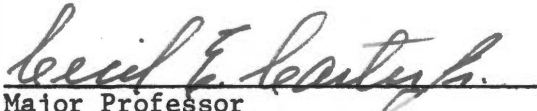


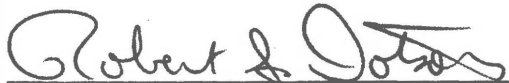
May 27, 1969

To the Graduate Council:

I am submitting herewith a thesis written by Hubert E. Lambert entitled "4-H Project Leader Roles: Perception of Extension Agents and Volunteer Leaders in Fourteen Tennessee Counties." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

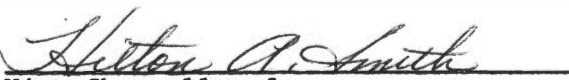

Major Professor

We have read this thesis
and recommend its acceptance:





Accepted for the Council:


Vice Chancellor for
Graduate Studies and Research

4-H PROJECT LEADER ROLES: PERCEPTION OF EXTENSION
AGENTS AND VOLUNTEER LEADERS IN
FOURTEEN TENNESSEE COUNTIES

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Hubert E. Lambert

June 1969

ACKNOWLEDGEMENTS

The writer is most grateful to his graduate committee chairman, Dr. Cecil E. Carter, for his assistance, guidance, encouragement, and interest in the writing of this thesis. He would like to express his appreciation to the other members of his graduate committee, Dr. Robert S. Dotson and Dr. Charles L. Cleland, for their counsel and guidance.

Appreciation is expressed to Dr. Vernon W. Dorter, Dean, Agricultural Extension Service, and the University of Tennessee, for the opportunity to complete graduate study requirements.

Thanks are also due to the fine district supervisory staffs in Tennessee; the extension agents working primarily with youth in the fourteen counties involved in the study, and to the 4-H Club Project Leaders for their cooperation in completing and returning the questionnaires.

Further acknowledgements and appreciation are extended to the Anderson County Extension Staff for their assistance in all phases of the study.

Finally, the writer is most grateful to his wife, Louise, and his daughters, Rebecca Ann, Pamela Beth and Tina Louise, for their encouragement and understanding throughout the study.

ABSTRACT

This study was undertaken to determine the tasks 4-H project leaders performed, to secure leaders' and agents' opinions concerning the tasks that should be performed by 4-H project leaders, and to determine the opinions of 4-H project leaders and Extension agents concerning the qualifications of 4-H project leaders to perform the 55 selected tasks.

Questionnaires were mailed to 463 4-H project leaders and 27 Extension agents in 14 Tennessee counties.

Useable returns were received from 225 project leaders and 27 Extension agents. Data were punched on processing cards and computations of frequencies, percents, and chi square values were made by the University of Tennessee Computing Center.

Analysis of the data revealed that: (1) generally, the location of leaders in counties with a large or small number of project leaders did not significantly influence the number of tasks performed by the leaders; (2) an average of 40 percent of the leaders were performing each of the 55 tasks; (3) 71.6 percent of the leaders and 86.6 percent of the agents felt leaders should perform each of the 55 tasks; (4) an average of 57 percent of the leaders and 18.8 percent of the agents felt leaders were qualified to perform the 55 selected tasks of 4-H project work; (5) leaders were primarily performing the teaching, organizational, and providing recognition roles (the roles of planning, evaluation and reporting were performed by few leaders); (6) leaders felt they should

primarily perform the teaching, organizational and providing recognition roles; (7) the largest percent of leaders felt qualified to perform the roles of reporting, providing recognition and evaluating progress of 4-H members; (8) the planning tasks were ranked lowest by the agents in terms of the roles project leaders should perform; and (9) the agents felt leaders were best qualified to perform the planning tasks and least qualified to perform the teaching tasks of 4-H project work.

The following conclusions were made: (1) project leaders felt qualified to perform and felt they should perform more tasks than they actually performed; (2) project leaders and agents were generally not in agreement as to the tasks leaders should perform and as to the tasks leaders were qualified to perform; (3) project leaders' expectations concerning the tasks they should perform influenced the number of tasks actually performed (leaders who felt they should perform more tasks generally did so); (4) project leaders had more confidence in their "preparedness" to perform the 55 selected tasks of 4-H project work than the Extension agents had in the leaders'; and (5) leaders in counties with a large number (70 or more) of leaders performed about the same number of tasks as leaders in counties with a small number (between 4 and 24) of project leaders.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND ITS SETTING	1
Introduction.	1
Purpose of Study.	3
Specific Objectives	3
Need for Study.	4
Procedure for Collecting Data	5
Source of Data and Sampling Procedure	5
Method of Analysis.	8
Definition of Terms	8
II. REVIEW OF LITERATURE.	10
Introduction.	10
Functions of 4-H Project Leaders.	10
Research Related to Agents Role Perception.	12
Research Related to 4-H Leader Role Perception.	12
III. ANALYSIS OF THE TASKS OF 4-H PROJECT LEADERS.	15
Introduction.	15
Relation Between Role Performance and Number of Project Leaders in County	16
Planning tasks of 4-H project work.	16
Organizational tasks of 4-H project work.	19
Teaching tasks of 4-H project work.	22
Recognition tasks of 4-H project work	25
Evaluational tasks of 4-H project work.	27

III. (continued)

Reporting task of 4-H project work	27
Comparison of Leaders' and Agents' Ranking of the Tasks of 4-H Project Work within Six Categories or Roles of Project Leaders	29
Planning tasks leaders should perform	29
Planning tasks leaders qualified to perform	33
Organizational tasks leaders should perform	37
Organizational tasks leaders qualified to perform	40
Teaching tasks leaders should perform	44
Teaching tasks leaders qualified to perform	46
Recognition tasks leaders should perform, ...	48
Recognition tasks leaders qualified to perform, ...	48
Evaluational tasks leaders should perform	51
Evaluational tasks leaders qualified to perform	53
Leaders' Role Performance; Leaders' and Agents' Role Expectations and Role Qualifications of Leaders	55
Leaders and agents compared on planning tasks	55
Leaders and agents compared on organizational tasks	64
Leaders and agents compared on teaching tasks	65
Leaders and agents compared on recognition tasks.	65
Leaders and agents compared on evaluational and reporting tasks	66
Ranks of Six Roles of 4-H Project Leaders Compared.	67

CHAPTER

PAGE

III. (continued)

Rank of Six Roles of 4-H Project Leaders, as Perceived by Extension Agents, Compared.	72
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	76
Purpose of Study.	76
Specific Objectives	76
Procedure for Collecting Data	77
Source of Data.	77
Method of Analysis.	78
Summary of Major Findings	79
Conclusions	82
Recommendations	83
BIBLIOGRAPHY.	84
APPENDIXES.	86
Appendix A. 4-H Project Leadership Study Agent and Project Leader Questionnaires.	87
Appendix B. Letters to Agents and Project Leaders.	98
VITA.	100

LIST OF TABLES

TABLE		PAGE
I.	Numbers and Percents of 4-H Project Leaders, by Location in High and Low Counties, Who Performed Each of the Planning Tasks of 4-H Project Work	17
II.	Numbers and Percents of 4-H Project Leaders, by Location in High and Low Counties, Who Performed Each of the Organizational Tasks of 4-H Project Work.	20
III.	Numbers and Percents of 4-H Project Leaders, by Location in High and Low Counties, Who Performed Each of the Teaching Tasks of 4-H Project Work.	23
IV.	Numbers and Percents of 4-H Project Leaders, by Location in High and Low Counties, Who Performed Each of the Recognition Tasks of 4-H Project Work	26
V.	Numbers and Percents of 4-H Project Leaders, by Location in High and Low Counties, Who Performed Each of the Evaluational and Reporting Tasks of 4-H Project Work.	28
VI.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Should Perform Each of the Planning Tasks of 4-H Project Work	30
VII.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Were Qualified to Perform Each of the Planning Tasks of 4-H Project Work.	34

TABLE

PAGE

VIII.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Should Perform Each of the Organizational Tasks of 4-H Project Work.	38
IX.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Were Qualified to Perform Each of the Organizational Tasks of 4-H Project Work	41
X.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Should Perform Each of the Teaching Tasks of 4-H Project Work.	
XI.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Were Qualified to Perform Each of the Teaching Tasks of 4-H Project Work	47
XII.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Should Perform Each of the Recognition Tasks of 4-H Project Work.	49
XIII.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Were Qualified to Perform Each of the Recognition Tasks of 4-H Project Work.	50
XIV.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Should Perform Each of the Evaluational and Reporting Tasks of 4-H Project Work.	52
XV.	Percents of All 4-H Project Leaders and Agents Responding Who Felt Leaders Were Qualified to Perform Each of the Evaluational and Reporting Tasks of 4-H Project Work . . .	54

TABLE

PAGE

XVI.	Percent of Leaders Who Performed, and Percents of Leaders and Agents Who Felt Leaders Should Perform and Were Qualified to Perform Each Planning Task of 4-H Project Work	56
XVII.	Percent of Leaders Who Performed, and Percents of Leaders and Agents Who Felt Leaders Should Perform and Were Qualified to Perform Each Organizational Task of 4-H Project Work	58
XVIII.	Percent of Leaders Who Performed, and Percents of Leaders and Agents Who Felt Leaders Should Perform and Were Qualified to Perform Each Teaching Task of 4-H Project Work	60
XIX.	Percent of Leaders Who Performed, and Percents of Leaders and Agents Who Felt Leaders Should Perform and Were Qualified to Perform Each Recognition Task of 4-H Project Work	62
XX.	Percent of Leaders Who Performed, and Percent of Leaders and Agents Who Felt Leaders Should Perform and Were Qualified to Perform Each Evaluational and Reporting Task of 4-H Project Work	63
XXI.	Numbers and Percents of Tasks Within Each Role Which Ranked in the High, Medium, and Low Rank Groups	68
XXII.	Numbers and Percents of Tasks Within Each Role Which Ranked in the High, Medium, and Low Rank Groups	70

TABLE

PAGE

XXIII. Numbers and Percents of Tasks Within Each Role Which Ranked in the High, Medium, and Low Rank Groups.	71
XXIV. Numbers and Percents of Tasks Within Each Role Which Ranked in the High, Medium and Low Rank Groups.	73
XXV. Numbers and Percents of Tasks Within Each Role Which Ranked in the High, Medium and Low Rank Groups.	74

CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

Seaman A. Knapp recognized the educational importance of what was to become the 4-H project group approach while observing the beginning work with boy's corn clubs in the central states in 1909. Also, a South Carolina school teacher organized a girls' tomato canning club as early as 1910 (12:22).*

Although 4-H club work, including the project group approach, has undergone many minor adjustments and revisions since those early days, its aim continues to be to prepare young people for more effective citizenship to make decisions and accept citizenship responsibilities. These long-time aims and objectives have emerged and become clarified with nationwide recognition of the 4-H clubs as a channel for Extension educational activities. The primary purpose for the 4-H project group approach has been to provide in depth training for youth in certain agricultural, home economics and related subject matter areas (e.g. animal and plant sciences, health and nutrition and electricity) (5:1).

Since the start, the many carefully outlined projects and county, state and national contest have enabled 4-H members to have real life experiences in decision making (7:26).

*Numbers in parenthesis refer to numbered references in the bibliography; those after the colon are page numbers.

Research, by Laurel K. Sabrosky, points out how project work contributes to the basic needs of 4-H club members:

Through subject matter project work, such as gardening and clothing, the boy or girl starting in 4-H club work can get some satisfaction of his desire for: 1) a feeling of accomplishment, 2) attention, 3) prestige, and 4) excelling.

However, he can get little satisfaction from his project if he does not work at it actively, reach a set goal, and let others know about it.

This requires that the member carry a project in which he is interested and that he receives the help he needs in completing it. A project that is not completed hinders the member in receiving the attention and the feeling of accomplishment he needs (11:5).

Martin emphasized the need for 4-H project groups:

The real "bottleneck" in 4-H club work is not primarily the lack of volunteer leadership; it is the failure on the part of boys and girls, their parents, and other local sponsors to recognize the need and full advantage of having an active 4-H club group in the neighborhood (9:55).

Experience has shown that the optimum benefits of 4-H are to be derived by the maximum number of boys and girls in a county when adequate numbers of well staffed project groups are organized.

However, Extension does not have the money or the personnel to staff 4-H club work on a desirable project group size basis, (i.e. five to ten members per project group). Thus, there is a need for adult volunteers to perform the tasks necessary for adequate project group formation, organization and functioning.

In Tennessee, there were 2,935 different 4-H clubs with a total of 114,460 4-H club members in July 1967. For these 2,935 clubs, 2,212 project leaders were reported. Thus, each club had an

average of only three-fourths of a project leader. However, due to the distribution of the leaders one-fourth of the clubs in Tennessee did not have any 4-H project leaders in 1967.

Eighty five of the 95 counties in Tennessee reported having at least some 4-H club project leaders in 1967. In the counties reporting 4-H project leaders, the number of project leaders ranged from one to 139.

A study of Tennessee county reports of 4-H enrollment for the years 1965, 1966, and 1967 showed that only six counties had an average of 70 or more 4-H project leaders. It was believed that information concerning the tasks performed by project leaders would help agents do a better job of recruiting, training, and involving 4-H project leaders.

II. PURPOSE OF STUDY

The major purposes of this study were to determine the tasks being performed by 4-H project leaders, to secure leaders' and agents' opinions concerning the tasks that should be performed by 4-H project leaders, and to determine the opinions of 4-H project leaders and Extension agents concerning how well qualified were 4-H project leaders to perform specific tasks of 4-H project work.

III. SPECIFIC OBJECTIVES

More specifically, answers to the following questions concerning fifty-five tasks of 4-H project work were sought:

1. What tasks were being performed by 4-H project leaders in selected Tennessee counties?

2. What tasks did 4-H project leaders think they should perform?

3. What tasks did Extension agents think project leaders should perform?

4. Which of the planning, organizational, teaching, recognition, evaluational, and reporting tasks of 4-H project leaders were performed by the largest percent of leaders?

5. What tasks did project leaders feel qualified to perform?

6. What tasks did agents feel leaders were qualified to perform?

7. Were leaders who perform a large number of tasks located in counties having a larger number or a smaller number of 4-H project leaders?

8. To what extent did project leaders and Extension agents agree concerning tasks project leaders should perform and tasks leaders are qualified to perform?

IV. NEED FOR STUDY

Although project work has always been a basic part of 4-H club work in Tennessee, many counties were known not to be conducting project work on the recommended small project group basis. Observations of counties in Tennessee which were doing effective project work on such a basis, as well as consideration of research done in other states, indicated the effectiveness of this approach. State 4-H and other specialists, also, emphasized the need for more project group work in the counties. Although some Tennessee

counties had made tremendous strides with project group work, desired progress in most counties was not being made. These conditions indicated a need to learn more about the tasks of 4-H project leaders.

V. PROCEDURE FOR COLLECTING DATA

One hundred and twelve tasks of 4-H project leaders were identified from the literature and other sources. These tasks were included in a preliminary mail questionnaire which was completed by 16 Extension agents. Agents rated each task as to how critical they felt it was to the success of 4-H project work. The five categories were: Extremely critical, very critical, somewhat critical, not very critical, and not critical at all. Thirty-six of the tasks were checked by each of the Extension agents as extremely critical, 29 as very critical, 20 as somewhat critical, 16 as not very critical, and 11 as not critical at all to the success of 4-H project work. Only the 65 tasks rated as extremely critical and very critical were selected for possible use in the final questionnaire excepting ten which were removed to eliminate duplication. This left a total of 55 tasks which were included in the final questionnaire.

VI. SOURCE OF DATA AND SAMPLING PROCEDURE

Data were collected, by use of a mail questionnaire, from 4-H project leaders and Extension agents who worked primarily with youth, located in 14 selected Tennessee counties (see Figure 1).

The 4-H annual mid-year reports were used to determine the average number of project leaders each county had during the years 1965-67. The full-time-staff-equivalent (F.S.E.) for each of the 95 counties in Tennessee was obtained from the State 4-H Leader's Office. Counties having 1.9 or more F.S.E.'s per county and 70 or more 4-H project leaders were selected for study. Five counties met these requirements. Also, nine other counties, having between four and twenty-four total 4-H project leaders and 1.9 or more F.S.E., were included in the sample. Two counties were selected for a pretest, one having a high number of leaders (60), one with a low number of leaders (12).

On February 8, 1968, the four Tennessee Extension District Supervisors Management responsible for staffs in counties selected for this study sent letters to designated Extension agents requesting their participation in the study. A list of the names, addresses, and zip codes of the project leaders in the respective counties was also requested.

The questionnaires (see Appendix A) were finalized and mimeographed in sufficient quantities for each of 463 4-H project leaders and each of 27 Extension agents in the 14 selected counties. In March of 1968, a package containing a letter (see Appendix B) of instructions to the Extension agents, a supply of questionnaires, envelopes addressed to the 4-H project leaders, a suggested letter (see Appendix B) to be signed and used by the Extension agents encouraging project leaders to participate in the study and a self-addressed envelope in which to return the questionnaires was mailed to the Extension agents working in the selected counties.

Two hundred and sixty-five completed questionnaires or 57 percent were returned by the project leaders. Of these, 225 or 49 percent, were usable. All 27 of the Extension agents returned properly completed questionnaires.

VII. METHOD OF ANALYSIS

Information from the completed questionnaires was transferred to data cards, and computations were made by the University of Tennessee's Computing Center. The frequency and percent of respondents reporting for each task were used as bases for ranking tasks with regard to whether or not tasks were performed, should be performed and how well qualified leaders felt.

VIII. DEFINITION OF TERMS

The words and terms listed and defined below had the meanings shown throughout this study:

1. Extension agents--included both the Agricultural Extension Agent and Home Demonstration Agent and Assistant Agents who worked primarily with 4-H club members.

2. Four-H leader, 4-H project leader, and 4-H subject matter leader--were used synonymously in this study to refer to adults who teach or otherwise assisted 4-H members with their projects.

3. Task--was used to refer to a particular part of an over-all job that needed to be done in order to have successful 4-H project work completed by 4-H club members.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

It is generally agreed that the success of a local 4-H project group depends primarily upon how well leadership is shared. The 4-H project, a specific unit of work designed to accomplish certain predesignated teaching objectives which provide a sense of personal achievement and satisfaction, has been recognized as a primary teaching tool. The 4-H project leader and Extension agent must recognize the different roles they have to play, be well-informed, understand what is expected of each other and be willing to share leadership responsibilities, if coordinated and effective teaching of youth is to be achieved.

II. FUNCTIONS OF 4-H PROJECT LEADERS

One objective of the Agricultural Extension Service is to "Increase competency and willingness, by both adults and youth, to assume leadership and citizenship responsibilities" (1:6). Four-H club work seeks to aid the optimum development of each boy and girl. Its central concern has been to provide educational experiences which help young people to be well-adjusted, competent, and responsible at each stage in their development and to grow into responsible adults (12:264). However, the educational value of one's 4-H club experiences depends to a large degree on his local leaders. A well-informed adult

project leader who is highly motivated can make membership and participation in a project group very rewarding (12:267).

Three factors commonly considered to be essential for effective leadership are: (a) knowledge of the area in which leadership is to develop; (b) knowledge of human nature; and (c) acceptance of the leader by his group. The leader's first function is often to help the group to recognize its real problem (12:317).

Leaders are found in every status level. Studies have shown that there are certain functions which leaders in each level can do best; and if leaders are asked to assume leadership functions which are not ordinarily related to that level, the leader will usually perform an ineffective job (4:95).

Many studies in 4-H have clearly identified the need for leader training. Boone concluded that:

. . . if local leaders are to instruct members . . . the leader must first possess certain facts, principles of organization and enthusiasm for his or her job. Such information and enthusiasm is developed through a well-planned and conducted leader training program (4:114).

Experiments conducted by the office of Naval Research and the Ohio Research Foundation to find the "whys" for attempting to lead within a group found the following:

1. Reasons for attempting leadership lie in the characteristics of the situation in which the person finds himself. He will try to lead if he finds himself as the "expert" in the group.
2. The demands that the task imposes for organizing and planning produce an incentive for attempting leadership.
3. People are apparently quite sensitive to how well their attempts to lead are accepted and it appears that acceptance can make a leader of almost anyone.

4. A person will lead if the group's task is important to him and when he sees that leading can contribute to a solution of the group's task (4:114).

III. RESEARCH RELATED TO AGENT'S ROLE PERCEPTION

Many studies relating to the roles of Extension agents responsible for the 4-H club phase of Extension's program have been made. One Wisconsin role perception study found little agreement as to which roles were most important. Members of the supervisory staff appeared not to be in agreement as to what functions the 4-H club agents should perform. Also, considerable variation was found among officers of county 4-H leader associations concerning the expectations they had of the proper roles of agents doing 4-H club work. Likewise, there was a difference in role expectations found between (1) agricultural committee members and 4-H club agents, (2) adult and junior 4-H club leaders, and (3) perceptions 4-H club agents had of their individual roles.

Such reportedly wide variations in role expectations would seem to lend further support to the case for identifying the tasks of 4-H club work prior to and as a basis for training (10:105).

IV. RESEARCH RELATED TO 4-H LEADER ROLE PERCEPTION

Krech conducted a study of the roles of 4-H leaders in 23 Minnesota counties by use of mail questionnaires received from 132 organizational leaders, 134 project leaders and 18 Extension agents. Analysis was made in terms of mean weighted scores on the importance of 21 leader responsibilities. The six organizational

responsibilities listed in descending order by mean weighted score for project leaders were: See that club officers send all reports, secretary book, etc. to county office on time; assist club planning committee with developing yearly programs; help the club determine group goals; be contact person for club with county office on general club matters; assist in keeping club enrollment list up to date; and avoid duplication or confusion of leader responsibilities in club.

The five project responsibilities identified by project leaders were listed in descending order as follows: Explain project requirements to members; assist members in project selection; help members with project records; teach project information to members; and help members with project exhibits.

The four teaching responsibilities identified by project leaders were ranked as follows: Explain purpose of 4-H to members and parents; explain purpose of contests and awards to members and parents; teach parliamentary procedure; and help members with demonstrations.

The six miscellaneous responsibilities identified by project leaders were: Encourage members to participate in county, district, and state events; visit members at their home at least once a year; hold parent meetings once or twice a year; transport members to county events; help with recreation in the club; and lead recreation or singing (8:33-45).

Barkeim in his study of 134 adult local leaders in four Minnesota Extension districts found the following percentages of leaders identifies various tasks of 4-H work as "extremely important":

. . . getting parent cooperation, 78; helping with demonstrations, 50; planning 4-H events, 48; helping with projects, 43; planning community service projects, 43; helping with exhibits, 41; holding group discussions, 41; finding helpful materials, 38; planning recreation, 38; transporting 4-H'ers to events, 25; teaching subject matter, 18; and holding contests, 11 (3).

Johnson secured, by use of a mail questionnaire from 64 local leaders in Kossuth County, Iowa, the following ranking of selected roles of 4-H leaders:

. . . help members with projects; develop desirable traits in youth; interest members in club work; teach members practical skills; keep the club functioning, and advance 4-H in the community (6).

Almquist in a study of the training needs of 4-H project leaders, found that Iowa Extension agents ranked the variable "understanding the role of project leaders" fourth in a series of 12 possible variables (2:2).

In summary, few studies were found related specifically to the role of 4-H project leaders. However, these studies indicate lack of agreement concerning the role of 4-H project leaders. It was felt that a study of selected job tasks within the broadly identified roles of 4-H project leaders would help to identify the training needs of 4-H project leaders.

CHAPTER III

ANALYSIS OF THE TASKS OF 4-H PROJECT LEADERS

I. INTRODUCTION

One hundred twenty-three 4-H project leaders from the high counties (counties with 70 or more project leaders), 102 project leaders from the low counties (counties with between four and 24 project leaders) and 27 Extension agents provided data by mail questionnaire concerning the 55 selected tasks of 4-H project work. The 55 selected tasks of 4-H project work were ranked according to the percent of leaders who performed each task, the percent of leaders and agents who felt leaders should perform each task and the percent of leaders and agents who felt leaders were qualified to perform each task.

Project leaders responded either by answering yes or no to each of the following three questions concerning each of the 55 tasks of 4-H work: (1) Do you perform this task? (2) Should adult project leaders perform this task? (3) Do you feel qualified to perform this task?

Extension agents answered the following questions concerning each of the 55 tasks of 4-H project work: (1) How frequently do adult project leaders perform this task (often, occasionally, seldom, or never)? (2) Should adult project leaders perform this task (yes or no)? (3) Do adult project leaders in your county need additional training concerning this task (yes or no)?

The 55 tasks were classified into six groups or roles of project leaders and tasks within each group were ranked according to the percent of project leaders in the high counties and percent in the low counties who performed each task. The six groups of tasks were: planning, organizational, teaching, recognition, evaluational and reporting tasks.

II. RELATION BETWEEN ROLE PERFORMANCE AND NUMBER OF PROJECT LEADERS IN COUNTY

Planning Tasks of 4-H Project Work

Table I presents data concerning the number and percent of 4-H project leaders who performed each of the 14 planning tasks. The tasks were ranked from high to low on the basis of the number of leaders performing each task. Percents of leaders performing each task were compared by location of leaders in counties having a large number (high county) or a small number (low county) of project leaders. Generally, it was shown that the location of leaders in high or low counties was not related to the leaders' performance of the planning tasks. The largest difference was found when high and low counties were compared as to the percent of leaders who performed the task "arrange county 4-H events and activities." A significantly (.05 level) smaller percent of leaders in the high counties performed this task than did leaders in the low counties (i.e. 6 percent of leaders in the high counties versus 16 percent of the leaders in the low counties). On the average about 30 percent of the project leaders were performing each of the 14 planning tasks of 4-H project work.

TABLE I

NUMBERS AND PERCENTS OF 4-H PROJECT LEADERS, BY LOCATION IN
HIGH AND LOW COUNTIES, WHO PERFORMED EACH OF THE
PLANNING TASKS OF 4-H PROJECT WORK

Planning Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Assist members in planning 4-H project exhibits	134	60	71	58	63	62
Inform 4-H project members and parents about the time, place, and purpose for 4-H project meetings	126	56	72	59	54	53
Arrange 4-H project meetings	100	44	53	43	47	46
Arrange for 4-H members to give reports on project achievements	99	44	57	46	42	41
Plan for recreation at 4-H project meetings	86	38	49	40	37	36
Determine the date, place and time for 4-H project group meetings	86	38	45	37	41	40
Establish goals for 4-H project completion	68	30	42	34	26	25
Assist 4-H members in planning project tours	54	24	33	27	21	21
Construct visuals for use in teaching subject matter to 4-H members	44	20	27	22	17	17
Decide on overall 4-H project group policies	35	16	21	17	14	14

TABLE I (continued)

Planning Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Secure slides, films, and other visuals for 4-H project meetings	30	13	19	15	11	11
Plan for recognitions of 4-H project leaders	26	12	14	11	12	12
Arrange county 4-H project events and activities	23	10	7	6	16	16 ^a
Plan leader recognition program	11	5	7	6	4	4
Total number and mean percent	922	29.3	517	30.0	405	28.4

^aSignificant at .05 level (χ^2 test).

The task "establish goals for 4-H project work" showed the next highest percent difference in performance of leaders located in high and low counties. This difference, although not statistically significant, was 9 percent. Thirty-four percent of the leaders in the high counties performed this task as compared to 25 percent of the leaders in the low counties. Leader performance of the other planning tasks shown in Table I did not differ significantly as to their location in high or low counties.

Organizational Tasks of 4-H Project Work

The 20 organizational tasks of 4-H project work were ranked from high to low on the basis of the number of leaders who performed each task and they are listed in Table II. Percents of leaders performing each task were compared by location of leaders in counties having a large and a small number of project leaders. Generally, it was shown that the location of leaders in high and low counties did not influence the leaders' performance of the organizational tasks. However, the task "maintain good working relations with other youth groups in the county" showed a significant (.05 level) difference in the percent of leaders in the high counties and the low counties who performed the task. The percents for the high and low counties were 49 and 65, respectively, or 16 percent difference.

Although the task "attend project meetings regularly" did not prove to be significantly different statistically, the difference was 12 percent (i.e. 40 percent for the high and 52 percent for the low counties). Two more tasks "distribute 4-H project books" and "organize

TABLE II

NUMBERS AND PERCENTS OF 4-H PROJECT LEADERS, BY LOCATION IN
HIGH AND LOW COUNTIES, WHO PERFORMED EACH OF THE
ORGANIZATIONAL TASKS OF 4-H PROJECT WORK

Organizational Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Encourage 4-H members to participate in county events	193	86	103	84	90	88
Invite parents to attend county 4-H activities and events	164	73	91	74	73	72
Inform members of 4-H events	161	72	90	73	71	70
Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials	133	59	73	59	60	59
Help 4-H members secure materials, articles or animals for projects	130	58	68	55	62	61
Maintain good working relations with other youth groups in the county	126	56	60	49	66	65 ^a
Invite parents to assist with 4-H project meetings	127	56	67	55	60	59
Inform members of awards available for 4-H project achievement	116	52	64	52	52	51
Provide current 4-H project information to members	118	52	63	51	55	54
Enroll new 4-H members	110	49	63	51	47	46
Attend project meetings regularly	102	45	49	40	53	52
Make personal contacts with prospective 4-H project leaders	85	38	45	37	40	39

TABLE II (continued)

Organizational Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Distribute 4-H project books	81	36	39	32	42	41
Inform school officials of opportunities in 4-H project work	71	32	42	34	29	28
Inform 4-H organizational leaders of the 4-H project group plans	71	32	41	33	30	29
Collect 4-H project records from members	67	30	32	26	35	34
Organize new 4-H project groups	55	24	25	20	30	29
Recruit new project leaders	53	24	24	20	29	28
Keep enrollment and other records of 4-H project work	48	21	26	21	22	22
Secure sponsors for 4-H project work	33	15	16	13	17	17
Total number and mean percent	20.4	45.4	11	43.8	96.3	48.2

^aSignificant at .05 level (X^2 test).

new 4-H project groups" showed a difference of 9 percent each (i.e. 32-41 and 20-29 for high and low counties, respectfully) with two other tasks "collect 4-H project records from members" and "recruit new project leaders" having an 8 percent difference (i.e. 26-34 and 20-28 percent, respectfully) between the high and low counties. However, these percents of differences did not achieve the .05 significance level.

Of the six tasks where variations were 8 percent or more, the smaller percent of project leaders performing each task was from the counties having a high number of project leaders. About 48 percent of the leaders were performing each of the 20 organizational tasks of 4-H project work.

Teaching Tasks of 4-H Project Work

The 13 teaching tasks of 4-H project work were ranked from high to low according to the number of leaders who performed each task and they are listed in Table III. Percents of leaders performing each task were compared by location of leaders in counties having either a large or a small number of leaders. Generally it was shown that the location of leaders in high and low counties did not influence the leaders' performance of the teaching tasks. The largest difference occurred when high and low counties were compared as to the percent of leaders who performed the task "inform parents of 4-H project requirements." A significantly smaller percent of leaders in the high counties performed this task than did leaders in the low counties (i.e. 41 percent of leaders versus 59 percent of the leaders in the low counties). Although not statistically significant, the next

TABLE III

NUMBERS AND PERCENTS OF 4-H PROJECT LEADERS, BY LOCATION IN
HIGH AND LOW COUNTIES, WHO PERFORMED EACH OF THE
TEACHING TASKS OF 4-H PROJECT WORK

Teaching Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Assist members in planning demonstrations	156	69	82	67	74	73
Teach members how to give demonstrations	135	60	68	55	67	66
Instruct 4-H members in project subject matter	133	59	69	56	64	63
Teach members skills related to 4-H project work	131	58	69	57	62	61
Teach 4-H members how to keep 4-H project records	131	58	71	58	60	59
Hold 4-H project meetings	119	53	61	50	58	57
Carry out scheduled 4-H project group events and activities	121	54	70	57	51	50
Inform parents of 4-H project requirements	110	49	50	41	60	59 ^a
Inform parents of the objectives of 4-H projects	107	48	56	46	51	50
Teach 4-H members standards for projects	102	45	56	46	46	45
Train Junior 4-H project leaders	55	24	30	24	25	25

TABLE III (continued)

Teaching Task Project Leaders Performed	Project Leaders' Location					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Conduct 4-H project tours	54	24	27	22	27	27
Train members in judging techniques	50	22	25	20	25	25
Total number and mean percent	1,404	48.0	734	45.9	670	50.5

^aSignificant at .05 level (χ^2 test).

highest percent difference between performance of leaders in high and low counties was for the task "teach members how to give demonstrations" with 55 percent versus 66 percent for high and low counties. An average of 45 percent of the 4-H project leaders were performing each of the 13 teaching tasks.

Recognition Tasks of 4-H Project Work

The data presented in Table IV are concerned with the number and percent of 4-H project leaders who performed each of the three recognition tasks. Also, percents of leaders performing each task were compared as to the location of leaders in counties having either a large number of leaders (high counties) or in counties having a small number of project leaders. Generally it was shown that the location of leaders in high and low counties did not influence the leaders' performance of the recognition tasks. The greatest difference was found when leaders in high and low counties were compared as to the percent of leaders who performed the task "recognize 4-H members for achievements in 4-H project work." A significantly (.05 level) larger percent of leaders in the high counties performed this task than did leaders from the low counties (i.e. 58 percent of leaders in high counties versus 46 percent of the leaders in low counties). The two remaining tasks "visit 4-H project members" and "publicize 4-H member accomplishments" differed only 1 and 2 percent, respectively, (i.e. 50 versus 51 and 42 versus 44). Almost 49 percent of the 4-H project leaders were performing the recognition tasks.

TABLE IV
NUMBERS AND PERCENTS OF 4-H PROJECT LEADERS, BY LOCATION IN
HIGH AND LOW COUNTIES, WHO PERFORMED EACH OF THE
RECOGNITION TASKS OF 4-H PROJECT WORK

Recognizing Task Project Leaders Performed	Project Leaders' Locations					
	All Counties (N = 225)		High Counties (N = 123)		Low Counties (N = 102)	
	No.	Percent	No.	Percent	No.	Percent
Recognize 4-H members for achievements in 4-H project work	118	52	71	58	47	46 ^a
Visit 4-H project members	114	51	62	50	52	51
Publicize 4-H member accomplishments	97	43	52	42	45	44
Total number and mean percent	329	48.7	185	50.1	144	47.0

^aSignificant at .05 level (X^2 test).

Evaluational Tasks of 4-H Project Work

Table V presents data pertaining to the number and percent of 4-H project leaders who performed each of the four evaluational tasks and the one reporting task. Also, percents of project leaders performing each of the evaluational tasks was made on the basis of the location of leaders, either in counties having a large or a small number of leaders. Generally, it is shown that the location of leaders in high or low counties did not influence the leaders performance of the evaluational tasks or the one reporting task. The largest differences was found when high and low counties were compared as to the percent of leaders who performed the two tasks "judge 4-H members project record books" and "evaluate project leader training." Each showed a non-significant 5 percent difference with a smaller percent of the leaders in the high counties performing these tasks than did leaders in the low counties (i.e. both tasks the same, 11 versus 16). Only 20.5 percent of the 4-H project leaders performed the evaluational tasks.

Reporting Task of 4-H Project Work

The one reporting task was performed by 34 percent of the project leaders in the high counties and 32 percent of the leaders in the low counties. This followed the general trend that the location of 4-H project leaders in high and low counties had little or no influence on their performance of each of the 55 planning, organizational, teaching, recognition, evaluational and reporting tasks of 4-H project leaders.

Comparison of the average percent of leaders performing each task within each of the six roles of project leaders indicated that almost 50 percent of the leaders were performing each of the organizational, teaching, and recognition tasks while a much smaller percent were performing each of the planning, evaluational and reporting tasks.

II. COMPARISON OF LEADERS AND AGENTS' RANKING OF THE TASKS OF 4-H PROJECT WORK WITHIN SIX CATEGORIES OR ROLES OF PROJECT LEADERS

The 55 tasks of 4-H project work were classified into six major groups (planning, organizational, teaching, recognition, evaluational, and reporting) or roles of project leaders. The tasks within each group were ranked in order of the numbers of leaders and agents responding to each of the two questions concerning task performance and personal qualifications to perform each task.

Planning Tasks Leaders Should Perform

Table VI gives the number and percent of leaders and agents who felt each planning task should be performed by 4-H project leaders. The tasks were listed in rank order based upon the number of leaders who felt each task should be performed by project leaders. The five planning tasks which the largest number of leaders felt should be performed by leaders were as follows (numbers in parenthesis below are the percent of leaders and agents respectively who felt leaders should perform each planning task): Assist members in planning 4-H project exhibits (95-100); inform 4-H project members and parents about the

TABLE VI

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS SHOULD PERFORM EACH OF THE PLANNING TASKS OF 4-H PROJECT WORK

Planning Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Assist members in planning 4-H project exhibits	95	100	1	2.5
Inform 4-H project members and parents about the time, place and purpose for 4-H project meetings	82	100	2	2.5
Assist 4-H members in planning project tours	81	96	3.5	5.5
Arrange for 4-H members to give reports on project achievements	81	100	3.5	2.5
Plan for recreation at 4-H project meetings	76	89	5	7.5
Arrange 4-H project meetings	73	96	6	5.5
Determine the date, place and time for 4-H project group meetings	64	100	7	2.5
Establish goals for 4-H project completion	58	78	9	9
Construct visuals for use in teaching subject matter to 4-H members	58	89	9	7.5
Secure slides, films and other visuals for 4-H project meetings	58	67	9	10

TABLE VI (continued)

	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Planning Task of 4-H Project Work				
Plan for recognition of 4-H project leaders	38	26	11	14
Decide on overall 4-H project group policies	37	59	12	11
Arrange county 4-H project events and activities	36	37	13	12
Plan leader recognition program	34	33	14	13
Average	62.2	76.4		

time, place and purpose of 4-H project meetings (82-100); assist 4-H members in planning project tours (81-96); arrange for 4-H members to give reports on project achievements (81-100); and plan for recreation at 4-H project meetings (76-89).

The five planning tasks which the smallest number of leaders and agents felt should be performed by leaders were as follows (numbers in parenthesis are the percent of leaders and agents, respectively, who felt the planning tasks should be performed by leaders): Plan leader recognition program (34-33); arrange county 4-H project events and activities (36-37); decide on overall 4-H project group policies (37-59); plan for recognition of 4-H project leaders (38-26); and secure slides, films, and other visuals for 4-H project meetings (58-67).

A higher percent of the agents than the leaders felt leaders should perform the tasks ranked from 1 to 5. The percent of the leaders who felt they should perform the top five tasks ranged from 76 to 95 and averaged 83 percent while the percent of agents ranged from 89 to 100 and averaged 97 percent. Fifty percent or more of the leaders felt they should perform only one of the five tasks ranked lowest, but 50 percent or more of the agents felt leaders should perform two of the five tasks ranked lowest.

Considerable agreement was noted between agents and project leaders concerning the relative importance of the planning tasks. Largest disagreement between agents and leaders concerned the task "Determine the date, place and time for project group meetings." Thirty-six percent more of the agents than the leaders said this task should be performed by leaders. Closest agreement was concerning the

planning tasks ranked low "arrange county 4-H project events and activities" and "plan leader recognition programs." One percent more of the agents than the leaders said leaders should arrange county 4-H project events and activities and 1 percent more of the leaders than agents said leaders should plan leader recognition programs.

An average of 62.2 percent of the leaders and 76.4 percent of the agents felt 4-H project leaders should perform each of the 14 planning tasks. Thus, agents felt the planning tasks were more important to the role of 4-H project leaders than did the leaders themselves.

Planning Tasks Leaders Qualified to Perform

In Table VII, the planning tasks were ranked in order of the percent of leaders and agents who felt leaders were qualified to perform each task. The range in percents of leaders who felt qualified to perform each of the 14 planning tasks of 4-H project work was from 18 to 74 percent. The percent of agents who felt leaders were qualified to perform these same tasks ranged from a low of four to a high of 63. On the average, 47.6 percent of the leaders and 30.2 percent of the agents felt leaders were qualified to perform the planning tasks of 4-H project work. This suggested that the leaders had more confidence in themselves (felt better qualified) than the agents had in the leaders.

There was little agreement between the leaders and the agents concerning the relative importance of specific planning tasks. Largest agreement between agents and leaders was concerning the task

TABLE VII

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS WERE QUALIFIED TO PERFORM EACH OF THE PLANNING TASKS OF 4-H PROJECT WORK

Planning Tasks of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Assist members in planning 4-H project exhibits	74	7	1.5	12.5
Inform 4-H project members and parents about the time, place and purpose for 4-H project meetings	74	30	1.5	7
Arrange for 4-H members to give reports on project achievements	67	15	3	11
Arrange 4-H project meetings	66	19	4.5	10
Plan for recreation at 4-H project meetings	66	22	4.5	9
Determine the date, place and time for 4-H project group meetings	60	41	6	5
Assist 4-H members in planning project tours	54	7	7	12.5
Establish goals for 4-H project completion	40	26	8	8
Construct visuals for use in teaching subject matter to 4-H members	39	4	9	14
Secure slides, films and other visuals for 4-H project meetings	36	33	10	6

TABLE VII (continued)

Planning Task of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Plan for recognition of 4-H project leaders	28	63	11	1
Decide on overall 4-H project group policies	24	48	12	4
Arrange county 4-H project events and activities	21	52	13	3
Plan leader recognition program	18	56	14	2
Average	47.6	30.2	-	-

of "secure slides, films, and other visuals for 4-H project meetings." Thrity-three percent of the agents and 36 percent of the leaders felt leaders were qualified to perform this task. Largest disagreement between agents and leaders was on the task "assist members in planning 4-H project exhibits." Seventy-four percent of the leaders and only 7 percent of the agents felt leaders were qualified to perform this task. Only on four of the 14 planning tasks did a higher percent of the agents than of the leaders feel leaders were qualified to perform each task. The tasks on which a higher percent of the agents than of the leaders felt leaders were qualified to perform were as follows (the first number in parenthesis was the percent of agents followed by the percent of leaders): (1) Plan leader recognition program (56-18); (2) arrange county 4-H project events and activities (52-21); (3) decide on overall 4-H group policies (48-24); and (4) plan for recognition of 4-H project leaders (63-28). These four tasks were also the ones the smallest percent of the leaders and the highest percent of the agents said leaders were qualified to perform. These data indicated considerable disagreement between leaders and agents as to the qualification of leaders to perform the 14 planning tasks.

From the standpoint of "felt training needs," data presented in Table VII indicated that if project leader training should be based upon training needs of leaders as perceived by agents the leaders would not receive training in the planning tasks they felt least qualified to perform.

Organizational Tasks Leaders Should Perform

In Table VIII, the organizational tasks were ranked in decreasing order of the percent of leaders and agents who felt leaders should perform each task.

The five organizational tasks, which the highest percent of leaders felt should be performed by leaders, are listed below in descending order. The percent of leaders and agents, respectively, who felt leaders should perform each task are listed in parenthesis: (1) Encourage 4-H members to participate in county events (98-100); (2) invite parents to attend county 4-H activities and events (95-100); (3) attend project meetings regularly (93-96); (4) invite parents to assist with 4-H project meetings (91-100); and (5) inform members of 4-H events (89-100). The five organizational tasks which ranked lowest and the percent of leaders and agents, respectively, who felt leaders should perform each task were: (1) Keep enrollment and other records of 4-H project work (48-81); (2) secure sponsors for 4-H project work (53-70); (3) collect 4-H project records from members (57-89); (4) inform school officials of opportunities in 4-H project work (62-59); and (5) recruit new project leaders (64-93).

Fifty percent or more of the leaders felt leaders should perform 19 of the 20 organizational tasks. Fifty percent or more of the agents felt leaders should perform all 20 of the organizational tasks. Only 48 percent of the leaders felt leaders should perform the task "keep enrollment and other records of 4-H project work," even though 81 percent of the agents felt leaders should perform this task. However, the greatest amount of difference, between the

TABLE VIII

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS SHOULD
PERFORM EACH OF THE ORGANIZATIONAL TASKS OF 4-H PROJECT WORK

Organizational Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Encourage 4-H members to participate in county 4-H events	98	100	1	4.5
Invite parents to attend county 4-H activities and events	95	100	2	4.5
Attend project meetings regularly	93	96	3	10
Invite parents to assist with 4-H project meetings	91	100	4	4.5
Inform members of 4-H events	89	100	5	4.5
Maintain good working relations with other youth groups in the county	88	100	6.5	4.5
Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials	88	93	6.5	12
Inform members of awards available for 4-H project achievement	87	100	8	4.5
Help 4-H members secure materials, articles or animals for projects	83	96	9	10
Provide current 4-H project information to members	80	93	10	15.5
Enroll new 4-H members	76	85	11	17
Make personal contacts with prospective 4-H project leaders	75	100	12	4.5
Distribute 4-H project books	70	85	13	15.5
Inform 4-H organizational leaders of the 4-H project group plans	69	100	14	4.5

TABLE VIII (continued)

Organizational Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Organize new 4-H project groups	66	96	15	10
Recruit new project leaders	64	93	16	12
Inform school officials of opportunities in 4-H project work	62	59	17	20
Collect 4-H project records from members	57	89	18	14
Secure sponsors for 4-H project work	53	70	19	19
Keep enrollment and other records of 4-H project work	48	81	20	18
Average	76.6	91.8	-	-

agents and leaders concerning the organizational tasks leaders should perform, was on the task "inform 4-H organizational leaders of the 4-H project group plans." Sixty nine percent of the leaders and 100 percent of the agents (31 percent difference) felt leaders should perform this task. On the average, among the 20 organizational tasks, 76.6 percent of the leaders and 91.8 percent of the agents felt leaders should perform each task. Therefore, 14.5 percent more of the agents felt leaders should perform each of the organizational tasks of 4-H project work than did the leaders. Generally, Table VIII indicated considerable agreement between leaders and agents concerning the organizational tasks 4-H project leaders should perform. However, a higher percent of the agents than of the leaders perceived the organizational tasks as a function of 4-H project leaders.

Organizational Tasks Leaders Qualified to Perform

The 20 organizational tasks of 4-H project leaders were ranked according to the percent of leaders and the percent of agents who felt leaders were qualified to perform each task (see Table IX).

The five organizational tasks which the largest percent of leaders felt qualified to perform are listed below in descending order; and the percent of leaders and agents, respectively, who felt leaders were qualified to perform each task are listed in parenthesis at the end of each task: Encourage 4-H members to participate in county 4-H events (92-11); invite parents to attend county 4-H activities and events (87-22); inform members of 4-H events (85-26); invite parents to assist with 4-H project meetings (80-7); and attend project

TABLE IX

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS WERE QUALIFIED TO PERFORM EACH OF THE ORGANIZATIONAL TASKS OF 4-H PROJECT WORK

Organizational Task of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Encourage 4-H members to participate in county 4-H events	92	11	1	13.5
Invite parents to attend county 4-H activities and events	87	22	2	8
Inform members of 4-H events	85	26	3	5
Invite parents to assist with 4-H project meetings	80	7	4	17.5
Attend project meetings regularly	75	33	5	2.5
Enroll new 4-H members	74	11	6	13.5
Distribute 4-H project books	72	22	7.5	8
Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials	72	7	7.5	17.5
Help 4-H members secure materials, articles or animals for projects	69	7	9	17.5
Maintain good working relations with other youth groups in the county	68	22	10	8
Inform members of awards available for 4-H project achievement	66	7	11	17.5
Provide current 4-H project information to members	64	15	12	11
Collect 4-H project records from members	61	26	13	15
Make personal contacts with prospective 4-H project leaders	56	7	14	17.5

TABLE IX (continued)

	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Organizational Task of 4-H Project Work				
Inform 4-H organizational leaders of the 4-H project group plans	52	15	15	11
Keep enrollment and other records of 4-H project work	48	26	16	5
Recruit new project leaders	47	15	17	11
Inform school officials of opportunities in 4-H project work	46	37	18	1
Organize new 4-H project groups	42	7	19	17.5
Secure sponsors for 4-H project work	35	33	20	2.5
Average	64.6	17.8	-	-

meetings regularly (75-33). The five organizational tasks which ranked lowest were: Secure sponsors for 4-H project work (35-33); organize new 4-H project groups (42-7); inform school officials of opportunities in 4-H project work (46-37); recruit new project leaders (47-15); and keep enrollment and other records of 4-H project work (48-26).

Fifty percent or more of the leaders felt qualified to perform 15 of the 20 organizational tasks while on no organizational task did at least 50 percent of the agents feel leaders were qualified to perform. The task on which the highest percent of agents (37 percent) felt leaders were qualified to perform was "inform school officials of opportunities in 4-H project work." It appeared that a higher percent of the leaders felt qualified to perform the tasks where assistance was rendered than tasks which required the leader to be directly responsible for a particular phase of the project work. On the average, 64.6 percent of the leaders and only 17.8 percent of the agents felt leaders were qualified to perform each of the 20 organizational tasks of 4-H project work.

Data presented in Table IX indicated that a higher percent of the 4-H project leaders than the agents felt leaders were qualified to perform the twenty organizational tasks of 4-H project work. This suggests that a high percent of 4-H project leaders felt they could perform the organizational tasks without additional training. Whereas, a high percent of the Extension agents felt that 4-H project leaders were not qualified to perform the organizational tasks and thus needed further training.

Teaching Tasks Leaders Should Perform

Data in Table X shows the rank of the teaching tasks of 4-H project work according to the percent of leaders and agents who felt leaders should perform each task. The teaching tasks which the largest percent of leaders felt they should perform are listed in descending order followed by the percent of leaders and agents, respectively, listed in parenthesis: Assist members in planning demonstration (94-100); hold 4-H project meetings (87-100); teach members how to give demonstrations (87-100); teach members skills related to 4-H project work (86-100); teach 4-H members how to keep 4-H project records (85-100).

The teaching tasks which the smallest percent of leaders and agents, respectively, felt leaders should perform were: Train members in judging techniques (56-93); train junior 4-H project members (67-70); conduct 4-H project tours (73-96); teach 4-H members standards for projects (79-92); and inform parents of 4-H project requirements (80-96).

A high percent of both the agents (average 95.3) and leaders (average 80.3) felt leaders should perform each of the 13 teaching tasks (Table X). Only on one teaching task did the percent of either agent or leaders, who felt the task should be performed by leaders, fall as low as 56 percent.

Data presented in Table X indicated close agreement between the leaders and agents concerning the teaching tasks 4-H project leaders should perform. A high percent of both leaders and agents felt that leaders should perform each of the teaching tasks of 4-H project work.

TABLE X

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS SHOULD PERFORM EACH OF THE TEACHING TASKS OF 4-H PROJECT WORK

Teaching Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Assist members in planning demonstrations	94	100	1	3.5
Hold 4-H project meetings	87	100	2	3.5
Teach members how to give demonstrations	87	100	3	3.5
Teach members skills related to 4-H project work	86	100	4	3.5
Teach 4-H members how to keep 4-H project records	85	100	5	3.5
Carry out scheduled 4-H project group events and activities	84	100	6.5	3.5
Instruct 4-H members in project subject matter	84	96	6.5	8.5
Inform parents of the objectives of 4-H projects	82	96	8	8.5
Inform parents of 4-H project requirements	80	96	9	8.5
Teach 4-H members standards for projects	79	92	10	12
Conduct 4-H project tours	73	96	11	8.5
Train junior 4-H project leaders	67	70	12	13
Train members in judging techniques	56	93	13	11
Average	80.3	95.3	-	-

Teaching Tasks Leaders Qualified to Perform

In Table XI, the teaching tasks are ranked by the percent of leaders and agents who felt leaders were qualified to perform each task. The top and bottom five ranked tasks leaders felt qualified to perform are given below in descending order with the percent of leaders and agents, respectively, who felt leaders were qualified to perform each task, listed after each task: Assist members in planning demonstrations (75-0); hold 4-H project meetings (72-4); inform parents of the objectives of 4-H projects (67-0); teach members how to give demonstrations (66-4); and carry out scheduled 4-H project group events and activities (66-11).

The lowest ranked teaching tasks were: Train members in judging techniques (32-15); train junior 4-H project leaders (37-19); teach 4-H members standards for projects (53-11); conduct 4-H project tours (54-7); and teach 4-H members how to keep 4-H project records (59-0).

Fifty percent or more of the leaders felt qualified to perform 11 of the 13 teaching tasks. The range in percents of leaders who felt qualified to perform each of the 13 teaching tasks was from 32 to 75 percent. Among the agents, the range was from zero to 19 percent. An average of 59.5 percent of the leaders and only 6.1 percent of the agents felt leaders were qualified to perform each of the teaching tasks of 4-H project work.

Table XI indicated that the leaders' and agents' perception of leader qualifications to perform the teaching tasks differed considerably. Leaders perceived themselves to be better qualified

TABLE XI

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS WERE
QUALIFIED TO PERFORM EACH OF THE TEACHING TASKS OF 4-H PROJECT WORK

Teaching Task of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Assist members in planning demonstrations	75	0	1	11.5
Hold 4-H project meetings	72	4	2	7.5
Inform parents of the objectives of 4-H projects	67	0	3	11.5
Teach members how to give demonstrations	66	4	4.5	7.5
Carry out scheduled 4-H project group events and activities	66	11	4.5	3.5
Inform parents of 4-H project requirements	64	0	7	11.5
Instruct 4-H members in project subject matter	64	4	7	7.5
Teach members skills related to 4-H project work	64	4	7	7.5
Teach 4-H members how to keep 4-H project records	59	0	9	11.5
Conduct 4-H project tours	54	7	10	5
Teach 4-H members standards for projects	53	11	11	3.5
Train junior 4-H project leaders	37	19	12	1
Train members in judging techniques	32	15	13	2
Average	59.5	6.1	-	-

than the agents perceived the qualification of the leaders. This indicates that the Extension agents probably would not encourage 4-H project leaders to perform the teaching tasks without some additional training. These data also indicate that the leaders would probably be reluctant to attend training meetings where these teaching tasks were to be taught to the leaders. Thus, it would appear desirable for the Extension agents to place greater confidence in the 4-H project leaders which would, at the same time, tend to help the leaders to become better aware of their training needs.

Recognition Tasks Leaders Should Perform

Table XII shows the recognition tasks of 4-H project work ranked according to the percent of leaders and agents who felt leaders should perform each task. The three recognition tasks leaders felt they should perform are listed in descending order with the percent of leaders and agents, respectively, listed in parenthesis: Visit 4-H project members (87-100); recognize 4-H member achievements in 4-H project work (80-93); and publicize 4-H member accomplishments (74-81). On the average, 80.3 percent of the leaders and 91.3 percent of the agents felt leaders should perform each of the recognition tasks with leaders and agents in agreement concerning the importance of the recognition tasks.

Recognition Tasks Leaders Qualified to Perform

In Table XIII, the three recognition tasks were ranked according to the percent of leaders and agents who felt leaders were qualified to perform the three tasks. The percent of leaders and agents, respectively,

TABLE XII

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS SHOULD
PERFORM EACH OF THE RECOGNITION TASKS OF 4-H PROJECT WORK

Recognition Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank of Leaders	Rank of Agents
Visit 4-H project members	87	100	1	1
Recognize 4-H members for achievements in 4-H project work	80	93	2	2
Publicize 4-H member accomplishments	74	81	3	3
Average	80.3	91.3	-	-

TABLE XIII

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS WERE
QUALIFIED TO PERFORM EACH OF THE RECOGNITION TASKS OF 4-H PROJECT WORK

Recognition Task of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Visit 4-H project members	76	11	1	3
Recognize 4-H members for achievements in 4-H project work	65	22	2	1
Publicize 4-H member accomplishments	63	15	3	2
Average	68.0	16.0	-	-

who felt leaders were qualified to perform each task are listed in parenthesis after each task: Visit 4-H project members (76-11); recognize 4-H members for achievements in 4-H project work (65-22); and publicize 4-H member accomplishments (63-15).

The range in percents of leaders who felt qualified to perform each of the three recognition tasks was from 63 to 76 percent; the range in percent of the agents was from 11 to 22 percent. On the average, 68 percent of the leaders and 16 percent of the agents felt that leaders were qualified to perform each of the recognition tasks of 4-H project work.

Evaluational Tasks Leaders Should Perform

The evaluational tasks of 4-H project work were ranked according to the percent of leaders and the percent of agents who felt leaders should perform each task (Table XIV). The reporting task was also included in Table XIV.

The four tasks leaders felt they should perform are listed below in descending order with the percent leaders and agents, respectively, enclosed in parenthesis: Help 4-H members evaluate progress in project work (85-100); evaluate project leader training (45-89); judge 4-H members' project record book (36-44); and determine the county 4-H project winner (24-15). The percent of leaders and agents, respectively, feeling that leaders should perform the reporting task "report 4-H project meetings held" were 68 and 96.

The range in percents of leaders who felt leaders should perform the evaluational tasks was from 24 to 85 percent and average 47.5

TABLE XIV

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS SHOULD
PERFORM EACH OF THE EVALUATIONAL AND REPORTING TASKS OF 4-H PROJECT WORK

Evaluational and Reporting Task of 4-H Project Work	Leaders Should Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Evaluational:				
Help 4-H members evaluate progress in project work	85	100	1	1
Evaluate project leader training	45	89	2	2
Judge 4-H members' project record books	36	44	3	3
Determine the county 4-H project winners	24	15	4	4
Average	47.5	62.0	-	-
Reporting:				
Report 4-H project meetings held	68	96	1	1

percent. Percents of agents ranged from 15 to 100 percent and average 62 percent for the three evaluational tasks. Thus, a higher percent of the agents than of the 4-H leaders felt that the evaluational tasks should be performed by leaders.

Evaluational Tasks Leaders Qualified to Perform

The evaluational tasks of 4-H project work were ranked (Table XV) according to the percent of leaders who felt qualified to perform each task. The reporting task is also included in Table XV. The percent of leaders and agents, respectively, who felt leaders were qualified to perform each of the evaluational tasks and the reporting task were: Help 4-H members evaluate progress in project work (62-4); judge 4-H members' project record books (27-33); evaluate project leader training (24-15); and determine the county 4-H project winners (16-63). Eleven percent of the agents and 71 percent of the leaders felt leaders were qualified to perform the reporting task.

The range in percents of leaders and agents, respectively, who felt leaders were qualified to perform the evaluational tasks was from 16 to 62 and from 4 to 63 percent. On the average, 32.3 percent of the leaders and 28.8 percent of the agents felt leaders were qualified to perform each of the evaluational tasks of 4-H project work. Thus, on the average, 3.5 percent more of the leaders than the agents felt leaders were qualified to perform each of the evaluational tasks. The agents also disagreed with the leaders concerning the specific tasks leaders were best qualified to perform.

TABLE XV

PERCENTS OF ALL 4-H PROJECT LEADERS AND AGENTS RESPONDING WHO FELT LEADERS WERE QUALIFIED
TO PERFORM EACH OF THE EVALUATIONAL AND REPORTING TASKS OF 4-H PROJECT WORK

Evaluational and Reporting Task of 4-H Project Work	Leaders Were Qualified to Perform This Task			
	Percent of Leaders (N = 225)	Percent of Agents (N = 27)	Rank by Leaders	Rank by Agents
Evaluational:				
Help 4-H members evaluate progress in project work	62	4	1	4
Judge 4-H members' project record books	27	33	2	2
Evaluate project leader training	24	15	3	3
Determine the county 4-H project winners	16	63	4	1
Average	32.3	28.8	-	-
Reporting:				
Report 4-H project meetings held	71	11	1	1

III. LEADERS' ROLE PERFORMANCE; LEADERS' AND AGENTS' ROLE EXPECTATIONS AND ROLE QUALIFICATION OF LEADERS

Five tables are presented in this section to compare leaders' performance with agents' and leaders' expectations and qualifications of leaders. The tasks concerning the roles of planning, organizing, teaching, recognizing, evaluating and reporting, respectively, are shown in Tables XVI, XVII, XVIII, XIX, and XX. The tasks were ranked from high to low according to the percent of leaders who performed each task. The percents of leaders and agents who felt leaders should perform and were qualified to perform are also given in each table.

Leaders and Agents Compared on Planning Tasks

Table XVI shows that the percent of leaders who performed each of the 14 planning tasks ranged from 5 to 60 percent and averaged 29.3 percent. An average of 62.2 percent of the leaders and 76.4 percent of the agents felt that leaders should perform each planning task; an average of 47.6 and 30.2 percent, respectively, of the leaders and agents felt leaders were qualified to perform each of the planning tasks. Leaders' role performance was below the expectations of either the leaders or the agents; a smaller percent of the leaders performed the planning tasks than they said they were qualified to perform; and leaders performed on the average about at the level agents felt leaders were qualified to perform.

Leaders were generally performing those planning tasks they felt should be performed by leaders and those tasks they felt qualified to perform. There was much disagreement between the agents and leaders

TABLE XVI

PERCENT OF LEADERS WHO PERFORMED, AND PERCENTS OF LEADERS AND AGENTS
WHO FELT LEADERS SHOULD PERFORM AND WERE QUALIFIED TO
PERFORM EACH PLANNING TASK OF 4-H PROJECT WORK
(N = 225 LEADERS, 27 AGENTS)

Planning Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Assist members in planning 4-H project exhibits	60	1	95	1	100	2.5	74	2.5	7	12.5
Inform 4-H project members and parents about the time, place and purpose for 4-H project meetings	56	2	82	2.5	100	2.5	74	1.5	30	7
Arrange 4-H project meetings	44	3.5	73	6	96	5.5	66	4.5	19	10
Arrange for 4-H members to give reports on project achievements	44	3.5	81	4	100	2.5	67	3	15	11
Plan for recreation at 4-H project meetings	38	5.5	76	5	89	7.5	66	4.5	22	9
Determine the date, place and time for 4-H project meetings	38	5.5	64	7	100	2.5	60	6	41	5
Establish goals for 4-H project completion	30	7	58	9	78	9	40	8	26	8

TABLE XVI (continued)

Planning Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Assist 4-H members in planning project tours	24	8	81	2.5	96	5.5	54	7	7	12.5
Construct visuals for use in teaching subject matter to 4-H members	20	9	58	9	89	7.5	39	9	4	14
Decide on overall 4-H project group policies	16	10	37	12	59	11	24	12	48	4
Secure slides, films and other visuals for 4-H project meetings	13	11	58	9	67	10	36	10	33	6
Plan for recognition of 4-H project leaders	12	12	38	11	26	14	28	11	63	1
Arrange county 4-H project events and activities	10	13	36	13	37	12	21	13	52	3
Plan leader recognition program	5	14	34	14	33	13	18	14	56	2
Average	29.3	-	62.2	-	76.4	-	47.6	-	30.2	-

TABLE XVII

PERCENT OF LEADERS WHO PERFORMED, AND PERCENTS OF LEADERS AND AGENTS
WHO FELT LEADERS SHOULD PERFORM AND WERE QUALIFIED TO
PERFORM EACH ORGANIZATIONAL TASK OF 4-H PROJECT
WORK (N = 225 LEADERS, 27 AGENTS)

Organizational Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Encourage 4-H members to participate in county 4-H events	86	1	98	1	100	5	92	1	11	13.5
Invite parents to attend county 4-H activities and events	73	2	95	2	100	2	87	2	22	8
Inform members of 4-H events	72	3	89	5	100	8	85	3	26	5
Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials	59	4	88	6.5	93	12	72	7.5	7	17.5
Help 4-H members secure materials, articles or animals for projects	58	5	83	9	96	9	69	9	7	17.5
Maintain good working relations with other youth groups in the county	56	6.5	88	6.5	100	5	68	10	22	8
Invite parents to assist with 4-H project meetings	56	6.5	91	4	100	14	80	4	7	17.5
Inform members of awards available for 4-H project achievement	52	8.5	87	8	100	18.5	66	11	7	17.5
Provide current 4-H project information to members	52	8.5	80	10	93	7	64	12	15	11

TABLE XVII (continued)

Organizational Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Enroll new 4-H members	49	10	76	11	85	12	74	6	11	13.5
Attend project meetings regularly	45	11	93	3	96	2	75	5	33	2.5
Make personal contacts with prospective 4-H project leaders	38	12	75	12	100	15.5	56	14	7	17.5
Distribute 4-H project books	36	13	70	13	85	18.5	72	7.5	22	8
Inform school officials of oppor- tunities in 4-H project work	32	14.5	62	17	59	17	46	18	37	7
Inform 4-H organization leaders of the 4-H project group plans	32	14.5	69	14	100	20	52	15	15	11
Collect 4-H project records from members	30	16	57	18	89	10	61	13	26	5
Organize new 4-H project groups	24	17.5	66	15	96	15.5	42	19	7	17.5
Recruit new project leaders	24	17.5	64	16	93	5	47	17	15	11
Keep enrollment and other records of 4-H project work	21	19	48	20	81	2	48	16	26	5
Secure sponsors for 4-H project work	15	20	53	19	70	12	35	20	33	2.5
Average	45.5	-	76.6	-	91.8	-	64.6	-	17.8	-

TABLE XVIII

PERCENT OF LEADERS WHO PERFORMED, AND PERCENTS OF LEADERS AND AGENTS
WHO FELT LEADERS SHOULD PERFORM AND WERE QUALIFIED TO
PERFORM EACH TEACHING TASK OF 4-H PROJECT WORK
(N = 225 LEADERS, 27 AGENTS)

Teaching Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Assist members in planning demonstrations	69	1	94	1	100	7	75	1	0	11.5
Teach members how to give demonstrations	60	2	87	3	100	8.5	66	4.5	4	7.5
Instruct 4-H members in project subject matter	59	3.5	84	6.5	96	5	64	7	4	7.5
Teach members skills related to 4-H project work	58	3.5	84	4.5	100	2	64	7	4	7.5
Teach members how to keep 4-H project records	58	5	85	4.5	100	10	59	9	0	11.5
Hold 4-H project meetings	53	6.5	87	2	100	2	72	2	4	7.5
Carry out scheduled 4-H project group events and activities	54	6.5	84	6.5	100	5	66	4.5	11	3.5
Inform parents of 4-H project requirements	49	8	80	9	96	12	64	7	0	11.5
Inform parents of the objectives of 4-H projects	48	9	82	8	96	13	67	3	0	11.5

TABLE XVIII (continued)

Teaching Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Teach 4-H members standards for projects	45	10	79	10	92	2	53	11	11	3.5
Train junior 4-H project leaders	24	11	67	12	70	11	37	12	19	1
Conduct 4-H project tours	24	12	73	11	96	5	54	10	7	5
Train members in judging techniques	22	13	56	13	93	8.5	32	13	15	2
Average	47.9	-	80.1	-	95.3	-	59.5	-	6.1	-

TABLE XIX

PERCENT OF LEADERS WHO PERFORMED, AND PERCENTS OF LEADERS AND AGENTS
WHO FELT LEADERS SHOULD PERFORM AND WERE QUALIFIED TO
PERFORM EACH RECOGNITION TASK OF 4-H PROJECT WORK
(N = 225 LEADERS, 27 AGENTS)

Recognition Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
			Leaders		Agents		Leaders		Agents	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Recognize 4-H members for achievements in 4-H project work	52	1	80	2	93	2	65	2	22	1
Visit 4-H project members	51	2	87	1	100	1	76	1	11	3
Publicize 4-H members accomplishments	43	3	74	3	81	3	63	3	15	2
Average	48.7	-	80.3	-	91.3	-	68.0	-	16.0	-

TABLE XX

PERCENT OF LEADERS WHO PERFORMED, AND PERCENTS OF LEADERS AND AGENTS
WHO FELT LEADERS SHOULD PERFORM AND WERE QUALIFIED TO
PERFORM EACH EVALUATIONAL AND REPORTING TASK OF
4-H PROJECT WORK (N = 225 LEADERS, 27 AGENTS)

Evaluational and Reporting Task of 4-H Project Work	Leaders Performed		Leaders Should Perform				Leaders Were Qualified to Perform			
	Percent	Rank	Leaders		Agents		Leaders		Agents	
			Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Evaluational:										
Help 4-H members evaluate progress in project work	51	1	85	1	100	1	62	1	4	4
Judge 4-H members' project recordbooks	13	2	36	3	44	3	27	2	33	2
Evaluate project leader training	13	3	45	2	89	2	24	3	15	3
Determine the county 4-H project winners	5	4	24	4	15	4	16	4	63	1
Average	20.5	-	47.5	-	62	-	32.3	-	28.8	-
Reporting:										
Report 4-H project meetings held	33	1	68	1	96	1	71	1	11	1

concerning the planning tasks leaders should perform and concerning the planning tasks leaders were qualified to perform. The planning tasks which were performed by the largest percent of leaders were generally those the agents felt were of least importance. The tasks leaders felt least qualified to perform, the agents felt leaders were best qualified to perform.

Leaders and Agents Compared on Organizational Tasks

Table XVII, page 58, shows the percents of leaders who performed each of the organizational tasks and the percents of leaders and agents who felt leaders should and were qualified to perform each task. An average of 45.5 percent of the leaders were performing each of the organizational tasks, whereas, 77.3 percent of the leaders felt leaders should perform each task and 64.6 percent felt they were qualified to perform each of the organizational tasks. An average of 91.8 percent of the agents felt leaders should perform each task but only 17.8 percent felt leaders were qualified to perform each organizational task.

Generally leaders performed the organizational tasks they felt should be performed by leaders and the tasks they felt qualified to perform. Leaders and agents generally agreed that the organizational tasks should be performed by leaders but a smaller percent of the agents than of the leaders felt leaders were qualified to perform organizational tasks. Tasks performed by a high percent of the leaders tended to be tasks which leaders assisted agents rather than tasks where leaders personally had the primary responsibility.

Leaders and Agents Compared on Teaching Tasks

Table XVIII, page 60, shows the teaching tasks of 4-H project work ranked by percents of leaders who performed each task and percents of agents and leaders who felt leaders should perform and were qualified to perform each teaching task. Averages for the 13 tasks are also shown. On the average, 47.9 percent of the leaders were performing each of the teaching tasks, while an average of 80.3 percent of the leaders felt leaders should perform each task and an average of 59.5 percent of the leaders felt qualified to perform each task. An average of 95.3 percent of the agents felt leaders should perform each teaching tasks but only 6.1 percent felt leaders were qualified to do so,

Generally, about half as many leaders were performing each of the teaching tasks as the leaders and the agents felt leaders should perform. On the average, the percent of leaders who actually performed each of the teaching tasks was over seven times as great as the percent of agents who felt leaders were qualified.

Leaders and Agents Compared on Recognition Tasks

Table XIX, page 62, shows the recognition tasks of 4-H project work ranked by percents of leaders who performed each task and by percents of leaders and agents who felt leaders should perform and were qualified to perform each task. Averages for the 13 tasks are also shown. On the average, 48.7 percent of the leaders performed each task, 80.3 percent of the leaders felt leaders should perform each task and 68.0 percent of the leaders felt qualified to perform each

task. An average of 80.3 percent of the agents felt leaders should perform each task and 16.0 percent felt leaders were qualified to do so. Thus, the percent of leaders who performed each teaching task was about three times as great as the percent of agents who felt leaders were qualified. However, the percent of leaders who performed each task was only about two thirds as great as the percent of leaders, or the percent of agents, who felt leaders should perform each recognition task.

Leaders and Agents Compared on Evaluational and Reporting Tasks

Table XX, page 63, shows the evaluational and reporting tasks of 4-H project work ranked by percents of leaders who performed each task and by percents of leaders and agents who felt leaders should perform and were qualified to perform each task. Averages for the four evaluational tasks are shown. On the average, 20.5 percent of the leaders performed each task, 47.5 percent felt leaders should perform each task and 32.3 percent felt qualified to perform each task. An average of 62 percent of the agents felt leaders should perform each task and 28.8 percent felt leaders were qualified to perform each of the evaluational tasks of 4-H project work. Thus, the percent of leaders who performed each task was less than half as great as the percent of leaders who felt they should perform each task and a higher percent of leaders felt qualified to perform each evaluational task than were actually doing so. About the same percent of leaders were actually performing each task as the percent of agents who felt leaders were qualified to perform them. This suggests that the leaders performed those tasks they felt agents expected them to perform.

IV. RANKS OF SIX ROLES OF 4-H PROJECT LEADERS COMPARED

The purpose of this section was to determine which of the six roles or groups of tasks of 4-H project work (planning, organizational, teaching, recognition, evaluational and reporting) were performed by the largest percent of leaders.

Rank of each task, within each of the six task groups, was determined by the percents of leaders who performed each task. Table XXI shows the percent of the tasks in the six task groups which were ranked by leaders into high, medium and low rank groups: (1) Those ranking in the top 20 were considered in the high group; (2) those ranking from 21 to 40 were considered the medium rank group; (3) those ranking in the bottom 15 (from 41 to 55) were considered in the low rank group.

The percents of tasks, within each task group, which fell in each of the three rank groups (high, medium or low) are listed, respectively, in parenthesis as follows: Planning tasks (14-36-50); organizational tasks (45-40-15); teaching tasks (54-31-15); recognition tasks (67-33-0); evaluation tasks (0-25-75); and reporting tasks (0-100-0).

Sixty-seven percent of the recognition tasks, 54 percent of the teaching tasks, and 45 percent of the organizational tasks were among the top twenty tasks in terms of the number of leaders who performed each of the 55 tasks. Only two or 14 percent of the planning tasks were in the top 20 and none of the evaluational or reporting tasks ranked in the top 20. Seventy-five percent of the planning and 50

TABLE XXI

NUMBERS AND PERCENTS OF TASKS WITHIN EACH ROLE WHICH
RANKED IN THE HIGH, MEDIUM AND LOW RANK GROUPS*

Rank Group	Roles Performed by Leaders											
	Planning		Organizational		Teaching		Recognition		Evaluational		Reporting	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Tasks Ranked in First Twenty	2	14	9	45	7	54	2	67	0	0	0	0
Tasks Ranked Between Twenty-One and Forty	5	36	8	40	4	31	1	33	1	25	1	100
Tasks Ranked in Bottom Fifteen	7	50	3	15	2	15	0	0	3	75	0	0
Total	14	100	20	100	13	100	3	100	4	100	1	100

*Rank was based on the percent of leaders performing each task and percents are rounded to nearest whole number.

percent of the evaluation tasks were ranked in the lowest performance rank group. Thus, the project leaders were primarily performing the roles of giving recognition, teaching and organizing.

Table XXII shows the rank location of the 55 tasks leaders felt they should perform. The percent of tasks, within each of the six categories, which fell in the top, middle and low rank groups are listed respectively in parenthesis below: Planning tasks (7-43-50); organizational tasks (45-35-20); teaching tasks (62-31-8); recognition tasks (33-67-0); evaluational tasks (25-0-75); and reporting tasks (0-100-0).

A high percent of the teaching (62 percent) and organizational (45 percent) tasks fell in the high rank group (top 20). Forty-three percent of the teaching tasks were ranked between 21 and 40 with 50 percent in the lowest rank group. Also, 75 percent of the evaluation tasks, leaders felt they should perform, were ranked in the bottom 15 tasks. Thus, the 4-H project leaders perceived their role to be primarily that of teaching and organizing.

In Table XXIII, the fifty-five tasks of 4-H project work which leaders felt qualified to perform were divided into the same six task groups. The percents of tasks which leaders felt qualified to perform, within each of the six task groups, which ranked in the top, middle, and low rank groups were as follows: Planning tasks (29-21-50); organizational tasks (55-30-15); teaching tasks (23-62-15); recognition tasks (33-67-0); evaluational tasks (0-25-75); and reporting tasks (100-0-0).

TABLE XXII

NUMBERS AND PERCENTS OF TASKS WITHIN EACH ROLE WHICH
RANKED IN THE HIGH, MEDIUM AND LOW RANK GROUPS*

Rank Group	Roles Leaders Felt They Should Perform											
	Planning		Organizational		Teaching		Recognition		Evaluational		Reporting	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Tasks Ranked in First Twenty	1	7	9	45	8	62	1	33	1	25	0	0
Tasks Ranked Between Twenty-One and Forty	6	43	7	35	4	31	2	67	0	0	1	100
Tasks Ranked in Bottom Fifteen	7	50	4	20	1	8	0	0	3	75	0	0
Total	14	100	20	100	13	100	3	100	4	100	1	100

*Rank was based on the percent of leaders who felt they should perform each task and percents are rounded to nearest whole number.

TABLE XXIII

NUMBERS AND PERCENTS OF TASKS WITHIN EACH ROLE WHICH
RANKED IN THE HIGH, MEDIUM AND LOW RANK GROUPS*

Rank Group	Roles Leaders Felt Qualified to Perform											
	Planning		Organizational		Teaching		Recognition		Evaluational		Reporting	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Tasks Ranked in First Twenty	4	29	11	55	3	23	1	33	0	0	1	100
Tasks Ranked Between Twenty-One and Forty	3	21	6	30	8	62	2	67	1	25	0	0
Tasks Ranked in Bottom Fifteen	7	50	3	15	2	15	0	0	3	75	0	0
Total	14	100	20	100	13	100	3	100	4	100	1	100

*Rank was based on the percent of leaders who felt qualified to perform each task and percents are rounded to nearest whole number.

Fifty-five percent of the organizational and 100 percent of the reporting tasks, leaders felt qualified to perform, were ranked among the top twenty tasks. Sixty-seven percent of the recognition and 62 percent of the teaching tasks were ranked in the middle rank group. A higher percent of the evaluational (50 percent) and planning (75 percent) tasks leaders felt qualified to perform were in the lowest rank group. Thus, leaders felt best qualified to perform the reporting and organizational tasks and least qualified to perform the evaluational, teaching, organizational and recognition task of 4-H project work.

V. RANK OF SIX ROLES OF 4-H PROJECT LEADERS AS PERCEIVED BY EXTENSION AGENTS, COMPARED

Table XXIV shows by rank location and task groups the 55 tasks of 4-H project work agents felt leaders should perform. The percents of the tasks in each of the six task groups ranked in the high, medium, and low rank groups, respectively, according to the percent of agents who felt leaders should perform the tasks were as follows: Planning tasks (29-29-42); organizational tasks (40-35-25); teaching tasks (46-46-8); recognition tasks (33-33-33); evaluational tasks (25-25-50); and reporting tasks (0-100-0). Thus, agents perceived the role of leaders primarily that of a teacher and an organizer.

Table XXV shows the six rank groupings of the 55 tasks of 4-H project work agents felt leaders were qualified to perform. The percent of the tasks, for each of the six categories, falling in the high, middle and bottom ranked groups, respectively, are listed below in

TABLE XXIV

NUMBERS AND PERCENTS OF TASKS WITHIN EACH ROLE WHICH
RANKED IN THE HIGH, MEDIUM AND LOW RANK GROUPS*

Rank Group	Roles Agents Felt Leaders Should Perform											
	Planning		Organizational		Teachers		Recognition		Evaluational		Reporting	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Tasks Ranked in First Twenty	4	29	8	40	6	46	1	33	1	25	0	0
Tasks Ranked Between Twenty-One and Forty	4	29	7	35	6	46	1	33	1	25	1	100
Tasks Ranked in Bottom Fifteen	6	42	5	25	1	8	1	33	2	50	0	0
Total Number of Tasks	14	100	20	100	13	100	3	100	4	100	1	100

*Rank was based on the percent of agents who felt leaders should perform each task and percents are rounded to nearest whole number.

TABLE XXV

NUMBER AND PERCENT OF TASKS WITHIN EACH TASK GROUP, WHICH
RANKED IN THE HIGH, MEDIUM AND LOW RANK GROUPS*

Rank Group	Roles Agents Felt Leaders Were Qualified to Perform											
	Planning		Organizational		Teaching		Recognition		Evaluational		Reporting	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Tasks Ranked in First Twenty	9	50	9	45	0	15	1	33	2	50	0	0
Tasks Ranked Between Twenty-One and Forty	2	29	5	25	4	31	2	67	1	25	1	100
Tasks Ranked in Bottom Fifteen	3	21	6	30	9	54	0	0	1	25	0	0
Total Number of Tasks	14	100	20	100	13	100	3	100	4	100	1	100

*Rank was based on the percent of agents who felt leaders were qualified to perform each task and percents are rounded to nearest whole number.

parenthesis following the names of each task group: Planning tasks (50-29-21); organizational tasks (45-25-30); teaching tasks (15-31-54); recognition tasks (33-67-0); evaluational tasks (50-25-25); and reporting (0-100-0).

Agents felt the 4-H project leaders were best qualified to perform the roles of planning, organization, and evaluation. Contrarywise, agents felt leaders were least qualified to perform the teaching tasks.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. PURPOSE OF STUDY

The primary purposes of this study were to determine the tasks performed by 4-H project leaders in Tennessee and to secure and compare leaders' and agents' opinions concerning the tasks that 4-H project leaders should perform. A secondary purpose was to compare the opinions of 4-H project leaders and Extension agents concerning the qualifications of 4-H project leaders to perform specific tasks of 4-H project leaders.

II. SPECIFIC OBJECTIVES

More specifically, answers to the following questions concerning fifty-five selected tasks of 4-H project work were sought:

1. What tasks were performed by 4-H project leaders in selected Tennessee counties?
2. What tasks did 4-H project leaders think they should perform?
3. What tasks did Extension agents think project leaders should perform?
4. Which of the tasks which could be classified as planning, organizational, teaching, recognizing, evaluating and reporting were performed by the largest percent of leaders?
5. What tasks did project leaders feel best qualified to perform?

6. What tasks did agents feel leaders were best qualified to perform?

7. Were leaders who performed a large number of tasks located in counties having larger or smaller numbers of 4-H project leaders?

8. To what extent did project leaders and Extension agents agree concerning tasks project leaders should perform and tasks leaders were qualified to perform?

III. PROCEDURE FOR COLLECTING DATA

One hundred and twelve tasks of 4-H project leaders were identified from the literature and other sources. These tasks were rated by 16 Extension agents as to how critical they felt the tasks were to the success of 4-H project work. Fifty-five of the tasks considered by Extension agents to be most important to the role of a project leader were included in the final questionnaire.

IV. SOURCE OF DATA

Questionnaires were mailed to 463 4-H project leaders and 27 Extension agents working with youth in 14 selected Tennessee counties. Each of the 14 counties met the criterion of having at least 1.9 full-time Extension staff equivalent devoted to 4-H work. Five counties had a relatively large number (at least 70) of 4-H project leaders and nine counties had a relatively small number (from 4 to 25) of project leaders. Two hundred and sixty-five questionnaires were returned by the project leaders (57 percent) and 225 (48.6 percent) were useable. All 27 Extension agents returned useable questionnaires.

V. METHOD OF ANALYSIS

Information from completed questionnaires was transferred to data cards and computations were made by the University of Tennessee's Computing Center. The frequency and percent of responses to each of three questions concerning each of 55 tasks of 4-H project work for 225 project leaders and 27 Extension agents were computed. The three major questions dealt with whether project leaders performed each task, felt each task should be performed by project leaders, and the qualifications of project leaders to perform each task.

The 55 tasks were classified into six major groups of tasks, each group constituting a role of 4-H project leaders, namely; planning, organizational, teaching, giving recognition, evaluating, and reporting. For each of the major questions, the tasks within each role were ranked from high to low according to the percents of leaders and agents responding to each question. Leaders' responses to each question were compared to determine whether: (1) leaders tended to perform those tasks which they felt they should perform; (2) leaders tended to perform those tasks they felt qualified to perform; and (3) leaders tended to perform certain groups of tasks and not perform others. Comparisons were of a descriptive nature and reported in ranks, frequencies, and percents.

Leaders' and agents' responses to questions concerning task expectations and task qualifications were compared to determine the extent of agreement among agents and leaders. Frequencies, ranks and percents were used in the descriptive analysis.

The performance of leaders in counties having a large and a small number of leaders was compared. Chi square contingency table analysis was used to test the significance of observed differences in leader performance in the high and low counties.

VI. SUMMARY OF MAJOR FINDINGS

Listed below are some of the major findings regarding the specific objectives of the study:

Tasks Performed by 4-H Project Leaders

An average of 40 percent of the leaders were performing each of the 55 tasks. Of the six groups of tasks, the highest percent of leaders were performing the recognition (48.7 percent), teaching (47.9 percent) and organizational tasks (45.5 percent). The smallest percent of leaders were performing the tasks classified as evaluation (20.5 percent), planning (29.3 percent) and reporting (33 percent). Therefore, leaders were primarily performing the roles of teaching, organizing and providing recognition. About one out of four of the leaders were performing the roles of planning, evaluating and reporting.

Tasks 4-H Project Leaders Felt They Should Perform

An average of 71.6 percent of the leaders and 86.6 percent of the agents felt leaders should perform each of the 55 tasks of 4-H project work. Of the six groups of tasks, the highest percent of the leaders (80.3 percent) felt leaders should perform the recognition and teaching tasks. The planning tasks were ranked lowest in terms of the tasks leaders said they should perform. Project leaders felt they should perform more tasks than they were performing.

Leaders felt they should be performing the roles of teaching, organizing, and providing recognition. A smaller percent of the leaders felt leaders should perform the planning, evaluating and reporting roles. Thus, leaders were performing the roles they felt leaders should perform.

Leaders perceived their roles as that of assisting agents in giving recognition, teaching and organizing boys and girls for 4-H project work.

Leaders generally performed those tasks they felt leaders were expected to perform.

Tasks 4-H Project Leaders Felt Qualified to Perform

An average of 57 percent of the leaders felt qualified to perform the 55 tasks of 4-H project work. The largest percent of leaders felt they were qualified to perform the reporting (71 percent), evaluating (71 percent), and recognition tasks (68 percent). Similarly, 47.6 percent of the leaders felt qualified to perform the planning task, and 59.5 percent felt qualified to perform the teaching tasks.

Project leaders felt qualified to perform more tasks than they were performing.

Although leaders generally felt qualified to perform the evaluating and reporting tasks, few of them were actually performing these roles.

Project leaders felt they should perform more tasks than they felt qualified to perform.

Tasks Extension Agents Felt 4-H Project Leaders Should Perform

The highest percent of agents felt leaders should perform the reporting (96 percent), evaluating (96 percent), teaching (95.3 percent) and organizational tasks (91.8 percent). The planning tasks were ranked lowest by the agents in terms of the role project leaders should perform. Fifty percent of the leaders thought they should perform 47 or 75 percent of the 55 tasks of 4-H project leaders, whereas a majority of the agents said leaders should perform 50, or 91 percent, of the 55 tasks.

Agents felt the planning roles should receive a lower priority than either the reporting, evaluating, recognition, teaching or organizational roles. However, agents felt the planning tasks were most important to the role of leaders than did the leaders.

Agents felt leaders should perform more tasks than the leaders were performing. Also, agents felt leaders should perform more tasks than the leaders themselves felt they should perform.

Tasks Extension Agents Felt Leaders Were Qualified to Perform

On the average 18.8 percent of the agents said leaders did not need training to perform the 55 tasks. The area in which the highest percent of agents said leaders did not need training was in the planning tasks (30.2 percent). Only 6 percent of the agents said leaders did not need training in the teaching tasks of 4-H project work.

Project leaders had more confidence in their "preparedness" to perform the tasks of 4-H project work than the agents had in the leaders.

Agents felt leaders were least qualified to perform the teaching tasks and best qualified to perform the planning tasks.

Number of Tasks Performed by Project Leaders Who Were Located in Counties Having a Large Versus a Small Number of Leaders

Generally, the total number of 4-H project leaders per county did not significantly influence the number of tasks performed by the project leaders. Leaders in counties having a small number of leaders tended to perform about the same number of tasks as leaders in counties having a large number of project leaders.

VII. CONCLUSIONS

The following conclusions were based upon the findings of the study:

1. Adult 4-H project leaders felt qualified to perform and felt they should perform more tasks than they actually performed.
2. There was little agreement between agents and leaders concerning: (1) tasks project leaders should perform, and (2) tasks project leaders were qualified to perform.
3. Project leaders perceived the job of project leaders as one of assisting in the conduct of 4-H project work. Most of the leaders did not feel responsible for the local 4-H Club program.
4. Leaders' expectations or beliefs concerning the tasks they should perform influenced the number of tasks actually performed. Those who believed they should perform more tasks generally did so.
5. Agents might have been reluctant to involve leaders because of their (agents) strong feeling that leaders were not "adequately trained."

6. Neither Extension agents nor the 4-H project leaders felt the planning tasks which were studied were important to the role of 4-H project leaders.

7. The number of 4-H project leaders per county did not significantly influence the number of tasks performed by the project leaders.

VIII. RECOMMENDATIONS

1. It is recommended that the appropriate Extension supervisory staff members, Extension agents working with youth, and adult 4-H project leaders use the findings of this study and other related studies to improve the 4-H project group approach to teaching 4-H members in Tennessee.

2. Finally, additional research is needed to identify other factors which influence the number of tasks of 4-H project work performed by 4-H project leaders.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. A Guide to Extension Programs for the Future. The Scope and Responsibilities of the Cooperative Extension Service. North Carolina State College. Washington: Government Printing Office, 1959.
2. Almquist, Jim. "Exploring the Use of 4-H Project Leaders." Unpublished paper based on a recent study by graduate student in sociology. Ames, Iowa: Iowa State University.
3. Barkeim, A. L. "Training Needs of Leaders of Older 4-H Club Members." Unpublished Master's report. Fort Collins, Colorado: Colorado State University, 1963.
4. Carter, G. L., and Robert C. Clark. Selected Readings and References in 4-H Club Work, Publication No. 11. National Agricultural Extension Center for Advanced Study. Madison, Wisconsin: University of Wisconsin, 1961.
5. Hamil, Marifloyd. "Guidelines for Establishing Project Groups." Unpublished mimeographed material prepared for inservice training, Tennessee Agricultural Extension Service. Knoxville, Tennessee: University of Tennessee, 1967.
6. Johnson, R. C. "Training Needs of 4-H Club Leaders." Unpublished Master's report, Fort Collins, Colorado: Colorado State University, 1963.
7. Kelsey, L. D., and C. C. Hearne. Cooperative Extension Work. Third edition. New York: Comstock Publishing Associates, 1963.
8. Krech, R. L. "4-H Leader Role Perception." Unpublished Master's report, Fort Collins, Colorado: Colorado State University, 1963.
9. Martin, T. T. The 4-H Club Leader's Handbook. New York: Harper and Brothers, 1956.
10. Robinson, R. D. "Examining the Role of Agents in 4-H," Journal of Cooperative Extension, Vol. II, 1964, pp. 105-112.
11. Sabrosky, L. K. Meeting the Basic Needs of First-Year 4-H Club Members. PA-203. Washington: Federal Extension Service, 1966.
12. Sanders, H. C., and others. The Cooperative Extension Service. First edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

APPENDIXES

APPENDIX A

TENNESSEE 4-H PROJECT LEADERSHIP STUDY

Your reply to the following questions concerning 4-H project work in your county will be helpful in planning and conducting 4-H club work in Tennessee. Please answer each question as accurately as possible.

Name _____ County _____

1. Number years served in Extension _____

2. Number years served in present county _____

3. Do you have 4-H project groups in your county? Yes ____ No ____

If yes, how many 4-H project groups? _____

Number of members in project groups _____

4. In what 4-H projects were project group meetings held by project leaders in 1967? _____

5. Number of 4-H project leader training meetings held in 1967 _____

6. In what 4-H projects were training meetings held in 1967? _____

7. In what 4-H projects is it most difficult to secure project leaders? _____

8. In what 4-H projects is it most difficult to train 4-H project leaders? _____

Least difficult? _____

9. How frequently do you attend 4-H project group meetings? (check one)
Frequently ____ Occasionally ____ Seldom ____ Never ____

10. Which of the following methods do you use to provide information to 4-H project leaders (check all methods used and indicate how frequently each method is used)?

How frequently do you use
this method? (check one)

	Frequently	Occasionally	Seldom	Never
a. News letters	_____	_____	_____	_____
b. Project training meetings	_____	_____	_____	_____
c. Home Visits	_____	_____	_____	_____
d. Newspaper	_____	_____	_____	_____
e. Radio	_____	_____	_____	_____

INSTRUCTIONS: Please answer the three questions concerning each of the following tasks of 4-H project work in your county.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task?		2. How Frequently Do Adult Project Leaders Perform This Task?				3. Do your Adult Project Leaders Need Additional Training Concerning This Task?	
	Yes	No	Often	Occasionally	Seldom	Never	Yes	No
1. Organize new 4-H project groups								
2. Visit 4-H project members								
3. Distribute 4-H project books								
4. Arrange 4-H project meetings								
5. Help 4-H members secure materials, articles or animals for projects								
6. Train junior 4-H project leaders								
7. Inform parents of 4-H project requirements								
8. Recognize 4-H members for achievements in 4-H project work								
9. Judge 4-H members' project recordbooks								
10. Inform members of 4-H events								
11. Arrange for 4-H members to give reports on project achievements								
12. Report 4-H project meetings held								
13. Enroll new 4-H members								
14. Inform members of awards available for 4-H project achievement								
15. Inform parents of the objectives of 4-H projects								
16. Invite parents to assist with 4-H project meetings								
17. Help 4-H members evaluate progress in project work								

INSTRUCTIONS: Please answer the three questions concerning each of the following tasks of 4-H project work in your county.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task?		2. How Frequently Do Adult Project Leaders Perform This Task?				3. Do your Adult Project Leaders Need Additional Training Concerning This Task?	
	Yes	No	Often	Occasionally	Seldom	Never	Yes	No
18. Collect 4-H project records from members								
19. Evaluate project leader training								
20. Determine the county 4-H project winners								
21. Inform school officials of opportunities in 4-H project work								
22. Instruct 4-H members in project subject matter								
23. Keep enrollment and other records of 4-H project work								
24. Train members in judging techniques								
25. Recruit new project leaders								
26. Plan leader recognition program								
27. Secure sponsors for 4-H project work								
28. Maintain good working relations with other youth groups in the county								
29. Provide current 4-H project information to members								
30. Establish goals for 4-H project completion								
31. Hold 4-H project meetings								

INSTRUCTIONS: Please answer the three questions concerning each of the following tasks of 4-H project work in your county.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task?		2. How Frequently Do Adult Project Leaders Perform This Task?				3. Do Your Adult Project Leaders Need Additional Training Concerning This Task?	
	Yes	No	Often	Occasionally	Seldom	Never	Yes	No
45. Assist members in planning demonstrations								
46. Plan for recognitions of 4-H project leaders								
47. Assist members in planning 4-H project exhibits								
48. Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials								
49. Attend project meetings regularly								
50. Secure slides, films, and other visuals for 4-H project meetings								
51. Assist 4-H members in planning project tours								
52. Plan for recreation at 4-H project meetings								
53. Determine the date, place and time for 4-H project group meetings								
54. Decide on overall 4-H project group policies								
55. Inform 4-H project members and parents about the time, place, and purpose for 4-H project meetings								

TENNESSEE 4-H PROJECT LEADERSHIP STUDY
ADULT LEADER QUESTIONNAIRE

Please answer these questions. Be frank as possible. This will help us as we plan to improve 4-H work in your county and state.

Name _____ Age _____ Occupation _____

County _____ Highest grade completed in school _____

1. In what 4-H project(s) did you serve as a leader in 1967? _____
2. Have you ever served as a leader in other 4-H projects? Yes ___ No ___
3. For how many years have you served as a 4-H project leader? _____
4. How many 4-H members did you help in 1967 in the conduct of their 4-H project work? _____
5. Did you hold any meetings in 1967 for the purpose of helping 4-H members with their projects? Yes ___ No ___
If yes, how many meetings did you hold last year? _____
6. Have you ever attended any 4-H project leader training meetings? Yes ___ No ___
7. Did you attend any 4-H project leader training meetings in 1967? Yes ___ No ___
If yes, how many meetings did you attend in 1967? _____
8. How well do you feel your job was explained to you when you first became a 4-H project leader?
a. Very well _____ c. Not very well _____
b. Well _____ d. Not well at all _____
9. Do you feel that you now need more information on and training in 4-H project work? Yes ___ No ___
10. Which three of the following ways of receiving information about 4-H project work do you feel would be most helpful to you? (Please rank the three you select by placing either a 1, 2 or 3 in the blank for those selected.)
a. News letters _____ d. Newspaper _____
b. Project training meetings _____ e. Radio _____
c. Home visits _____

INSTRUCTIONS: Please check (✓) yes or no for each of the three questions at the top of the page for each task listed on the left side of the page.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform this Task?		2. Do You Perform This Task?		3. Do You Feel Qualified to Perform This Task?	
	Yes	No	Yes	No	Yes	No
Example: Determine the roles of 4-H project leaders						
Example: Help 4-H members plan their 4-H projects						
1. Organize new 4-H project groups						
2. Visit 4-H project members						
3. Distribute 4-H project books						
4. Arrange 4-H project meetings						
5. Help 4-H members secure materials, articles or animals for projects						
6. Train junior 4-H project leaders						
7. Inform parents of 4-H project requirements						
8. Recognize 4-H members for achievements in 4-H project work						
9. Judge 4-H members' project recordbooks						
10. Inform members of 4-H events						
11. Arrange for 4-H members to give reports on project achievements						
12. Report 4-H project meetings held						
13. Enroll new 4-H members						
14. Inform members of awards available for 4-H project achievement						
15. Inform parents of the objectives of 4-H projects						
16. Invite parents to assist with 4-H project meetings						
17. Help 4-H members evaluate progress in project work						

INSTRUCTIONS: Please check (✓) yes or no for each of the three questions at the top of the page for each task listed on the left side of the page.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform this Task?		2. Do You Perform This Task?		3. Do You Feel Qualified to Perform This Task?	
	Yes	No	Yes	No	Yes	No
18. Collect 4-H project records from members						
19. Evaluate project leader training						
20. Determine the county 4-H project winners						
21. Inform school officials of opportunities in 4-H project work						
22. Instruct 4-H members in project subject matter						
23. Keep enrollment and other records of 4-H project work						
24. Train members in judging techniques						
25. Recruit new project leaders						
26. Plan leader recognition program						
27. Secure sponsors for 4-H project work						
28. Maintain good working relations with other youth groups in the county						
29. Provide current 4-H project information to members						
30. Establish goals for 4-H project completion						
31. Hold 4-H project meetings						
32. Teach members skills related to 4-H project work						
33. Encourage 4-H members to participate in county 4-H events						
34. Teach members how to give demonstrations						
35. Invite parents to attend county 4-H activities and events						

INSTRUCTIONS: Please check (✓) yes or no for each of the three questions at the top of the page for each task listed on the left side of the page

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform this Task?		2. Do You Perform This Task?		3. Do You Feel Qualified to Perform This Task?	
	Yes	No	Yes	No	Yes	No
36. Conduct 4-H project tours						
37. Teach 4-H members standards for projects						
38. Arrange county 4-H project events and activities						
39. Publicize 4-H member accomplishments						
40. Construct visuals for use in teaching subject matter to 4-H members						
41. Inform 4-H organization leaders of the 4-H project group plans						
42. Make personal contacts with prospective 4-H project leaders						
43. Carry out scheduled 4-H project group events and activities						
44. Teach 4-H members how to keep 4-H project records						
45. Assist members in planning demonstrations						
46. Plan for recognitions of 4-H project leaders						
47. Assist members in planning 4-H project exhibits						
48. Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials						
49. Attend project meetings regularly						
50. Secure slides, films, and other visuals for 4-H project meetings						

INSTRUCTIONS: Please check (✓) yes or no for each of the three questions at the top of the page for each task listed on the left side of the page.

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform this Task?		2. Do You Perform This Task?		3. Do You Feel Qualified to Perform This Task?	
	Yes	No	Yes	No	Yes	No
51. Assist 4-H members in planning project tours						
52. Plan for recreation at 4-H project meetings						
53. Determine the date, place and time for 4-H project group meetings						
54. Decide on overall 4-H project group policies						
55. Inform 4-H project members and parents about the time, place, and purpose for 4-H project meetings						

APPENDIX B

Clinton, Tennessee 37716
March 1, 1968

Dear Co-Workers:

Your county was selected to provide information for a study of the tasks of 4-H project leaders. Information for one phase of the study is to be secured from county 4-H project leaders. Your help is needed to secure this information from selected project leaders in your county.

The envelopes enclosed in this package are addressed to project leaders in your county. Each envelope contains a mail questionnaire and a return envelope addressed to the Extension Training and Studies office.

Also enclosed in this package are several letters. Will you and other agents responsible for 4-H club work please sign the letters and place one letter in each of the envelopes containing a questionnaire and forward to the project leader indicated.

Our pretest indicated that most 4-H project leaders have the type of information requested in the questionnaire and a high percent of them will complete the questionnaire. However, your support and cooperation is essential to the success of this study.

Thanks very much for your help.

Very truly yours,

Hubert E. Lambert
Assistant County Agent

HEL:ps

Enclosures

Dear 4-H Project Leader:

Our county has been selected to provide information for a state-wide study of the leadership tasks of 4-H project work. You were selected, as one of the 4-H project leaders in this county, to provide information for this study.

Will you please complete the enclosed questionnaire at your earliest convenience. The completed questionnaire should be mailed in the enclosed stamped and addressed envelope within the next week.

Since only a small number of 4-H project leaders will receive this questionnaire, it is important that those selected to receive the questionnaire completes it.

This study should provide information which will help improve 4-H project work in our county as well as other Tennessee counties. Your cooperation will be very helpful and greatly appreciated.

Sincerely,

VITA

The author was born June 14, 1932 at Harrogate, Tennessee, located in the northern part of Claiborne County. He was reared on a small farm in a nearby community and received 12 years of formal education in the county school system. After graduation from high school, he served in the United States Air Force and was honorably discharged in June, 1956.

After leaving the service, he was married to the former Louise Ray, on July 30, 1956, and they now have three daughters. In September of the same year he enrolled in the University of Tennessee College of Agriculture. In 1960 he earned a Bachelor of Science Degree, with a major in Agronomy.

Immediately after receiving his degree, the author accepted the position of Assistant County Agent in Anderson County and started work toward a Master of Science Degree in Agricultural Extension in 1964. He continued to work in Anderson County until he was promoted to the position of County Agent in Hancock County, November 1, 1968.