To the Graduate Council:

I am submitting herewith a thesis written by Glen Edward Wolfenbarger, Jr. entitled "Self-Perceptions of Leadership Skills of 4-H Volunteers Attending the 2000 Southern Region 4-H Volunteer Leader Forum". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Master of Science, with a major in Agricultural and Extension Education.

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SELF-PERCEPTIONS OF LEADERSHIP SKILLS OF 4-H VOLUNTEERS ATTENDING THE 2000 SOUTHERN REGION 4-H VOLUNTEER LEADER FORUM

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Glen Edward Wolfenbarger, Jr.
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DEDICATION

This thesis is dedicated to my wife, Tanya Renee, and to my son, Ezekiel Alexander "Zeke", with all my love! Thanks for believing, caring and loving me through this time period. I LOVE YOU! May God richly bless you both.

Love Always,

Glen (Dah!)

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ABSTRACT

The major problem of this study was to determine if the perceived leadership skills 4-H volunteers needed twenty years ago had changed when these volunteers were classified according to the same variables and hypotheses as in the study originally conducted by Couch in 1980.

The purpose of this study was to determine if 4-H volunteers' leadership skills and needs had changed over the past twenty years.

There were two primary purposes of this study and Couch's (1980) study. They were to: 1) determine how current 4-H volunteers rate themselves on 28 volunteer leadership skills, and 2) determine the level of community leadership development provided by the 4-H program.

The first purpose had four objectives. They were to: 1) provide a descriptive view of 4-H volunteers; 2) distinguish the origin of leadership skills training; 3) determine if the 4-H volunteers' personal 4-H membership has an effect on the self-rating leadership skills and needs, and 4) derive the implications for training 4-H volunteers.

The second purpose of this study and Couch's (1980) study was to accomplish two objectives. They were to: 1) determine if 4-H volunteers are actively or passively involved in other associations of volunteers, and 2) determine if 4-H volunteers were actively or passively involved in other associations of volunteers before and/or after becoming a 4-H volunteer.

The data were collected at the Southern Region 4-H Leader Forum in Eatonton, GA, October 5-7, 2000. Survey forms were collected and returned to the researcher by 290 (37.86 percent) of the 552 volunteers, who attended the 2000 Southern Region 4-H Leader Forum. Data were analyzed using appropriate descriptive statistics in the reported findings.

Significant results of the study can be summarized as follows:

1. There were significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to age. Volunteers who were 51-60 years of age scored the highest on the mean self-rating leadership skills survey and volunteers who were 61 years or more in age scored the lowest on the mean self-rating leadership skills survey.

2. There was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers when classified according to the number of 4-H volunteer roles. The highest mean score of 57.32 came from the volunteers who were involved in six or more volunteer roles and volunteers who were involved in five or less volunteer roles had the lowest mean score of 72.48.

3. There was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers when classified to whether volunteers possessed vital leadership skills training for their volunteer roles. Volunteers who possessed leadership skills training for their volunteer roles scored higher on the mean self-rating leadership skills survey than volunteers who possessed no leadership skills training.

4. There was a significant difference between the mean self-rating leadership

skills survey scores of 4-H volunteers when classified to whether volunteers had been 4-H members. Volunteers who had been 4-H members scored higher on the mean self-rating leadership skills survey than volunteers who had not been 4-H members.

5. There was a significant difference between the mean perceived general leadership skills survey scores of 4-H volunteers before and since they became volunteers. Volunteers perceived themselves to have higher general mean leadership skills scores since they became 4-H volunteers than before they became 4-H volunteers.

Comparison of findings of this study to Couch (1980):

The following significant results was found in both studies with regards to the volunteers' perceived leadership skills survey score: 1) age, 2) number of volunteer roles, 3) possession of leadership skills training, and 4) past 4-H membership. The significant results found in both studies pertained to how volunteers perceived themselves to have a higher general mean self-rating leadership skills survey score since they became 4-H volunteers than before they became 4-H volunteers.

The following results was found not to be significant in both studies with regards to the volunteer's perceived leadership skills survey score: 1) gender, 2) number of children in family, 3) number of children in 4-H, 4) annual income, 5) ethnic background, 6) active or passive involvement in other associations of volunteers before or since becoming a 4-H volunteer, and 7) primary source of leadership skills training.

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CHAPTER I

INTRODUCTION

1. A Historical Perceptive

The Cooperative Extension Service was established through the passage of the Smith-Lever Act of 1914. The Cooperative Extension Service was designed as a partnership of the U. S. Department of Agriculture and the land-grant universities, which were authorized by the Federal Morrill Acts of 1862 and 1890 (USDA). This partnership included the federal government, state governments and land-grant universities, and local county governments in all 50 states, the U. S. Territories and the District of Columbia.

According to Reck (1951), the Smith-Lever Act was the culmination of more than six years of efforts on the part of the colleges and universities, with support from many organizations, to obtain federal aid for Extension work. The intense shared vision of two members of Congress, Representative A. F. Lever, Chairman of the House Committee on Agriculture and Senator Hoke Smith, member of the committee on Agriculture and Forestry, enabled an organization, the Cooperative Extension Service, to be created and which remains today.

4-H, one component of the Cooperative Extension Service, began as a way to extend agricultural education to rural youth by organizing boys and girls clubs throughout the United States. The first use of the term "4-H Club" in a federal document appeared in

1918 written by Gertude L. Warren and by 1924 the name "4-H" was adopted. (National 4-H Council Web Page, 1999)

The first emblem designed was a three-leafed clover introduced by O. H. Benson in 1907-08. The three "H's" represented Head, Heart, and Hands, but in 1911 Mr. Benson added a fourth "H" for hustle. Benson stated "The head trained to think, plan and reason; the heart trained to be true, kind and sympathetic; the hands trained to be useful and helpful; and the hustle to render ready service, to develop health and vitality..." The present 4-H Emblem, a four-leafed green clover with an "H" in each of the four petals representing the head, heart, hands and health, was suggested by O. B. Martin in the spring of 1911 and was patented in 1924 by Congress protecting the 4-H name and emblem. (National 4-H Council Web Page, 1999)

"I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country" are the words Otis Hall, State 4-H Leader of Kansas, adopted at the first National 4-H Camp in 1927. (National 4-H Council Web Page, 1999) The pledge remained unchanged until 1973, when the words "and my world" were added to the present day 4-H pledge.

"To Make the Best...Better" is the 4-H Motto and one way to do this is through the use of 4-H volunteers. 4-H volunteers, 631,881 strong (USDA, 1999, Annual 4-H youth development enrollment report) volunteer time to support the Cooperative Extension Service's 4-H program at all levels that include, but are not limited to, organized 4-H clubs, 4-H school enrichment programs, 4-H special interest groups, 4-H project groups, 4-H judging teams, 4-H camping programs and 4-H transportation. 4-H

volunteers make a difference in 6,834,338 4-H members, a ratio of one 4-H volunteer to approximately 10.8 4-H members. (U.S.D.A., 1999, Annual 4-H Development Enrollment Report)

According to Wessel and Wessel (1982), 4-H has expanded steadily during the past 50 years and has served as the youth educational unit of the Cooperative Extension Service. Since 1914, over 40 million youth from the United States, District of Columbia, Puerto Rico, and the Virgin Islands have participated and benefitted from 4-H.

2. Need for the Study

The University of Tennessee Agricultural Extension Service's State 4-H staff members exhibited an interest in a study to be conducted on the self-perception of leadership skills of 4-H adult volunteers in Tennessee. However, the researcher wanted to broaden the perspective of the research and pursue the opinions and needs of 4-H volunteers in the Southern Region of the United States.

A study of this magnitude had not been conducted, to the knowledge of the researcher, in the past twenty years. The researcher was interested in knowing whether the self-perceptions of leadership skills of 4-H volunteers had changed over the past twenty years and had the demographic make up of volunteers changed. These were two questions of interest to the researcher and the Tennessee Agricultural Extension Service's State 4-H Department at the University of Tennessee, Knoxville.

The Cooperative Extension Services represented in the 13 Southern Region

States, plus Puerto Rico and the Virgin Islands, need this information to recruit, motivate, train, recognize and evaluate the potential and current 4-H volunteers in the their respective states or territories.

The researcher, after choosing a thesis topic, located a copyrighted dissertation by Dr. Martha Couch, current state 4-H leader in Texas, entitled "Self-Assessment of Leadership Skills by 4-H Volunteer Leaders in the Southern Region of the United States" (1980). The researcher wrote Dr. Couch for permission to replicate the study (Appendix A). The ideas of Dr. Couch's study paralleled the researcher's goals and permission to replicate the study was obtained (Appendix B) and approved by the researcher's graduate committee.

3. Statement of the Problem

The major problem of this study was to determine if the perceived leadership skills 4-H volunteers needed twenty years ago had changed when these volunteers were classified according to the same variables and hypotheses as in the study originally conducted by Couch in 1979.

Below is a list of variables in which 4-H volunteers were classified according to Couch (1980):

1). Demographic characteristics

2). Degree of involvement in associations of volunteers

3). Length of service as a volunteer

4). Number of hours spent per week volunteering

5). Number of volunteer roles assumed

6). Possession of leadership skills training

7). Sources of primary volunteer training

8). Membership in 4-H

9). Number of years as a 4-H member

10). State of residence

This study assessed and determined the self-perceived leadership skills and needs of present 4-H volunteers and compared their relationships with volunteers of the past.

4. Purpose of the Study

The purpose of this study was to determine if 4-H volunteers' leadership skills and needs had changed over the past twenty years.

There were two primary purposes of Couch's (1980) study. They were to: 1) determine how current 4-H volunteers rate themselves on 28 volunteer leadership skills, and 2) determine the level of community leadership development provided by the 4-H program.

The first purpose had four objectives. They were to: 1) provide a descriptive view of 4-H volunteers; 2) distinguish the origin of leadership skills training; 3) determine if the 4-H volunteers' personal 4-H membership has an effect on the self-rating leadership skills and needs, and 4) derive the implications for training 4-H

volunteers.

The second purpose of Couch's (1980) study was to study two objectives. They were to: 1) determine if 4-H volunteers are actively or passively involved in other associations of volunteers, and 2) determine if 4-H volunteers were actively or passively involved in other associations of volunteers before and/or after becoming a 4-H volunteer.

5. Objectives and Hypotheses of the Study

The following null hypotheses were tested in the study conducted by Couch (1980) and were compared to the findings and results of this research. They were:

1. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the following variables:

A. Age

B. Gender

C. Marital status

D. Number of children

E. Number of children in 4-H

F. Educational level

G. Family Income

H. Ethnic background

2. There is no significant difference between the mean self-rating leadership skills survey score of 4-H volunteers who are actively involved in other organizations of volunteers and the mean self-rating leadership skills survey of 4-H volunteers who are passively involved in other associations of volunteers.

3. There is no significant difference between the mean perceived association of volunteer involvement scores of 4-H volunteers before they became 4-H volunteers and the mean perceived association of volunteer involvement scores of 4-H volunteers since they became 4-H volunteers.

4. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to the following categories of years as a 4-H volunteer.

A. 1 year or less

B. 2 to 4 years

C. 5 to 7 years

D. 8 to 10 years

E. 11 years or more

5. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified in relation to the following categories of hours spent per week as a 4-H volunteer:

A. 1 hour or less

B. 2 to 3 hours

C. 4 to 5 hours

D. 6 or more hours

6. There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have served in six or more 4-H volunteer roles and the mean self-rating leadership skills survey scores of 4-H volunteers who have served in less than six 4-H volunteer roles.

7. There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who had leadership skills training for their role and the mean self-rating leadership skills survey scores of 4-H volunteers who did not have leadership skills training for their role.

8. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to the following sources of primary leadership skills training to be a 4-H volunteer:

A. 4-H training program(s)

B. Other leadership training program(s)

C. Self-training

9. There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members and the mean self-rating leadership skill survey scores of 4-H volunteers who were not 4-H members.

10. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members when they were classified according to the following categories of time as a 4-H member:

A. 1 year or less

B. 2 to 4 years

C. 5 to 7 years

D. 8 to 10 years

11. There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to the state or territory in which they reside.

12. There is no significant difference between the mean perceived self-rating general leadership skills survey scores of 4-H volunteers before they became 4-H volunteers and the mean perceived self-rating general leadership skill survey scores of 4-H volunteers since they became 4-H volunteers.

6. Definition of Variables

Couch (1980) states the dependent variable for Hypotheses 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11 was the self-rating leadership skills survey score. The independent variables were as follows:

A. Age

B. Gender

C. Marital status

D. Number of children

E. Number of children in 4-H

F. Educational level

G. Family income

H. Ethnic background

I. Involvement in associations of volunteers

J. Number of years as a 4-H volunteer

K. Number of hours spent each week as a 4-H volunteer

L. Number of volunteer roles

M. Leadership skills training for volunteer roles

N. Categories of primary training

O. 4-H membership

P. Number of years as a 4-H member

Q. State or territory of residence

With Hypothesis 3, the dependent variable was the association of volunteer involvement score, and the independent variable had two levels of assessment. They were: 1) how the 4-H volunteer perceived their involvement in other associations before they became a 4-H volunteer, and 2) how the 4-H volunteer perceived their involvement in other associations since they became a 4-H volunteer. For Hypothesis 12, the dependent variable was the mean general leadership skills survey score. The independent variable had two levels of assessment. They were: 1) how the 4-H volunteer perceived their general leadership skills before they became a 4-H volunteer, and 2) how the volunteer perceived their general leadership skills since they became a 4-H volunteer.

7. Scope of the Study

The scope of the study consisted of the 4-H volunteers who attended the 2000 Southern Region 4-H Volunteer Leader Forum at the Rock Eagle 4-H Center near Eatonton, GA. Delegates attending the conference were from the following states and territories: 1) Alabama; 2) Arkansas; 3) Florida; 4) Georgia; 5) Kentucky; 6) Louisiana; 7) Mississippi; 8) North Carolina; 9) Oklahoma; 10) Puerto Rico; 11) South Carolina; 12) Tennessee; 13) Texas; 14) Virginia, and 15) The Virgin Islands. Approximately 552 4-H volunteers attended and participated in leadership skill development areas taught primarily by representatives from each state and territory represented.

This group was an intact group and anonymity was guaranteed by the researcher to all participants in the study.

8. Limitations of the Study

The researcher realized the following limitations to the current study:

1). An intact group comprised the study.

2). Results from the study could be unrealistic of 4-H volunteers' needs and leadership skills as compared to those volunteers who chose not to attend the Volunteer Leader Forum.

3). The results of the study were only generalizable to the Southern Region States, Puerto Rico, and the Virgin Islands.

4). Number of 4-H volunteers, who attended the 2000 Rock Eagle 4-H Volunteer Leader Forum.

9. Definition of Terms

The following was a list of terms used in this study and their definitions.

1. **4-H:** The youth organization of the Cooperative Extension Service that serves youth 5-19 years of age regardless of race, color, national origin, sex or disability. The terms 4-H program, 4-H club and 4-H represented the same thing.

2. **4-H Member:** Youth ages 5-19 years old enrolled in 4-H as of January 1st of the current year. The term 4-H'ers was interchangeable and represented the same thing.

3. **4-H Volunteer:** Represented an adult, that has reached his/her 19th birthday, who volunteered his/her time, help, support, leadership skills, abilities, encouragement and services to 4-H for no pay, but may be reimbursed for his/her expenses. The terms volunteer leader, 4-H volunteer leader, 4-H leader and volunteer were interchangeable and mean the same thing.

4. **County Extension Agent:** Professional salaried employees of the Cooperative Extension Service with job responsibilities for A) assessing the needs of local programs; B) planning goals; C) implementing objectives to reach goals, and D) evaluating educational programs to show impact. The programs occurred in agriculture, family and consumer sciences, 4-H and community resource development. The term 4-H agent,

county agent, Extension agent were used together and mean the same thing.

5. **Cooperative Extension Service:** An educational unit of land-grant universities serving the public, in a timely manner, by providing up-to-date, research based information and technology services. The Cooperative Extension Service was established through the passage of the Smith-Lever Act of 1914. The terms Extension Service and Agricultural Extension Service mean the same.

6. **Southern Region of the United States:** Included the thirteen states that participated in the study along with Puerto Rico and the Virgin Islands. They were: A) Alabama; B) Arkansas; C) Florida; D) Georgia; E) Kentucky; F) Louisiana; G) Mississippi; H) North Carolina; I) Oklahoma; J) South Carolina; K) Tennessee; L) Texas, and M) Virginia.

7. **4-H Volunteer Leader Skills Survey:** The research instrument, which consisted of 62 items that focused on the history of volunteering, background information, and a self-rating of 4-H volunteer leadership skills for each 4-H volunteer. (Couch, 1980)

8. **Volunteers:** People who gave their time, help, support, leadership skills, abilities, encouragement, and services for no pay, but may be reimbursed for their expenses.

9. **Volunteer Leader Skills and Needs:** Resources needed by 4-H volunteers and volunteers of other organizations to function efficiently and competent in various 4-H volunteer assignments.

10. **Demographics of 4-H Volunteers:** Regarded the age, place of residence, income level, number of children in 4-H, years as a 4-H volunteer, gender, state or territory, marital status, educational level, ethnic background, and years as a 4-H member.

11. **Passively Involved Volunteers:** Volunteers who were involved in five or less memberships and/or offices.

12. **Actively Involved Volunteers:** Volunteers who were involved in six or more memberships and/or offices.

***

CHAPTER II

REVIEW OF LITERATURE

1. 4-H Volunteer Involvement and Status

Pitts (1974) defined a volunteer as:

> "Any unpaid person contributing human resources, money, or technical resources to an endeavor. Also, volunteers can have power in three areas including: 1) the allocation of resources such as time, money and exposure; 2) decision-making, and 3) standard-setting, meaning who sets the standards which exhibits are to be judged.."

Couch (1980) states 4-H volunteers were:

> "Men and women who agree to work with 4-H members and 4-H groups on their own time without salary. They must be older than 19 years of age."

Since the beginning of the Cooperative Extension Service in 1914, volunteers have played a major role in the development of the current 4-H programs in the United States. Through caring adults, who gave their time, talents, and resources, the Cooperative Extension Service has benefitted immensely from 4-H volunteers' work. It was estimated by Rowland (1990) the cost would be more than $4.5 billion if communities had to pay for the services provided by volunteers in Extension.

Boyce and Wilson (1978) stated 600,000 4-H adult and youth volunteers contributed $720 million in time, travel, telephone use, and supplies to the 4-H program. If this was truly the monetary value, that 4-H volunteers gave annually out of their own

pockets, then why do they continue to volunteer for 4-H?

Most people get involved in voluntary actions because some friend, relative or neighbor asked them to, or recommended that they get involved. (Reddy and Smith, 1973) Other volunteers, paid or not, hoped the job would provide them an opportunity to make a difference in someone's life (Naylor, 1977), while Butler and Bowman (1998) feel young people volunteered in programs that met their needs.

No matter what the reasons behind the motivating factors in volunteering, volunteers remained extremely busy and they were willing to volunteer at a moment's notice, if given the opportunity. This belief was supported by Reddy and Smith (1973), who state people who were busy and involved in one realm of social activity also tend to be busy and involved in other realms. Practically, that means the best person to get involved in some kind of voluntary action was someone who had a record of many voluntary activity involvements and who may even now be involved in various voluntary activities.

What did 4-H volunteers do when they volunteered? According to Hass (1979), volunteers were responsible for organizing and coordinating activities that help 4-H members develop into the best possible people they can "for their clubs, their communities, their countries, and their world". They also aided in goal setting and met objectives for the 4-H program.

The last segment of 4-H volunteer involvement and status pertained to the shear numbers of volunteers in the Southern Region of the United States and the United States as a whole. According to United States Department of Agriculture (USDA) Annual 4-H

Youth Development Enrollment Report (2000), some 494,260 adults volunteered for 6,834,338 million 4-H members and of these volunteers, approximately 197,000 volunteer in the Southern Region of the United States, which was almost 40 percent of all 4-H volunteers in the United States. The Tennessee Agricultural Extension Service currently had 11,322 4-H adult volunteers working with more than 185,000 4-H members (Tolley, 1999).

2. Status of Volunteers in Other Organizations

The Cooperative Extension Service's 4-H Program was not the only youth organization that utilizes volunteers. According to Ellis and Noyes (1990) to volunteer was:

> "To choose to act in recognition of need, with an attitude of social responsibility and without concern for monetary profit, going beyond one's basic obligations."

Volunteers in Girl Scouts of America, 800,000 strong (GSUSA.ORG, 1999) worked almost entirely with female youth across the country. They tried to make a difference in the lives of young girls so they could overcome challenges and be responsible citizens.

Boys Scouts of America, in December 31, 1998, had 508,459 volunteers working with 1,023,149 Boy Scout members in the United States (BSA.ORG, 1999). Boy Scouts of America was chartered by Congress in 1916 to provide an educational program for boys and young adults to build character, to become responsible citizens and to develop personal fitness.

During the last 90 years, the organizational leadership skills of Big Brothers -- Big Sisters Programs has exhibited the importance of a caring adult in the life of a child (BBBSA.ORG, 1999). Some statistics Big Brothers --Big Sisters stated were: 1) forty-six percent of participants were less likely to begin using illegal drugs; 2) twenty-seven percent were less likely to begin using alcohol, and 3) most were less likely to hit someone.

The National Red Cross, Veterans Administration, and YMCA reported that more men, more young adults and more teenagers were volunteering due to the unavailability of mature women, who were returning to the labor force (United States Department of Labor Manpower Administration, 1969).

No matter the organization survival could not be guaranteed without good, willing, cooperative, competent volunteers. Volunteers were the glue that holds organizations together.

3. Demographics of 4-H Volunteers

Age:

The age of 4-H volunteers typically ranged from 19 to greater than 70 years of age. A large portion of 4-H volunteers fell into the age category of 35-50 years of age (Couch, 1980; Dalla-Pozza, 1966; Denmark, 1971; Freeman, 1976; Hass, 1979; Henderson, 1979; Pace, 1969; U. S. Department of Labor Manpower administration, 1969) which contradicted the findings of Chaplin (1966) in which volunteers in New

York averaged 20-39 years of age.

Marital Status:

4-H volunteers overwhelmingly tend to be married (Chaplin, 1966; Couch, 1980; Dalla-Pozza, 1966; Denmark, 1971; Enders and Fanslow, 1981; Freeman, 1976; Hass, 1979; Henderson, 1979; Pace, 1969). Research studies exhibited small numbers of single, divorced and widowed volunteers.

Number of Years Volunteered:

According to the studies of Dalla-Pozza (1966), Freeman (1976) and Henderson (1979), the average 4-H volunteer had served the Cooperative Extension Service's 4-H program longer than five years. Two studies indicated volunteer tenure to be less than three years of service (Chaplin, 1966; Denmark, 1971). Pace (1969) discovered that 30 percent of 4-H volunteers tended to have 10 or more years of tenured service to 4-H.

Number of Children:

Hass (1979) suggested that a typical 4-H volunteer had an average of three children per family which corresponded with Couch (1980), Dalla-Pozza (1966) and Denmark (1971). A study by Henderson (1979) concluded 57 percent of 4-H volunteers had four or more children in their families. The majority of the research showed that the children old enough to be in 4-H were presently enrolled.

Former 4-H Members:

Surprisingly 4-H volunteers tended not to be former 4-H members themselves. Hass (1979) found that only 35 percent of volunteers had been former 4-H members. In

the study by Chaplin (1966), 54 percent of volunteers had no formal 4-H experience in Warren County, New York. Fifty percent in Pace's study (1969) also had no former 4-H membership and only 29 percent were 4-H members for five or more years. According to Dalla-Pozza (1966) only 37 percent of responding volunteers had been former 4-H club members in North Carolina.

4. Factors Affecting Motivation of Volunteers

According to Maehr and Braskamp (1986), the most common assumption about motivation was that some people have it and some don't. In other words, Maehr and Braskamp suggested some people had a built in trait that would cause them to exhibit more or less effort.

In the book An Introduction to Motivation, Atkinson and Birch (1978) defined motivation as the "observable stream of behavior that constitutes the daily life of an individual." Also Atkinson and Birch stated we should understand how the personality of an individual and the environment exert controlling forces on what the individual did and when they did it.

Kwarteng, Smith and Miller (1988) defined motivation as:

> "The intrinsic and extrinsic force that induced the individual to volunteer and continues to sustain the individual's interest in the 4-H organization as a 4-H club leader."

A number of studies were conducted on why people volunteer. Henderson (1981) stated the following reasons why people volunteered:

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

Freeman (1978) suggested seven job related factors that play an important role in the motivation of 4-H volunteers. The motivator factors were:

1. Achievement
2. Relationships with members
3. Recognition
4. Relationships with parents
5. Work itself
6. Personal growth
7. Responsibility

A study utilizing senior citizens in an inclusive classroom setting by Wells et. al. (1998) stated that volunteers were motivated by the opportunity to learn new leadership skills, work with youth and receive recognition. Henderson (1997) recognized that volunteers volunteered because they: 1) wanted to work with their children; 2) liked to help people; 3) wanted to influence how young people learn and grow, and 4) it was a way to improve their community.

According to Rouse and Clawson (1992), motives and incentives of older volunteers included:

1. achievement: learn new leadership skills, improve community.
2. affiliation: help people, spend time with youth.
3. incentives: chance to help others, opportunity to help my organization.

5. Leadership Skills Development and Training Needs of Volunteers

According to the National 4-H Urban Committee (1975), leadership was defined as:

> "The art of influencing others in the making of decisions. It required the performance of functions which help a group to achieve its directions. Leadership was a developed, learned behavior and required the ability to find, develop and encourage the talent of others" (p. 1).

Did this mean anyone could be a volunteer or did volunteers possess unique qualities or identities? Denmark (1973) believed an effective 4-H volunteer was identified as one who:

1. Has a sincere interest in boys and girls and enjoys working with them.
2. Is liked and respected in the community by both adults and youth.
3. Works democratically with youth and other adults.
4. Is willing to share responsibility with others.
5. Plans and organizes work in advance.
6. Is a good teacher.
7. Has perseverance --- is slow to give up.
8. Is a mature individual and is somewhat aware of own strengths and weaknesses.
9. Is willing to attend training meetings.
10. Is enthusiastic about 4-H.

Treat et. al. (1975) stated 4-H volunteers should possess certain competencies and

qualities in order to work with youth. They were:

1. A positive self-concept, and the ability to relate to children, parents, and other volunteers.
2. A regard for the basic worth of each individual as a human being.
3. An objectivity and tolerance in coping with varying philosophies of youth, parents, and other volunteers.
4. Perception that leadership fulfills both volunteer and youth needs, but not at the expense of anyone.
5. A high priority to the personal development of each individual person.

In order for volunteers to gain and possess the leadership skills needed to be successful volunteers, the volunteer organization must provide quality leadership training. Training was defined as an orderly succession of related events designed to prepare the volunteer to be a 4-H volunteer (Kwarteng, Smith, and Miller, 1988). Several studies examined the importance of leadership training and the basic needs in such training sessions. A study conducted in 1973 by the National 4-H Volunteer Leadership Development Committee, stressed that training could be selected from the following areas:

1. Working with other adults.
2. Managing group programs
3. Recruiting volunteers and members
4. Public relations
5. Planning with officers
6. Recognition and awards programs

Jr. High (7th--8th grade) and Senior High 4-H Members (9th--12th grade) believed volunteers were most effective in working with teen audiences when adults possessed the following qualities and behaviors (Wingerter, Kleon, and King, 1995).

1. Good communication skills
2. A willingness to listen
3. A sense of humor

4. Flexibility
5. The ability to keep an open mind

No matter what the qualities, behaviors or leadership skills needed to be an effective volunteer, the point was that some type of training and leadership skills development was required. Cook, Kiernan, and Ott (1986) stated the lack of leadership training for 4-H volunteers resulted in poor education for 4-H youth, discontented volunteers and an increase in the need for 4-H volunteer recruitment by Cooperative Extension Agents.

6. Studies Utilizing Perceptions as a Means of Determining Leadership Skills and Needs of 4-H Volunteers

Couch (1980) conducted a study on the self-assessment of leadership skills by 4-H volunteers in the Southern Region of the United States during the 1979 Southern Region 4-H Volunteer Leader Forum at the Rock Eagle 4-H Center near Eatonton, GA. Couch's (1980) study was the basis for the current research in this study. Couch (1980) examined 317 volunteers attending the forum.

Lambert (1969) studied the perception of Extension agents and volunteers in 14 Tennessee counties on 4-H project volunteer roles. The counties in Tennessee that participated were: Sullivan, Hawkins, Knox, Anderson, Blount, Polk, Hamiliton, Bledsoe, Lincoln, Maury, Humphreys, Decatur, Gibson, and Tipton County. The study identified 112 tasks of 4-H project group volunteers. A total of 463 questionnaires were mailed to 4-H project volunteers.

A study by Chaplin (1966) concentrated on 4-H club volunteers' perception on their leadership responsibilities in Warren County, New York. Specific leadership responsibilities as being most essential included teaching, organization and supervision, promotion and self-improvement. Sixty-three 4-H volunteers responded to this study containing 44 questions.

In 1984, Cook, Kiernan and Ott (1986) surveyed 2,400 4-H volunteers in north central and western Pennsylvania to find out what volunteers perceived their training needs to be and what delivery methods they perceived as most effective. Results of the study determined that agents do not need to rely on their perceptions of what volunteers need, but rather ask volunteers for what they need through needs assessment surveys.

Ohio 4-H Agents' and volunteers' perceptions of the volunteer leadership development program was conducted by Kwarteng, Smith and Miller (1988). Results indicated recruiting, training, motivation, recognition and retention of volunteers play major roles in volunteers' perceptions. Three hundred and twenty 4-H volunteers were utilized for this study.

Finally, Treat et. al. (1975) studied the competencies needed by 4-H volunteers for the use of incentives. This study categorized competencies in five areas and determined the qualities needed by 4-H volunteers who work with adults.

7. Summary

In Chapter II, the following areas of volunteer development were discussed:

1) 4-H volunteer involvement and status; 2) status of volunteers in other youth organizations; 3) demographics of 4-H volunteers; 4) factors affecting motivation of volunteers; 5) leadership skills development and training needs of volunteers, and 6) studies utilizing perceptions as a means of determining leadership skills and needs of volunteers.

According to the literature review, most volunteers got involved and motivated in associations of volunteers because of their children's interest in a particular association. Most volunteers were married, white females between the ages of 35-50 and were not former 4-H members themselves. Evidence showed the importance of leadership skills training for volunteers and how volunteers perceived their own leadership skills development.

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CHAPTER III

METHODS AND PROCEDURES

1. Procedures of the Study

The purpose of this study was to determine if the perceived differences in the leadership skills 4-H volunteers needed twenty years ago had changed when these volunteers were classified according to the same variables and hypotheses as in the study conducted by Couch (1980). A 4-H Volunteer Skills Survey Instrument developed by Couch (1980) and modified by the researcher was utilized and consisted of a self-rating leadership scale. The self-rating leadership scale obtained data from the 4-H volunteers attending the Rock Eagle, Southern Region 4-H Leader Forum in Eatonton, GA during October 2000. The selection of the sample, design of the study, validity of the study, pilot testing of the study, collection of the data and data analysis of the study are discussed in the remainder of this chapter.

2. Selection of the Sample

The sample in the study consisted of the 552 4-H volunteers attending the 2000 Southern Region 4-H Leader Forum at the Rock Eagle 4-H Center in Eatonton, GA. The mission of the Southern Region 4-H Leader Forum was to increase the capacity of volunteer contributions to the achievement of the mission of the 4-H youth development

and the Cooperative Extension Service as a whole (Rock Eagle 4-H Center, 1999). The purpose of the forum was to educate and prepare 4-H volunteers to share what they experienced and the knowledge gained back in their respective states or territories. The ultimate learning experience was for individuals and teams of volunteers to teach others what they learned by attending the Southern Region 4-H Leader Forum (Rock Eagle 4-H Center, 1999).

4-H volunteers from the 13 Southern Region States plus Puerto Rico and the U. S. Virgin Islands attended and participated in this Forum. Delegate selection varied from each state and territory. Sponsorship from J. C. Penney provided travel grants, pins for first time attendants, educational programs and part of the cost of the final banquet.

3. Design of the Study

The study was an Ex Post Facto descriptive correlational study and was replicated by permission after the study Couch (1980) presented twenty years earlier.

4. Validity of the Study

Validity of the study was enhanced through the support and testing of instrumentation for face validity. High validity indicated that the instrument was measuring what it was suppose to measure, meaning the self-rating assessment questionnaire, administered to the 4-H volunteers attending the 2000 Southern Region 4-H Volunteer Leader Forum, was appropriate for its intended use. Face validity was

assessed through an expert panel review and pilot testing of the instrument prior to conducting the research in October 2000.

5. Panel Study and Pilot Testing of the Study

Pilot testing of the 4-H volunteer leadership self-rating assessment survey was administered to 30 volunteers. The instrument was completed by 21 (70%) of the 30 4-H volunteers attending the Tennessee 4-H Sheep Conference on May 12-13, 2000 in Crossville, Tennessee. These 4-H volunteers represented the three geographical regions of Tennessee (East, Middle and West). The panel study found that minor changes were needed in the instructions to clarify specific items. The panel study suggested the removal of the word "leader" from volunteer and changed the phrase volunteer organizations to volunteer associations. Questions were modified to be consistent in context and minor grammatical errors were corrected.

6. Collection of the Data

The data were collected at the Southern Region 4-H Volunteer Leader Forum, October 5-7 2000. The researcher, prior to the Forum, obtained permission to use the 4-H volunteer self-rating assessment survey from the forum's regional coordinator. Prior to the state coordinators' meeting on Friday, October 6, the researcher gave instructions for completing the 4-H Volunteer Leadership Skills Survey Instrument. A copy of the survey instrument (Appendix C) and instructions for completing the survey (Appendix D)

was distributed to each participant during Forum registration. At the conclusion of the 2000 Southern Region 4-H Leader Forum , 209 survey forms were collected and returned to the researcher. This represented a usable response rate of 37.86 percent.

7. Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows version 10.0.

According to Couch (1980), hypotheses 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11 utilized the one-way analysis of variance technique (ANOVA). This technique was chosen by Couch (1980) because it compared two or more means on a single factor. The ANOVA procedure analyzed and compared the amount of difference that existed within each group and the amount of variance that existed between each group. The region of rejection was two-tailed, and the rejection level was established at the .05 interval. The Duncan Multiple Range Test was also used to gain more information when differences among groups were statistically significant.

For hypotheses 3 and 12, the *t*-test was utilized. The *t*-test was chosen by Couch (1980) because it can be used to determine the significance of difference between two means. The *t*-test procedure can be utilized to adjust the observed differences between the variability presented with the data and the means of sample size. The region of rejection was two-tailed with an established rejection level at the .05 interval. The report of statistical analyses from the 4-H Volunteer Leader Skills Survey Instrument for each

hypothesis is presented in Chapter 4.

As a means of comparing the findings of this study to those reported by Couch in 1980, the researcher simply described differences in identified statistical relationships. There was no means of using inferential statistics to compare findings between the two studies of different groups of participants since the researcher did not have access to the raw data from the Couch study. A description of differences in findings from the two studies is presented in Chapter 5.

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CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter is to present the findings as they relate to the objectives of the study. The analysis of the data is organized into two major subdivisions. The first subdivision consists of selected background data characterizing the participants and the second subdivision represents the statistical data analysis as it relates to the 12 hypotheses tested in the survey. For the sake of clarity, each hypothesis is restated prior to the presentation of the data as replicated in Couch's (1980) study.

1. Background Data

The data collected for each of the 209 participants in the study included background information pertaining to gender, age, number of children, number of children in 4-H, marital status, educational level, family income, ethnic background, and state or territory of residence. All background data are presented in Table 1. For some variables reported, data were collapsed into larger categories in order to assure validity of inference from statistical tests. The sample was composed of 36 males (17.2 percent) and 173 females (82.8 percent).

According to data in Table 1, volunteers in the 41-50 year old age category represented 40.2 percent of the total sample. There were 50 volunteers (23.9 percent) in

the 31-40 year old age category and 44 volunteers (21.1 percent) 51-60 years old. Only 10 (4.8 percent) volunteers under 30 years old and 21 (10.0 percent) volunteers 60 years or more in age. The beginning age group 20 years or less and 21-30 years of age were collapsed after the data were analyzed because the beginning age group was statistically too small to be analyzed alone. All volunteers in the study were 19 years of age or older.

As evident by the data in Table 1, 104 (49.8 percent) of the volunteers in the study had one or two children. Sixty-two (29.7 percent) of the volunteers had three to four children and 28 (13.3 percent) of the volunteers surveyed had five or more children. The aforementioned groups composed 92.8 percent of the sample. Only 15 (7.2 percent) of the participants had no children.

According to the data on number of children in 4-H presented in Table 1, 112 (53.6 percent) of the respondents had one to two children in 4-H. Fifty-three (25.4 percent) of the volunteers had three to four children in 4-H and 13 (6.2 percent) had five or more children in 4-H. This group closely paralleled the category on number of children in family and composed of 85.2 percent of the sample. Thirty-one (14.8 percent) of the volunteers had no children in 4-H.

Table 1 showed that 165 (78.9 percent) of volunteers were married. Twenty (9.6 percent) volunteers had been married at least once but were divorced, seventeen (8.1 percent) of the volunteers had never married, and seven (3.4 percent) of the sample were widows.

TABLE 1. Summary of Background Data of 4-H Volunteers Attending the Southern Region Leader Forum Who Were in the Sample

Variables	Frequency Counts	Percent
Gender		
Male	36	17.2
Female	173	82.8
Total	209	100.0
Age Categories		
30 years or less	10	4.8
31-40 years old	50	23.9
41-50 years old	84	40.2
51-60 years old	44	21.1
61 years or more	21	10.0
Total	209	100.0
Number of Children in Family		
None	15	7.2
1-2 children	104	49.8
3-4 children	62	29.7
5 or more children	28	13.3
Total	209	100.0
Number of Children in 4-H		
None	31	14.8
1-2 children	112	53.6
3-4 children	53	25.4
5 or more children	13	6.2
Total	209	100.0
Marital Status		
Never married	17	8.1
Married	165	78.9
Divorced	20	9.6
Widowed	7	3.4
Total	209	100.0

TABLE 1 (continued)

Variables	Frequency Counts	Percent
Highest Educational Level		
High school graduate or less	32	15.3
Vocational training or graduate	22	10.5
Some college or college graduate	119	57.0
Advanced degree	36	17.2
Total	209	100.0
Annual Income		
$19,999 or less	46	22.6
$20,000-$29,999	45	21.5
$30,000-$39,999	43	20.5
$40,000-$49,999	33	15.3
$50,000 or more	31	14.8
No response	11	5.3
Total	209	100.0
Ethnic Background		
Black–not of Hispanic origin	33	15.8
Hispanic	6	2.9
Asian or Pacific Islander	0	0.0
American Indian or Alaskan native	7	3.3
White–not of Hispanic origin	159	76.1
Other	4	1.9
Total	209	100.0

TABLE 1 (continued)

Variables	Frequency Counts	Percent
State/Territory		
Alabama	4	1.9
Arkansas	10	4.8
Florida	48	23.0
Georgia	15	7.1
Kentucky	14	6.7
Louisiana	14	6.7
Mississippi	2	1.0
North Carolina	48	23.0
Oklahoma	10	4.8
Puerto Rico	5	2.4
South Carolina	2	1.0
Tennessee	20	9.6
Texas	4	1.9
Virgin Islands	3	1.4
Virginia	3	1.4
Other place	7	3.3
Total	209	100.0

Table1 presented the data on the highest educational level achieved by the volunteers. One hundred nineteen (57.0 percent) of the volunteers had some college education and/or were college graduates. Thirty-six (17.2 percent) of respondents had received advanced degrees. These two groups alone comprised 74.2 percent of the volunteers. Thirty-two (15.3 percent) volunteers were high school graduates or less. Twenty-two (10.5 percent) of the sample received vocational training or graduated with a vocational degree. For statistical purposes, the groups of "some grade school", "grade school graduate", "some high school", and "high school graduate" were combined in the group of "high school graduate or less". The group of "vocational training" and "vocational graduate" were collapsed for statistical analysis. The group of "some college" and "college graduate" were collapsed for statistical analysis. The group "advanced degree" was derived from the groups of "masters degree" and "doctoral degree" for statistical data analysis. Each of the aforementioned collapsed groups had too small of sample responses to be analyzed separately.

According to the data in Table 1 on annual income, 46 (22.6 percent) of the volunteers had an annual income of $19,999 or less. This group was collapsed from respondents in groups of "$0-$4,999", "$5,000-$9,999", "$10,000-$14,999" and "$15,000-$19,999". Forty-five (21.5 percent) of the volunteers had income levels between $20,000-$29,999. This group was collapsed with volunteers in groups from "$20,000-$24,999" and "$25,000-$29,999". Forty-three (20.5 percent) of the sample had income of $30,000-$39,999. This group was collapsed with volunteers in groups from "$30,000-$34,999" and "$35,000-$39,999". Thirty-three (15.3 percent) of respondents

had an income level of $40,000-$49,999. This group was collapsed with volunteers from groups of $40,000-$44,999" and $45,000-$49,999". Thirty-one (14.8 percent) of the volunteers had income levels of $50,000 or more. Eleven (5.3 percent) of the volunteers chose not to respond to the question on annual income level. One hundred seventy-four (64.6 percent) of volunteers surveyed had annual income levels of $39,999 or less.

As shown in Table 1, the data on ethnic background, 159 (76.1 percent) of volunteers were white, not of Hispanic origin and 33 (15.8 percent) were black, not of Hispanic origin. These two groups alone comprised 91.9 percent of the sample. Seven (3.3 percent) respondents were American Indian or Alaskan native and four (1.9 percent) of the volunteers specified a mixed ethnic background and were classified for the purpose of this study as "other". No respondents of Asian or Pacific Islander background were identified in this study.

The state or territory in which the volunteers resided was shown in Table 1. Forty-eight (23.0 percent) of the volunteers were from Florida; forty-eight (23.0 percent) of the volunteers were from North Carolina; twenty (9.6 percent) of the volunteers were from Tennessee; fifteen (7.1 percent) of the volunteers were from Georgia; fourteen (6.7 percent) of the volunteers were from Kentucky; fourteen (6.7 percent) of the volunteers were from Louisiana; ten (4.8 percent) of the volunteers were from Arkansas; ten (4.8 percent) of the volunteers were from Oklahoma; seven (3.3 percent) of the volunteers were from another place or no response; five (2.4 percent) of the volunteers were from Puerto Rico; four (1.9 percent) of the volunteers were from Alabama; four (1.9 percent) of the volunteers were from Texas; three (1.4 percent) of the volunteers

were from Virgin Islands; three (1.4 percent) of the volunteers were from Virginia; two (1.0 percent) of the volunteers were from Mississippi, and two (1.0 percent) of the volunteers were from South Carolina.

To summarize the findings in Table 1, summary of background data of 4-H volunteers attending the Southern Region Leader Forum who were in the sample, a typical volunteer profile was drawn. The typical volunteer was a white, not Hispanic origin, female between the ages of 41-50 with a college education. She had one to two children in her family and one to two children in 4-H. She was married with an annual income of $39,999 or less.

2. Tests for Hypotheses

For Hypotheses 1, 2, 4, 5, 6, 7, 8, 9, 10 and 11, data were obtained by analyzing the mean ratings on the self-rating leadership skills survey (items 35-62 of the 4-H Volunteer Leadership Skills Survey Instrument) as the dependent variables. The self-rating leadership skills survey scores could range between 28 to 140 with 28 being the most positive perception about their leadership skills ability and 140 being the least positive perception about their leadership skills ability.

Hypothesis 3 data were obtained by analyzing the mean perceived organization involvement scores before becoming a 4-H volunteer, which was obtained by totaling the number of organizations of volunteer memberships on item 33, and the mean perceived organization involvement score after becoming a 4-H volunteer, which was calculated by

summing the number of organization of volunteer memberships in item 15. Each membership was counted as one, and the range of scores could be from 1-30 with one being the lowest score and 30 being the highest.

Data for Hypothesis 12 were obtained by comparing the mean perceived general leadership skills survey score before the volunteer became a 4-H volunteer (items 27-32 of the instrument) with the mean perceived general leadership skills survey after the volunteer became a 4-H volunteer (items nine through 14 of the instrument). The general leadership skills survey could range from six to 30 with six being the highest rating and 30 being the lowest rating.

Hypotheses 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11 utilized the one-way analysis of variance technique (ANOVA). This technique was chosen by Couch (1980) because it compares two or more means on a single factor. The ANOVA procedure analyzes and compares the amount of difference that exists within each group and the amount of variance that exists between each group. The region of rejection was two-tailed, and the rejection level was established at the .05 interval. The Duncan Multiple Range Test was also used to gain more information when differences among groups were statistically significant.

For hypotheses 3 and 12, the *t*-test was utilized. The *t*-test was chosen by Couch (1980) because it can be used to determine the significance of difference between two means. The *t*-test procedure can be utilized to adjust the observed differences between the variability presented with the data and the means of sample size. The region of rejection was two-tailed with an established rejection level at the .05 interval.

Hypothesis 1_a was tested as follows:

H 1_a There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to age.

The data pertaining to Hypothesis 1_a are presented in Table 2.

According to the data in Table 2, the mean score for volunteers age 51-60 was 61.26; the mean score for volunteers between the age of 30 or less was 64.33; the mean score for volunteers between the age of 31-40 was 64.48; the mean score for volunteers age 41-50 was 66.91, and the mean score for volunteers over the age of 61 was 84.93. Volunteers 61 years of age or more perceived themselves to have less leadership skills than the other volunteers and were significantly different from all other groups according

TABLE 2. Age Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Age Categories	Frequency Counts	Means*	Standard Deviations
30 years or less	9	64.33^{A}	11.45
31-40 years old	40	64.48^{A}	15.10
41-50 years old	67	66.91^{A}	18.11
51-60 years old	38	61.26^{A}	17.73
61 years or more	15	84.93^{B}	27.50
Total	169	66.53	18.93
No response	40	00.00	00.00

*Means not sharing like superscripts are significantly different at the .05 interval level using the Duncan Multiple Range Test.

to the Duncan multiple range test. The most homogeneous group was volunteers in the 30 years of age or less with a standard deviation score of 11.45. This standard deviation score meant that volunteers in the 30 years of age or less had self-rating leadership skills survey scores that varied least statistically around the mean score.

Table 3 shows the statistical data to the significance of the data relating to Hypothesis 1_a. Table 3 shows that there were significant differences among the mean self-rating leadership skills survey scores of volunteers when they are categorized according to age. Volunteers, who were 51-60 years of age, scored the highest (61.26). Volunteers 61 years of age or more scored the lowest (84.93) on the self-rating leadership skills survey. The F probability was significant at the .001 interval level. Hypothesis 1_a was rejected.

Hypothesis 1_b was tested as follows:

TABLE 3. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Age Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	4	1589.10	4.84	.001
Within groups	164	328.13		
Total	168			
No response	41	00.00		

H 1_b There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to gender.

According to the data reported for the sample in Table 4, the mean score for female volunteers was 65.31 and the mean score for male volunteers was 72.38. The standard deviation scores show that the male volunteers were a more homogeneous category.

Table 4 presented data that showed gender of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. Table 50 utilized a *t*-test for Equality of Means and assumed variances were equal. The *t*-probability was not significant at the .05 interval level. Hypothesis 1_b was not rejected.

Table 4 pertains to the information regarding the significance of the statistical data for Hypothesis 1_b.

TABLE 4. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Gender Categories Utilizing a *t*-Test

Gender Categories	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Male	29	72.38	18.60	1.84	.067
Female	140	65.31	18.83		
Total	169				
No response	40	00.00	00.00		

Hypothesis 1_c was tested as follows:

$H1_c$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to marital status.

The data pertaining to Hypothesis 1_c are presented in Table 5.

As reported for the sample in Table 5, the highest mean score of 60.59 belonged to the divorced volunteers. Volunteers never married, had a mean score of 66.67 and volunteers, who were presently married had a mean score of 66.97. Widowed volunteers had the lowest mean score of 76.50. The ANOVA test found no significant differences at the .05 interval level between the marital status categories. The most homogeneous group of volunteers was the volunteers who had never been married, with a standard deviation score of 15.17.

The data relating to Hypothesis 1_c is contained in Table 6.

TABLE 5. Marital Status Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Marital Status Categories	Frequency Counts	Means*	Standard Deviations
Never married	15	66.67	15.17
Married	133	66.97	18.64
Divorced	17	60.59	18.99
Widowed	4	76.50	37.85
Total	169	66.53	18.93
No response	40	00.00	00.00

*Not significantly different at the .05 interval level

TABLE 6. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Marital Status Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	3	341.27	0.95	.417
Within groups	165	358.46		
Total	168			
No response	41	00.00		

Table 6 presented data that showed marital status of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_c was not rejected.

Hypothesis 1_d was tested as follows:

$H1_d$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children.

The data relating to Hypothesis 1_d is contained in Table 7.

Table 7 presented data that showed number of children of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_d was not rejected.

TABLE 7. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Number of Children Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	3	705.87	2.01	.115
Within groups	165	351.83		
Total	168			
No response	41	00.00		

Hypothesis 1_e was tested as follows:

$H1_e$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children in 4-H.

The data pertaining to Hypothesis 1_e are presented in Table 8.

As reported for the sample in Table 8, volunteers with three to four children in 4-H had the highest mean score of 64.00 and the next highest score of 66.25 came from volunteers with no children in 4-H. Volunteers, who had one to two children in 4-H, had a mean score of 67.53, and the lowest mean score of 67.80 came from volunteers who had five or more children in 4-H. Volunteers, who had no children in 4-H, was the most homogeneous group according to the standard deviation score of 15.95.

The data relating to Hypothesis 1_e is contained in Table 9.

TABLE 8. Number of Children in 4-H Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Number of Children Categories	Frequency Counts	Means*	Standard Deviations
None	24	66.25	15.95
1-2 children	95	67.53	18.48
3-4 children	40	64.00	20.63
5 or more children	10	67.80	24.17
Total	169	66.53	18.93
No response	40	00.00	00.00

*Not significantly different at the .05 interval level

TABLE 9. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Number of Children in 4-H Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	3	122.78	.34	.797
Within groups	165	362.44		
Total	168			
No response	41	00.00		

Table 9 presented data that showed number of children in 4-H of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_e was not rejected.

Hypothesis 1_f was tested as follows:

$H1_f$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to educational level.

The data pertaining to Hypothesis 1_f are presented in Table 10.

The information as reported for the sample in Table 10 showed that the highest mean score, 62.32 was for volunteers who had an advanced degree in college. Volunteers with some college or college graduate educational level had a mean score of 65.89 while

TABLE 10. Educational Level Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Educational Level Categories	Frequency Counts	Means*	Standard Deviations
High school graduate or less	22	71.50	23.46
Vocational training or graduate	18	70.56	23.62
Some college or graduate	101	65.89	18.24
Advanced degree	28	62.32	12.87
Total	169	66.53	18.93
No response	40	00.00	00.00

*Not significantly different at the .05 interval level using the Duncan Multiple Range Test

volunteers who had vocational training or was a vocational graduate had a mean score of 70.56. The lowest mean score of 71.50, was for volunteers who had an educational level of a high school graduate or less. According to the standard deviation score of 12.87, the volunteers with an advanced degree was the most homogeneous group of volunteers.

The data relating to Hypothesis 1_f is contained in Table 11.

Table 11 presented data that showed the educational level of the volunteers made no significant difference in the volunteers' mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_f was not rejected.

Hypothesis 1_g was tested as follows:

$H1_g$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to annual income.

The data pertaining to Hypothesis 1_g are presented in Table 12.

TABLE 11. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Educational Level Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	3	457.43	1.28	.282
Within groups	165	356.35		
Total	168			
No response	41	00.00		

TABLE 12. Annual Income Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Annual Income Categories	Frequency Counts	Means*	Standard Deviations
$19,999 or less	42	63.67	22.99
$20,000-$29,999	34	68.82	19.09
$30,000-$39,999	32	68.41	15.68
$40,000-$49,999	23	67.00	20.33
$50,000 or more	29	63.69	13.67
Total	160	66.19	18.85
No response	49	00.00	00.00

*Not significantly different at the .05 interval level

As reported for the sample, Table 12 presented the information on mean scores of volunteers according to the volunteers' annual income. The highest mean scores of 63.67 and 63.69 represented volunteers who had an annual income of $19,999 or less and an annual income of $50,000 or more, respectively. A mean score of 67.00 went to volunteers with an annual income of $40,000-$49,999. The second lowest mean score of 68.41 went to volunteers with an annual income of $30,000-$39,999, and volunteers with an annual income of $20,000-$29,999 had the lowest mean score of 68.82 The most homogeneous group of volunteers, according to standard deviation scores of 13.67, was the volunteer group that had an annual income of $50,000 or more.

The data relating to Hypothesis 1_g is contained in Table 13.

TABLE 13. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Annual Income Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	4	214.20	.60	.666
Within groups	155	358.93		
Total	159			
No response	50	00.00		

Table 13 presented data that showed the annual income of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_g was not rejected.

Hypothesis 1_h was tested as follows:

$H1_h$ There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to ethnic background.

The data pertaining to Hypothesis 1_h are presented in Table 14.

As reported for the sample, Table 14 presented the information on mean scores of volunteers according to the volunteers' ethnic background. The highest mean scores of 53.75, 57.33, and 59.17 were from Hispanic volunteers, other volunteers, who did not specify an origin or had a different origin, and from American Indiana or Alaskan Native volunteers, respectively. Volunteers who were of the ethnic background white-not of

TABLE 14. Ethnic Background Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Ethnic Background Categories	Frequency Counts	Means*	Standard Deviations
Black-not of Hispanic origin	20	72.50	21.81
Hispanic	4	53.75	20.04
American Indian or Alaskan Native	6	59.17	11.13
White-not of Hispanic origin	133	66.55	18.67
Other	3	57.33	11.85
Total	169	66.53	18.93
No response	40	00.00	00.00

*Not significantly different at the .05 interval level

Hispanic origin had a mean score of 66.55, and the lowest mean score of 72.50 was from black-not of Hispanic origin volunteers. Asian or Pacific Islander volunteers were not represented in the survey. The most homogeneous group of volunteers, according to the standard deviation scores, was the volunteers who had an ethnic background of American Indiana or Alaskan Native heritage.

The data relating to Hypothesis 1_h is contained in Table 15.

Table 15 presented data that showed the ethnic background of the volunteers made no significant difference in the volunteers mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 1_h was not rejected.

TABLE 15. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Ethnic Background Categories Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	4	486.31	1.37	.247
Within groups	164	355.03		
Total	168			
No response	41	00.00		

Hypothesis 2 was tested as follows:

H_2 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who are actively involved in other organizations of volunteers and the mean self-rating leadership skills survey scores of 4-H volunteers who are passively involved in other organizations of volunteers.

As reported for the sample in Table 16, the 40 volunteers who were actively involved (six or more memberships and/or offices) in other organizations of volunteers had the highest mean score of 61.83 on the self-rating leadership skills survey. The 117 volunteers who were passively involved (five or less memberships and/or offices) in other organizations of volunteers had the lowest mean score of 67.03 on the self-rating leadership skills survey. The actively involved volunteers were a more homogeneous group with a standard deviation score of 15.30.

The data relating to Hypothesis 2 is presented in Table 16.

TABLE 16. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Passive and Active Involvement in Other Associations of Volunteers Utilizing a *t*-Test

Variable	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Passive	117	67.03	19.91	1.51	.134
Active	40	61.83	15.30		
Total	157				
No response	52	00.00	00.00		

Table 16 presented data that showed the level of involvement, passive or active, in other organizations by volunteers made no significant difference in the volunteers' mean scores on the self-rating leadership skills survey. Table 16 utilized a *t*-test for Equality of Means. The *t*-probability was not significant at the .05 interval level. Hypothesis 2 was not rejected.

Hypothesis 3 was tested as follows:

H_3 There is no significant difference between the mean perceived association of volunteer involvement score of 4-H volunteers before becoming 4-H volunteers and the mean perceived association of volunteer involvement score of 4-H volunteers after becoming 4-H volunteers.

The data relating to Hypothesis 3 is presented in Table 17.

As reported for the sample, Table 17 presented data that showed the significance of association of volunteer involvement scores analyzed before and after becoming a 4-H volunteer. There was not a significant difference between the mean perceived associaiton

TABLE 17. Significance of Association of Volunteer Involvement Scores Analyzed Before and After Becoming 4-H Volunteers Utilizing a *t*-Test

Variable	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Before 4-H volunteer	175	4.40	3.89	.98	.327
After 4-H volunteer	175	4.05	5.14		
Total	175				
No response	34	00.00	00.00		

of volunteer involvement score of 4-H volunteers before they became 4-H volunteers and the mean perceived association of volunteer involvement score of 4-H volunteers after they became 4-H volunteers. According to the data reported for the sample in Table 17, volunteers were more involved in other associations of volunteers after becoming a 4-H volunteers. Table 17 utilized a correlated *t*-test for comparing mean scores before and after respondents became 4-H volunteers. The *t*-probability was not significant at the .05 interval level. Hypothesis 3 was not rejected.

Hypothesis 4 was tested as follows:

H_4 There are no significant difference among the self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the following categories of years as a 4-H volunteer:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 to 10 years
e. 11 years or more

TABLE 18. Amount of Time Spent as a Volunteer Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Amount of Time as a Volunteer	Frequency Counts	Means*	Standard Deviations
1 year or less	18	65.33	13.75
2 to 4 years	40	69.98	18.83
5 to 7 years	34	68.74	19.15
8 to 10 years	16	68.19	11.59
11 years or more	56	61.27	21.02
Total	164	66.06	18.81
No response	45	00.00	00.00

*Not significantly different at the .05 interval level

The data relating to Hypothesis 4 was presented in Table 18.

As reported for the sample in Table 18, the highest mean score of 61.27 was recorded from the group of volunteers who had eleven years or more volunteer experience. The mean score of volunteers who had one year or less 4-H volunteer service had a mean score of 65.33. Volunteers who had eight to ten years of 4-H volunteer service had a mean score of 68.19, while volunteers with five to seven years of 4-H volunteer service had a mean score of 68.74. The lowest mean score of 69.98 was from volunteers who had been a 4-H volunteer for two to four years. The most homogeneous group of volunteers, according to the standard deviation score of 11.59, was the volunteers who had eight to 10 years of volunteer service.

The data relating to Hypothesis 4 is presented in Table 19.

TABLE 19. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Amount of Time as a Volunteer Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	4	556.09	1.60	.178
Within groups	159	348.75		
Total	163			
No response	46	00.00		

Table 19 presented data that showed the amount of time a volunteer has been a 4-H volunteer made no significant difference in the volunteers' mean scores on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Therefore, Hypothesis 4 was not rejected.

Hypothesis 5 was tested as follows:

H_5 There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following categories of hours spent per week as a 4-H volunteer:

a. None
b. 1 hour or less
c. 2 to 3 hours
d. 4 to 5 hours
e. 6 hours or more

The data pertaining to Hypothesis 5 are presented in Table 20.

As reported for the sample in Table 20, volunteers who spent four to five hours per week volunteering for 4-H had the highest mean score of 61.50. Volunteers who

TABLE 20. Hours Spent Volunteering Per Week Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Hours Per Week	Frequency Counts	Means*	Standard Deviations
None	15	69.33	19.50
1 hour or less	38	67.92	17.16
2 to 3 hours	60	64.27	18.57
4 to 5 hours	24	61.50	19.69
6 hours or more	26	69.65	20.84
Total	163	66.04	18.87
No response	46	00.00	00.00

* Not significantly different at the .05 interval level

spent two to three hours per week volunteering had a mean score of 64.27, while volunteers who spent one hour or less per week volunteering had a mean score of 67.92. The lowest mean scores of 69.33 and 69.65 came from volunteers who spent no hours per week volunteering for 4-H and from volunteers who spent six or more hours volunteering for 4-H, respectively. The most homogeneous group of volunteers according to the standard deviation score of 17.16, was the group of volunteers who spent one hour or less per week volunteering in 4-H.

The data relating to Hypothesis 5 are presented in Table 21.

Table 21 presented data that showed the number of hours volunteers spent volunteering in 4-H per week made no significant difference in the volunteers' mean score on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Hypothesis 5 was not rejected.

TABLE 21. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Hours Spent Volunteering Per Week Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	4	330.02	.93	.451
Within groups	158	356.58		
Total	162			
No response	47	00.00		

Hypothesis 6 was tested as follows:

H_6 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have served in six or more 4-H volunteer roles and the mean self-rating leadership skills survey scores of 4-H volunteers who have served in five or less volunteer roles.

TABLE 22. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Number of Volunteer Roles Utilizing a *t*-Test

Number of Volunteer Roles	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Five or less	126	72.48	19.03	5.77	.001
Six or more	81	57.32	14.87		
Total	207				
No response	02	00.00	00.00		

The data relating to Hypothesis 6 was presented in Table 22.

According to the data in Table 22, volunteers who were involved in six or more volunteer roles had the highest mean score of 57.32 while volunteers who were involved in five or less volunteer roles had the lowest mean score of 72.48. The most homogeneous group according to the standard deviation score of 14.87, was the group of volunteers who were involved in six or more volunteer roles.

The data presented in Table 22 showed that the number of 4-H volunteer roles in which volunteers were involved made a significant difference in the volunteer self-rating leadership skills survey scores. The *t*-probability was significant at the .001 interval level. Therefore, Hypothesis 6 was rejected.

Hypothesis 7 was tested as follows:

H_7 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have had leadership skills training for their roles and the mean self-rating leadership skills survey scores of 4-H volunteers who did not have leadership skills training for their roles.

The data relating to Hypothesis 7 is presented in Table 23.

As can be seen in Table 23, volunteers who have had leadership skills training scored the highest on the self-rating leadership skills survey with a score of 63.96, while volunteers who did not have any leadership skills training had the lowest mean self-rating leadership skills survey score of 70.29, The most homogeneous group of volunteers, according to the standard deviation score of 16.93, was the group of volunteers who have had training.

TABLE 23. Skills Training Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Leadership Skills Training	Frequency Counts	Means*	Standard Deviations
Volunteer with training	100	63.96	16.93
Volunteer without training	68	70.29	21.22
Total	168	67.13	19.08
No response	41	00.00	00.00

*Significant at the .05 interval level

The data pertaining to Hypothesis 7 is presented in Table 24.

The data presented in Table 24 showed that whether volunteers possessed leadership skills training for their volunteer roles made a significant difference in the

TABLE 24. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Whether Volunteers Possessed Leadership Skills Training Utilizing a *t*-Test

Leadership Skills Training	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Volunteer with training	100	63.96	16.93		
				-2.15	.033
Volunteer without training	68	70.29	21.22		
Total	168				
No response	41	00.00	00.00		

volunteer self-rating leadership skills survey scores. The *t*-probability was significant at the .05 interval level. Therefore, Hypothesis 7 was rejected.

Hypothesis 8 was tested as follows:

H_8 There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following sources of primary leadership skills training to be a 4-H volunteer:

a. 4-H training program(s)
b. Other leadership training program(s)
c. Self-training (Learn by Doing)

The data relating to Hypothesis 8 is presented in Table 25.

As reported for the sample in Table 25, the primary volunteer leadership training source with the highest mean self-rating leadership skills survey score of 64.24 was the group of volunteers who have received their training through 4-H training program(s). Volunteers who have been trained through other training program(s) had a mean score of

TABLE 25. Primary Leadership Skills Training Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Primary Leadership Training Sources	Frequency Counts	Means*	Standard Deviations
4-H training program(s)	96	64.24	18.15
Other training program(s)	19	64.89	20.41
Self-training (Learn by Doing)	53	71.25	19.43
Total	168	66.52	18.98
No response	41	00.00	00.00

* Not significantly different at the .05 interval level using the Duncan multiple range test

64.89 and volunteers who have received their training through self-training (Learn by Doing) program(s) had the lowest mean self-rating leadership skills survey score of 71.25. The most homogeneous group was the volunteers who had received their training through 4-H training program(s) with a standard deviation score of 18.15.

The data relating to the significance of Hypothesis 8 is presented in Table 26.

Table 26 presented the data stating that the primary volunteer leadership training source the volunteers received made no significant difference in the volunteers' mean score on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Therefore, Hypothesis 8 was not rejected.

Hypothesis 9 was tested as follows:

H_9 There is no significant difference between the mean self-rating leadership skills survey score of 4-H volunteers who were 4-H members and the mean self-rating leadership skills survey score of 4-H volunteers who were not 4-H members.

TABLE 26. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Primary Leadership Skills Training Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	2	866.41	2.45	.090
Within groups	165	354.16		
Total	167			
No response	42	00.00		

TABLE 27. 4-H Membership Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Past 4-H Membership	Frequency Counts	Means*	Standard Deviations
Yes	83	63.24	17.46
No	86	69.70	19.83
Total	169	66.47	18.65
No response	40	00.00	00.00

*Significant at the .05 interval level

The data relating to Hypothesis 9 was presented in Table 27.

As seen in Table 27, the highest mean self-rating leadership survey score of 63.24 came from volunteers who have been a 4-H member, and the lowest mean self-rating leadership survey score of 69.70 came from volunteers who have never been 4-H members. The most homogeneous group of volunteers, according to the standard deviation score of 17.46, was the group of volunteers who have been a 4-H member.

The data relating to the significance of Hypothesis 9 is presented in Table 28.

The data presented in Table 28 showed that the volunteers' past membership in 4-H made a significant difference in the volunteer self-rating leadership skills survey scores. The *t*-probability was significant at the .05 interval level. Therefore, Hypothesis 9 was rejected.

TABLE 28. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed According to Past 4-H Membership Utilizing a *t*-Test

Past 4-H Membership	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
Yes	83	63.24	17.46	-2.24	.026
No	86	69.70	19.83		
Total	169				
No response	40	00.00	00.00		

Hypothesis 10 was tested as follows:

H_{10} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members when they are classified in relation to the following categories of time as a 4-H member:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 years or more

The data relating to Hypothesis 10 is presented in Table 29.

As reported for the sample in Table 32, the highest mean self-rating leadership skills survey score of 61.97 was from volunteers who were 4-H members for eight years or more. Volunteers who were 4-H members for five to seven years had a mean score of 62.56 and volunteers who were 4-H members for two to four years had a mean score of 65.00. The lowest mean self-rating leadership skills survey score of 67.29 belongs to the group of volunteers who were 4-H members for one year or less. The most homogeneous group of volunteers, according to the standard deviation score of 14.23, was the

TABLE 29. Years as a 4-H Member Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

Years As a 4-H Member	Frequency Counts	Means*	Standard Deviations
1 year or less	7	67.29	30.49
2 to 4 years	19	65.00	18.80
5 to 7 years	18	62.56	14.23
8 years or more	39	61.97	15.70
Total	83	63.24	17.46

* Not significantly different at the .05 interval level

volunteers who were 4-H members for five to seven years.

The data relating to the significance of Hypothesis 10 is presented in Table 30.

Table 30 presented the data regarding the number of years a volunteer has been a 4-H member made no significant difference in the volunteers' mean score on the

TABLE 30. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by Number of Years in 4-H Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	3	81.44	.26	.854
Within groups	79	313.33		
Total	82			
No response	01	00.00		

self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Therefore, Hypothesis 10 was not rejected.

Hypothesis 11 was tested as follows:

H_{11} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the state or territory in which they reside.

The data relating to Hypothesis 11 is presented in Table 31.

TABLE 31. State or Territory of Residence Frequency Counts, Means, and Standard Deviations for Volunteer Self-Rating Leadership Skills Survey Scores

State or Territory Residence	Frequency Counts	Means*	Standard Deviations
Alabama	3	55.67	18.72
Arkansas	9	59.11	23.19
Florida	36	68.22	14.79
Georgia	14	63.79	16.61
Kentucky	12	60.83	09.62
Louisiana	12	69.83	17.06
Mississippi	2	73.00	02.83
North Carolina	38	73.37	23.68
Oklahoma	10	59.40	16.39
Puerto Rico	4	53.75	20.04
South Carolina	2	67.00	09.90
Tennessee	14	70.64	21.81
Texas	4	63.75	05.44
Virginia	3	68.00	20.66
Other place	6	50.33	18.16
Total	169	66.53	18.93
No response	40	00.00	00.00

* Not significantly different at the .05 interval level

As reported for the sample in Table 31, showing the state or territory of residence mean self-rating leadership skills survey scores, the following results from highest mean score to lowest mean score were presented: Other place(50.33); Puerto Rico (53.75); Alabama (55.67); Arkansas (59.11); Oklahoma (59.40); Kentucky (60.83); Texas (63.75); Georgia (63.79); South Carolina (67.00); Virginia (68.00); Florida (68.22); Louisiana (69.83); Tennessee (70.64); Mississippi (73.00), and North Carolina (73.37). Although caution should be used in interpreting the results of this analysis due to very low frequencies in some categories, the data in Table 31 indicates that there is no significant relationship between respondents self-rating leadership skills survey scores and the state or territory of residence.

The data relating to the significance of Hypothesis 11 is presented in Table 32.

Table 32 presented the data regarding the state or territory of residence a volunteer

TABLE 32. Significance of Volunteer Self-Rating Leadership Skills Survey Scores Analyzed by State or Territory of Residence Utilizing Analysis of Variance

Sources	d.f.	Mean Squares	F Ratio	F Probability
Between groups	14	460.67	1.32	.201
Within groups	154	348.84		
Total	168			
No response	41	00.00		

resided made no significant difference in the volunteers' mean score on the self-rating leadership skills survey. The F probability was not significant at the .05 interval level. Therefore, Hypothesis 11 was not rejected.

Hypothesis 12 was tested as follows:

H_{12} There is no significant difference between the mean perceived self-rating general leadership skills survey scores of 4-H volunteers before they became a 4-H volunteer and the mean perceived self-rating general leadership skills survey scores of 4-H volunteers since they became a 4-H volunteer.

The data for Hypothesis 12 is presented in Table 33.

The data in Table 33, showed that the mean perceived self-rating general leadership skills survey scores of 4-H volunteers before and since they became 4-H volunteers was significant at the .001 interval level. Volunteers perceived themselves to

TABLE 33. Significance of Volunteer General Leadership Skills Survey Scores Analyzed Before and After Becoming a 4-H Volunteer Utilizing a *t*-Test

Variable	Frequency Counts	Means	Standard Deviations	*t*-value	*t*-probability
General leadership score before becoming a 4-H volunteer	180	17.58	06.00	-8.89	.001
General leadership score since becoming a 4-H volunteer	180	14.16	04.34		
Total	180				
No response	29	00.00	00.00		

have higher general mean leadership skills scores since becoming 4-H volunteers than before becoming 4-H volunteers. The *t*-probability was significant at the .001 interval level. Therefore, Hypothesis 12 was rejected.

3. Summary

Significant results of the study can be summarized as follows:

1. There were significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to age. Volunteers who were 51-60 years of age scored the highest on the mean self-rating leadership skills survey and volunteers who were 61 years or more in age scored the lowest on the mean self-rating leadership skills survey.

2. There was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers when classified according to the number of 4-H volunteer roles. The highest mean score of 57.32 came from the volunteers who were involved in six or more volunteer roles and volunteers who were involved in five or less volunteer roles had the lowest mean score of 72.48.

3. There was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers when classified to whether volunteers possessed leadership skills training for their volunteer roles. Volunteers who possessed leadership skills training for their volunteer roles scored higher on the mean self-rating leadership skills survey than volunteers who possessed no leadership skills training.

4. There was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers when classified to whether volunteers had been 4-H members. Volunteers who had been 4-H members scored higher on the mean self-rating leadership skills survey than volunteers who had not been 4-H members.

5. There was a significant difference between the mean perceived general leadership skills survey scores of 4-H volunteers before and since they became volunteers. Volunteers perceived themselves to have higher general mean leadership skills scores since they became 4-H volunteers than before they became 4-H volunteers.

Results of the study that were not significant can be summarized as follows:

1. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to gender.

2. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to marital status.

3. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children.

4. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children in 4-H.

5. There were no significant differences among the mean self-rating leadership

skills survey scores of 4-H volunteers when the volunteers are classified according to educational level.

6. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to annual income.

7. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to ethnic background.

8. There was no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who are actively involved in other organizations of volunteers and the mean self-rating leadership skills survey scores of 4-H volunteers who are passively involved in other organizations of volunteers.

9. There was no significant difference between the mean perceived organization involvement score of 4-H volunteers before becoming 4-H volunteers and the mean perceived organization involvement score of 4-H volunteers after becoming 4-H volunteers.

10. There were no significant differences among the self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the following categories of years as a 4-H volunteer:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 to 10 years
e. 11 years or more

11. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following categories of hours spent per week as a 4-H volunteer:

a. None
b. 1 hour or less
c. 2 to 3 hours
d. 4 to 5 hours
e. 6 hours or more

12. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following sources of primary leadership skills training to be a 4-H volunteer:

a. 4-H training program(s)
b. Other leadership training program(s)
c. Self-training (Learn by Doing)

13. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members when they are classified in relation to the following categories of time as a 4-H member:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 years or more

14. There were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the state or territory in which they reside.

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CHAPTER V

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

The purpose of this chapter is to provide a summary and overview of: the need for the study, statement of the problem, purpose of the study, selection of the sample, design of the study, pilot testing of the study, collection of the data, data analysis of the study, findings of the study, conclusions and implications of the study, recommendations for future programming and recommendations for further research pertaining to this study.

1. Need for the Study

The University of Tennessee Agricultural Extension Service's State 4-H staff members exhibited an interest in a study to be conducted on the self-perception and needs of 4-H volunteers in Tennessee. The researcher wanted to broaden the perspective of the research and pursue the self-perception of leadership skills of 4-H volunteers in the Southern Region of the United States.

A study of this magnitude has not been conducted, to the knowledge of the researcher, in the past twenty years. The researcher was interested in knowing whether the self-perceptions of leadership skills of 4-H volunteers has changed over the past twenty years and has the demographic make up of volunteers changed. These were a few

questions of interest to the researcher and The University of Tennessee Agricultural Extension Service's 4-H Department.

The Cooperative Extension Services, represented in the 13 Southern Region States, plus Puerto Rico and the Virgin Islands, needed this information to recruit, orient, motivate, train, utilize, recognize and evaluate the potential and current 4-H volunteers in the their respective states or territories.

The researcher, after choosing a thesis topic, found a copyrighted dissertation by Dr. Martha Couch, current state 4-H leader in Texas, entitled "Self-Assessment of Leadership Skills by 4-H Volunteer Leaders in the Southern Region of the United States" (1980). The ideas in Dr. Couch's study paralleled the researcher's goals and permission to replicate the study (Appendix A) was obtained (Appendix B) and was approved by the researcher's graduate committee.

2. Statement of the Problem

The major problem of this study was to determine if the self-perceived leadership skills of 4-H volunteers needed twenty years ago had changed when these volunteers were classified according to the same variables and hypotheses as in the study originally conducted by Couch in 1979.

Below is a list of variables in which 4-H volunteers are classified according to Couch (1980):

1). Demographic characteristics

2). Degree of involvement in associations of volunteers

3). Length of service as a volunteer

4). Number of hours spent per week volunteering

5). Number of volunteer roles assumed

6). Possession of leadership skills training

7). Sources of primary volunteer training

8). Membership in 4-H

9). Number of years as a 4-H member

10). State of residence

This study assessed and determined the self-perceived leadership skills of 4-H volunteers and compared their relationships with volunteers of the past.

3. Purpose of the Study

The purpose of this study was to determine if 4-H volunteers' leadership skills have changed over the past twenty years.

There were two primary purposes of Couch's (1980) study. They were to: 1) determine how current 4-H volunteers rate themselves on 28 volunteer leadership skills and 2) determine the level of community leadership development provided by the 4-H program.

The first purpose had four objectives. They were to: 1) provide a descriptive view of 4-H volunteers; 2) distinguish the origin of leadership skills training;

3) determine if the 4-H volunteers' personal 4-H membership has an effect on the self-rating leadership skills and needs, and 4) derive the implications for training volunteers.

The second purpose of Couch's (1980) study was to study two objectives. They were to: 1) determine if 4-H volunteers are actively or passively involved in other associations of volunteers, and 2) determine if 4-H volunteers were actively or passively involved in other associations of volunteers before and/or after becoming a 4-H volunteer.

4. Selection of the Sample

The sample in the study consisted of the 4-H volunteers attending the 2000 Southern Region 4-H Leader Forum at the Rock Eagle 4-H Center near Eatonton, GA. The mission of the Southern Region 4-H Volunteer Leader Forum was to increase the capacity of volunteer contributions to the achievement of the mission of the 4-H youth development and the Cooperative Extension Service as a whole (Rock Eagle 4-H Center, 1999). The purpose of the forum was to educate and prepare 4-H volunteers to share what they experienced and the knowledge gained back in their respective states or territories. The ultimate learning experience was for individuals and teams of volunteers to teach others what they learned by attending the Southern Region 4-H Leader Forum (Rock Eagle 4-H Center, 1999).

4-H volunteers from the 13 Southern Region States plus Puerto Rico and the U. S. Virgin Islands attended and participated in this Volunteer Leader Forum annually. Delegate selection criteria varies in each state and territory.

5. Design of the Study

The study was an Ex Post Facto descriptive correlational study and was replicated by permission after the study Couch (1980) presented twenty years earlier.

6. Validity of the Study

Validity of the study was enhanced through the support and testing of instrumentation for face validity. High validity indicated that the instrument was measuring what it was suppose to measure, meaning the self-rating assessment questionnaire, administered to the 4-H volunteers attending the 2000 Southern Region 4-H Leader Forum, was appropriate for its intended use. Face validity was assessed through an expert panel review and pilot testing of the instrument prior to conducting the research in October 2000.

7. Panel Study and Pilot Testing of the Study

Pilot testing of the 4-H volunteer leadership self-rating assessment survey was administered to 30 volunteers. The instrument was completed by 21 (70%) of the 30 4-H volunteers attending the Tennessee 4-H Sheep Conference on May 12-13, 2000 in

Crossville, Tennessee. These 4-H volunteers represented the three geographical regions of Tennessee (East, Middle and West). The panel study found that minor changes were needed in the instructions to clarify specific items. The panel study suggested the removal of the word "leader" from volunteer and changed the phrase volunteer organizations to volunteer associations. Questions were modified to be consistent in context and minor grammatical errors were corrected.

8. Collection of the Data

The data were collected at the Southern Region 4-H Leader Forum, October 5-7 2000. The researcher, prior to the Forum, obtained permission to use the 4-H volunteer self-rating assessment survey from the forum's regional coordinator. Prior to the state coordinators' meeting on Friday, October 6, the researcher gave instructions for completing the 4-H Volunteer Leadership Skills Survey Instrument. A copy of the survey instrument (Appendix C) and instructions for completing the survey (Appendix D) was distributed to each participant during Forum registration. At the conclusion of the 2000 Southern Region 4-H Leader Forum , survey forms were collected and returned to the researcher by 209 (37.86 percent) of the 552 4-H volunteers, who attended the 2000 Southern Region 4-H Leader Forum.

9. Data Analysis of the Study

Data were analyzed using the Statistical Package for the Social Sciences (SPSS)

for Windows version 10.0.

According to Couch (1980), hypotheses 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11 utilized the one-way analysis of variance technique (ANOVA). This technique was chosen by Couch (1980) because it compared two or more means on a single factor. The ANOVA procedure analyzed and compared the amount of difference that existed within each group and the amount of variance that existed between each group. The region of rejection was two-tailed, and the rejection level was established at the .05 interval. The Duncan Multiple Range Test was also used to gain more information when differences among groups were statistically significant.

For hypotheses 3 and 12, the *t*-test was utilized. The *t*-test was chosen by Couch (1980) because it can be used to determine the significance of difference between two means. The *t*-test procedure can be utilized to adjust the observed differences between the variability presented with the data and the means of sample size. The region of rejection was two-tailed with an established rejection level at the .05 interval.

10. Findings of the Study

The major findings of the study are summarized and reported with each hypothesis. Following is a summary of the objectives and findings:

Hypothesis 1_a was tested as follows:

H_{1a} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to age.

The hypothesis was rejected, because there were significant differences among the mean self-rating leadership skills survey scores of volunteers when they are categorized according to age. Volunteers 51-60 years of age scored the highest on the self-rating leadership skills survey and volunteers, who were 61 years of age or more, scored the lowest. Couch (1980) rejected the hypothesis and found that volunteers, who were 20 to 30 years of age scored the highest on the mean self-rating leadership skills survey. Volunteers, 51-60 years of age, scored the lowest on the mean self-rating leadership skills survey.

Hypothesis 1_b was tested as follows:

H_{1b} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to gender.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers were classified according to gender. Couch (1980) found similar results and did not reject the hypothesis.

Hypothesis 1_c was tested as follows:

H_{1c} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to marital status.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers were classified to marital status. Couch (1980) rejected the hypothesis and found that there were significant differences among the mean self-rating leadership skills

survey scores of 4-H volunteers when the volunteers were classified according to martial status. Couch (1980) found volunteers who were married scored the highest on the self-rating leadership skills survey and that volunteers who were divorced scored the lowest.

Hypothesis 1_d was tested as follows:

H_{1d} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership scores of 4-H volunteers when the volunteers were classified according to the number of children. Couch (1980) did not reject the hypothesis.

Hypothesis 1_e was tested as follows:

H_{1e} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to the number of children in 4-H.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified according to the number of children in 4-H. Couch (1980) did not reject the hypothesis.

Hypothesis 1_f was tested as follows:

H_{1f} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to educational level.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the

volunteers were classified according to their educational level. However, Couch (1980) rejected the hypothesis stating that the educational level of volunteers made a significant difference in the volunteers mean scores on the self-rating leadership skills survey. Couch (1980) found volunteers who were college graduates or had advanced degrees scored the highest on the self-rating leadership skills survey. Couch (1980) discovered that volunteers who were vocational training graduates scored the lowest.

Hypothesis 1_g was tested as follows:

H_{1g} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to annual income.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers were classified according to their annual income. Couch (1980) also did not reject the hypothesis.

Hypothesis 1_h was tested as follows:

H_{1h} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when the volunteers are classified according to ethnic background.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skill survey scores of 4-H volunteers when they were classified according to their ethnic background. Couch (1980) also did not reject the hypothesis.

Hypothesis 2 was tested as follows:

H_2 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who are actively involved in other organizations of volunteers and the mean self-rating leadership skills survey scores of 4-H volunteers who are passively involved in other organizations of volunteers.

The hypothesis was not rejected, because there was no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who were actively involved in other organizations of volunteers and the mean self-rating leadership skills survey scores of 4-H volunteers who were passively involved in other organizations of volunteers. Couch (1980) also did not reject the hypothesis.

Hypothesis 3 was tested as follows:

H_3 There is no significant difference between the mean perceived association of volunteer involvement score of 4-H volunteers before becoming 4-H volunteers and the mean perceived association of volunteer involvement score of 4-H volunteers after becoming 4-H volunteers.

The hypothesis was not rejected, because there was no significant difference between the mean perceived association of volunteer involvement score of 4-H volunteers before becoming 4-H volunteers and the mean perceived association of volunteer involvement score of 4-H volunteers after becoming a 4-H volunteer. Couch (1980) rejected the hypothesis and found a significant difference between the mean perceived association of volunteer involvement score of 4-H volunteers before becoming 4-H volunteers and the mean perceived association of volunteer involvement score of 4-H volunteers after becoming a 4-H volunteer. Couch (1980) reported the highest mean perceived association of volunteer involvement score from 4-H volunteers after they became volunteers and the lowest score from 4-H volunteers before they became 4-H

volunteers.

Hypothesis 4 was tested as follows:

H_4 There are no significant differences among the self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the following categories of years as a 4-H volunteer:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 to 10 years
e. 11 years or more

The hypothesis was not rejected, because there were no significant differences among the self-rating leadership skills survey scores of 4-H volunteers when they were classified according to number of years as a 4-H volunteer. Couch (1980) rejected the hypothesis and discovered that significant differences existed among the self-rating leadership skills survey scores of 4-H volunteers when they were classified to the number of years as a 4-H volunteer. Couch (1980) found volunteers with five to seven years of 4-H volunteers service scored the highest on the self-rating leadership skills survey and reported volunteers with the lowest self-rating leadership skills survey score came from volunteers who had one year or less volunteer service to 4-H.

Hypothesis 5 was tested as follows:

H_5 There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following categories of hours spent per week as a 4-H volunteer:

a. None
b. 1 hour or less
c. 2 to 3 hours
d. 4 to 5 hours
e. 6 hours or more

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified in relation to the number of hours spent per week as a 4-H volunteer. Couch (1980) rejected the hypothesis and found that number of hours volunteers spent each week were significant among the volunteers mean self-rating leadership skills survey score. Couch (1980) found that the highest self-rating leadership skills score came from volunteers who spent six or more hours per week volunteering in 4-H and the lowest self-rating leadership score came from volunteers who spent one or less hours per week volunteering in 4-H.

Hypothesis 6 was tested as follows:

H_6 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have served in six or more 4-H volunteer roles and the mean self-rating leadership skills survey scores of 4-H volunteers who have served in five or less volunteer roles.

The hypothesis was rejected, because there was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have served in six or more 4-H volunteer roles and the mean self-rating leadership skills survey scores of 4-H volunteers who have served in five or less volunteer roles. Volunteers who were involved in six or more volunteer roles had the highest mean self-rating leadership skills score and volunteers who were involved in five or less volunteer roles scored the lowest. Couch (1980) also rejected the hypothesis and reported similar findings in that volunteers who were involved in six or more 4-H volunteer roles scored the highest on the self-rating skills survey while volunteers who were involved in five or less 4-H volunteer

roles scored the lowest.

Hypothesis 7 was tested as follows:

H_7 There is no significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have had leadership skills training for their roles and the mean self-rating leadership skills survey scores of 4-H volunteers who did not have leadership skills training for their roles.

The hypothesis was rejected, because there was a significant difference between the mean self-rating leadership skills survey scores of 4-H volunteers who have had leadership skills training for their roles and the mean self-rating leadership skills survey scores of 4-H volunteers who did not have leadership skills training for their roles. Volunteers with leadership skills training scored higher on the self-rating leadership skills survey than did 4-H volunteers who had no leadership skills training. Couch (1980) also rejected the hypothesis and discovered that 4-H volunteers who had leadership skills training scored higher on the self-rating leadership skills survey than did 4-H volunteers without leadership skills training.

Hypothesis 8 was tested as follows:

H_8 There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified in relation to the following sources of primary leadership skills training to be a 4-H volunteer:

a. 4-H training program(s)
b. Other leadership training program(s)
c. Self-training (Learn by Doing)

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they were classified in relation to the source of primary leadership skills training they received

to be a 4-H volunteer. Couch (1980) also did not reject the hypothesis and found that the primary volunteer leadership training source the volunteers received made no significant difference in the volunteers' mean self-rating leadership skills survey score.

Hypothesis 9 was tested as follows:

H_9 There is no significant difference between the mean self-rating leadership skills survey score of 4-H volunteers who were 4-H members and the mean self-rating leadership skills survey score of 4-H volunteers who were not 4-H members.

The hypothesis was rejected, because there was a significant difference between the mean self-rating leadership skills survey score of 4-H volunteers who were 4-H members and the mean self-rating leadership skills survey score of 4-H volunteers who were not 4-H members. Volunteers who were former 4-H members scored higher on the self-rating leadership skills survey than volunteers who were not former 4-H members. Couch (1980) also rejected the hypothesis because the volunteers' past membership in 4-H made a significant difference in the volunteer self-rating leadership skills survey scores. Couch (1980) reported that 4-H volunteers who were former 4-H members scored significantly higher than did volunteers who were not former 4-H members.

Hypothesis 10 was tested as follows:

H_{10} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members when they are classified in relation to the following categories of time as a 4-H member:

a. 1 year or less
b. 2 to 4 years
c. 5 to 7 years
d. 8 years or more

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers who were 4-H members when they were classified in relation to the numbers of years as a 4-H member. Couch (1980) rejected the hypothesis regarding the number of years a volunteer has been a 4-H member made a significant difference in the volunteers' mean self-rating leadership skills survey score. Couch (1980) found volunteers who were 4-H members for eight years or more scored the highest on the self-rating leadership skills survey and volunteers who were 4-H members for one year or less scored the lowest.

Hypothesis 11 was tested as follows:

H_{11} There are no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the state or territory in which they reside.

The hypothesis was not rejected, because there were no significant differences among the mean self-rating leadership skills survey scores of 4-H volunteers when they are classified according to the state or territory in which they reside. Couch (1980) rejected the hypothesis regarding the state or territory of residence a volunteer resided made a significant difference in the volunteers' mean self-rating leadership skills survey score. Couch (1980) found volunteers from Puerto Rico, Louisiana and Texas scored the highest on the self-rating leadership skills survey, respectively and reported volunteers from North Carolina, Mississippi, and the U.S. Virgin Islands scored the lowest, respectively.

Hypothesis 12 was tested as follows:

H_{12} There is no significant difference between the mean perceived self-rating general leadership skills survey scores of 4-H volunteers before they became a 4-H volunteer and the mean perceived self-rating general leadership skills survey scores of 4-H volunteers since they became a 4-H volunteer.

The hypothesis was rejected, because there was a significant difference between the mean perceived self-rating general leadership skills survey scores of 4-H volunteers before they became a 4-H volunteer and the mean perceived self-rating general leadership skills survey scores of 4-H volunteers since they became a 4-H volunteer. Volunteers perceived themselves to have a higher general mean leadership skills score since they became a 4-H volunteer than before they became a 4-H volunteer. Couch (1980) found similar results of how 4-H volunteers perceived themselves on the general mean leadership skills scores. Couch (1980) discovered volunteer perceived themselves to have a higher general mean leadership skills score since they became a 4-H volunteer than before they were a 4-H volunteer. Couch (1980) also rejected the hypothesis.

A summary of the background data on 4-H volunteers attending the Southern Region Leader Forum is presented in the following 4-H volunteer profile. The typical 4-H volunteer was a white, not Hispanic origin, female between the ages of 41-50 with a college education. She had one to two children in her family and one to two children in 4-H. She was married with an annual income of $39,999 or less.

Couch (1980) found a typical 4-H volunteer to be a white female between the ages of 31 and 50. She had one to four children in her family and one to four children in 4-H. She was currently married and was a high school graduate with some college. Her family's annual income was between $10,000 and $24,999.

11. Conclusions and Implications of the Study

The conclusions and implications of the study are summarized and an interpretation of the data are reported as follows:

1. According to the background data of the study, more emphasis should be placed on the recruitment of male volunteers who are less than 30 years of age or are 61 years of age or more. These male volunteers should have never been married with no children or have been widowed with five or more children in their families and in 4-H. More emphasis must be placed on recruiting male volunteers with vocational training and an annual income of $40,000 or more. These findings are similar to Couch's (1980) study and should in no way prohibit the recruitment or involvement of female volunteers and/or other male volunteers as potential and future volunteers in 4-H programs.

2. According to Hypothesis 1_a, the volunteers' age made a significant difference in both studies to the self-rating leadership skills survey scores. Volunteers, 51-60 years of age, perceived themselves to have the highest degree of leadership skills. Emphasis should be placed on recruiting and involving these volunteers because of the potential increase in time they could volunteer due to early retirement and their grandchildren being involved in 4-H. Couch's (1980) study found volunteers who were 51-60 years of age perceived themselves to have the lowest degree of leadership skills. Volunteers and Extension professionals should in no way discriminate against any age group of volunteers, but instead recruit, train and involve all age groups of volunteers.

3. According to Hypothesis 6, both studies found significant differences in self-

rating leadership skills survey scores of 4-H volunteers who have served in six or more 4-H volunteer roles and the scores of 4-H volunteers who have served in five or less volunteer roles. Volunteers who have served in six or more volunteer roles scored the highest in this study, and the exact was true for Couch (1980). Volunteers, as you remember, that have less than four years of experience tended to have lower self-rating leadership skills survey scores. Volunteers who do not stay motivated or encouraged tended not pursue different volunteer roles and most likely would leave the organization.

4. According to Hypothesis 7, both studies found significant differences between the self-rating leadership skills survey scores of 4-H volunteers who have had leadership skills training for their roles and those 4-H volunteers who did not have leadership skills training for their roles. Volunteers who had leadership skills training for their volunteer roles scored higher than volunteers without leadership skills training. Volunteers and Extension professionals must continue to offer 4-H volunteer training programs.

5. According to Hypothesis 9, both studies found that there was a significant difference between the self-rating leadership skills survey scores of 4-H volunteers who were 4-H members and those who were not 4-H members. Volunteers who were 4-H members scored higher on the self-rating leadership skills survey than did volunteers who have not been 4-H members. Couch (1980) found this also to be true. The similarities between the two studies show clearly the ever changing challenges facing volunteers and Extension professionals. Because of these similarities, Extension professionals must continue to recruit, train, and involve 4-H volunteers with and without a 4-H background due to the urbanization and removal of the traditional 4-H audience being rural.

6. According to Hypothesis 12, both studies found there was a significant difference between the self-rating general leadership skills survey scores of 4-H volunteers before and since they became a 4-H volunteer. Volunteers scored higher on the self-rating general leadership skills survey since they became a 4-H volunteer than before they became a 4-H volunteer. Couch (1980) also found this to be true. Volunteers must be given an opportunity to volunteer in 4-H in order to increase the volunteers perceived general leadership skills. Involve, recruit and train more 4-H volunteers in your county, district, state, regional and national 4-H programs.

12. Recommendations for Further Study

Based upon the findings, conclusions and implications from this study the following recommendations for further study are offered:

1. Conduct a study with a randomly selected sample of Tennessee 4-H volunteers using the volunteer self-rating leadership skills survey, because only 20 volunteers from Tennessee participated in this study.

2. Conduct a study with a randomly selected sample of 4-H volunteers from each state or territory using the volunteer self-rating leadership skills survey, because of this study's low sample size.

3. Replicate this study every five years to determine if the self-perceptions of leadership skills of 4-H volunteers attending the Southern Region 4-H Volunteer Leader Forum have changed and compare the findings with this study.

4. Conduct a study in each state or territory to determine the general leadership skills of 4-H volunteers before they became a 4-H volunteer and since they have become a 4-H volunteer.

5. Compare the findings, conclusions, and implications of this study to the findings, conclusions, and implications of similar studies.

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GILBERT
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APPENDICES

APPENDIX A

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

850 West Main Street, Suite 1
Rogersville, TN 37857

July 3, 2000

Dr. Martha E. Couch
Assistant Director for 4-H & Youth
Texas A & M University
7607 East Mark Drive, Suite 101
College Station, TX 77843-2473

Dear Dr. Couch,

Hello, my name is Glen E. Wolfenbarger, Jr. and I am an Assistant Extension Agent with the University of Tennessee's Agricultural Extension Service with 4-H Agricultural responsibilities.

I am working on my Master's Degree in Agricultural & Extension Education and I came across your Doctoral Dissertation entitled "Self-Assessment of Leadership Skills by 4-H Volunteer Leaders in the Southern Region of the United States". I proposed a similar study to my major professor Dr. Randol Waters and we discussed the possibility of replicating your study at the 2000 Southern Region 4-H Leader Forum in Eatonton, GA.

I realize your dissertation is copyrighted and for this reason I am asking your permission to replicate your dissertation. I will share the results with you and your staff upon the conferring of my degree in May 2001.

I look forward to hearing from you in the near future as I pursue my educational goals. I appreciate your time and consideration in this meaningful joint effort of assessing 4-H volunteers at the Southern Region 4-H Leader Forum. If I can ever be of assistance to you in the future, please don't hesitate to contact me at (423) 272-7241 and/or E-Mail at: gwolfenbarger@utk.edu.

Sincerely,

Glen E. Wolfenbarger, Jr.
Assistant Extension Agent

THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, age, religion, disability or veteran status and is an Equal Opportunity employer.

APPENDIX B

Texas Agricultural Extension Service
THE TEXAS A&M UNIVERSITY SYSTEM

State 4-H Program Office, 7607 Eastmark Drive, Suite 101
2473 TAMU College Station, Texas 77843-2473
Phone: 979-845-1211 Fax: 979-845-6495
m-couch@tamu.edu

http://texas4-h.tamu.edu

July 10, 2000

Mr. Glen E. Wolfenbarger, Jr.
Assistant Extension Agent
850 West Main Street, Suite 1
Rogersville, TN 37857

Dear Glen:

Thanks for your inquiry concerning the research I conducted at the Southern Region Leaders' Forum in 1979.

This letter is to grant permission for you to replicate my "Self-Assessment of Leadership Skills by 4-H Volunteer Leaders in the Southern Region of the United States" at the 2000 Southern Region Leaders' Forum.

Good luck with this study and please share with me the results.

Sincerely,

Martha E. Couch

Martha E. Couch
Assistant Director for 4-H & Youth Dev.

MEC:sbf

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating.

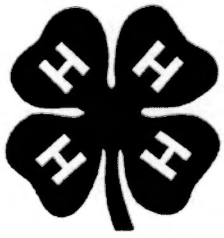
A member of The Texas A&M University System and its statewide Agriculture Program.

APPENDIX C

Self-Perceptions Of Leadership Skills Of 4-H Volunteers Attending The 2000 Southern Region 4-H Volunteer Leader Forum

A Regional Study Conducted by
Glen Edward Wolfenbarger, Jr.
Assistant Extension Agent
Hawkins County, TN
and
The University of Tennessee
Department of Agricultural and Extension Education

October, 2000



Anyone wishing to learn more about this study may contact:
Glen at: 850 West Main Street, Suite 1, Rogersville, TN 37857.
(423) 272-7241 and/or E-Mail: gwolfenbarger@utk.edu

I. VOLUNTEER HISTORY

INSTRUCTIONS: **Please circle the letter for the <u>one</u> best answer.**

1). How many years have you been a 4-H volunteer?

A. 1 year or less

B. 2-4 years

C. 5-7 years

D. 8-10 years

E. 11 years or more

2). On the average, how many hours a week do you serve as a 4-H volunteer?

A. 1 hour or less

B. 2-3 hours

C. 4-5 hours

D. 6 hours or more

3). On the average, how many hours a week do you serve as a volunteer in organizations other than 4-H?

A. None

B. 1 hour or less

C. 2-3 hours

D. 4-5 hours

E. 6 hours or more



INSTRUCTIONS: **Please circle the letter(s) by all appropriate answers.**

4). In which of the following roles have you served as a 4-H volunteer?

A. With organized clubs

B. With project groups/judging teams

C. With 4-H activities

D. Training other volunteers

E. Recruiting other volunteers

F. Precinct/county volunteers

G. Helper

H. Assistant volunteer

I. Coach

J. Trainer

K. Others; please specify _____

INSTRUCTIONS: **Please circle the letter by the one best answer.**

5). Before you became a 4-H volunteer, did you have any skills training for this role?

A. Yes

B. No

6). Since becoming a 4-H volunteer, which one of the ways have you primarily received the skills training to be a 4-H volunteer?

A. 4-H training program(s)

B. Other leadership training program(s)

C. Self-training (Learn by Doing)

7). Where have you most frequently received your 4-H leadership training? (Select onl one answer)

A. In a national setting
B. In a regional setting
C. In a state setting
D. In a district setting
E. In a county setting
F. In a local setting

8). Which of the following offices do you currently hold or have you held in an association of volunteers since you became a 4-H volunteer? (Circle all that apply)

A. President
B. Vice-President
C. Secretary
D. Treasurer
E. Historian
F. Parliamentarian
G. Committee chairperson
H. Committee member
I. None
J. Others; please specify _____

INSTRUCTIONS: **Please rate yourself by circling the appropriate letter which best describes your general leadership skills since you became a 4-H volunteer. Rate yourself as "E" Excellent, "G" Good, "A" Average, "F" Fair, or "P" Poor. Please rate all skills.**

E	G	A	F	P	9). Chairing a committee
E	G	A	F	P	10). Presiding at a meeting
E	G	A	F	P	11). Speaking in public
E	G	A	F	P	12). Solving group problems
E	G	A	F	P	13). Maintaining group effectiveness
E	G	A	F	P	14). Using parliamentary procedures

15. Place a check mark at the left of each type of organization in which you are currently a member or of which you have become a member since becoming a 4-H volunteer. Then, in the space to the right of each type of organization, list the number of this type of organization to which you belong.

#		#
___	Civic and/or service	___
___	Fraternal	___
___	Church-related and/or religion related	___
___	Social and/or recreational	___
___	Veteran, military, and/or patriotic	___
___	Economic, occupational, and/or professional	___
___	Cultural, educational, and/or alumni	___
___	Political	___
___	Labor	___
___	Others; please specify _____	___

II BACKGROUND INFORMATION

INSTRUCTIONS: **Please circle the letter by the one best answer.**

16). Which gender are you?

A. Male

B. Female

17). What is your age?

A. 20 years or less
B. 21-30 years
C. 31-40 years
D. 41-50 years
E. 51-60 years
F. 61 years or more

18). How many children do you have?

A. None
B. 1-2
C. 3-4
D. 5 or more

19). How many of your children have been in 4-H?

A. None
B. 1-2
C. 3-4
D. 5 or more

20). What is your present marital status?

A. Never married
B. Married
C. Divorced
D. Widowed

21). What is your highest educational level?

A. Some grade school
B. Grade school graduate
C. Some high school
D. High school graduate
E. Some vocational training
F. Vocational training graduate
G. Some college
H. College graduate
I. Master's degree
J. Doctoral degree

22). What is your annual income?

A. $0 - $4,999
B. $5,000 - $9,999
C. $10,000 - $14,999
D. $15,000 - $19,999
E. $20,000 - $24,999
F. $25,000 - $29,999
G. $30,000 - $34,999
H. $35,000 - $39,999
I. $40,000 - $44,999
J. $45,000 - $49,999
K. $50,000 or more

23). What is your ethnic background?

A. Black---not of Hispanic origin
B. Hispanic
C. Asian or Pacific Islander
D. American Indian or Alaskan native
E. White---not of Hispanic origin
F. Other (Specify): _____

24). Were you a 4-H member?

A. Yes
B. No

25). If you answered "YES" above, how many years were you a 4-H member?

A. 1 year or less
B. 2-4 years
C. 5-7 years
D. 8 or more years

INSTRUCTIONS: **Please circle the letter(s) by all appropriate answers.**

26). Which of the following offices did you hold in other organizations before you became a 4-H volunteer?

A. President

B. Vice-President

C. Secretary

D. Treasurer

E. Historian

F. Parliamentarian

G. Committee chairperson

H. Committee member

I. None

J. Others; please specify _____

INSTRUCTIONS: **Please rate yourself by circling the appropriate letter which best describes your general leadership skills before you became a 4-H volunteer. Rate yourself as "E" excellent, "G" good, "A" average, "F" fair, or "P" poor. Please rate all skills.**

E	G	A	F	P	27). Chairing a committee
E	G	A	F	P	28). Presiding at a meeting
E	G	A	F	P	29). Speaking in public
E	G	A	F	P	30). Solving group problems
E	G	A	F	P	31). Maintaining group effectiveness
E	G	A	F	P	32). Using parliamentary procedure

33. Place a check mark at the left of each type of organization in which you were a member before you became a 4-H volunteer. Then, in the space to the right of each type of organization, list the number of this type of organization to which you belonged.

#		#
___	Civic and/or service	___
___	Fraternal	___
___	Church-related and/or religion-related	___
___	Social and/or recreational	___
___	Veteran, military, and/or patriotic	___
___	Economic, occupational, and/or professional	___
___	Cultural, educational, and/or alumni	___
___	Political	___
___	Labor	___
___	Others; please specify _____	___

INSTRUCTIONS: **Please complete the following question.**

34). In which state or territory do you reside?

_____



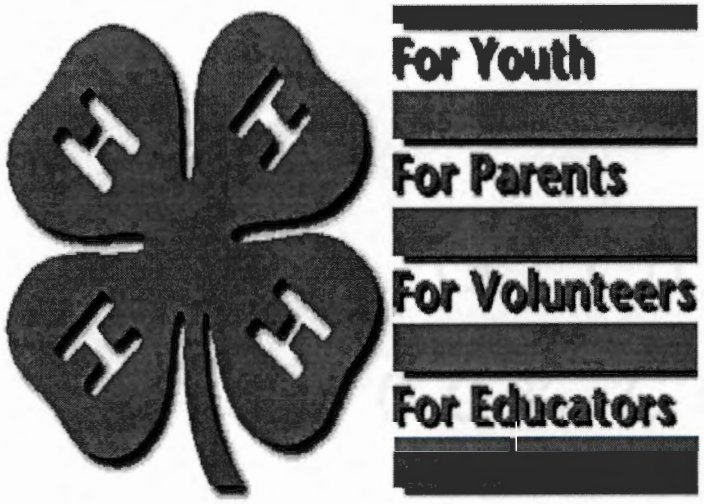
II. SELF-RATING SKILLS SURVEY

INSTRUCTIONS: **Please rate yourself by circling the appropriate letter which best describes you as a 4-H volunteer. Rate yourself on each skill as "E" excellent, "G" good, "A" average, "F" fair, "P" poor. Please rate <u>all</u> skills.**

E	G	A	F	P	35). Training other 4-H volunteers
E	G	A	F	P	36). Recruiting new volunteers
E	G	A	F	P	37). Recruiting new 4-H members
E	G	A	F	P	38). Recruiting junior/teen leaders
E	G	A	F	P	39). Training junior/teen leaders
E	G	A	F	P	40). Organizing a new club/group
E	G	A	F	P	41). Reorganizing a club/group
E	G	A	F	P	42). Training officers/committee members
E	G	A	F	P	43). Planning club/group programs
E	G	A	F	P	44). Implementing club/group programs
E	G	A	F	P	45). Planning club/group activities
E	G	A	F	P	46). Helping with project selection
E	G	A	F	P	47). Teaching project content
E	G	A	F	P	48). Helping with project records
E	G	A	F	P	49). Assisting with method demonstrations/illustrated talks
E	G	A	F	P	50). Securing project materials
E	G	A	F	P	51). Training project volunteers
E	G	A	F	P	52). Seeking parental support
E	G	A	F	P	53). Seeking community support
E	G	A	F	P	54). Arranging for donations/financial support
E	G	A	F	P	55). Providing transportation
E	G	A	F	P	56). Establishing/maintaining link with Extension Service
E	G	A	F	P	57). Arranging for meeting places

E	G	A	F	P	58). Evaluating 4-H members
E	G	A	F	P	59). Being a sponsor at an activity
E	G	A	F	P	60). Developing/securing publicity
E	G	A	F	P	61). Encouraging participation in county events
E	G	A	F	P	62). Evaluating club/group programs or activities

THANK YOU!



What do you feel is the biggest challenge facing 4-H in today's world? _____

_____

_____

_____

How would you face the above challenge? _____

_____

_____

_____

Does 4-H need to change its image? Why or Why Not? _____

_____

_____

_____

What age group do you feel 4-H needs to target? Why? _____

_____

_____

_____

If you could be in charge of 4-H for one day in your state or territory, what would you do to help 4-H? _____

_____

_____

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APPENDIX D

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

850 West Main Street, Suite 1
Rogersville, TN 37857

October 5, 2000

Dear Southern Region 4-H Volunteer:

My name is Glen Wolfenbarger, and I am employed with the University of Tennessee Agricultural Extension Service as the 4-H Agriculture Agent in Hawkins County, Tennessee. I am conducting a study to determine the perception of leadership skills and needs of 4-H volunteers in the southern region of the United States including Puerto Rico and the Virgin Islands. This is a replicated study Dr. Martha Couch, State 4-H Leader in Texas, conducted in 1980. As part of this study, I have enclosed a survey to all delegates attending the 2000 Southern Region 4-H Volunteer Leader Forum. The primary objective of the survey is to determine if the perceived skills 4-H adult volunteers needed twenty years ago have changed and compare their relationships with volunteers of today.

The completion of this survey is voluntary, and if you choose to complete the survey, the researcher will guarantee anonymity. There is not an identification number on your survey, and the responses can not be linked to any delegate participating in the study. Since I am using an intact group (all volunteers attending the 2000 Leader Forum) your response is important in order to assure validity. I greatly appreciate you taking the time that is required to complete the survey. Upon completion simply bring it with you to the final banquet and deposit it at the door.

If requested, I will be glad to send your state's Extension Service a summary of the survey results. Please feel free to ask any questions regarding the survey during the 2000 Southern Region 4-H Volunteer Leader Forum. Again, THANK YOU very much for assisting in the completion of this project. I look forward to meeting each of you.

Sincerely,

Glen E. Wolfenbarger, Jr.
Assistant Extension Agent

Enclosure

THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, age, religion, disability or veteran status and is an Equal Opportunity employer.

VITA

Glen Edward Wolfenbarger, Jr. was born on January 14, 1971 to Glen Edward Wolfenbarger, Sr. and Gladys Marie Boatman Wolfenbarger of Knoxville, Knox County, Tennessee. He graduated from Knoxville Central High School, Knoxville, Tennessee in May 1989 and from the University of Tennessee, Knoxville, Tennessee, with a Bachelor Science degree in August 1993. His major was Wildlife and Fisheries Science with a minor in Forestry.

He worked for the Tennessee Department of Conservation (Norris Dam State Park), Tennessee Valley Authority and the Fish and Wildlife Associates, Inc. He was employed by the University of Tennessee Agricultural Extension Service June 1, 1994 as an Assistant Extension Agent with 4-H Agriculture responsibilities, in Greene County, Tennessee. On May 15, 1998, he transferred to his current position with the University of Tennessee Agricultural Extension Service as an Extension Agent with 4-H Agriculture responsibilities, in Hawkins County, Tennessee.

He married Tanya Renee Barnhill from Strawberry Plains, Tennessee on July 9, 1994 and has one child: a son (Ezekiel Alexander "Zeke").

Presently he is living in the Rogersville, Tennessee area. He was a member, Sunday school teacher and preacher at Walker's Missionary Baptist Church in Bulls Gap, Tennessee. In May 2001, he graduated with his Master's of Science Degree in Agricultural and Extension Education while maintaining a perfect grade point average.

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