining how training has a significant difference in volunteer's lives, extension agents can adapt their training methods to better prepare the volunteers that will assist the 4-H programs.

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 ten minutes to complete and your response to the survey 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.

Place the completed questionnaire in the enclosed postage-paid self-addressed return envelope and drop in the mail. **Please return your completed questionnaire before August 1, 2007.** Thank you in advance for your assistance with this research effort. We sincerely appreciate your time and effort.

Sincerely:

Jennifer Post   Harry N. Boone, Jr., Ph.D
Graduate Student   Associate Professor

APPENDIX B

Data Collection Instrument

Attitudes of 4-H Club Leaders Toward Volunteer Training in West Virginia
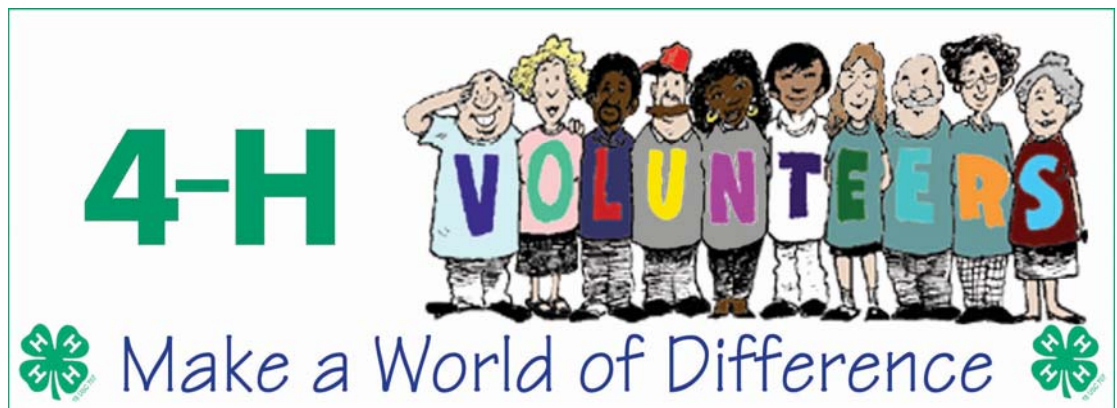
Jennifer Post
Graduate Student
Agricultural and Extension Education
Davis College of Agriculture, Forestry, and Consumer Sciences
West Virginia University
Morgantown, WV 26506

**Attitudes of 4-H Club Leaders Toward Volunteer
Training in West Virginia**

Reasons for Becoming a 4-H Volunteer

Instructions: *Using the following Likert scale, rate the following statement on why you became a volunteer in the 4-H organization. Indicate your opinion by circling the letters that best corresponds to your response: SD – Strongly Disagree, MD – Moderately Disagree, SD – Slightly Disagree, SA – Slightly Agree, MA – Moderately Agree, and SA – Strongly Agree.*

Reason	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program.	SD	MD	SD	SA	MA	SA
2. I am a 4-H volunteer because I like helping people.	SD	MD	SD	SA	MA	SA
3. I am a 4-H volunteer because I like associating with youth.	SD	MD	SD	SA	MA	SA
4. I am a 4-H volunteer because I want to have influence on how young people learn and grow.	SD	MD	SD	SA	MA	SA
5. I volunteer in 4-H because it is a way to improve my community.	SD	MD	SD	SA	MA	SA
6. I am a 4-H volunteer because it is a way I can express my caring and concern for others.	SD	MD	SD	SA	MA	SA
7. Volunteering in 4-H gives me a chance to meet other volunteers.	SD	MD	SD	SA	MA	SA
8. I am a 4-H volunteer because I want to learn new things.	SD	MD	SD	SA	MA	SA
9. As a 4-H volunteer, I prefer to work with groups of people rather than alone.	SD	MD	SD	SA	MA	SA

Reason	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
10. I am a 4-H volunteer because I want to teach and lead others.	SD	MD	SD	SA	MA	SA
11. I like being involved in the leadership of the 4-H program.	SD	MD	SD	SA	MA	SA
12. I am a 4-H volunteer because I like the challenge of the task.	SD	MD	SD	SA	MA	SA
13. I am a 4-H volunteer because I feel needed in the program.	SD	MD	SD	SA	MA	SA
14. As a 4-H volunteer, it is important to me that people like me.	SD	MD	SD	SA	MA	SA
15. As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer.	SD	MD	SD	SA	MA	SA
16. I am a 4-H volunteer because it is a constructive use of my leisure time.	SD	MD	SD	SA	MA	SA
17. As a volunteer, I like to receive feedback from Extension staff, parents, and 4-H members about how I am doing.	SD	MD	SD	SA	MA	SA
18. I am a 4-H volunteer because I like to be involved in making decisions and program planning.	SD	MD	SD	SA	MA	SA
19. I am a 4-H volunteer because it is a task I can do well.	SD	MD	SD	SA	MA	SA
20. As a 4-H volunteer, I enjoy being able to "do my own thing."	SD	MD	SD	SA	MA	SA
21. I am a 4-H volunteer because I feel an obligation to 4-H because of what it has done for me.	SD	MD	SD	SA	MA	SA
22. I volunteer in 4-H because I like to be responsible for 4-H programs.	SD	MD	SD	SA	MA	SA

Reason	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
23. I receive status in my community because I am a 4-H volunteer.	SD	MD	SD	SA	MA	SA
24. I am a 4-H volunteer because I can't say "no" when I am asked.	SD	MD	SD	SA	MA	SA
25. I am a 4-H volunteer because I like to receive recognition for being a volunteer.	SD	MD	SD	SA	MA	SA
26. I am a 4-H volunteer because I want to have influence over others.	SD	MD	SD	SA	MA	SA
27. I am a 4-H volunteer in order to gain experience and skills which might lead to employment.	SD	MD	SD	SA	MA	SA

Attitudes toward 4-H Volunteer Training

Instructions: Using the following Likert scale, rate your opinion on each of the volunteer training issues. Indicate your opinion by circling the letters that best corresponds to your response: SD – Strongly Disagree, MD – Moderately Disagree, SD – Slightly Disagree, SA – Slightly Agree, MA – Moderately Agree, and SA – Strongly Agree.

Issue	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
28. Training is important to becoming a volunteer club leader.	SD	MD	SD	SA	MA	SA
29. Training is only for persons who have no 4-H background.	SD	MD	SD	SA	MA	SA
30. Training is only for new volunteers.	SD	MD	SD	SA	MA	SA
31. The amount of training my county offers is adequate for learning how to be a club leader.	SD	MD	SD	SA	MA	SA

Issue	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
32. Yearly volunteer training sessions would not be beneficial to club leaders.	SD	MD	SD	SA	MA	SA
33. I attend volunteer training sessions for my personal growth and development.	SD	MD	SD	SA	MA	SA
34. I attend volunteer training sessions to improve my knowledge about youth.	SD	MD	SD	SA	MA	SA
35. I attend volunteer training sessions to improve my knowledge about 4-H.	SD	MD	SD	SA	MA	SA
36. I attend volunteer training sessions to improve my leadership abilities.	SD	MD	SD	SA	MA	SA
37. I attend volunteer training sessions to improve my attitudes about 4-H.	SD	MD	SD	SA	MA	SA
38. I attend volunteer training sessions to obtain new activities for use in my club.	SD	MD	SD	SA	MA	SA
39. I plan to attend more training sessions in the future.	SD	MD	SD	SA	MA	SA

4-H Volunteer Training Participation and Needs

Instructions: For each of the items below, indicate if you have participated in training on the topic and if you would like additional training on the subject. Designate your answers by circling the appropriate response.

Training Topic	I have had prior training in this area.		I want training sessions on this topic	
Club mechanics				
40. Program planning	Yes	No	Yes	No
41. Club organization	Yes	No	Yes	No
42. Agenda building	Yes	No	Yes	No
43. Committee functions	Yes	No	Yes	No

Training Topic	I have had prior training in this area.		I want training sessions on this topic	
44. The 4-H Club meeting	Yes	No	Yes	No
45. Parliamentary procedure	Yes	No	Yes	No
46. Events/opportunities for members	Yes	No	Yes	No
47. Events/opportunities for leaders	Yes	No	Yes	No
48. Other:_____	Yes	No	Yes	No
Leadership roles				
49. Recruitment of 4-H members	Yes	No	Yes	No
50. Recruitment of 4-H leaders	Yes	No	Yes	No
51. Working with teen leaders	Yes	No	Yes	No
52. Role of the 4-H leader	Yes	No	Yes	No
53. Understanding youth	Yes	No	Yes	No
54. Other:_____	Yes	No	Yes	No
Public relations				
55. Building exhibits	Yes	No	Yes	No
56. Demonstrations	Yes	No	Yes	No
57. Public speaking	Yes	No	Yes	No
58. Working with adults	Yes	No	Yes	No
59. Working with youth	Yes	No	Yes	No
60. Community service	Yes	No	Yes	No
61. Other:_____	Yes	No	Yes	No
Volunteer leader training				
62. Purpose of 4-H	Yes	No	Yes	No
63. Use of the 4-H name and emblem	Yes	No	Yes	No
64. Teaching tools and techniques	Yes	No	Yes	No
65. Developing 4-H programs	Yes	No	Yes	No
66. Handling funds in 4-H organizations	Yes	No	Yes	No
67. Other:_____	Yes	No	Yes	No
Subject matter				
68. Animal science	Yes	No	Yes	No

Training Topic	I have had prior training in this area.		I want training sessions on this topic	
69. Plant science and crops	Yes	No	Yes	No
70. Mechanical science	Yes	No	Yes	No
71. Natural resources and environment	Yes	No	Yes	No
72. Leadership and community involvement	Yes	No	Yes	No
73. Health and safety	Yes	No	Yes	No
74. Individual and family resources	Yes	No	Yes	No
75. Communication arts and sciences	Yes	No	Yes	No
76. Other:_____	Yes	No	Yes	No
Leisure education				
77. Recreation	Yes	No	Yes	No
78. Song leading	Yes	No	Yes	No
79. Camping	Yes	No	Yes	No
80. Other:_____	Yes	No	Yes	No
Skills 4-H youth learn				
81. Decision making	Yes	No	Yes	No
82. Social responsibility	Yes	No	Yes	No
83. Valuing diversity	Yes	No	Yes	No
84. Leadership skills	Yes	No	Yes	No
85. Problem-solving	Yes	No	Yes	No
86. Relationship-building	Yes	No	Yes	No
87. Critical thinking	Yes	No	Yes	No
88. Communication	Yes	No	Yes	No
89. Conflict resolution	Yes	No	Yes	No
90. Goal-setting	Yes	No	Yes	No
91. Planning	Yes	No	Yes	No
92. Personal safety	Yes	No	Yes	No
93. Other:_____	Yes	No	Yes	No

Desired Methods and/or Delivery Techniques of Receiving 4-H Volunteer Training

Instructions: For each of the items below, indicate by circling the appropriate response, your willingness to participate in the training method and/or delivery techniques. Then rank your top five preferences for training methods.

Method or Delivery Technique	I am willing to participate in this method of training.		My top five training method(s) would be: (rank 1 to 5)
94. Handbook	Yes	No	
95. Single county meeting	Yes	No	
96. Multicounty meetings	Yes	No	
97. Regional meetings	Yes	No	
98. Statewide meetings	Yes	No	
99. Internet based course	Yes	No	
100. Weekend training conference	Yes	No	
101. Workshop – single topic	Yes	No	
102. Workshop – multiple topic	Yes	No	
103. Extension bulletin	Yes	No	
104. Newsletter	Yes	No	
105. Pre-recorded video	Yes	No	
106. Pre-recorded audio	Yes	No	
107. Presentation or lecture	Yes	No	
108. Group discussion	Yes	No	
109. Hands-on participation	Yes	No	
110. Other: _____	Yes	No	

111. How frequently would you be willing to participate in training activities? (check all that apply)
_____a. Monthly
_____b. Bi-monthly
_____c. Quarterly
_____d. Semi-annually
_____e. Annually
_____f. As needed

112. Who would you prefer to deliver the training(s)? (check all that apply)
_____a. County staff to a group
_____b. 1 to 1 with county staff
_____c. 1 to 1 with another leader
_____d. Program teams
_____e. State specialist
_____f. Other (please specify:_____)

113. What is the most important thing you have learned at a volunteer training session?
_____

_____

_____

114. What area(s) do you wish volunteer training addressed more?

_____

_____

_____

115. What is your gender?
_____a. Male
_____b. Female

116. How many years have you been a 4-H volunteer?
_____a. 0-2 years
_____b. 3-5 years
_____c. 6-10 years
_____d. 11-15 years
_____e. over 15 years

117. What is your age?
_____a. 18-21 years
_____b. 22-29 years
_____c. 30-39 years
_____d. 40-49 years
_____e. 50-59 years
_____f. over 60 years

118. 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

119. How many training sessions have you attended during the past twelve months?
_____a. None
_____b. 1-2
_____c. 3-5
_____d. 6-8
_____e. 9-10
_____f. Over 10

120. On the average, how many hours do you volunteer for 4-H during a month?
_____a. 0 – 10 hours
_____b. 11 – 25 hours
_____c. 26 – 50 hours
_____d. 51 – 100 hours
_____e. 101 – 150 hours
_____f. 151 – 200 hours
_____g. 201 – 250 hours
_____h. Over 250 hours

121. What is the number of 4-H members in your club? _____

122. How many other volunteer leaders are involved with your club? _____

Comments:

If you have questions about the survey, please contact me at:
jshirey@mix.wvu.edu or call (304) 598-5646.

𝕿𝖍𝖆𝖓𝖐 𝖞𝖔𝖚 𝖋𝖔𝖗 𝖙𝖆𝖐𝖎𝖓𝖌 𝖙𝖍𝖊 𝖙𝖎𝖒𝖊 𝖙𝖔 𝖈𝖔𝖒𝖕𝖑𝖊𝖙𝖊 𝖙𝖍𝖎𝖘 𝖘𝖚𝖗𝖛𝖊𝖞.

APPENDIX C

Cover Letter for Second Mailing

August 3, 2007

Dear Community 4-H Club Program Volunteer Leader:

On July 10, we sent you a questionnaire about your activities as a 4-H volunteer. As of today, we have not received your reply. We have enclosed a second copy of the survey and hope you will take the time to complete and return. If you have already returned the first survey there is no need to complete this one, we sincerely appreciate your participation.

You are a vital part of the 4-H program. You run meetings, plan activities, and conduct camping programs just to name a few things. Without volunteers such as you, 4-H programs wouldn't be able to run. Extension agents count on numerous volunteers to "teach throughout the 4-H world what those before have taught them." Because you serve such a vital role in the 4-H organization it is important to determine your perspectives on volunteering in the organization as well as the ways the organization can help you do your job better.

I am Jennifer Post, a graduate student in Agricultural and Extension Education, and under the direction of my advisor, Dr. Harry N. Boone, Jr., we are conducting this study to determine the attitudes volunteers have towards the training they are offered in their individual county and across the state of West Virginia. The study will also identify training needs of 4-H volunteers. The results of this study will be used to prepare a thesis to partially fulfill the requirements for a Master of Science Degree in Agricultural and Extension Education. By determining how training has a significant difference in volunteer's lives, extension agents can adapt their training methods to better prepare the volunteers that will assist the 4-H programs.

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 ten minutes to complete and your response to the survey 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.

Place the completed questionnaire in the enclosed postage-paid self-addressed return envelope and drop in the mail. **Please return your completed questionnaire before August 15, 2007.** Thank you in advance for your assistance with this research effort. We sincerely appreciate your time and effort.

Sincerely:

Jennifer Post   Harry N. Boone, Jr., Ph.D.
Graduate Student   Associate Professor

APPENDIX D

Follow-Up Postcard

On July 10, 2007, I sent you a questionnaire about the attitudes Community 4-H Club Program Volunteer Leaders have towards the training they are offered in their individual county and across the state of West Virginia. A second copy of the questionnaire was mailed on August 6, 2007. As of today, I have not received your reply. Because you serve such a vital role in the 4-H organization it is important to determine your perspectives on volunteering in the organization as well as the ways the organization can help you do your job better. Your responses are vital to the success of this project, so **please take the time to complete and return it by September 5, 2007**. If you have already returned the survey, please disregard this card. Thank you for your contribution to my study.

If you have any questions, please contact me at:

> **Jennifer Post**
> Agricultural and Extension Education
> Davis College of Agriculture, Forestry, and Consumer Sciences
> West Virginia University
> 2054 Agricultural Sciences Building
> P.O. Box 6108
> Morgantown, WV 26506
> 304-293-4832 ext. 4481
> jennifershireypost@yahoo.com

APPENDIX E

Important Things Learned at Volunteer Training Session

Table E

Most Important Thing Learned at a Volunteer Training Session

	Yes	
	N	*%*
No club leader training	6	4.2
Programs and activities	4	2.8
New ideas	4	2.8
How to hold meetings	4	2.8
Use of logo and 4-H emblem	3	2.1
How to take care of 4-H funds	3	2.1
How to deal with different abilities and needs	3	2.1
We all have similar problems	2	1.4
The Paper Work	2	1.4
The importance of a mentor and a positive role-model in the lives of our youth	2	1.4
Roles	2	1.4
Not able to recall	2	1.4
Listen to others	2	1.4
Legal Issues	2	1.4
Learn from others	2	1.4
Leadership	2	1.4
Keeping an open mind	2	1.4
I can make a difference	2	1.4
How to involve everyone	2	1.4
How to get along and work with others	2	1.4

	Yes	
	N	*%*
How to be organized	2	1.4
How important volunteerism can be	2	1.4
Charter Requirements for 4-H	2	1.4
About new projects	2	1.4
To resolve conflicts	1	0.7
To remember we are volunteers and what and how we act and react has a lasting impression on our children and community	1	0.7
Think before you speak	1	0.7
Things to watch for that indicates hazing, bullying, and gang activity	1	0.7
They're fun and you can learn a lot	1	0.7
The ways we as leaders can help our youth reach into themselves and bring out their best	1	0.7
The volunteer leaders weekend—I previously attended were very invigorating and helped keep me involved	1	0.7
The more you teach them the more they want to learn	1	0.7
The Dedication of the leaders, volunteers, the young people, the entire 4-H Dept	1	0.7
That our current training method is ineffective (PowerPoint presentation, little discussion)	1	0.7
Take notes	1	0.7
Stress management for teens	1	0.7
Shooting Sports Instruction	1	0.7
Safety—risk assessment	1	0.7
Rules	1	0.7

	Yes	
	N	*%*
Risk management at shooting sports	1	0.7
Respect and Joy from the children	1	0.7
Refreshing of 4-H goals	1	0.7
Public speaking techniques	1	0.7
Not much	1	0.7
New Policies and Regulations	1	0.7
New methods to get information across	1	0.7
More about topic	1	0.7
Making sure everyone knows they are appreciated	1	0.7
Leader meeting	1	0.7
It takes the entire team to work together in order to have a successful 4-H program	1	0.7
I've learned how to make heritage crafts—baskets, drawings, etc…	1	0.7
I'm not alone	1	0.7
I like to network—I meet others and ask questions	1	0.7
How to work with Children	1	0.7
How to plan and conduct an effective 4-H camp	1	0.7
How to lead and instruct youth	1	0.7
How to have 4-H projects completed	1	0.7
How to deal with other personality types	1	0.7
How to deal with kids and attitudes	1	0.7
How fulfilling it is to be part of a living, working, thriving body of volunteers!	1	0.7

	Yes	
	N	*%*
History of 4-H	1	0.7
Games	1	0.7
Fundraising ideas for clubs	1	0.7
Depend on the people that actually show up to help	1	0.7
Dealing with campers	1	0.7
Community Involvement	1	0.7
Communication	1	0.7
Children come first, as always	1	0.7
Changes in 4-H	1	0.7
Camp volunteer	1	0.7
Camp Safety Training	1	0.7
Be willing to change	1	0.7
Be patience	1	0.7
Ask questions	1	0.7
Animal livestock interests	1	0.7

APPENDIX F

Areas Volunteer Training Addressed More

Table F

Areas Volunteer Training Should Address More

	Yes	
	N	*%*
Project books--help for completion	9	6.3
Program ideas	7	4.9
Recruitment of volunteers	5	3.5
Keeping parents involved in 4-H	4	2.8
Recruitment of members	3	2.1
Project books--new & revised	3	2.1
Keeping kids involved in 4-H	3	2.1
Inclusion/Acceptance of all youth/leaders	3	2.1
Events and Opportunities for leaders and/or members	3	2.1
Controlling disruptive (challenge) children	3	2.1
Understanding youth	2	1.4
Teaching tools and techniques	2	1.4
Money Issues	2	1.4
How to ask people nicely to do things—instead of bribing or demanding	2	1.4
Demonstrations, exhibits, and public speaking	2	1.4
Community Service	2	1.4
Activities for clubs	2	1.4
Ways to help build confidence/self-esteem in boys and girls	1	0.7
Ways to get more leaders to participate ABOVE the club level (county, regional, state)	1	0.7

	Yes	
	N	*%*
Volunteers do not get money—could we get coupons to state parks or something for volunteering?	1	0.7
Today's issues faced by our youth	1	0.7
Time management	1	0.7
The program is about the kids and not the leaders	1	0.7
The paper work	1	0.7
The National & State's position on backing up volunteers in tough decision making situations	1	0.7
The importance of programs of interest at regular meetings accompanied with devotions and some traditional songs	1	0.7
The details of how things should be run—the boring	1	0.7
Teen leader activities	1	0.7
Skills for 4-Hers	1	0.7
Resources	1	0.7
Regulations	1	0.7
Recruitment (general)	1	0.7
Public relations—advertise the good of 4-H	1	0.7
Project workshops	1	0.7
Project books	1	0.7
Policies and procedure	1	0.7
Planning and management	1	0.7
Organization	1	0.7
Officer training in clubs	1	0.7
Manners & Kindness	1	0.7

	Yes	
	N	*%*
Looking more at youth not in traditional family	1	0.7
Liabilities & Risks to volunteers	1	0.7
Keeping meetings/children orderly & Fun	1	0.7
It's all about the youth NOT the volunteers!!!	1	0.7
Interpersonal skills, team building, proactive leadership, throughout entire group	1	0.7
Information to "un-4-Hed" parents and volunteers	1	0.7
I would love to see 4-H branch out in more outdoor recreational camping activities such as tent camping, hiking trips, etc…	1	0.7
I wish that WVU would have all their information together before trying to pass it on to the counties	1	0.7
I wish it would be held more at county levels	1	0.7
How to teach children to deal with bullies	1	0.7
How to deal with impossible parents	1	0.7
How all leaders need to work together	1	0.7
Goals of 4-H	1	0.7
Getting youth ways to juggle all activities and 4-H too	1	0.7
Games and Songs for Camp	1	0.7
Future planning for further education for our youth (i.e.—college, vo-tech, job market)	1	0.7
Formal Club Leader Training	1	0.7
Developmentally appropriate abilities for members (Some leaders aren't aware of age = ability)	1	0.7
Dealing with different types of youth	1	0.7
Conflict resolution	1	0.7

| | Yes | |
	N	*%*
Club (How to have great club)	1	0.7
Cloverbud activites/projects/crafts etc...	1	0.7
Camp counseling	1	0.7
Basic life skills in balancing and handling funds and how to pay bills and budget their money when adults in the own household	1	0.7
Annual club goal setting and planning	1	0.7

VITA

Jennifer Post

Education
May 2004   *Bachelors of Science Degree*
                                Biology
                                Bridgewater College
                                Bridgewater, VA 22812

December 2007   *Masters of Science Degree*
                                Agricultural and Extension Education
                                West Virginia University
                                Morgantown, WV 26506

Work Experience
August 2007-present   *Substitute Teacher*
                                Preston County, WV

August 2004-June 2007   *High School Science Teacher*
                                Preston High School
                                Kingwood, WV

Honors and Activities
        Preston High School Teacher of the Month (December 2006)
        Outstanding Woman Scholar Education Award presented by Virginia Iota
              State Organization of Delta Kappa Gamma
        Melissa D. Jett Community Service Award