To the Graduate Council:

I am submitting herewith a thesis written by Martha Jo Tolley entitled "Factors Influencing Tennessee Teen 4-H Leader's Perception and Performance of Leadership Tasks." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

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FACTORS INFLUENCING TENNESSEE TEEN 4-H LEADER'S PERCEPTION AND PERFORMANCE OF LEADERSHIP TASKS

A Thesis

Presented for the

Master of Science

Degree

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Martha Jo Tolley

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ABSTRACT

The purpose of this study was to explore the role perceptions of teen leaders and to identify some factors which influenced their role performance.

The population of the study consisted of all 453 4-H members who attended the 1975 State 4-H Round-Up at The University of Tennessee in Knoxville.

The data were organized under five major headings: (1) personal characteristics of respondents, (2) perceptions teen leaders had of their role in the 4-H organization, (3) relation between teen leaders' role performance and their feelings of preparedness to perform the leadership role, (4) influence of personal, 4-H participation, and leadership characteristics of teen leaders on their role perceptions, and, (5) influence of personal, 4-H participation, and leadership characteristics of teen leaders on their role performance.

The statistical test used for analysis of data was the analysis of variance F test. The F values which attained the .05 level were accepted as being statistically significant.

Major findings of this study were:

1. Teen leaders did not perceive the role of junior leaders and that of teen leaders to be significantly different.

2. Teen leaders felt prepared to perform significantly more leadership task than they had actually performed.

3. Teen leader's perceptions of who should perform leadership tasks were significantly influenced by their sex, number of clubs other

than 4-H to which they belonged, attendance at junior and/or junior high 4-H meetings and plans to continue service as a 4-H leader.

4. Teen leaders who were older, were in higher grades, or belonged to a larger number of clubs performed significantly more tasks than those who were younger, were in lower grades, and belonged to fewer clubs.

5. Teen leaders who had been enrolled in 4-H a longer period of time, had served as officers, had attended more state and national events, or had belonged to the Honor Club and All Star organization performed significantly more tasks than those with opposite 4-H participation characteristics.

6. Teen leaders who had been enrolled in the 4-H leadership project longer, had attended more leader training meetings this year, had attended junior and junior high club meetings, had worked with both junior and adult leaders, or had planned to continue as 4-H leaders performed significantly more tasks than those respondents with opposite 4-H leadership characteristics.

Role perceptions of teen leaders were not significantly related to their personal characteristics of age, grade in school, place of residence, or number of brothers and sisters; to 4-H participation characteristics of number of years enrolled in 4-H, service as an officer, number of state and national events attended, membership in the Honor Club, or membership in the All Star organization; or to leadership characteristics of number of years served as a junior or teen leader, number of leader training meetings attended this year, work with adult leaders, or work with junior leaders.

Implications and recommendations also were included.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

The Cooperative Extension Service, officially established by the passage of the Smith-Lever Act in 1914, is a partnership organization between each state land grant college or university, the United States Department of Agriculture, and local government. Youth development, through the 4-H Club program, is an important part of the total Cooperative Extension Service Program.

No one person can claim credit for starting the 4-H movement. It began slowly in a great many different areas of the country. Adults, who saw need for rural youth to gain a new respect for their way of life, instigated boy's corn clubs and girl's canning clubs in the early 1900s. In 1914, the Smith-Lever Act was passed, and the United States Department of Agriculture became a cooperator with the Extension Service of each State Land Grant College in conducting 4-H club work.

The Tennessee 4-H program is a voluntary educational effort designed to provide greater educational opportunities for the mental, physical, social, and spiritual growth of young people. The aim of these opportunities is to help boys and girls develop so that they may lead useful, satisfying lives and be better prepared to accept their full share of adult responsibilities.

Teen leadership was introduced into the Tennessee 4-H program in 1971, after many years of participation in a junior leadership program.

Since that time, the teen leadership activity has offered senior 4-H members a unique opportunity to make a contribution to the 4-H program. The teen leadership concept was first suggested by Miss Emmie Nelson of the National 4-H Service Committee. Miss Nelson states:

> In the past the 4-H junior leadership programs have filled a great need . . . but they no longer adequately meet the needs of those 16 years of age and older. However, this does not mean the basic idea is outmoded. We should continue with junior 4-H leadership programs until the members reach 16 years of age . . . . We [then] tap the great leadership potential that is both challenging and rewarding to them and to 4-H. (22:20)

Qualifications for enrolling in the Tennessee Teen Leadership activity are: (1) be enrolled in the 10th grade but not have reached the maximum age or grade for 4-H membership; (2) select an adult advisor who would be informed after each meeting regarding activities and progress of group; (3) attend series of training meetings provided; (4) recruit at least three to five members and not over ten to work with in either a group or club; and (6) attend the regularly scheduled meetings of 4-H teen leaders for further information and fellowship (14:3).[1]

The objectives of the Tennessee 4-H Teen Leadership activity are: (1) to provide an opportunity to gain self-confidence and develop self-control in leadership skills; (2) to think for themselves and develop a respect for others' ideas; (3) to select and master skills that hold their interest; (4) to offer a situation for accepting guidance and challenge on an adult level; (5) to provide a program that will help fulfill a desire to make their own choices and execute their own plans;

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[1] Numbers in parentheses refer to alphabetically listed reference in the bibliography; numbers after the colon refer to page numbers.

(6) to gain understanding of younger 4-H members and how to work with them; (7) to understand and develop in their role as a 4-H teen leader; (8) to aid the 4-H teen leader in developing working relationship with the adult adviser; (9) to recruit new members for their club or group; and, (10) to increase membership and tenure in 4-H at all age levels (14:1).

II. NEED FOR THE STUDY

The Teen Leadership activity, being relatively new in the Tennessee 4-H program, is still in its experimental stages. Observation of the program indicates a great deal of interest on the part of senior 4-H members as well as confusion regarding the requirements, the effectiveness and the impact of the activity. State 4-H specialists and county extension agents indicated an interest in determining progress in implementing this program. These conditions indicated a need for further study of the teen leadership activity.

III. STATEMENT OF PROBLEM

Implications made by Polly Fussell in her 1969 study of Junior Leadership in Tennessee included the following:

> 1. In view of the varied maturity levels of the 13 to 19 age group, attention should be given to an expanded two level leadership program which would include junior leadership for the 13 to 15 age group and teen leadership for the 16 to 19 age category.
> 2. Junior leaders should be knowledgable of the task for which they are expected to perform. Extension agents, adult leaders, and junior leaders should have a mutual understanding of these responsibilities.

In 1971 Tennessee adopted the first suggestion, creating the junior leadership activity for those 4-H members enrolled in junior high school

and the teen leadership activity for 4-H members enrolled in senior high schools.

It was felt that an exploratory study of the role of teen leaders as perceived by the 4-H members themselves was needed in order to define the tasks of junior and teen 4-H leaders and to determine tasks being performed by the junior and teen 4-H leaders in Tennessee.

IV. PURPOSE OF THE STUDY

The overall purposes of the study were to explore the role perceptions of teen leaders and to identify some factors which might influence their performance of leadership tasks. Specific objectives were:

1. To determine the perceptions teen leaders had of their role in the 4-H organization.

2. To determine the relation between 4-H teen leaders' role performance and the degree to which they felt prepared to perform selected tasks.

3. To identify some personal, 4-H participation, and leadership characteristics of teen leaders which influenced their role perceptions.

4. To identify some personal, 4-H participation, and leadership characteristics of teen leaders which influenced their performance of selected tasks.

V. DEFINITION OF TERMS

In order that the author and reader may have a common understanding of terms used in the study, certain terms will be defined as follows:

1. Senior 4-H Member: The senior 4-H member is a boy or girl

enrolled in the 10th, 11th, or 12th grade who is enrolled in senior 4-H.

2. Junior High 4-H Member: A junior high 4-H member is a boy or girl enrolled in the 7th, 8th, or 9th grade who is enrolled in junior high 4-H.

3. 4-H Teen Leader: A senior 4-H member who is enrolled in the teen leadership activity and who performs certain designated leadership tasks.

4. 4-H Junior Leader: A junior high 4-H member who is enrolled in the junior high 4-H leadership activity and who performs certain designated leadership tasks.

5. Junior Leader Task: A junior leader task refers to a job or responsibility which is a part of the role of a junior leader.

6. Teen Leader Task: A teen leader task refers to a job or responsibility which is a part of the role of a teen leader.

7. The Population: The population of the study included all 453 delegates attending the 1975 State 4-H Round-Up in Knoxville, Tennessee.

8. Developing the Instrument: An instrument was developed using leader tasks previously identified (Fussell, 1969). A check list was developed for 4-H members to indicate their perceptions of whether the task was applicable to junior leaders, to teen leaders, to both junior and teen leaders or to neither; whether they had ever performed the task; and whether they felt prepared to perform the task.

VI. DATA COLLECTION

Data were collected by use of a questionnaire (See appendix.) from all 453 4-H members attending the 1975 State 4-H Round-Up in August at The

University of Tennessee in Knoxville. Senior 4-H'ers representing all sections of the state were in attendance.

On Sunday evening, prior to the beginning of the week-long event, the writer met with two agents from each of the five Extension Districts who were responsible for delegate housing. The purpose of the survey and procedure to be followed was discussed. These 10 people were given packets, for each adult leader, containing the questionnaires, written directions, and pencils for each member of their living group.

On Monday afternoon, a meeting was held for all adult leaders. At this time, the writer explained the procedure for administering the questionnaire as well as the questionnaire itself to this group.

Packets of materials were given to leaders at District meetings Monday night. They administered the questionnaire to their living group on Monday night and returned the completed packets to the agents in charge of housing.

A total of 453 questionnaire was completed. Of this number, 421 or 93 percent were usable.

VII. ANALYSIS OF DATA

The information obtained from the completed questionnaires was coded and recorded on data sheets. Data were then punched on computer data cards and computations were made by The University of Tennessee Computing Center.

The statistical test used to determine significance of observed differences among various classes or groups was the analysis of variance F test. The F values which achieved the .05 level were accepted as being statistically significant.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was organized and will be reported under the following sections: (1) Development of the Teen Leadership Program, (2) Teen Leader Concept, (3) The Leadership Role, and, (4) The Needs of Teen Leaders.

I. DEVELOPMENT OF THE TEEN LEADERSHIP PROGRAM

The beginnings of the 4-H movement can be traced to the early 1900s. The program's real growth to maturity began in the post World War I years after a period of falling prices, low enrollments, and insufficient leadership. One of the signs of this growing-up period was the realization by state and national leaders that club members must be given more responsibility in the management of club affairs (24:194).

Junior leadership programs first began to appear in the 1920s, as those in charge began to explore possibilities for developing future leaders among older club members. Experiments with junior leadership in Arkansas, California, and Massachusetts convinced Extension officials that steps should be taken to put junior leader training on a formal basis (24:196).

The first International 4-H Leader Training School was created at Springfield, Massachusetts, by philanthropist Horace A. Moses in September, 1923. Moses called in Milton Danzinger who outlined a plan by which Moses would pay the expenses of one outstanding club member from each of 10 eastern states. Members were brought in 1 week before the

Eastern States Exposition and given a week's training in leadership. Their responsibility was to run club activities at the Exposition (24: 196-97).

Individual states soon began to officially recognize the importance of junior leader training and initiate junior leadership as a project. The work in junior leadership, inaugurated in the 1920s, continued to grow until, today, 4-H Club work draws heavily upon its graduates for local voluntary leadership (24:198).

Junior leadership became a project in Tennessee in 1948 as an outgrowth of recommendations made by a study committee appointed by the Director of The University of Tennessee Agricultural Extension Service to take an in-depth look at the Tennessee 4-H program (15:8).

As junior leadership became more important in Tennessee, attention began to focus on concentrated leader training. Through the 4-H Leadership-in-Depth training program, both adult and junior leaders received training to guide programs and activities of 4-H members. The Tennessee 4-H Club Leadership-in-Depth Program printed in 1960 states:

> Leadership development in Tennessee 4-H club work is at its highest point in history. For the first time more than 10,000 adult and junior leaders are listed on 4-H club roles. During 1959, approximately 1,000 or one out of ten were enrolled in our intensive training program, Tennessee 4-H Club Leadership in Depth. (13:90)

The teen leader concept began to emerge in 1968 when Nelson suggested that 4-H junior leadership programs have filled a great need in the past but no longer adequately meet the needs of those 16 years of age and older. She stated:

> . . . those in the 16-19 age group need an opportunity to gain self-confidence and to develop self-control; to think for themselves and develop respect for others' ideas; to select

> and master skills that hold interest; and should be afforded situations for accepting guidance, but on the adult level. They need programs that help fulfill a desire to make their own choices and execute their own plans. (22:20-21)

Implications made in a 1969 study of junior leadership in Tennessee by Fussell suggest that a two-level leadership program be adapted which would include junior leadership for the 13-to-15-year-old age group and teen leadership for those 16 to 19 years of age. Fussell suggested that leadership conferences and workshops be provided for teen leaders at the district level on a coeducational basis and that some of the teen leaders should assist with planning and conducting these conferences (16:146-47).

Following these suggestions, the teen leadership program became a part of the Tennessee 4-H program in 1971 with a total enrollment of 1,852 teen leaders (27:2).

II. TEEN LEADER CONCEPT

According to the Scope Report, youth development is one of the nine program areas which should receive priority attention by the Extension Service. The Scope Report, as developed by a subcommittee on Extension Organization and Policy, indicates that the Cooperative Extension Service should provide learning opportunities and practical experiences in real life situations for youth living on farms and in rural and suburban areas. These opportunities "should be sufficiently challenging at advancing maturity levels so that youth are prepared for economic, social and leadership responsibilities as adults" (11:11).

Leadership is a personal thing. It is giving of one's self in the helping of others. A good leader analyzes self to determine how he or she

can help others. Determining this gives the leader confidence. Studies show that when one is not fairly well satisfied with one's self as an individual, it is hard to achieve satisfaction working with others (23).

Leadership development does not start at some magical age like 14 or 16 or 12. It starts when a youth masters a task and uses his knowledge to influence others' learning (4:4-5). Leadership is an individual thing. Each person must develop it for himself (1:10).

Leadership does not mean domination. It means effectively activating people to do for themselves things they want done. Leadership entails restraint, control, and moderation at times to achieve these ends (25:6).

Older 4-H'ers may serve as leaders. Adult leaders guide them as they learn their role. Teen leaders are important in 4-H. Some of these teen leaders may enroll in the 4-H Leadership Project; others may not. They are given responsibilities which indicate that they are important, capable young people well on their way to becoming adults (12:11).

III. OTHER STUDIES RELATED TO THE LEADERSHIP ROLE

The teen leadership concept is a new phenomon; therefore, no study was found dealing with this phase of the 4-H development program. Other studies reviewed include all leadership phases (junior, teen, and adult) or use the term junior leaders to include what we now call junior and teen leaders.

An Ohio survey revealed that 9 out of 10 students wanted to help make decisions affecting them. More than 9 out of 10 were willing to work a year to help the nation solve its problems. Dr. Ben Solomon, an

author of many leadership materials says of teenagers:

> They want and thus can gain self-respect, status and recognition. It is our job to give them opportunities to exercise this desire, to put it into practice. If youth are denied this opportunity to serve because of lack of leadership on the part of their adult leaders, they may seek status and recognition in less worthy activities. (3:6-7)

Byerley, in her Tennessee study of factors which influenced 4-H membership status of 9th and 10th grade girls, suggested that since senior 4-H members were more active in organizations and felt they had available free time, membership tenure might be increased by providing more and different opportunities for 4-H participation, particularly at the 9th through 12th grade levels (6:98).

Factors affecting participation in the junior leadership project in four Montana counties were studied by Willson. She concluded that participation of junior leaders was greater when specific leadership assignments were given and when the leaders had attended training meetings (28:71).

In the study of project leaders in Tennessee, Lucas found that the more leadership experience which leaders had, the more likely they were to perform a higher number of tasks (21:95).

Lambert, in his study of project leaders in Tennessee found that project leaders felt qualified to perform more tasks than they were performing and that they should perform more tasks than they felt qualified to perform (19:80).

The role of junior leaders participating in the South Dakota 4-H junior leadership program was studied by Gohring. She found that junior leaders were being trained for a role that they seldom had an opportunity

to fill (18:64).

Fussell, in her study of junior leadership in Tennessee concluded:

> 1. Junior leaders tended to perform tasks which they felt qualified to perform.
> 2. Junior leaders tended to perform those tasks which they felt were most appropriate to their role.
> 3. The degree to which junior leaders felt qualified to perform tasks tended to influence the selection of tasks which they felt to be appropriate to perform. (16:143)

IV. NEEDS OF TEEN LEADERS

According to Bray, teens are basically curious. They want to be accepted by others their age, and they want to be accepted by adults as adults. In order to continue to be relevant to teenagers, 4-H must offer opportunities to relate to people such as:

> 1. Let teens teach younger children how to make or grow things.
> 2. Get young leaders together and talk about motivating and understanding their members.
> 3. Let teens learn about people instead of about things.
> 4. Recognize teens accomplishments for working with people. (5:33-35)

Youth today continually seek "relevance" in their activities. They often complain that their education is "irrelevant" and that church and community activities are "meaningless." Many drop out of 4-H programs after 2 or 3 years because programs no longer stimulate or challenge them (7:14).

According to Gallup polls, a great desire exists among young people to serve others. Many teenagers express an interest in working on community projects or serving on local committees. The desire to serve is further revealed in the fact that many of today's youth plan to go into the teaching and other helping professions (17).

Increased numbers of teenagers, lack of paid job opportunities, concern for human relations, and a need to be part of the action make youth a major leadership resource. Junior and teen leader projects should be utilized to make leadership opportunities challenging, creative, and exciting for this age group (9:4).

Dr. Milton Boyce, in talking with 4-H members, has found that teens agree that more of the nation's youth would belong to 4-H if it meant they could really serve others (2:4-5). People will volunteer more readily when the task is specific and when they can perform it competently (10:2). Teens must be trained, and training should start where they are. Short-term apprenticeships may be appropriate to helping teens effectively serve others (8:2).

Teenagers will assist in the 4-H program to the extent that they see possibilities for their own growth and development. Performance of leadership tasks in 4-H make it possible for youth to develop their knowledge and skills in the areas of child and youth development, organization, planning, and personal and group management. This experience helps them develop attitudes of community service and helpfulness to others (10:2).

The needs of a 4-H member are summed by one member as she says:

> These three things, responsibility, a sense of achievement and leadership, probably are the most important assets 4-H has to offer. Therefore, I think 4-H is more important as an organization to help develop good attributes in a person than just to teach him to complete projects. (20:16)

For the individual in a democracy, there is a challenging confrontation between the freedom to "do your own thing" and the responsibility to try to contribute what is needed, when and where it is needed (26:9).

CHAPTER III

FINDINGS OF THE STUDY

Data were organized and findings will be discussed under the following five sections: (1) findings concerning the teen leaders' personal characteristics, 4-H participation characteristics, leadership characteristics, and their reasons for participating in the leadership project; (2) teen leaders' perceptions of their role in the 4-H organization; (3) the relation between 4-H teen leaders' role performance and the degree to which they felt prepared to perform the leadership role; (4) findings concerning personal characteristics, 4-H participation characteristics, and leadership characteristics which influence teen leaders' role expectations; and (5) findings concerning personal characteristics, 4-H participation characteristics, and leadership characteristics which influence teen leaders' role performance.

I. GENERAL CHARACTERISTICS OF RESPONDENTS

The purpose of section I was to present data regarding teen leaders' personal characteristics, their 4-H participation, and leadership characteristics, and their reasons for enrolling in the leadership activity, and their reasons as to why some teen leaders perform fewer leadership tasks than others.

Personal Characteristics

Personal characteristics of teen leaders studied included age, sex, grades completed in school, place of residence, number of brothers

and sisters, and number of clubs other than 4-H to which teen leaders belonged.

Age. Over one-half, 69.1 percent, of the 421 teen leaders were in the 16- to 17-year-old age group as shown in Table I. Only 13.5 percent were 15, 16.2 percent were 18, and 1 percent listed their age as 19 years.

Sex. As shown in Table I, the majority of the teen leaders, 62.2 percent, were female. Males made up 36.6 percent of the 421 teen leaders studied.

Grade completed in school. Four-H members must be in the 10th, 11th, or 12th grade to enroll in teen leadership. Table I indicated that, of the members included in the survey, 35.4 percent had completed the 10th grade, 37.8 percent had completed the 11th grade, and 26.4 percent were recent high school graduates.

Place of residence. Table I indicated that over one-half, 59.9 percent, of the teen leaders listed their place of residence as the farm. Those living in rural nonfarm areas made up 26.6 percent while a much smaller percentage, 12.1, lived in the urban areas with a population exceeding 2,500.

Number of brothers and sisters. Table I indicated that the majority of teen leaders, 56.1 percent, had one or two brothers and sisters. Only 29.9 percent had three or four siblings, 7.1 percent had five or more, and 3.3 percent had no brothers or sisters.

Number of clubs other than 4-H. As shown in Table I, the great

TABLE I

PERSONAL CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Personal Characteristics	Teen Leaders	
	Number	Percent
Age		
15	57	13.5
16	161	38.2
17	130	30.9
18	68	16.2
19	4	1.0
No response	1	0.2
Total	421	100.0
Sex		
Male	154	36.6
Female	262	62.2
No response	5	1.2
Total	421	100.0
Grades Completed		
9	2	0.5
10	149	35.4
11	159	37.8
12	111	26.4
Total	421	100.0
Place of Residence		
Farm	252	59.9
Rural nonfarm	112	26.6
Urban	51	12.1
No response	6	1.4
Total	421	100.0
Number of Brothers and Sisters		
0	14	3.3
1-2	236	56.1
3-4	126	29.9
5 or more	30	7.1
No response	15	3.6
Total	421	100.0
Number of Clubs Other Than 4-H		
0	21	5.0
1-2	95	22.6
3-4	140	33.2
5 or more	140	33.2
No response	25	5.9
Total	421	100.0

majority of teen leaders, 66.4 percent, belonged to three or more clubs other than 4-H, and 33.2 percent belonged to five or more clubs. Only 5.0 percent of the teen leaders belonged to no other clubs while 22.6 percent claimed membership in one or two other clubs.

Four-H Participation Characteristics

Four-H participation characteristics of teen leaders studies included number of years enrolled in 4-H, service as an officer, number of state and national events attended, membership in the Honor Club, and membership in the All Star organization.

Number of years enrolled in 4-H. Table II showed that only 5.3 percent of the teen leaders had been enrolled in 4-H 5 years or less. Furthermore, 13.8 percent had been 4-H members 6 years, 26.1 percent were 7th year members, 32.8 percent were 8th year members, and 20.4 percent had been members for 9 years. This indicated that a large percent of the teen leaders initially joined 4-H as 4th graders.

Served as officer. As shown in Table II, an overwhelming majority, 93.3 percent, of the teen leaders indicated that they had served as an officer of their club while only 6.7 percent had never served in any office.

Number of state and national events attended. Of the state and national events listed in the survey, 15.2 percent of the teen leaders had attended one event, 18.3 percent had attended two, 23.0 percent had attended three, 17.8 percent had attended four, 17.1 percent had attended five, 7.4 percent had attended six, 0.7 percent had attended seven, and

TABLE II

4-H PARTICIPATION CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Participation Characteristics	Teen Leaders Number	Percent
Number of Years Enrolled in 4-H		
1	2	0.5
2	3	0.7
3	6	1.4
4	4	1.0
5	7	1.7
6	58	13.8
7	110	26.1
8	138	32.8
9	86	20.4
No response	7	1.7
Total	421	100.0
Served as Officer		
Yes	393	93.3
No	28	6.7
Total	421	100.0
Number of State and National 4-H Events Attended		
0	1	0.2
1	64	15.2
2	77	18.3
3	97	23.0
4	75	17.8
5	72	17.1
6	31	7.4
7	3	0.7
8	1	0.2
Total	421	100.0
Honor Club Member		
Yes	373	88.6
No	44	10.5
No response	4	1.0
Total	421	100.0
All Star Member		
Yes	351	83.4
No	55	13.1
No response	15	3.6
Total	421	100.00

only 0.2 percent had attended all eight events listed in the survey.

Honor Club member. As shown in Table II, 88.6 percent of the teen leaders were members of the Honor Club while only 10.5 percent were not Honor Club members.

All Star member. A majority, 83.4 percent, of the teen leaders were All Star members as shown in Table II. Only 13.1 percent said that they did not belong to the All Star organization.

Leadership Characteristics

Leadership characteristics of teen leaders studied included number of years enrolled in the leadership activity, number of leader training meetings attended this year, attendance at junior or junior high club meetings, work with adult leaders, work with teen leaders, and plans to continue service as 4-H leaders.

Number of years in leadership activity. Table III showed that the majority of teen leaders had been enrolled in the leadership activity 3 or more years. A total of 30.9 percent indicated 3 years, 23.5 percent 4 years, and 17.3 percent 5 years. Only 7.8 percent were 1st year teen leaders while 15.4 percent indicated they had been enrolled 2 years. Only 5 percent of the teen leaders were not currently enrolled in the leadership activity.

Number of leader training meetings attended this year. As shown in Table III, 26.8 percent of the teen leaders had attended no training meetings during the current year. One training meeting had been attended by 20.4 percent of the teen leaders while 20.9 percent had attended two

TABLE III

LEADERSHIP CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Leadership Characteristics	Teen Leaders	
	Number	Percent
Number of Years Enrolled in Leadership Activity		
0	21	5.0
1	33	7.8
2	65	15.4
3	130	30.9
4	99	23.5
5 or more	73	17.3
Total	421	100.0
Number of Leader Training Meetings Attended This Year		
0	113	26.8
1	86	20.4
2	88	20.9
3	56	13.3
4	25	5.5
5 or more	55	13.2
Total	421	100.0
Attendance at Junior or Junior High Club Meetings		
Yes	251	59.6
No	151	35.9
No response	19	4.5
Total	421	100.0
Work with Adult Leader		
Frequently	190	45.1
Occasionally	188	44.7
Not at all	20	4.8
No response	23	5.5
Total	421	100.0
Work with Junior Leader		
Frequently	140	33.3
Occasionally	207	49.2
Not at all	49	11.6
No response	25	5.9
Total	421	100.0

Table III, continued

Leadership Characteristics	Teen Leaders Number	Percent
Plans to Continue Service as a 4-H Leader		
Yes	374	88.4
No	22	5.2
No response	27	6.4
Total	421	100.0

meetings, 13.3 percent had attended three, 5.5 percent had attended four, and 13.2 percent had attended five or more leader training meetings.

Attendance at junior or junior high club meetings. Table III showed that over one-half of the teen leaders, 59.6 percent, attended junior or junior high club meetings as part of their leadership responsibilities. Such meetings were not attended by 35.9 percent of the teen leaders.

Work with adult leader. Table III showed that 45.1 percent of the teen leaders worked with an adult leader frequently, 44.7 percent worked with an adult leader occasionally, and 4.8 percent had not worked with an adult leader.

Work with junior leader. As shown in Table III, 33.3 percent of the teen leaders had worked with junior leaders frequently, 49.2 percent worked with junior leaders occasionally, and 11.6 percent had not worked with junior leaders.

Plans to continue service as a 4-H leader. The majority of teen leaders, 88.4 percent, planned to continue to serve in a 4-H leadership role as shown in Table III. Only 5.2 percent did not plan to serve as leaders in the future.

Teen Leaders' Reasons for Enrolling in Leadership

Table IV shows the rank order of reasons, from most important to least important, teen leaders gave for enrolling in the leadership activity. Ranking of the reasons was based upon the highest number of first place responses for each reason. Rankings were also shown for

TABLE IV

TEEN LEADERS' REASONS FOR ENROLLING IN LEADERSHIP

Reason for Enrolling in Leadership	Reason Ranked 1st		Reason Ranked 2nd		Reason Ranked 3rd		Total (N = 421)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
To develop leadership ability, self-confidence, and poise in meeting and working with people	231	54.9	85	20.2	35	8.3	351	83.3
To help other 4-H members	66	15.7	73	17.3	54	12.8	193	45.8
To help build a strong 4-H record	26	6.2	43	10.2	70	16.6	139	33.0
To enjoy meeting and working with other teen leaders	24	5.7	109	25.9	83	19.7	216	51.3
To take part in 4-H camp, trips, and other special activities	21	5.0	52	12.4	105	24.9	178	42.3
A brother, sister, or friend who was serving or had served as a teen leader encouraged you to enroll	11	2.6	16	3.8	11	2.6	38	9.0
My extension agent encouraged me to enroll	6	1.4	10	2.4	22	5.2	38	9.0
My adult leader encouraged me to enroll	3	.7	2	.5	9	2.1	14	3.3
Other reasons	5	1.2	3	.7	4	1.0	12	2.9
No response	28	6.7	28	6.7	28	6.7	---	-----
Total	421	100.0	421	100.0	421	100.0		

2nd and 3rd choice responses. The largest percent, 54.9, indicated their most important reason for enrolling in teen leadership was "To develop leadership ability, self-confidence, and poise in meeting and working with people." An overwhelming majority, 83.3 percent, of the teen leaders indicated that this was one of their top three choices. Other important reasons, in order of first choice, were "To help other 4-H members," "To help build a strong 4-H record," "To enjoy meeting and working with other teen leaders," and "To take part in 4-H camps, trips, and other special activities." These data indicated that teen leaders enrolled in leadership primarily to take advantage of the opportunity the leadership activity afforded for personal and social development.

Reasons For Not Performing Leadership Tasks

Table V showed the rank order of reasons, from most important to least important, which teen leaders felt prevented them from performing leadership tasks. Ranking of the reasons was based upon the highest number of first place responses. The largest percent, 45.8, indicated they felt "4-H members are not aware of what they can do." A large majority, 81.6 percent, of respondents indicated that this was one of their top three choices. Other important reasons, in order of first choice, were "4-H members are afraid they cannot do a good job" and "No one asked the 4-H member to participate." These data indicated that 4-H members felt that more information should be made available to acquaint the potential 4-H teen leaders with opportunities in the 4-H leadership activity.

TABLE V

REASONS FELT TO PREVENT TEEN LEADERS FROM PERFORMING LEADERSHIP TASKS

Reason Teen Leaders Do Not Perform Leadership Tasks	Reason Ranked 1st		Reason Ranked 2nd		Reason Ranked 3rd		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
4-H members are not aware of what they can do	193	45.8	94	22.3	57	13.5	344	81.6
4-H members are afraid they cannot do a good job	77	18.3	114	27.1	65	15.4	265	60.8
No one asked the 4-H member to participate	39	9.3	69	16.4	80	19.0	188	44.7
4-H members do not have transportation	27	6.4	41	9.7	48	11.4	116	27.5
4-H program is too adult dominated	24	5.7	24	5.7	46	10.9	94	22.3
Parents won't let 4-H'ers participate	15	3.6	18	4.3	33	7.8	66	15.7
Job is not challenging enough	9	2.1	25	5.9	29	6.9	63	14.9
Other reasons	16	3.8	11	2.6	25	5.9	52	12.3
No response	21	5.0	25	5.9	38	9.0	---	-----
Total	421	100.0	421	100.0	421	100.0		

Summary

Descriptive data concerning teen leaders revealed that the majority were 16 or 17 years old and had completed the 10th or 11th grade. Over half of the teen leaders were females. Most lived on farms and had one or two brothers or sisters and belonged to at least three clubs other than 4-H.

A majority of teen leaders had been enrolled in 4-H at least 7 years and had served as an officer in their 4-H Club. Most had attended between three and five state or national events and were members of both the Honor Club and All Star Organization.

The majority of respondents had been enrolled in the leadership activity 3 or more years and had attended one or two training meetings this year. Over half had attended junior or junior high meetings as part of their leadership responsibility. Most teen leaders had worked with both adult leaders and junior leaders occasionally and planned to continue to serve as 4-H leaders.

Data indicated that teen leaders enrolled in the leadership activity primarily to take advantage of the opportunity the leadership activity afforded for personal and social development. Teen leaders also indicated that they felt more information should be made available to acquaint potential 4-H teen leaders with opportunities available in the leadership activity.

II. PERCEPTIONS TEEN LEADERS HAD OF THEIR ROLE IN THE 4-H ORGANIZATION

A total of 62 leadership tasks were identified and presented to teen leaders. Teen leaders responded to the 62 tasks by indicating whether they felt only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders should perform each task. The following section deals with data from teen leaders concerning who should perform each task.

Who Should Perform Leadership Tasks

Tasks were organized and will be discussed under five subsections: (1) organizing and conducting a 4-H club, (2) teaching and providing assistance to other 4-H members, (3) planning and conducting local, county, and district 4-H events and activities, (4) self-improvement of the teen leader, and (5) promoting 4-H through public presentations, exhibits, and other media.

Organizational tasks. The first 19 tasks were concerned with organizational responsibilities of 4-H teen leaders. Data presented on page 29 showed that a majority of the leaders felt that all organizational tasks should be performed either by both junior and teen leaders or only by teen leaders.

Those tasks which the highest proportion of teen leaders felt should be performed by teen leaders only included "Train 4-H club officers and club members in parliamentary procedure," 57.5 percent; "Install 4-H club officers," 52.0 percent; "Tell junior members of opportunities available in senior 4-H," 50.1 percent; "Assist in organizing

a local 4-H club," 44.7 percent; and "Complete reports requested by the adult leader or county extension agent," 43.0 percent.

A total of 64.1 percent of teen leaders felt that both junior and teen leaders should "Recruit new members for your club," while 61.3 percent indicated that both should "Serve on local 4-H committees." A majority of teen leaders, 57.0 percent, felt that both junior and teen leaders should "Inform members of the date, time, and place of local meetings." Other organizational tasks which respondents indicated should be performed by both included "Help members plan regular local 4-H meetings," 56.8 percent; "Teach first year members the 4-H pledge, motto, and creed," 56.8 percent; "Help conduct recreation at 4-H meetings," 55.1 percent; "Help members keep a bulletin board of club publicity," 52.7 percent; and "Help new members learn the purpose and values of 4-H club work," 52.5 percent.

Other tasks which the highest proportion of teen leaders said should be performed by both junior and teen leaders were "Teach flag etiquette to members of club," 49.4 percent; "Help 4-H officers plan the annual club program" 47.0 percent; "Help the club plan and conduct community service activities (e.g., health, community beautification)," 46.6 percent; "Assist junior members in completing enrollment cards," 46.1 percent; "Help members prepare for their responsibility at 4-H meetings," 44.7 percent; and "Help officers keep a record of achievements of club," 42.5 percent.

In summary of data in Table VI, the highest proportion of the teen leaders felt that none of the 19 organizational tasks should be performed by only junior leaders, five tasks should be performed only by

TABLE VI

NUMBERS AND PERCENTS OF TEEN LEADER RESPONDENTS WHO FELT THAT ONLY JUNIOR LEADERS, ONLY TEEN LEADERS, BOTH JUNIOR AND TEEN LEADERS, OR NEITHER SHOULD PERFORM EACH OF THE 62 TASKS

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
Organizational Task								
1. Train 4-H officers and club members in parliamentary procedure.	38	9.0	242	57.5	114	27.1	14	3.3
2. Install 4-H club officers.	43	10.2	219	52.0	118	28.0	21	5.0
3. Help 4-H officers plan the annual club program.	53	12.6	141	33.5	198	47.0	13	3.1
4. Help members plan regular local 4-H meetings.	78	18.5	77	18.3	239	56.8	7	1.7
5. Help conduct recreation at 4-H meetings.	82	19.5	68	16.2	232	55.1	6	1.4
6. Help the club plan and conduct community service activities (e.g., health, community beautification).	50	11.9	155	36.8	196	46.6	6	1.4
7. Help members prepare for their responsibility at 4-H meetings.	61	14.5	152	36.1	188	44.7	4	1.0
8. Serve on local 4-H committees.	46	10.9	93	22.1	258	61.3	3	0.7
9. Inform members of the date, time, and place of local meetings.	74	17.6	78	18.5	240	57.0	9	2.1
10. Assist in organizing a local 4-H club.	34	8.1	188	44.7	162	38.5	14	3.3
11. Help new members learn the purpose and values of 4-H club work.	55	13.1	130	30.9	221	52.5	1	0.2

Table VI, continued

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
12. Teach first year members the 4-H pledge, motto, and creed.	92	21.9	69	16.4	239	56.8	2	0.5
13. Teach flag etiquette to members of club.	73	17.3	114	27.1	208	49.4	11	2.6
14. Help officers keep a record of achievements of club.	51	12.1	168	39.9	179	42.5	10	2.4
15. Help members keep a bulletin board of club publicity.	74	17.6	96	22.8	222	52.7	13	3.1
16. Assist junior members in completing enrollment cards.	85	20.2	126	29.9	194	46.1	2	0.5
17. Complete reports requested by the adult leader or county extension agent.	44	10.5	181	43.0	164	39.0	16	3.8
18. Recruit new members for your club.	47	11.2	80	19.0	270	64.1	6	1.4
19. Tell junior members of opportunities available in senior 4-H.	44	10.5	211	50.1	147	34.9	4	1.9
TOTAL (Organizational Task)	1124	14.7	2588	33.8	3789	49.5	162	2.1
Project Leadership Task								
20. Help members to determine progress in their projects and activities.	44	10.5	163	38.7	184	43.7	16	3.8
21. Make home visits to each member with whom you work.	46	10.9	188	44.7	141	33.5	29	6.9

Table VI, continued

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
22. Conduct 4-H project group meetings.	41	9.7	179	42.5	174	41.3	4	1.0
23. Help arrange 4-H project tours for members.	43	10.2	201	47.7	137	32.5	17	4.0
24. Conduct training meeting to help club members learn to keep 4-H records	26	6.2	209	49.6	161	38.2	11	2.6
25. Check record books regularly and see that they are turned in on time.	37	8.8	192	45.6	154	36.6	33	7.8
26. Help secure project materials (e.g., animals, fabric, equipment) for members with whom you work.	46	10.9	147	34.9	202	48.0	23	5.5
27. Help 4-H members get additional project information.	41	9.7	128	30.4	232	55.1	15	3.6
28. Collect 4-H exhibits for fairs and shows.	36	8.6	128	30.4	215	51.1	25	5.9
29. Help conduct special interest training meetings for 4-H members.	38	9.0	201	47.7	160	38.0	14	3.3
30. Teach judging standards to 4-H members.	35	8.3	206	48.9	148	35.2	12	2.9
31. Encourage and assist members in preparing project and activity exhibits for achievement days, fairs, shows, etc.	38	9.0	124	29.5	242	57.5	6	1.4

Table VI, continued

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
32. Teach members how to give a demonstration.	29	6.9	165	39.2	213	50.6	7	1.7
33. Help members plan and write speeches.	37	8.8	159	37.8	212	50.4	7	1.7
34. Distribute 4-H literature to club members.	63	15.0	103	24.5	235	55.8	11	2.6
35. Discuss the progress of members with the adult leader or extension agent.	39	9.3	180	42.8	166	39.4	24	5.7
TOTAL (Project Leadership Task)	639	9.8	2673	40.9	2976	45.5	254	3.9
Task Related to Planning and Conducting 4-H Events and Activities								
36. Help teach a special interest group at camp.	43	10.2	189	44.9	174	41.3	5	1.2
37. Help with camp recreation	57	13.5	107	25.4	245	58.2	4	1.0
38. Help with camp crafts.	44	10.5	126	29.9	243	57.7	3	0.7
39. Help with vespers and campfire programs.	48	11.4	98	23.3	269	63.9	2	0.5
40. Help with camp flag ceremonies.	46	10.9	95	22.6	269	63.9	4	1.0
41. Help in dining hall at camp.	50	11.9	96	22.8	265	62.9	4	1.0
42. Serve as a living group leader at camp.	43	10.2	206	48.9	149	35.4	10	2.4
43. Serve on a teen leader camp planning committee.	38	9.0	236	56.1	132	31.4	5	1.2

Table VI, continued

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
44. Help plan and conduct local 4-H events.	43	10.2	131	31.1	238	56.5	4	1.0
45. Help obtain transportation for members to special activities.	37	8.8	204	48.5	142	33.7	30	7.1
46. Help conduct local 4-H events.	38	9.0	121	28.7	246	58.4	3	0.7
47. Inform club members of how the County Extension Office and other agencies may help members.	41	9.7	144	34.2	215	51.1	16	3.8
TOTAL (Task Related to Planning and Conducting 4-H Events and Activities)	528	10.6	1753	35.4	2587	52.2	90	1.8
Self-Improvement Task								
48. Help plan and conduct training programs for new junior and teen leaders.	34	8.1	172	40.9	180	42.8	29	6.9
49. Read the National 4-H News and other teen leadership references.	40	9.5	133	31.6	237	56.3	6	1.4
50. Attend leader training meetings.	31	7.4	113	26.8	263	62.5	2	0.5
51. Participate in a county 4-H teen leader special interest (project) group.	30	7.1	163	38.7	214	50.8	5	1.2
52. Start a new project group.	39	9.3	173	41.1	196	46.6	6	1.4
53. Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how).	46	10.9	180	42.8	167	39.7	24	5.7

Table VI, continued

Leadership Task	Teen Leaders Who Should Perform: Junior Leaders Number	Junior Leaders Percent	Teen Leaders Number	Teen Leaders Percent	Both Number	Both Percent	Neither Number	Neither Percent
54. Keep a record of what you do in 4-H teen leadership.	35	8.3	165	39.2	208	49.4	5	1.2
55. Serve on a county 4-H council.	37	8.8	189	44.9	176	41.8	3	0.7
56. Hold conference with Extension Agents to review progress you've made in carrying out teen leadership tasks.	34	8.1	177	42.0	192	45.6	9	2.1
TOTAL (Self-Improvement Task)	326	8.8	1465	39.4	1833	49.4	89	2.4
4-H Promotional Task								
57. Speak to local civic clubs and other groups.	32	7.6	173	41.1	208	49.4	2	0.5
58. Participate in radio and T.V. programs.	33	7.8	134	31.8	243	57.7	2	0.5
59. Prepare window displays and exhibits during National 4-H Week.	41	9.7	96	22.8	275	65.3	4	1.0
60. Work with club reporter to help write news articles.	36	8.6	112	26.6	261	62.0	8	1.9
61. Arrange for and help members plan and participate in radio and T.V. programs.	33	7.8	173	41.1	180	42.8	25	5.9
62. Write project literature.	33	7.8	171	40.6	176	34.7	61	14.5
TOTAL (4-H Promotional Task)	208	8.3	859	34.2	1343	53.5	102	4.1

teen leaders, 14 should be performed by both junior and teen leaders, and none of the tasks should be avoided by both junior and teen leaders.

Considering all responses to all of the 19 organizational tasks, 49.9 percent of the teen leaders felt that the tasks should be performed by both junior and teen leaders. Likewise, 33.8 percent felt the tasks should be performed by teen leaders only, 14.7 percent only by junior leaders, and 2.1 percent felt that the tasks should not be performed by either junior or teen leaders.

Project leadership tasks. Tasks numbered 20 through 35 on the questionnaire were considered project leadership tasks. These were primarily concerned with teaching and providing assistance to other 4-H members with their 4-H project or activity.

Table VI showed that 49.6 percent of teen leaders felt that only teen leaders should "Conduct training meetings to help club members learn to keep 4-H records," and 48.9 percent felt that only teen leaders should "Teach judging standards to 4-H members." A total of 47.7 percent of teen leaders felt that only teen leaders should "Make home visits to each member with whom you work," "Help arrange 4-H project tours for members," and "Help conduct special interest training meetings for 4-H members." Other tasks respondents said should be performed by teen leaders include "Check record books regularly and see that they are turned in on time," 45.6 percent; "Discuss the progress of members with the adult leader or extension agent," 42.8 percent; and "Conduct 4-H project group meetings," 42.5 percent.

The highest proportion of teen leaders, 57.5 percent, felt that both junior and teen leaders should "Encourage and assist members in

preparing project and activity exhibits for achievement days, fairs, shows, etc." A total of 55.8 percent of respondents said that both junior and teen leaders should "Distribute 4-H literature to club members," 55.1 percent said that both should "Help 4-H members get additional project information," 51.1 percent said both should "Collect 4-H exhibits for fairs and shows," and 50.6 percent said both junior and teen leaders should "Teach members how to give a demonstration." Other project leadership tasks teen leaders thought should be performed by both junior and teen leaders included "Help members plan and write speeches," 50.4 percent; "Help secure project materials (e.g., animals, fabric, equipment) for members with whom you work," 48.8 percent; and "Help members to determine progress in their projects and activities," 43.7 percent.

In summary, Table VI showed that the highest proportion of teen leaders felt that none of the project leadership tasks should be performed only by junior leaders, eight tasks should be performed only by teen leaders, eight tasks should be performed by both junior and teen leaders, and none of the tasks should be avoided by both junior and teen leaders.

Considering all responses to all of the 16 project leadership tasks, 45.5 percent of the teen leaders felt that the tasks should be performed by both junior and teen leaders. Likewise, 40.9 percent felt the tasks should be performed only by teen leaders, 9.8 percent only by junior leaders, and 3.9 percent felt that the tasks should not be performed by either junior or teen leaders.

Tasks related to planning and conducting 4-H events and activities. Tasks numbered 36 through 47 on the questionnaire were related to planning and conducting 4-H events and activities on the local, county, and state levels.

Table VI showed that 56.1 percent of teen leaders felt that only teen leaders should "Serve on a teen leader camp planning committee," 48.9 percent felt only teen leaders should "Serve as a living group leader at camp," 48.5 percent felt only teen leaders should "Help obtain transportation for members to special activities," and 44.9 percent felt only teen leaders should "Help teach a special interest group at camp."

A total of 63.9 percent of respondents said that both junior and teen leaders should "Help with vespers and campfire programs," 63.9 percent said both should "Help with camp flag ceremonies," and 62.9 percent said both should "Help in dining hall at camp." Table VI also indicated that 58.4 percent of the teen leaders felt both should "Help conduct local 4-H events," 58.2 percent felt both should "Help with camp recreation," and 57.7 percent felt both should "Help with camp crafts." Other tasks which teen leaders felt both junior and teen leaders should perform include "Help plan and conduct local 4-H events," 56.5 percent; and "Inform club members of how the County Extension Office and other agencies may help members," 51.1 percent.

In summary, the 12 tasks concerned with planning and conducting local, county, and district 4-H events and activities, the highest proportion of teen leaders felt that none should be performed only by junior leaders, four should be performed only by teen leaders, and eight should be performed by both junior and teen leaders. None of the tasks were felt to be inappropriate for both junior and teen leaders to perform.

Considering all responses to all of the 12 tasks related to planning and conducting 4-H events and activities, 52.2 percent of teen leaders felt that the tasks should be performed by both junior and teen

leaders. Likewise, 35.4 percent felt tasks should be performed only by teen leaders, 10.6 percent only by junior leaders, and 1.8 percent felt the tasks should not be performed by either junior or teen leaders.

Self-improvement tasks. Tasks numbered 48 through 56 on the questionnaire were concerned with self-improvement of leaders.

A total of 44.9 percent of the teen leaders felt that only teen leaders should "Serve on a county 4-H council, and 42.8 percent felt that only teen leaders should "Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how)."

A majority of respondents, 62.5 percent felt that both junior and teen leaders should "Attend leader training meetings." Table VI also indicated that 56.3 percent of respondents felt that both junior and teen leaders should "Read the National 4-H News and other teen leadership references," 50.8 percent said both should "Participate in a county 4-H teen leader special interest (project) group," and 49.4 percent said both should "Keep a record of what you do in teen leadership." Other tasks which respondents said should be performed by both junior and teen leaders include "Start a new project group," 46.6 percent; "Hold conference with Extension Agents to review progress you've made in carrying out teen leadership task," 45.6 percent; and "Help plan and conduct training programs for new junior and teen leaders," 42.8 percent.

In summary of the nine tasks concerning self-improvement, the largest proportion of teen leaders said none should be performed only by junior leaders, two tasks should be performed only by teen leaders, and seven tasks should be performed by both junior and teen leaders.

None of the tasks were felt by the largest proportion of respondents to be inappropriate for both junior and teen leaders to perform.

Considering all responses to all of the nine self-improvement tasks, 49.4 percent of teen leaders felt that the tasks should be performed by both junior and teen leaders, 39.4 percent felt the tasks should be performed only by teen leaders, 8.8 percent only by junior leaders, and 2.4 percent felt the tasks should not be performed by either junior or teen leaders.

Four-H promotional tasks. Tasks numbered 57 through 62 on the questionnaire are concerned with promoting the 4-H program through public presentations, exhibits, and other media.

Table VI, page 29, showed that 40.6 percent of respondents felt only teen leaders should "Write project literature."

The highest proportion of teen leaders, 65.3 percent, felt that both junior and teen leaders should "Prepare window displays and exhibits during National 4-H Week." A total of 62.0 percent said both junior and teen leaders should "Work with club reporter to help write news articles," and 57.7 percent said both should "Participate in radio and T.V. programs." Other tasks which teen leaders felt should be performed by both junior and teen leaders include "Speak to local civic clubs and other groups," 49.4 percent; and "Arrange for and help members plan and participate in radio and T.V. programs," 42.8 percent.

In summary of the six promotional tasks, the highest proportion of teen leaders felt that none should be performed only by junior leaders, one should be performed only by teen leaders, and five should be performed by both junior and teen leaders. None of the task were

felt, by the highest proportion of respondents, to be inappropriate for both junior and teen leaders to perform.

Considering all responses to all of the six promotional tasks, 53.5 percent of teen leaders felt that the tasks should be performed by both junior and teen leaders, 34.2 percent felt the tasks should be performed only by teen leaders, 8.3 percent only by junior leaders, and 4.1 percent felt the tasks should not be performed by either junior or teen leaders.

Number of Task Leaders Should Perform

Table VII summarizes the number and percent of teen leader respondents who felt that only junior leaders, only teen leaders, both junior and teen leaders, and neither junior nor teen leaders should perform none of the tasks, 1-15 tasks, 16-30 tasks, 46-61 tasks, or all 62 tasks.

As indicated in Table VII, 42.5 percent of the teen leaders felt that none of the tasks should be performed only by junior leaders, 7.4 percent felt that none of the tasks should be performed only by teen leaders, 7.8 percent felt that both junior and teen leaders should perform none of the tasks, and 66.3 percent felt that none of the tasks were inappropriate for either junior or teen leaders to perform.

Table VII indicated that 41.1 percent of the teen leaders felt that there were 15 or fewer tasks appropriate for only junior leaders to perform, 29.9 percent felt there were 15 or fewer tasks appropriate for only teen leaders, 18.5 percent felt there were 15 or fewer tasks appropriate for both junior and teen leaders, and 32.1 percent felt 15 or fewer tasks were appropriate for neither junior nor teen leaders to perform.

TABLE VII

NUMBER AND PERCENT OF TEEN LEADER RESPONDENTS WHO FELT THAT ONLY JUNIOR LEADERS, ONLY TEEN LEADERS, BOTH JUNIOR AND TEEN LEADERS, OR NEITHER SHOULD PERFORM NO TASK, 1-15 TASKS, 16-30 TASKS, 31-45 TASKS, 46-61 TASKS, OR ALL 62 TASKS

	Teen Leaders Who Should Perform							
	Only Junior Leaders		Only Teen Leaders		Both		Neither	
Number of Tasks	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	179	42.5	31	7.4	33	7.8	279	66.3
1-15	173	41.1	126	29.9	78	18.5	135	32.1
16-30	51	12.1	144	34.2	98	23.3	6	1.4
31-45	14	3.3	86	20.4	114	27.0	1	0.2
46-61	2	0.5	31	7.4	88	21.0	0	0.0
62	2	0.5	3	0.7	10	2.4	0	0.0
Total	421	100.0	421	100.0	421	100.0	421	100.0

From 16 to 30 tasks were considered appropriate for only junior leaders by 12.1 percent of respondents, for only teen leaders by 34.2 percent, and for both junior and teen leaders by 23.3 percent. Only 1.4 percent felt that neither junior nor teen leaders should perform from 16 to 30 tasks.

Table VII also indicated that there are from 31 to 45 tasks which 3.3 percent of teen leaders felt should be performed by only junior leaders, 20.4 percent felt should be performed only by teen leaders, and 27.4 percent should be performed by both junior and teen leaders. Only 0.2 percent of respondents felt there were from 31 to 45 tasks which should not be performed by either junior or teen leaders.

Only 0.5 percent of teen leaders felt that from 46 to 61 tasks should be performed by only junior leaders, 7.4 percent felt 46 to 61 tasks should be performed only by teen leaders, and 21.0 percent felt that 46 to 61 tasks should be performed by both junior and teen leaders. No respondents felt that there were as many as 46 tasks which neither junior nor teen leaders should perform.

All 62 tasks were felt to be appropriate for only junior leaders by 0.5 percent of respondents, for only teen leaders by 0.7 percent of respondents, and for both junior and teen leaders by 2.4 percent of teen leader respondents. No respondents felt that all 62 tasks were inappropriate for junior and teen leaders to perform.

Summary

Of the 62 leadership task studied, teen leaders felt that none should be performed exclusively by junior leaders, 20 should be performed only by teen leaders, and 42 should be performed by both junior and teen

leaders. None of the tasks were considered to be inappropriate for both junior and teen leaders to perform. Those tasks considered appropriate for only teen leaders were concerned primarily with organizational and project leadership responsibilities.

Data in this section indicated that teen leaders saw all 62 tasks as being relevant to the leadership role. Although they did not perceive a great deal of difference in the role of junior leaders and that of teen leaders, most felt that a few tasks should be performed only by teen leaders.

III. TEEN LEADERS' ROLE PERFORMANCE AND DEGREE TO WHICH THEY FELT PREPARED TO PERFORM LEADERSHIP TASKS

Teen leaders were asked to answer yes or no to the question "Have you performed this task?" and "Do you feel prepared to perform this task?" for each of the 62 tasks listed on the questionnaire. The following section deals with data concerning whether or not teen leaders had performed the tasks and whether or not they felt prepared to perform the tasks. The purpose of this section was to determine which tasks teen leaders had performed and which task they felt prepared to perform.

Have You Performed?--Do You Feel Prepared to Perform?

Data will be discussed for each of the five task groupings consisting of (1) organizational tasks, (2) project leadership tasks, (3) tasks concerning planning and conducting 4-H events and activities, (4) self-improvement tasks, and, (5) 4-H promotional tasks.

Organizational tasks. Table VIII showed that 18 of the 19 organizational tasks had been performed by a majority of the teen leaders. The task "Inform members of the date, time, and place of local meeting" was performed by the largest percentage, 80.8, of the teen leaders. The task which the smallest percent, 41.6, of teen leaders had performed was "Help members keep a bulletin board of club publicity."

A large majority of teen leaders felt prepared to perform each of the organizational tasks. The largest percentage, 87.2, felt prepared to "Tell junior members of opportunities available in senior 4-H." The smallest percentage, 72.7, felt prepared to "Train 4-H officers and club members in parliamentary procedure," and to "Assist in organizing a local 4-H club."

A larger number of teen leaders felt prepared to perform each of the organizational tasks than had actually performed the task.

Considering all responses to all of the 19 organizational tasks, 69.8 percent of the teen leaders had performed the tasks, and 87.0 percent felt prepared to perform the tasks.

Project leadership tasks. Each of the 16 project leadership tasks had been performed by a high percentage of the respondents. The highest proportion of teen leaders, 77.2 percent, had performed the task "Teach members how to give a demonstration." The task performed by the fewest teen leaders, 47.0 percent, was "Make home visits to each member with whom you work."

Table VIII indicated that a large proportion of respondents felt prepared to perform each of the 16 project leadership tasks. The highest percentage, 85.0 percent, felt prepared to "Teach members how to give a

TABLE VIII

NUMBER AND PERCENT OF TEEN LEADER RESPONDENTS WHO HAD PERFORMED OR HAD NOT PERFORMED AND WHO FELT PREPARED OR DID NOT FEEL PREPARED TO PERFORM EACH OF THE 62 TASKS

	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
Leadership Task	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Organizational Task								
1. Train 4-H officers and club members in parliamentary procedure.	231	54.9	173	41.1	306	72.7	91	21.6
2. Install 4-H club officers.	207	49.2	175	41.6	320	76.0	64	15.2
3. Help 4-H officers plan the annual club program.	280	66.5	118	28.0	345	81.9	47	11.2
4. Help members plan regular local 4-H meetings.	316	75.1	78	18.5	365	86.7	27	6.4
5. Help conduct recreation at 4-H meetings.	331	78.6	45	10.7	340	80.8	33	7.8
6. Help the club plan and conduct community service activities (e.g., health, community beautification).	279	70.0	105	24.9	346	82.8	53	12.6
7. Help members prepare for their responsibility at 4-H meetings.	310	73.6	89	21.1	356	84.6	41	9.7
8. Serve on local 4-H committees.	333	79.1	62	14.7	364	86.5	26	6.2
9. Inform members of the date, time, and place of local meetings.	340	80.8	57	13.5	359	85.3	34	8.1
10. Assist in organizing a local 4-H club.	208	49.4	174	41.3	306	72.7	78	18.5

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
11. Help new members learn the purpose and values of 4-H club work.	308	73.2	94	22.3	363	86.2	39	9.3
12. Teach first year members the 4-H pledge, motto, and creed.	261	62.0	134	31.4	360	85.5	33	7.8
13. Teach flag etiquette to members of club.	202	48.0	182	43.2	307	72.9	83	19.7
14. Help officers keep a record of achievements of club.	219	52.0	177	42.0	314	74.6	79	19.8
15. Help members keep a bulletin board of club publicity.	175	41.6	219	52.0	320	76.0	78	18.5
16. Assist junior members in completing enrollment cards.	304	72.2	97	23.0	362	86.0	35	8.3
17. Complete reports requested by the adult leader or county extension agent.	257	61.0	138	32.8	335	79.6	62	14.7
18. Recruit new members for your club.	322	76.5	69	16.4	357	84.8	33	7.8
19. Tell junior members of opportunities available in senior 4-H.	325	77.2	72	17.1	367	87.2	30	7.1
TOTAL (Organizational Task)	5208	69.8	2258	30.2	6492	87.0	966	13.0
Project Leadership Tasks								

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
20. Help members to determine progress in their projects and activities.	272	64.6	125	29.7	329	78.1	59	14.0
21. Make home visits to each member with whom you work.	198	47.0	196	46.6	320	76.0	78	18.5
22. Conduct 4-H project group meetings.	282	67.0	110	26.1	338	80.3	48	11.4
23. Help arrange 4-H project tours for members.	202	48.0	185	43.9	311	73.9	79	18.8
24. Conduct training meeting to help club members learn to keep 4-H records.	275	65.3	125	29.7	326	77.4	71	16.9
25. Check record books regularly and see that they are turned in on time.	234	55.6	182	43.2	317	75.3	91	26.6
26. Help secure project materials (e.g., animals, fabric, equipment) for members with whom you work.	261	62.0	147	34.9	338	80.3	68	16.2
27. Help 4-H members get additional project information.	304	72.2	110	26.1	352	83.6	53	12.6
28. Collect 4-H exhibits for fairs and shows.	289	68.6	109	25.9	348	82.7	47	11.2
29. Help conduct special interest training meetings for 4-H members.	251	59.6	155	36.8	318	75.5	78	18.5
30. Teach judging standards to 4-H members.	283	67.2	116	27.6	332	78.9	62	14.7

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
31. Encourage and assist members in preparing project and activity exhibits for achievement days, fairs, shows, etc.	311	73.9	96	22.8	344	81.7	50	11.9
32. Teach members how to give a demonstration.	325	77.2	83	19.7	358	85.0	48	11.4
33. Help members plan and write speeches.	292	69.4	114	27.1	327	77.7	76	18.1
34. Distribute 4-H literature to club members.	304	72.2	101	24.0	351	83.4	47	11.2
35. Discuss the progress of members with the adult leader or extension agent.	265	62.9	135	32.1	326	77.4	67	15.9
TOTAL (Project Leadership Task)	4348	67.5	2089	32.5	5335	83.9	1022	16.1
Task Related to Planning and Conducting 4-H Events and Activities								
36. Help teach a special interest group at camp.	262	62.2	143	34.0	332	78.9	63	15.0
37. Help with camp recreation.	322	76.5	82	19.5	354	84.1	43	10.2
38. Help with camp crafts.	288	68.4	121	28.7	346	82.2	52	12.4
39. Help with vespers and campfire programs.	319	75.8	82	19.5	368	87.4	39	9.3
40. Help with camp flag ceremonies.	318	75.5	92	21.9	356	84.6	42	10.0
41. Help in dining hall at camp.	343	81.5	63	15.0	380	90.3	25	5.9
42. Serve as a living group leader at camp.	254	60.3	151	35.9	340	80.8	60	14.3

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
43. Serve on a teen leader camp planning committee.	236	56.1	168	39.9	328	77.9	69	16.4
44. Help plan and conduct local 4-H events.	323	76.7	83	19.7	357	84.8	43	10.2
45. Help obtain transportation for members to special activities.	261	62.0	147	34.9	305	72.4	92	21.9
46. Help conduct local 4-H events.	315	74.8	80	19.0	346	82.2	43	10.2
47. Inform club members of how the County Extension Office and other agencies may help members.	276	65.6	134	31.8	336	79.8	64	15.2
TOTAL (Task Related to Planning and Conducting 4-H Events and Activities)	3517	72.3	1346	27.7	4148	86.7	635	13.3
Self-Improvement Task								
48. Help plan and conduct training programs for new junior and teen leaders.	235	55.8	171	40.6	317	75.3	84	20.0
49. Read the National 4-H News and other teen leadership references.	261	62.0	150	35.6	347	82.4	58	13.8
50. Attend leader training meetings.	313	74.3	89	21.1	355	84.3	40	9.5
51. Participate in a county 4-H teen leader special interest (project) group.	276	65.6	128	30.4	341	81.0	54	12.8
52. Start a new project group.	267	63.4	131	31.1	330	78.4	69	16.4

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
53. Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how).	199	47.3	206	48.9	308	73.2	91	21.6
54. Keep a record of what you do in 4-H teen leadership.	306	72.7	105	24.9	346	82.2	55	13.1
55. Serve on a county 4-H council.	217	51.5	179	42.5	333	79.1	57	13.5
56. Hold conference with Extension Agents to review progress you've made in carrying out teen leadership tasks.	245	58.2	157	37.3	341	81.0	57	13.5
TOTAL (Self-Improvement Task)	2319	63.8	1316	36.2	3018	84.2	565	15.8
4-H Promotional Task								
57. Speak to local civic clubs and other groups.	264	62.7	142	33.7	335	79.6	64	15.2
58. Participate in radio and T.V. programs.	280	66.5	125	29.7	332	78.9	67	15.9
59. Prepare window displays and exhibits during National 4-H Week.	261	62.0	151	35.9	344	81.7	59	14.0
60. Work with club reporter to help write news articles.	276	65.6	135	32.1	347	82.4	57	13.5

Table VIII, continued

Leadership Task	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
61. Arrange for and help members plan and participate in radio and T.V. programs.	221	52.5	179	42.5	310	73.6	85	20.2
62. Write project literature.	186	44.2	210	49.9	254	60.3	140	33.3
TOTAL (4-H Promotional Task)	1488	61.2	942	38.8	1922	80.3	472	19.7

demonstration," and the smallest, 73.9 percent, felt prepared to "Help arrange 4-H project tours for members."

A larger number of teen leaders felt prepared to perform each of the 16 project leadership tasks than had actually performed the tasks.

Considering all responses to all of the 16 project leadership tasks, 67.5 percent of the teen leaders had performed the tasks, and 83.9 percent felt prepared to perform the tasks.

Tasks related to planning and conducting 4-H events and activities. A very high percentage of teen leaders had performed each of the 12 tasks related to planning and conducting 4-H events and activities on the local, county, and state level. The percentage of respondents who had performed the tasks range from a high of 81.5 percent who "Help in dining hall at camp," to a low of 56.1 percent who "Serve on a teen leader camp planning committee."

As indicated in Table VIII, most teen leaders felt prepared to perform each of the tasks. The highest proportion, 90.3 percent, felt prepared to "Help in dining hall at camp" while the smallest percent, 72.4, felt prepared to "Help obtain transportation for members to special activities."

More teen leaders felt prepared to perform each task than had actually performed the task.

Considering all responses to all of the 12 tasks related to planning and conducting 4-H events and activities, 72.3 percent of the teen leaders had performed the tasks, and 86.7 percent felt prepared to perform the tasks.

Self-improvement tasks. Table VIII showed that eight of the nine tasks related to self-improvement of the leader had been performed by a majority of the teen leaders. The task performed by the largest percentage, 74.3, of teen leaders was "Attend leader training meetings." The only task which had not been performed by a majority of respondents, 47.3 percent, was "Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how)."

A majority of teen leaders felt prepared to perform all nine self-improvement tasks. The largest percent, 84.3, indicated they could "Attend leader training meetings," and the smallest percent, 73.2, felt prepared to "Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how)."

More teen leaders felt prepared to perform each of the self-improvement task than had actually performed the task.

Considering all responses to all of the nine self-improvement tasks, 63.8 percent of the teen leaders had performed the tasks, and 84.2 percent felt prepared to perform the tasks.

Four-H promotional tasks. Table VIII indicated that a majority of respondents had performed five of the six tasks concerned with promoting the 4-H program through public presentations, exhibits, and other media. The largest percent, 66.5, had performed the task "Participate in radio and T.V. programs." The only task which had not been performed by a majority of respondents, 44.2 percent, was "Write project literature."

A majority of teen leaders felt prepared to perform each of the six 4-H promotional tasks. The task which the largest percentage, 82.4, felt prepared to perform was "Work with club reporter to help write news articles." The smallest percentage, 60.3, of teen leaders felt prepared to "Write project literature."

More teen leaders felt prepared to perform each of the 4-H promotional task than had actually performed the task.

Considering all responses to all of the six 4-H promotional tasks, 61.2 percent of the teen leaders had performed the tasks, and 80.3 percent felt prepared to perform the tasks.

Number of Task Teen Leaders Had Performed and Felt Prepared to Perform

Table IX showed the number and percent of teen leaders who had or had not performed and who felt prepared or did not feel prepared to perform none of the leadership task, 1-15 tasks, 16-30 tasks, 31-45 tasks, 46-61 tasks, or all 62 tasks.

Only 0.5 percent of teen leaders had performed none of the leadership tasks. A total of 5.9 percent indicated there were none of the tasks which they had not performed. Only 0.2 percent of the teen leaders felt prepared to perform none of the task while 23.7 percent indicated there were none of the task which they did not feel prepared to perform.

Only 6.7 percent of the teen leaders said they had performed 15 or fewer tasks while 40.9 percent indicated there were 15 or fewer tasks which they had not performed. A total of 3.3 percent said there were 15 or fewer tasks which they felt prepared to perform while 52.5 percent did not feel prepared to perform 15 or fewer tasks.

TABLE IX

NUMBER AND PERCENT OF TEEN LEADER RESPONDENTS WHO HAD PERFORMED OR HAD NOT PERFORMED AND WHO FELT PREPARED OR DID NOT FEEL PREPARED TO PERFORM NO TASK, 1-15 TASKS, 16-30 TASKS, 46-61 TASKS OR ALL 62 TASKS

	Teen Leaders							
	Have You Performed?				Do You Feel Prepared to Perform?			
	Yes		No		Yes		No	
Number of Tasks	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	2	0.5	25	5.9	1	0.2	100	23.7
1-15	28	6.7	172	40.9	14	3.3	221	52.5
16-30	76	18.0	142	33.7	31	7.4	80	19.0
31-45	142	33.7	59	14.0	79	18.8	15	3.6
46-61	161	38.2	21	5.0	239	56.8	5	1.2
ALL 62	12	2.9	2	0.5	57	13.5	0	0.0
Total	421	100.0	421	100.0	421	100.0	421	100.0

Eighteen percent of the teen leaders had performed from 16 to 30 tasks, and there were from 16 to 30 tasks which 33.7 percent had not performed. A total of 7.4 percent of teen leaders felt prepared to perform between 16 and 30 tasks while 19 percent did not feel prepared to perform this number.

Between 31 and 45 tasks had been performed by 33.7 percent of the teen leaders while 14 percent had not performed this many tasks. A total of 18.8 percent felt prepared to perform between 31 and 45 tasks while 3.6 percent did not feel prepared to perform this number of tasks.

From 46 to 61 leadership tasks had been performed by 38.2 percent of teen leaders while only 5.0 percent had not performed this number of tasks. A majority of teen leaders, 56.8 percent, felt prepared to perform between 46 and 61 tasks. Only 1.2 percent did not feel prepared to perform from 46 to 61 tasks.

A total of 2.9 percent of teen leaders had performed all 62 tasks. Only 0.5 percent had performed none of the 62 tasks. A total of 13.5 percent felt prepared to perform all 62 tasks. No teen leaders indicated that they felt unprepared to perform every task.

Summary

Of the 62 leadership tasks studied, 59 had been performed by a majority of teen leaders. Those which had not been performed by a majority of respondents included "Help members keep a bulletin board of club publicity," "Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how)," and "Write project literature."

The majority of teen leaders felt prepared to perform each of the 62 tasks. More leaders indicated that they felt prepared to perform every task than had actually performed the task.

The majority of teen leaders, 56.8 percent, indicated that they felt prepared to perform between 46 and 61 leadership task, however, only 38.2 percent had performed this many tasks.

The data indicates that teen leaders are not being utilized in the Tennessee 4-H program to their fullest potential.

IV. CHARACTERISTICS WHICH INFLUENCE TEEN LEADERS' ROLE PERCEPTIONS

The purpose of the analysis in this section was to identify personal, 4-H participation, and leadership characteristics which influenced the role perception of teen leaders.

Relation Between Personal Characteristics and Role Perceptions

The purpose of the analysis in this section was to determine the relation between personal characteristics of teen leaders and their perceptions of who should perform each of the leadership tasks.

Age. As indicated in Table X, the age of teen leaders ranged from 15 to 19 years. Those respondents who were 15 years old felt that a mean of 5 tasks should be performed only by junior leaders, 22 only by teen leaders, 31 by both junior and teen leaders, and 2 tasks should not be performed by either junior or teen leaders. Sixteen-year-olds said a mean of 7 tasks should be performed only by junior leaders, 22 only by teen leaders, 29 by both, and 2 tasks should not be performed by either

TABLE X

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS FELT ONLY JUNIORS, ONLY TEEN LEADERS, BOTH JUNIOR AND TEEN LEADERS, AND NEITHER SHOULD PERFORM AND PERSONAL CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Personal Characteristic	Teen Leaders Who Should Perform?											
	Only Junior Leaders			Only Teen Leaders			Both			Neither		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Age		1.2	a		1.1	a		0.6	a		0.9	a
15 (N = 57)	5			22			31			2		
16 (N = 161)	7			22			29			2		
17 (N = 130)	6			23			30			1		
18 (N = 68)	8			21			30			2		
19 (N = 4)	0			37			18			1		
Total (N = 420)	7			22			30			2		
Sex		39.9	b		3.0	a		25.1	b		3.6	a
Male (N = 154)	11			24			24			1		
Female (N = 262)	4			21			33			2		
Total (N = 416)	7			22			30			2		
Grades Completed		1.3	a		0.3	a		1.5	a		0.6	a
10 (N = 149)	7			23			28			2		
11 (N = 159)	6			21			32			1		
12 (N = 111)	8			22			29			2		
Total (N = 419)	7			22			30			2		
Place of Residence		0.4	a		2.7	a		0.7	a		0.0	a
Farm (N = 252)	7			21			30			2		
Rural Nonfarm (N = 112)	7			22			30			2		

Table X, continued

Personal Characteristic	Teen Leaders Who Should Perform? Only Junior Leaders Mean	F Value	Sign Level	Only Teen Leaders Mean	F Value	Sign Level	Both Mean	F Value	Sign Level	Neither Mean	F Value	Sign Level
Urban (N = 51)	6			27			27			2		
Total (N = 415)	7			22			30			2		
Number of Brothers and Sisters		0.6	a		1.3	a		1.2	a		1.2	a
1-2 (N = 236)	7			23			28			2		
3-4 (N = 126)	6			21			32			2		
5 or more (N = 30)	9			21			30			2		
Total (N = 392)	7			22			30			2		
Number of Clubs Other than 4-H		2.8	b		0.6	a		0.9	a		1.1	a
1-2 (N = 95)	10			21			27			1		
3-4 (N = 140)	5			23			30			2		
5 or more (N = 161)	6			21			31			2		
Total (N = 396)	7			22			30			2		

a F value Not significant at .05 level
b F value Significant at .05 level

junior or teen leaders. Respondents who were 17 years of age felt a mean of 6 tasks should be performed only by junior leaders, 23 only by teen leaders, 30 by both, and 1 task should not be performed by either junior or teen leaders. Eighteen-year-olds said a mean of 8 tasks should be performed only by junior leaders, 21 only by teen leaders, 30 by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents who were 19 years old felt none of the tasks should be performed only by junior leaders, 37 should be performed only by teen leaders, 18 should be performed by both, and 1 task should not be performed by either junior or teen leaders. When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was no significant relationship between the age of the respondents and the number of tasks they felt only junior leaders, only teen leaders, both junior and teen leaders, or neither should perform.

Sex. Over half (262) of the 421 teen leader respondents were female. Males felt that only junior leaders should perform a mean number of 11 tasks while females felt only junior leaders should perform a mean number of four tasks. Males also indicated that only teen leaders should perform a mean number of 24 tasks, both junior and teen leaders should perform 24, and 1 task should not be performed by either junior or teen leaders. Females indicated that a mean number of 4 tasks should be performed by only junior leaders, 21 tasks should be performed by only teen leaders, 33 should be performed by both junior and teen leaders, and 2 of the tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, the number of tasks teen leaders felt only junior leaders and the number both

junior and teen leaders should perform were found to be significant at the .05 level. The number of tasks teen leaders felt that only teen leaders and neither junior nor teen leaders should perform was found not to be significant at the .05 level.

It was, therefore, concluded that a significant relationship existed between the sex of the teen leader and the number of tasks they felt only junior leaders should perform. Males felt that a significantly larger number of tasks should be performed by only junior leaders than did female respondents. It was further concluded that a significant relationship existed between sex of the teen leaders and the number of tasks they felt both junior and teen leaders should perform. Female respondents felt that significantly a larger number of tasks should be performed by both junior and teen leaders than did male respondents. No significant relationship was found between sex of the respondent and the number of tasks they felt neither junior nor teen leaders should perform.

Grades completed. Teen leader respondents who had completed the 10th grade felt that a mean of 7 tasks should be performed by only junior leaders, 23 tasks should be performed by only teen leaders, 28 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents who had completed the 11th grade felt that a mean of 6 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 32 tasks should be performed by both, and 1 task should not be performed by either junior or teen leaders. Respondents who had completed the 12th grade felt that a mean of 8 tasks should be performed by only junior leaders, 22 tasks should be performed by only teen leaders, 29 tasks should be

performed by both, and 2 tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was no significant relationship between the grade completed in school and the number of tasks teen leaders felt only junior leaders, only teen leaders, both junior and teen leaders, or neither should perform.

Place of residence. The majority of teen leaders listed their place of residence as the farm and indicated that they felt a mean of 7 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 30 tasks should be performed by both junior and teen leaders, and 2 tasks should be performed by neither junior nor teen leaders. Those respondents living in rural nonfarm areas felt a mean number of 7 tasks should be performed only by junior leaders, 22 tasks should be performed only by teen leaders, 30 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents living in urban areas indicated that a mean number of 6 tasks should be performed only by junior leaders, 27 tasks should be performed only by teen leaders, 27 tasks should be performed by both, and 2 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was no significant relationship between teen leaders' place of residence and the number of tasks they felt only junior leaders, only teen leaders, both junior and teen leaders, or neither should perform.

Number of brothers and sisters. The majority of teen leaders having one or two brothers and/or sisters felt that a mean of 7 tasks should be performed only by junior leaders, 23 tasks should be performed only by teen leaders, 28 tasks should be performed by both, and 2 tasks should not be performed by either junior or teen leaders. Table X also indicated that those respondents having three or four siblings felt a mean of 6 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 32 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents having five or more siblings felt a mean number of 9 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 30 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, data were found not to be significant at the .05 level. It was concluded that there was not a significant relationship between number of siblings and teen leaders' perception of number of tasks only junior leaders, only teen leaders, both junior and teen leaders, and neither junior nor teen leaders should perform.

Number of clubs other than 4-H. Table X indicated that teen leaders with membership in one or two clubs other than 4-H felt that a mean of 10 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 27 tasks should be performed by both, and only 1 task should not be performed by either junior or teen leaders. Respondents who belonged to three or four clubs other than 4-H felt that a mean of 5 tasks should be performed only by junior

leaders, 23 tasks should be performed only by teen leaders, 30 should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Those respondents who belonged to five or more clubs other than 4-H felt that a mean of 6 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 31 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, data for number of tasks only teen leaders, both junior and teen leaders, and neither junior nor teen leaders should perform were found not to be significant at the .05 level. It was, therefore, concluded that no significant relationship existed between teen leaders' membership in clubs other than 4-H and their perception of the number of tasks only teen leaders, both junior and teen leaders, and neither junior nor teen leaders should perform. Data for number of tasks only junior leaders should perform were found to be significant at the .05 level. It was, therefore, concluded that a significant relationship existed between teen leaders' membership in clubs other than 4-H and the number of tasks teen leaders felt only junior leaders should perform. Those respondents who belonged to only one or two clubs other than 4-H felt that a larger number of tasks should be performed only by junior leaders than did respondents who belonged to a larger number of clubs.

Relation Between 4-H Participation Characteristics and Role Perceptions

The purpose of the analysis in this section was to determine the relation between 4-H participation characteristics of teen leaders and their perceptions of who should perform each of the leadership tasks.

Number of years enrolled in 4-H. As indicated in Table XI, the majority of teen leaders had been enrolled in 4-H for 6, 7, or 8 years. Respondents who had been members only 1 year felt that a mean of 1 task should be performed only by junior leaders, 25 tasks only by teen leaders, 36 tasks by both, and 1 task should be performed by neither junior nor teen leaders. Those respondents who had belonged to 4-H 2 years said a mean of 2 tasks should be performed only by junior leaders, 29 tasks only by teen leaders, 28 by both, and 2 tasks should be performed by neither junior nor teen leaders. Third year members indicated that a mean number of 4 tasks should be performed only by junior leaders, 24 only by teen leaders, 32 by both, and 2 tasks should be performed by neither junior nor teen leaders. Fourth year members felt that a mean of 2 tasks should be performed only by junior members, 11 only by teen leaders, 49 tasks should be performed by both, and 1 task should be performed by neither junior nor teen leaders. Those respondents who had been enrolled in 4-H 5 years said a mean number of 1 task should be performed only by junior leaders, 23 only by teen leaders, 33 by both, and no task were inappropriate for either junior or teen leaders to perform. Sixth year members indicated that a mean of 6 tasks should be performed only by junior leaders, 23 only by teen leaders, 30 by both junior and teen leaders, and 2 tasks should be performed by neither junior nor teen leaders. Respondents who had been 4-H members 7 years felt a mean of 7 tasks should be performed only by junior leaders, 23 only by teen leaders, 28 by both, and 2 tasks should be performed by neither junior nor teen leaders. Those respondents who had been 4-H members 8 years felt a mean of 8 tasks should be performed only by junior leaders, 21

TABLE XI

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS FELT ONLY JUNIOR LEADERS, ONLY TEEN LEADERS, BOTH JUNIOR AND TEEN LEADERS, AND NEITHER SHOULD PERFORM AND 4-H PARTICIPATION CHARACTERISTICS OF TEEN LEADER RESPONDENTS

4-H Participation Characteristic	Teen Leaders Who Should Perform?											
	Only Junior Leaders			Only Teen Leaders			Both			Neither		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Number of years enrolled in 4-H		0.9	a		0.7	a		0.9	a		0.7	a
1 (N = 2)	1			25			36			1		
2 (N = 3)	2			29			28			2		
3 (N = 6)	4			24			32			2		
4 (N = 4)	2			11			49			1		
5 (N = 7)	1			23			33			0		
6 (N = 58)	6			23			30			2		
7 (N = 110)	7			23			28			2		
8 (N = 138)	8			22			30			1		
Total (N = 328)	7			22			30			2		
Served as officer		0.1	a		1.8	a		0.6	a		1.9	a
Yes (N = 393)	7			22			30			2		
No (N = 28)	7			18			32			3		
Total (N = 421)	7			22			30			2		
Number of State and National Events Attended		0.3	a		1.2	a		1.2	a		0.2	a
1 (N = 64)	7			24			27			2		
2 (N = 77)	7			21			30			2		
3 (N = 97)	7			23			29			2		
4 (N = 75)	7			23			28			1		

Table XI, continued

4-H Participation Characteristic	Teen Leaders Who Should Perform?											
	Only Junior Leaders			Only Teen Leaders			Both			Neither		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
5 (N = 72)	6			21			33			2		
6 (N = 31)	7			16			36			2		
7 (N = 3)	1			28			32			2		
8 (N = 1)	0			16			46			0		
Total (N = 420)	7			22			30			2		
Honor Club Member		0.9	a		0.4	a		2.7	a		0.1	a
Yes (N = 373)	7			22			30			2		
No (N = 44)	8			23			25			1		
Total (N = 417)	7			22			30			2		
All Star Member		0.0	a		0.7	a		1.6	a		1.4	a
Yes (N = 351)	7			22			30			2		
No (N = 55)	7			24			27			2		
Total (N = 406)	7			22			30			2		

a F value Not significant at 0.5 level
b F value Significant at 0.5 level

tasks should be performed only by teen leaders, 30 by both, and 1 task should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was, therefore, concluded that there was no significant relationship between number of years enrolled in 4-H and teen leaders' perception of the number of tasks which should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Served as officer. Table XI shows that the large majority of teen leaders who had served as officers felt that a mean of 7 tasks should be performed only by junior leaders, 22 tasks should be performed only by teen leaders, 30 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Those respondents who had not served as 4-H officers felt that a mean of 7 tasks should be performed only by junior leaders, 18 tasks should be performed only by teen leaders, 32 tasks should be performed by both, and 3 tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was no significant relationship between teen leaders having served as an officer and their perception of the number of tasks which should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Number of state and national events attended. Table XI indicated that teen leaders who had attended only one state or national event felt

that a mean of 7 tasks should be performed only by junior leaders, 24 only by teen leaders, 27 by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents who had attended two events felt a mean of 7 tasks should be performed only by junior leaders, 21 only by teen leaders, 30 by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents who had attended three events said 7 tasks should be performed only by junior leaders, 23 only by teen leaders, 29 by both, and 2 tasks should be performed by neither junior nor teen leaders. Those who had attended four events felt junior leaders should perform a mean of 7 tasks, teen leaders should perform 23, both junior and teen leaders should perform 28, and neither should perform 1 of the tasks. Teen leaders who had attended five events felt a mean of 6 tasks should be performed only by junior leaders, 21 only by teen leaders, 33 by both, and 2 tasks should be performed by neither junior nor teen leaders. The respondents who had attended six events felt that a mean of 7 tasks should be performed only by junior leaders, 16 only by teen leaders, 36 by both, and 2 tasks should not be performed by either junior or teen leaders. Respondents who had attended seven events felt a mean of 1 task should be performed only by junior leaders, 28 should be performed only by teen leaders, 32 should be performed by both, and 2 of the tasks should be performed by neither junior nor teen leaders. Respondents who had attended eight events said a mean of 16 tasks should be performed by teen leaders, 46 should be performed by junior and teen leaders, none of the tasks should be performed by only junior leaders, and all tasks should be performed by 4-H leadership participants.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was not a significant relationship between the number of state and national events teen leaders had attended and their perception of the number of tasks which should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Honor Club member. Table XI showed that the majority of respondents who were Honor Club members felt a mean of 7 tasks should be performed by only junior leaders, 22 by only teen leaders, 30 by both, and 2 tasks should not be performed by either junior or teen leaders. Respondents who were not Honor Club members felt a mean of eight tasks should be performed only by junior leaders, 23 only by teen leaders, 25 by both junior and teen leaders, and 1 task should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was, therefore, concluded that no significant relationship existed between teen leaders' membership in the Honor Club and their perception of the number of tasks which should be performed only by junior leaders, only by teen leaders, by both, or by neither junior nor teen leaders.

All Star member. Table XI also indicated that the majority of teen leaders who were All Star members felt a mean of 7 tasks should be performed only by junior leaders, 22 tasks should be performed only by teen leaders, 30 tasks should be performed by both, and 2 tasks should

not be performed by either junior or teen leaders. Respondents who were not All Star members felt that a mean of 7 tasks should be performed only by junior leaders, 24 tasks should only be performed by teen leaders, 27 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that a significant relationship did not exist between membership in the All Star organization and teen leaders' perception of the number of tasks which should be performed by only junior leaders, only teen leaders, both, or neither junior nor teen leaders.

Relation Between Leadership Characteristics and Role Perceptions

The purpose of the analysis in this section was to determine the relation between leadership characteristics of teen leaders and their perceptions of who should perform each of the leadership tasks.

Number of years served as junior or teen leader. Table XII showed that respondents who had not actively served as teen leaders felt a mean of 8 tasks should be performed by only junior leaders, 22 by only teen leaders, 27 by both, and 4 tasks should be performed by neither junior nor teen leaders. Respondents who had served 1 year as a teen leader indicated that a mean of 8 tasks should be performed only by junior leaders, 29 only by teen leaders, 22 by both, and 1 task should not be performed by either junior or teen leaders. Those respondents who had served as teen leaders 2 years said a mean of 6 tasks should be performed only by junior leaders, 22 only by teen leaders, 31 by both junior and

TABLE XII

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS FELT ONLY JUNIOR LEADERS, ONLY TEEN LEADERS, BOTH JUNIOR AND TEEN LEADERS, AND NEITHER SHOULD PERFORM AND 4-H LEADERSHIP CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Leadership Characteristic	Teen Leaders Who Should Perform?											
	Only Junior Leaders			Only Teen Leaders			Both			Neither		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Number of Years Served as Junior Teen Leader		0.9	a		1.2	a		1.8	a		1.4	a
0 (N = 21)	8			22			27			4		
1 (N = 33)	8			29			22			1		
2 (N = 65)	6			22			31			2		
3 (N = 130)	8			22			29			1		
4 (N = 99)	7			22			30			2		
5 or more (N = 73)	6			21			33			2		
Total (N = 421)	7			22			30			2		
Number of Leader Training Meetings Attended This Year		0.5	a		1.1	a		1.5	a		0.8	a
0 (N = 113)	7			25			27			2		
1 (N = 86)	6			22			30			2		
2 (N = 88)	7			22			29			2		
3 (N = 56)	7			22			31			2		
4 (N = 23)	5			19			35			1		
5 or more (N = 55)	8			19			34			1		
Total (N = 421)	7			22			30			2		

Table XII, continued

Leadership Characteristic	Teen Leaders Who Should Perform?											
	Only Junior Leaders			Only Teen Leaders			Both			Neither		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Attendance at Junior or Junior High Club Meetings		1.1	a		0.1	a		0.4	a		11.5	b
Yes (N = 251)	7			22			31			1		
No (N = 151)	6			22			29			3		
Total (N = 402)	7			22			30			2		
Work with Adult Leader		0.1	a		0.6	a		0.6	a		0.1	a
Frequently (N = 190)	7			22			31			2		
Occasionally (N = 188)	7			22			30			2		
Not at all (N = 20)	8			26			26			2		
Total (N = 398)	7			22			30			2		
Work with Junior Leader		0.7	a		0.7	a		0.3	a		0.4	a
Frequently (N = 140)	8			22			30			2		
Occasionally (N = 207)	7			22			31			2		
Not at all (N = 49)	6			25			28			2		
Total (N = 396)	7			22			30			2		
Plans to Continue Service as 4-H Leader		1.2	a		1.1	a		0.3	a		5.3	b
Yes (N = 372)	7			22			30			2		
No (N = 22)	5			25			28			4		
Total (N = 394)	7			22			30			2		

a F value Not significant at .05 level
b F value Significant at .05 level

teen leaders, and 2 tasks should not be performed by either junior or teen leaders. Teen leaders who had served 3 years felt a mean of 8 tasks should be performed only by junior leaders, 22 only by teen leaders, 29 by both, and 1 task should not be performed by either junior or teen leaders. Respondents who had served as leaders 4 years felt that a mean of 7 tasks should be performed by only junior leaders, 22 by only teen leaders, 30 tasks should be performed by both, and 2 tasks should be performed by neither junior nor teen leaders. Respondents with 5 or more years service felt that a mean of 6 tasks should be performed only by junior leaders, 21 tasks should be performed only by teen leaders, 33 tasks should be performed by both, and 2 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was, therefore, concluded that there was no significant relationship between number of years served as junior or teen leaders and teen leaders' perception of number of tasks which should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Number of leader training meetings attended this year. Table XII indicated that respondents who had not attended a leader training meeting during the current year felt a mean of 7 tasks should be performed only by junior leaders, 25 only by teen leaders, 27 by both, and 2 tasks should not be performed by either junior or teen leaders. Respondents who had attended only one training meeting felt a mean of 6 tasks should be performed only by junior leaders, 22 only by teen leaders, 30 by

both, and 2 tasks should be performed neither by junior nor teen leaders. Teen leaders who had attended two training meetings said a mean of 7 tasks should be performed only by junior leaders, 22 only by teen leaders, 29 by both, and 2 tasks should not be performed by either junior or teen leaders. Those respondents who had attended three training meetings felt a mean of 7 tasks should be performed only by junior leaders, 22 tasks should be performed only by teen leaders, 31 tasks should be performed by both, and 2 tasks should not be performed by either junior or teen leaders. Teen leaders who had attended four training meetings felt a mean of 5 tasks should be performed only by junior leaders, 19 only by teen leaders, 35 by both, and only 1 task should be performed by neither junior nor teen leaders. Respondents who had attended five or more training meetings felt that a mean of 8 tasks should be performed only by junior leaders, 19 tasks should be performed only by teen leaders, 34 tasks should be performed by both junior and teen leaders, and 1 task should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was, therefore, concluded that the number of leader training meetings attended did not significantly influence teen leaders' perception of the number of tasks that should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Attendance at junior or junior high club meetings. As indicated in Table XII, respondents who attended junior or junior high 4-H Club meetings as part of their leadership responsibility felt that a mean of 7 tasks should be performed only by junior leaders, 22 only by teen

leaders, 31 by both, and only 1 task should not be performed by either junior or teen leaders. Those respondents who had not attended such meetings felt a mean of 6 tasks should be performed only by junior leaders, 22 tasks should be performed only by teen leaders, 29 tasks should be performed by both, and 3 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, data for tasks to be performed only by teen leaders, only junior leaders, and both junior and teen leaders were found not to be significant at the .05 level. Data for tasks which neither should perform were found to be significant at the .05 level. It was concluded that there was no significant relationship between attendance at junior and junior high club meetings and number of tasks only junior leaders, only teen leaders, and both junior and teen leaders should perform. It was further concluded that a significant relationship existed between attendance at such meetings and number of tasks neither junior nor teen leaders should perform. Respondents who had not attended junior or junior high meetings felt that more of the tasks should not be performed by either junior or teen leaders than did respondents who had attended such meetings.

Work with adult leader. Table XII indicated that those respondents who frequently worked with adult leaders felt that a mean of 7 tasks should be performed only by junior leaders, 22 only by teen leaders, 31 by both, and 2 tasks should not be performed by either junior or teen leaders. Respondents who worked with adult leaders occasionally felt that a mean number of 7 tasks should be performed only by junior leaders, 22 only by teen leaders, 30 by both, and 2 tasks should not be performed by either

junior or teen leaders. Those respondents who did not work with adult leaders at all said a mean of 8 tasks should be performed only by junior leaders, 26 only by teen leaders, 26 by both junior and teen leaders, and 2 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was, therefore, concluded that a significant relationship did not exist between frequency of teen leaders' work with adult leaders and the perceptions they had of number of tasks which should be performed only by junior leaders, only by teen leaders, by both junior or teen leaders, or by neither junior nor teen leaders.

Work with junior leader. As indicated in Table XII, respondents who frequently worked with junior leaders felt that a mean of 8 tasks should be performed only by junior leaders, 22 only by teen leaders, 30 by both, and 2 tasks should be performed by neither junior nor teen leaders. Those respondents who had not worked with junior leaders at all felt that a mean of 6 tasks should be performed only by junior leaders, 25 only by teen leaders, 28 by both, and 2 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that a significant relationship did not exist between frequency of teen leaders' work with junior leaders and teen leaders' perception of the number of tasks which should be performed by only junior leaders, only teen leaders, both junior and teen leaders, or neither junior nor teen leaders.

Plans to continue service as a 4-H leader. As shown in Table XII, respondents who planned to continue service as 4-H leaders felt that a mean of 7 tasks should be performed by only junior leaders, 22 by only teen leaders, 30 by both junior and teen leaders, and 2 tasks should not be performed by either junior or teen leaders. Those respondents who did not plan to continue service as 4-H leaders felt a mean of 5 tasks should be performed only by junior leaders, 25 only by teen leaders, 28 by both junior and teen leaders, and 4 tasks should not be performed by either junior or teen leaders.

When these differences were tested using the F test, data concerning tasks only junior leaders, only teen leaders, and both junior and teen leaders should perform were found not to be significant. Data concerning task neither junior nor teen leaders should perform was significant at the .05 level. It was concluded that no significant relationship existed between teen leaders' plans to continue service as 4-H leaders and their perception of the number of tasks only junior leaders, only teen leaders, or both junior and teen leaders should perform. It was further concluded that there was a significant relationship between plans to continue service as 4-H leaders and the number of tasks neither junior nor teen leaders should perform. Respondents who did not plan to continue service as 4-H leaders felt that a larger number of tasks should be performed by neither junior nor teen leaders.

Summary. Role perceptions of teen leaders were not significantly related to the personal characteristics of age, grade completed in school, place of residence, or number of brothers and sisters. Role perceptions of teen leaders were not significantly related to the 4-H participation

characteristics of number of years enrolled in 4-H, service as an officer, number of state and national events attended, membership in the Honor Club, or membership in the All Star organization. Role perceptions of teen leaders were not significantly related to the leadership characteristics of number of years served as a junior or teen leader, number of leader training meetings attended this year, work with adult leaders, or work with junior leaders.

A significant relationship was found between the sex of respondents and the number of tasks they felt only junior leaders should perform. Males felt that a larger number of tasks should be performed by only junior leaders than did female respondents. A significant relationship was found between sex of respondents and the number of tasks they felt both junior and teen leaders should perform. Female respondents felt that a larger number of tasks should be performed by both junior and teen leaders than did male respondents.

A significant relationship was found between the number of clubs other than 4-H respondents belonged to and the number of tasks respondents felt only junior leaders should perform. Respondents who belonged to only one or two clubs other than 4-H felt that a larger number of tasks should be performed only by junior leaders than did respondents who belonged to a larger number of clubs.

A significant relationship was found between the teen leaders' attendance at junior or junior high club meetings and the number of tasks they felt neither junior nor teen leaders should perform. Respondents who had not attended junior or junior high meetings felt that more of the tasks should not be performed by either junior or teen leaders than did respondents who had attended such meetings.

A significant relationship was found between the teen leaders' plans to continue service as 4-H leaders and the number of tasks they felt neither junior nor teen leaders should perform. Respondents who did not plan to continue service as 4-H leaders felt that a larger number of tasks should be performed by neither junior nor teen leaders than did those who plan to continue their service as leaders.

V. CHARACTERISTICS WHICH INFLUENCED TEEN LEADERS' ROLE PERFORMANCE

The purpose of the following section is to identify personal characteristics, 4-H participation characteristics, and leadership characteristics which influenced the role performance of teen leaders.

Relation Between Personal Characteristics and Role Performance

The purpose of the analysis in this section was to determine the relation between personal characteristics of teen leaders and the number of tasks they had performed and felt prepared to perform.

Age. As indicated in Table XIII, 15 and 16 year olds had performed a mean of 38 tasks, those 17 and 18 years old had performed 42 tasks, and 19 year olds had performed 49 tasks. Respondents who were 15 years old indicated there were 20 tasks they had not performed, 16 year olds indicated 21 tasks they had not performed, 17- and 18-year-old respondents indicated 17 tasks they had not performed, and those who were 19 years old said there were 10 tasks which they had not performed.

Both 15- and 16-year-old teen leaders felt prepared to perform 49 tasks, 17-year-old respondents felt prepared to perform 50 tasks,

TABLE XIII

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS HAVE PERFORMED, HAVE NOT PERFORMED, FELT PREPARED TO PERFORM, OR DID NOT FEEL PREPARED TO PERFORM AND PERSONAL CHARACTERISTICS OF TEEN LEADER RESPONDENTS

	Teen Leaders											
	Have You Performed?						Do You Feel Prepared to Perform?					
	Yes			No			Yes			No		
Personal Characteristic	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Age		3.5	b		2.8	b		0.3	a		0.1	a
15 (N = 57)	38			20			49			9		
16 (N = 161)	38			21			49			9		
17 (N = 130)	42			17			50			9		
18 (N = 68)	42			17			51			8		
19 (N = 4)	49			10			49			6		
Total (N = 420)	40			19			50			8		
Sex		3.1	a		2.4	a		3.0	a		0.7	a
Male (N = 154)	38			20			48			9		
Female (N = 262)	41			18			51			8		
Total (N = 416)	40			19			50			9		
Grades Completed		5.8	b		3.4	b		4.8	b		2.0	a
10 (N = 149)	37			21			47			10		
11 (N = 159)	41			18			52			8		
12 (N = 111)	43			17			50			9		
Total (N = 419)	40			19			50			9		
Place of Residence		1.4	a		2.5	a		0.3	a		0.7	a
Farm (N = 252)	41			18			50			9		
Rural Nonfarm (N = 112)	39			19			49			8		

Table XIII, continued

Personal Characteristic	Teen Leaders: Have You Performed? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level	Do You Feel Prepared to Perform? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level
Urban (N = 51)	37			23			51			9		
Total (N = 415)	40			19			50			8		
Number of Brothers and Sisters		0.9	a		1.0	a		0.3	a		0.4	a
1-2 (N = 236)	35			19			50			9		
3-4 (N = 126)	41			10			50			9		
5 or more (N = 30)	37			22			47			6		
Total (N = 392)	40			19			50			9		
Number of Clubs Other Than 4-H		2.1	b		2.6	b		1.5	a		1.6	a
1-2 (N = 95)	38			22			47			10		
3-4 (N = 140)	39			20			51			8		
5 or more (N = 161)	42			16			50			8		
Total (N = 396)	40			19			50			8		

a F value Not significant at .05 level
b F value Significant at .05 level

18-year-old respondents felt prepared to perform 51 tasks, and those 19 years of age indicated 49 tasks which they felt prepared to perform. Those respondents who were 15, 16, and 17 years old felt there were nine tasks which they were not prepared to perform. Eighteen-year-old respondents indicated there were eight tasks which they did not feel prepared to perform, and those 19 years of age felt unprepared to perform six of the tasks.

When these differences were tested using the F test, data concerning number of tasks which teen leader respondents had performed and number of tasks which teen leader respondents had not performed were each found to be significant at the .05 level. Data concerning number of tasks teen leaders felt prepared to perform and data concerning tasks which respondents did not feel prepared to perform were found not to be significant at the .05 level. It was, therefore, concluded that a significant relationship existed between age of teen leader respondents and number of tasks the respondents had performed and, conversely, the number of tasks respondents had not performed. Older respondents tended to have performed more tasks than had younger respondents. The number of tasks respondents had not performed decreased as age increased. It was further concluded that there was no significant relationship between age and the number of tasks teen leaders felt prepared to perform or, conversely, the number of tasks they did not feel prepared to perform.

Sex. Table XIII showed that male respondents had performed a mean of 38 leadership tasks while females had performed 41 tasks. A mean of 20 tasks had not been performed by males, and 18 tasks had not been performed by females.

Males indicated that they felt prepared to perform 48 of the tasks while females felt prepared to perform 51 of the tasks. There were nine tasks that male respondents did not feel prepared to perform while there were only eight tasks which females did not feel prepared to perform.

When tested by the analysis of variance F test, data were found not to be significant at the .05 level. It was, therefore, concluded that no significant relationship existed between sex and the number of tasks respondents had or had not performed. It was also concluded that there was no significant relationship between sex and the number of tasks respondents felt prepared or did not feel prepared to perform.

Grades completed in school. As shown in Table XIII, teen leaders who had completed the 10th grade had performed a mean number of 37 tasks, those who had completed the 11th grade had performed a mean number of 41 tasks, and those who had completed high school had performed 43 tasks. Respondents who had completed the 10th grade indicated that there were 21 tasks which they had not performed while those who had completed the 11th grade had not performed 18 of the tasks, and high school graduates said there were 17 tasks which they had not performed.

Those respondents who had completed the 10th grade indicated that they felt prepared to perform 47 of the tasks while respondents who had completed the 11th grade felt prepared to perform 52 tasks. High school graduates felt prepared to perform 50 tasks. There were 10 tasks which respondents who had completed the 10th grade did not feel prepared to perform, 8 tasks which respondents who had completed the 11th grade did not feel prepared to perform, and 9 tasks which high school graduates did not feel prepared to perform.

When tested by the analysis of variance F test, data on number of tasks which had and had not been performed and data on number of tasks which teen leaders felt prepared to perform were significant at the .05 level. Data for number of tasks teen leaders did not feel prepared to perform were found not to be significant at the .05 level. It was, therefore, concluded that there was a significant relationship between grade completed in school and number of tasks teen leaders had performed and, conversely, the number they had not performed and the number they felt prepared to perform. Respondents significantly increased the number of tasks they had performed and the number of tasks they felt prepared to perform as they advanced in grade level. Conversely, the number of tasks respondents had not performed decreased as respondents advanced in grade level. It was further concluded that no significant relationship existed between grade completed in school and number of tasks teen leader respondents did not feel prepared to perform.

Place of residence. Table XIII showed that teen leaders who lived on a farm had performed a mean of 41 leadership tasks, those living in rural nonfarm areas had performed 39 tasks, and those from urban areas had performed 37 tasks. Respondents from farms indicated there were 18 tasks which they had not performed, rural nonfarm residents had not performed 19 of the tasks, and 23 tasks had not been performed by urban residents.

Respondents who lived on a farm felt prepared to perform 50 of the tasks, those living in rural nonfarm areas felt prepared to perform 49 tasks, and those living in urban areas felt prepared to perform 51 tasks. Respondents who lived on farms and those who lived in urban areas

felt unprepared to perform nine tasks while those who lived in rural nonfarm areas felt unprepared to perform eight of the tasks.

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that no significant relationship existed between place of residence and number of tasks teen leader respondents had performed or, conversely, the number they had not performed, or number or tasks respondents did and those they did not feel prepared to perform.

Number of brothers and sisters. Table XIII showed that teen leaders who had one or two siblings had performed a mean of 35 tasks while those with three or four siblings had performed 41 tasks. Respondents who had five or more brothers and sisters indicated they had performed 37 tasks. Those respondents who had one or two siblings indicated there were 19 tasks which they had not performed while those with three or four siblings indicated only 10 tasks which they had not performed, and those with five or more brothers and sisters indicated there were 22 tasks which they had not performed.

Respondents who had one, two, three, or four siblings felt prepared to perform 50 of the tasks while those with five or more felt prepared to perform 47 tasks. Those respondents with from one to four siblings felt there were nine tasks which they were not prepared to perform while those with five or more said there were only six tasks that they felt unprepared to perform

When these differences were tested using the F test, they were found not to be significant at the .05 level. It was concluded that there was no significant relationship between number of brothers and

sisters and number of tasks respondents had and, conversely, the number they had not performed. It was further concluded that no significant relationship existed between number of brothers and sisters and number of tasks respondents did and the number they did not feel prepared to perform.

Number of clubs other than 4-H. As shown in Table XIII, page 81, teen leaders who belonged to one or two clubs other than 4-H indicated that they had performed 38 of the tasks, those who belonged to three or four other clubs had performed 39 tasks, and those who belonged to five or more other clubs had performed 42 tasks. Twenty-two tasks had not been performed by respondents who belonged to one or two clubs other than 4-H, 20 tasks had not been performed by those who belonged to three or four other clubs, and 16 tasks had not been performed by respondents who were members of five or more clubs other than 4-H.

Respondents who belonged to one or two clubs other than 4-H felt prepared to perform a mean of 47 tasks, those who belonged to three or four other clubs felt prepared to perform 51 tasks, and those who belonged to five or more clubs felt prepared to perform 50 tasks. Those respondents who belonged to one or two clubs other than 4-H indicated there were 10 tasks which they did not feel prepared to perform while those respondents who belonged to three or more clubs other than 4-H said they felt unprepared to perform 8 of the tasks.

When these differences were tested using the F test, data for number of tasks respondents had or had not performed were found to be significant at the .05 level. Data for number of tasks respondents felt prepared and, conversely, those they did not feel prepared to perform were found not to be significant at the .05 level. It was concluded that

there was a significant relationship between respondents' membership in clubs other than 4-H and the number of tasks respondents had and the number they had not performed. Respondents who belonged to a larger number of clubs had performed a significantly larger number of tasks. As the number of clubs to which the respondent belonged increased, the number of tasks the respondent had not performed decreased significantly. It was further concluded that no significant relationship existed between respondents' membership in clubs other than 4-H and the number of tasks respondents felt prepared to perform and, conversely, the number they did not feel prepared to perform.

Relationship Between 4-H Participation Characteristics and Role Performance

The purpose of the analysis in this section was to determine the relation between 4-H participation characteristics of teen leaders and the number of tasks they performed and felt prepared to perform.

Number of years enrolled in 4-H. Table XIV indicated teen leaders who had been enrolled in 4-H 1 or 2 years had performed only 8 of the tasks, those who had been enrolled 3 years had performed 43, 4th year members had performed 37, 5th year members had performed 41, 6th year members had performed 38, 7th year members had performed 37, and respondents who had been enrolled in 4-H 8 years indicated they had performed 41 tasks. Teen leaders who had been enrolled in 4-H 1 or 2 years indicated there were 53 tasks which they had not performed, respondents who had been enrolled in 4-H 3 years indicated they had not performed 17 tasks, 4th year members had not performed 23 tasks, 5th year members had not performed 17 tasks, 6th year members had not performed 18 tasks, 7th year members had not performed

TABLE XIV

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS HAVE PERFORMED, HAVE NOT PERFORMED, FELT PREPARED TO PERFORM, OR DID NOT FEEL PREPARED TO PERFORM AND 4-H PARTICIPATION CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Participation Characteristic	Teen Leaders											
	Have You Performed?						Do You Feel Prepared to Perform?					
	Yes			No			Yes			No		
	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level	Mean	F Value	Sign Level
Number of Years Enrolled in 4-H		4.4	b		5.0	b		2.7	b		2.6	b
1 (N = 2)	8			53			25			36		
2 (N = 3)	8			53			46			15		
3 (N = 6)	43			17			54			8		
4 (N = 4)	37			23			60			1		
5 (N = 7)	41			17			48			10		
6 (N = 58)	38			18			46			10		
7 (N = 110)	37			22			48			9		
8 (N = 138)	41			18			52			8		
Total (N = 328)	39			20			50			9		
Served as Officer		4.8	b		6.2	b		11.0	b		11.8	b
Yes (N = 393)	40			18			50			8		
No (N = 28)	34			25			42			15		
Total (N = 421)	40			19			50			9		
Number of State and National Events Attended		6.6	b		5.3	b		1.5	a		2.3	b
1 (N = 64)	33			25			47			11		
2 (N = 77)	36			21			48			11		

Table XIV, continued

Participation Characteristic	Teen Leaders: Have You Performed? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level	Do You Feel Prepared to Perform? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level
3 (N = 97)	40			19			49			9		
4 (N = 75)	41			18			51			7		
5 (N = 72)	45			15			52			7		
6 (N = 31)	47			11			53			7		
7 (N = 3)	55			7			55			7		
8 (N = 1)	59			3			62			0		
Total (N = 421)	40			19			50			7		
Honor Club Member		22.5	b		18.1	b		18.3	b		13.6	b
Yes (N = 373)	41			18			51			8		
No (N = 44)	31			27			42			14		
Total (N = 417)	40			19			50			9		
All Star Member		32.9	b		27.9	b		10.6	b		8.8	b
Yes (N = 351)	41			18			51			8		
No (N = 55)	30			28			44			13		
Total (N = 406)	40			19			50			9		

a F value Not significant at .05 level
b F value Significant at .05 level

22 tasks, and 8th year members said there were 18 tasks which they had not performed.

First year 4-H member respondents felt prepared to perform 25 tasks, 2nd year members felt prepared to perform 46, 3rd year members felt prepared to perform 54, 4th year members felt prepared to perform 60, 5th year members felt prepared to perform 48, 6th year members felt prepared to perform 46, 7th year members felt prepared to perform 48, and members who had been enrolled in 4-H 8 years felt prepared to perform 52 tasks. Respondents who had been enrolled in 4-H 1 year felt unprepared to perform 36 tasks, 2nd year members felt unprepared to perform 15 tasks, 3rd year members felt unprepared to perform 8 tasks, 4th year members felt unprepared to perform 1 task, 5th year and 6th year members felt unprepared to perform 10 tasks, 7th year members felt unprepared to perform 9 tasks, and 8th year members felt unprepared to perform 8 of the tasks.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was, therefore, concluded that there was a significant relationship between number of years enrolled in 4-H and number of tasks respondents had performed and, conversely, the number they had not performed. Respondents who had been in 4-H for a longer period of time tended to have performed a significantly greater number of tasks. Conversely, the number of tasks respondents had not performed tended to decrease as the number of years enrolled in 4-H increased. A significant relationship was also found to exist between number of years enrolled in 4-H and number of tasks respondents did and, conversely, the number of tasks they did not feel prepared to perform. Respondents who had been in 4-H a longer period of time tended to feel

prepared to perform a significantly greater number of tasks. Conversely, the number of tasks respondents felt unprepared to perform decreased significantly as the number of years enrolled in 4-H increased.

Served as officer. Table XIV indicated that teen leaders who had served as officers in their club had performed a mean of 40 tasks while those who had not served as officers had performed 34 tasks. Respondents who had served as officers said there were 18 tasks which they had not performed while those who had not held an office said there were 25 tasks which they had not performed.

Respondents who served as officers felt prepared to perform 50 tasks while those who had not served as officers felt prepared to perform 42 tasks. Those respondents who had served as officers said there were 8 tasks which they did not feel prepared to perform while those who had not served as officers felt unprepared to perform 15 of the tasks.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that there was a significant relationship between the respondents' service as officers and the number of tasks they had performed and the number they had not performed. Respondents who had served as officers had performed a significantly greater number of task than had those respondents who had not held an office. It was further concluded that there was a significant relationship between the respondents' service as officers and the number of tasks they felt prepared to perform. Respondents who had served as officers felt prepared to perform significantly more task than those respondents who had not held an office.

Number of state and national events attended. Table XIV showed that teen leaders who had attended only one state or national event had performed a mean of 33 tasks, those who had attended two events had performed 36 tasks, those who had attended three events had performed 40 tasks, those who had attended four events had performed 41 tasks, those who had attended five events had performed 45 tasks, those who had attended six events had performed 47 tasks, those who had attended seven events had performed 55 tasks, and respondents who had attended all eight events listed on the questionnaire had performed 59 of the leadership tasks. Respondents who had attended only one event indicated there were 25 tasks which they had not performed while those who had attended two events had not performed 21 of the tasks, and respondents who had attended three events had not performed 19 of the tasks. Eighteen tasks had not been performed by respondents who had attended four events, 15 tasks had not been performed by those who had attended five events, 11 tasks had not been performed by those who had attended six events, 7 tasks had not been performed by those who had attended seven events, and only 3 tasks had not been performed by respondents who had attended all eight events.

Teen leaders who had attended only one state or national event felt prepared to perform 47 tasks, those who had attended two events felt prepared to perform 48 tasks, those who had attended three events felt prepared to perform 49 tasks, those who had attended four events felt prepared to perform 51 tasks, those who had attended five events felt prepared to perform 52 tasks, those who had attended six events felt prepared to perform 53 tasks, those who had attended seven events felt

prepared to perform 55 tasks, and respondents who had attended all eight events felt prepared to perform all 62 tasks. There were 11 tasks which respondents who had attended one or two state or national events felt unprepared to perform, 9 tasks which respondents who had attended three events felt unprepared to perform, 7 tasks which respondents who had attended four, five, six, or seven events felt unprepared to perform, and no tasks which respondents who had attended all eight events felt unprepared to perform.

When these differences were tested using the F test, data for number of tasks teen leaders had performed, the number they had not performed, and the number they did not feel prepared to perform were analyzed by the number of state and national events attended; each were found to be significant at the .05 level. Data for number of tasks respondents felt prepared to perform were found not to be significant at the .05 level. It was concluded, therefore, that there was a significant relationship between number of state and national events teen leaders had attended and the number of leadership tasks they had performed and, conversely, the number of leadership tasks respondents had not performed, and the number of task they did not feel prepared to perform. The number of tasks teen leaders had performed tended to increase significantly as the number of state and national events they had attended increased. The number of tasks respondents had not performed and the number of tasks respondents felt unprepared to perform tended to decrease significantly as the number of state and national events attended increased. It was further concluded that no significant relationship existed between the number of state and national events attended and the number of tasks respondents felt prepared to perform.

Honor club member. As indicated in Table XIV, page 89, teen leaders who were Honor Club members had performed a mean of 41 tasks while those who did not belong to the Honor Club had performed 31 tasks. Respondents who belonged to the Honor Club indicated that there were 18 tasks which they had not performed while non-Honor Club members said they had not performed 27 of the tasks.

Honor Club members felt prepared to perform 51 tasks and those who did not belong to the Honor Club felt prepared to perform 42 tasks. There were 8 tasks which Honor Club members did not feel prepared to perform and 14 tasks which non-Honor Club members felt unprepared to perform.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that a significant relationship existed between membership in the 4-H Honor Club and the number of tasks respondents had performed and, conversely, the number of tasks respondents had not performed, the number of tasks respondents felt prepared to perform, and the number of tasks respondents did not feel prepared to perform. The number of tasks respondents had performed and the number of tasks respondents felt prepared to perform was significantly greater for Honor Club members than for those respondents who were not members of the Honor Club. Conversely, the number of tasks respondents had not performed and the number of tasks they felt unprepared to perform were significantly less for Honor Club members than for non-members.

All Star membership. As shown in Table XIV, teen leaders who were members of the All Star organization had performed a mean of 41 tasks while those who were not All Star members had performed 30 tasks. All

Star members indicated there were 18 tasks which they had not performed while those who were not members of the organization had not performed 28 of the tasks.

All Star members felt prepared to perform 51 tasks while those who were not All Star members felt prepared to perform 44 tasks. Respondents who were All Star members felt unprepared to perform 8 tasks while those who did not belong to the organization felt unprepared to perform 13 of these tasks.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that a significant relationship existed between membership in the All Star organization and number of tasks teen leaders had performed and, conversely, the number of tasks they had not performed, the number of tasks respondents felt prepared to perform, and the number of tasks respondents did not feel prepared to perform. The number of tasks respondents had performed and the number of tasks respondents felt prepared to perform were significantly greater for All Star members than for those respondents who were not members of the organization.

Relation Between 4-H Leadership Characteristics and Role Performance

The purpose of the analysis in this section was to determine the relation between leadership characteristics of teen leaders and the number of tasks they had performed and felt prepared to perform.

Number of years served as junior or teen leader. As seen in Table XV respondents who had not actively served as junior or teen leaders felt prepared to perform 21 tasks, those who had served 1 year felt

TABLE XV

RELATION BETWEEN MEAN NUMBER OF TASKS TEEN LEADERS HAVE PERFORMED, HAVE NOT PERFORMED, FELT PREPARED TO PERFORM, OR DID NOT FEEL PREPARED TO PERFORM AND 4-H LEADERSHIP CHARACTERISTICS OF TEEN LEADER RESPONDENTS

Leadership Characteristic	Teen Leaders: Have You Performed? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level	Do You Feel Prepared to Perform? Yes Mean	F Value	Sign Level	No Mean	F Value	Sign Level
Number of Years Served As Junior or Teen Leader		12.4	b		12.0	b		7.3	b		11.4	b
0 (N = 21)	21			38			32			26		
1 (N = 33)	28			30			43			15		
2 (N = 65)	36			22			49			9		
3 (N = 130)	41			18			51			7		
4 (N = 99)	45			15			51			7		
5 or more (N = 73)	46			14			54			7		
Total (N = 421)	40			19			50			7		
Number of Leader Training Meetings Attended This Year		5.8	b		5.2	b		1.8	a		1.4	a
0 (N = 113)	33			25			47			11		
1 (N = 86)	40			19			50			9		
2 (N = 88)	41			17			49			8		
3 (N = 56)	44			15			51			8		
4 (N = 23)	45			15			53			7		
5 or more (N = 55)	46			13			53			5		
Total (N = 421)	40			19			50			9		
Attendance at Junior or Junior High Club Meetings		66.5	b		60.8	b		20.6	b		25.7	b

Table XV, continued

Leadership Characteristic	Teen Leaders: Have You Performed? Yes Mean	Yes F Value	Yes Sign Level	No Mean	No F Value	No Sign Level	Do You Feel Prepared to Perform? Yes Mean	Yes F Value	Yes Sign Level	No Mean	No F Value	No Sign Level
Yes (N = 251)	45			15			53			7		
No (N = 151)	35			25			47			12		
Total (N = 402)	40			19			50			9		
Work with Adult Leader		38.4	b		49.4	b		7.5	b		15.6	b
Frequently (N = 190)	46			14			53			6		
Occasionally (N = 188)	37			22			48			11		
Not at all (N = 20)	23			39			46			15		
Total (N = 398)	41			19			50			9		
Work with Junior Leader		48.8	b		60.0	b		4.7	b		13.0	b
Frequently (N = 140)	46			13			52			7		
Occasionally (N = 207)	41			19			51			8		
Not at all (N = 49)	25			35			45			15		
Total (N = 396)	40			19			50			9		
Plans to Continue Service As 4-H Leader		2.3	a		4.5	b		0.1	a		2.0	a
Yes (N = 372)	41			18			50			8		
No (N = 22)	36			25			49			12		
Total (N = 394)	41			19			50			9		

a F value Not significant at .05 level
b F value Significant at .05 level

prepared to perform 21 tasks, those who had served 1 year felt prepared to perform 28 tasks, those who had served 2 years felt prepared to perform 36 tasks, those who had served 3 years felt prepared to perform 41 tasks, those who had served 4 years felt prepared to perform 45 tasks, and respondents who had served 5 or more years felt prepared to perform 46 tasks. There were 38 tasks which respondents who had not actively served as junior or teen leaders felt unprepared to perform, 30 tasks which those who had served 1 year felt unprepared to perform, 22 which those who had served 2 years felt unprepared to perform, 18 which those who had served 3 years felt unprepared to perform, 15 which those who had served 4 years felt unprepared to perform, and 14 tasks which respondents who had served 5 or more years felt unprepared to perform.

Respondents who had not actively served as junior or teen leaders felt prepared to perform 32 tasks, those who had served 1 year felt prepared to perform 43, those who had served 2 years felt prepared to perform 49, those who had served 3 or 4 years felt prepared to perform 51 tasks, and those who had served 5 or more years felt prepared to perform 54 tasks. There were 26 tasks which those respondents who had not served as junior or teen leaders felt unprepared to perform, 15 tasks which those who had served 1 year felt unprepared to perform, 9 tasks which those who had served 2 years felt unprepared to perform, and 7 tasks which those who had served 3 or more years felt unprepared to perform.

When these observed differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that a significant relationship existed between number of years served as junior or teen leaders and number of tasks respondents had performed and, conversely, the number of tasks respondents had not performed, the number of

tasks respondents felt prepared to perform, and the number of tasks respondents did not feel prepared to perform. The number of tasks respondents had performed and the number of tasks respondents felt prepared to perform increased significantly as the number of years enrolled in 4-H increased. Conversely, the number of tasks respondents had not performed and did not feel prepared to perform decreased significantly as the number of years enrolled in 4-H increased.

Number of leader training meetings attended this year. As indicated in Table XV, teen leaders who had not attended leader training meetings this year had performed 33 tasks, those who had attended one training meeting had performed 40 tasks, those who had attended two training meetings had performed 41 tasks, those who had attended three training meetings had performed 44 tasks, those who had attended four training meetings had performed 45 tasks, and those who had attended five or more training meetings had performed 46 tasks. Those respondents who had attended no training meetings had not performed 25 of the tasks, those who had attended one training meeting had not performed 19 tasks, those who had attended two training meetings had not performed 17 tasks, those who had attended three or four training meetings had not performed 15 of the tasks, and those respondents who had attended five or more training meetings had not performed 13 of the tasks.

Those teen leaders who had attended no training meetings felt prepared to perform 47 tasks, those who had attended one training meeting felt prepared to perform 50 tasks, those who had attended two meetings felt prepared to perform 49 tasks, those who had attended three meetings felt prepared to perform 51 tasks, and those respondents who had

attended four or more meetings felt prepared to perform 53 tasks. There were 11 tasks which respondents who had attended no training meetings felt unprepared to perform, 9 tasks which those who had attended one training meeting felt unprepared to perform, 8 tasks which those who had attended two or three meetings felt unprepared to perform, 7 tasks which those respondents who had attended four training meetings felt unprepared to perform, and 5 tasks which those respondents who had attended five or more training meetings felt unprepared to perform

When these differences were tested using the F test, data concerning number of tasks respondents had and had not performed were found to be significant at the .05 level. Data concerning the number of tasks respondents felt prepared and the number they did not feel prepared to perform were found not to be significant at the .05 level. It was concluded that there was a significant relationship between the number of leader training meetings attended and the number of tasks respondents had performed and, conversely, the number they had not performed. The number of tasks teen leader respondents had performed increased significantly as the number of leader training meetings attended increased. Conversely, the number of tasks teen leader respondents had not performed decreased significantly as the number of leader training meetings respondents had attended increased. It was further concluded that no significant relationship existed between number of leader training meetings attended and the number of tasks respondents felt prepared to perform and those they did not feel prepared to perform.

Attendance at junior or junior high club meetings. Table XV showed that teen leaders who attended junior or junior high club meetings as

part of their leadership responsibility performed 45 tasks while those who had not attended such meetings had performed 35 tasks. Respondents who had attended junior or junior high club meetings said there were 15 tasks which they had not performed while those who had not attended the meetings indicated there were 25 tasks which they had not performed.

Those respondents who had attended junior or junior high club meetings felt prepared to perform 53 tasks while those who had not attended such meetings felt prepared to perform 47 tasks. There were 7 tasks which those respondents who had attended junior or junior high meetings did not feel prepared to perform, and 12 tasks which those who had not attended such meetings felt unprepared to perform.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that there was a significant relationship between teen leaders' attendance at junior or junior high club meetings and the number of tasks which they had performed and, conversely, the number of tasks respondents had not performed, the number of tasks respondents felt prepared to perform, and the number of tasks respondents did not feel prepared to perform. Teen leaders who had attended junior or junior high club meetings performed a significantly larger number of tasks and felt prepared to perform a significantly larger number of tasks than did those who had not attended such meetings.

Work with adult leader. Table XV indicated that teen leaders who worked with adult leaders frequently had performed 46 tasks, those who worked with adult leaders occasionally had performed 37 tasks, and those who had not worked with adult leaders at all had performed 23 of the

tasks. There were 14 tasks which respondents who worked with adult leaders frequently had not performed, 22 tasks which respondents who worked with adult leaders occasionally had not performed, and 39 tasks which respondents who had not worked with adult leaders at all had not performed.

Teen leaders who worked with adult leaders frequently felt prepared to perform 53 tasks, those who worked with adult leaders occasionally felt prepared to perform 48 tasks, those who did not work with adult leaders at all felt prepared to perform 46 tasks. There were 6 tasks which those who worked with adult leaders frequently felt unprepared to perform, 11 tasks which those who worked with adult leaders occasionally felt unprepared to perform, and 15 tasks which teen leaders who did not work with adult leaders at all felt unprepared to perform.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that there was a significant relationship between frequency of teen leaders' work with adult leaders and the number of tasks respondents had performed and, conversely, the number they had not performed and number of tasks respondents felt prepared to perform and the number they did not feel prepared to perform. As the frequency of respondents' work with adult leaders increased, there was also a significant increase in the number of tasks they had performed and the number of tasks they felt prepared to perform. Respondents who did not work with adult leaders had performed significantly fewer tasks and felt prepared to perform fewer tasks than respondents who worked with adult leaders.

Work with junior leader. Table XV, page 97, showed that teen leaders who worked with junior leaders frequently had performed 46 tasks, those who worked with junior leaders occasionally had performed 41 tasks, and those who had not worked with junior leaders had performed 25 tasks. There were 13 tasks which respondents who worked with junior leaders frequently had not performed, 19 tasks which those who worked with junior leaders occasionally had not performed, and 35 tasks which those who did not work with junior leaders had performed.

Teen leaders who worked with junior leaders frequently felt prepared to perform 52 tasks, those who work with junior leaders occasionally felt prepared to perform 51 tasks, and those who did not work with junior leaders at all felt prepared to perform 45 tasks. There were 7 tasks which respondents who worked with junior leaders frequently felt unprepared to perform, 8 tasks which respondents who worked with junior leaders occasionally felt unprepared to perform, and 15 tasks which respondents who did not work with junior leaders at all felt unprepared to perform.

When these differences were tested using the F test, they were found to be significant at the .05 level. It was concluded that a significant relationship existed between the frequency of respondents' work with junior leaders and number of tasks they had performed and, conversely, the number they had not performed, and number of tasks they felt prepared to perform and the number they did not feel prepared to perform. As the frequency of respondents' work with junior leaders increased, there was a significant increase in the number of tasks respondents had performed and the number of tasks they felt prepared to perform. Teen leaders who did not work with junior leaders had

performed significantly fewer tasks and felt prepared to perform significantly fewer tasks than those respondents who worked with junior leaders.

Plans to continue service as 4-H leader. Table XV, page 97, indicated that teen leaders who planned to continue service as 4-H leaders had performed 41 tasks while those who did not plan to continue to serve had performed 36 tasks. There were 18 tasks which those who planned to continue service as leaders had not performed, and 25 tasks which those who did not plan to continue to serve had not performed.

Teen leaders who planned to continue to serve as leaders felt prepared to perform 50 tasks while those who did not plan to continue to serve felt prepared to perform 49 tasks. There were 8 tasks which those who planned to continue service as leaders felt unprepared to perform, and 12 tasks which those who did not plan to continue service felt unprepared to perform.

When these differences were tested using the F test, the number of tasks respondents had performed was significant as to whether or not they planned to continue service as 4-H leaders. Data for number of tasks respondents felt prepared or did not feel prepared to perform were not significant at the .05 level. It was concluded that a significant relationship existed between the teen leader's plans to continue service as a leader and number of tasks they had performed. Teen leaders who planned to continue service as leaders had performed a significantly larger number of tasks than had those who did not plan to continue to serve as leaders. There was no significant relationship between the teen leaders' plans to continue service as a leader and the number of

tasks respondents felt prepared to perform and, conversely, the number they did not feel prepared to perform.

Summary. The number of tasks teen leaders had performed and, conversely, the number they had not performed were not significantly related to the respondents' personal characteristics of sex, place of residence, or number of brothers and sisters. Neither the number of tasks teen leaders felt prepared to perform nor the number they did not feel prepared to perform was significantly related to the personal characteristics of age, sex, place of residence, number of brothers and sisters, or number of clubs other than 4-H.

Neither the number of tasks teen leaders felt prepared to perform nor the number they did not feel prepared to perform was significantly related either to the leadership characteristics of number of leader training meetings attended this year or their plans to continue service as a 4-H leader.

A significant relationship was found between the age of teen leaders and the number of tasks they had performed and the number they had not performed. Older respondents tended to have performed significantly more tasks than had younger respondents. Conversely, the number of tasks respondents had not performed decreased significantly as age increased.

A significant relationship was found between grades completed and number of tasks teen leaders had performed and also the number they had not performed. There was also a significant relationship between grades completed and number of tasks teen leaders felt prepared to perform. There was an increase in the number of tasks performed by teen leaders

and the number of tasks they felt prepared to perform as they advanced in grade level. Conversely, the number of tasks teen leaders had not performed decreased significantly as they advanced in school grade level.

A significant relationship was found between number of clubs other than 4-H to which teen leaders belonged and the number of tasks respondents had performed and also the number they had not performed. Respondents who belonged to a larger number of clubs had performed a significantly larger number of tasks. Conversely, as the number of clubs to which the teen leaders belonged increased, the number of tasks they had not performed decreased significantly.

A significant relationship was found between number of years enrolled in 4-H and the number of tasks teen leaders had performed and also the number they had not performed. This was also true for the number of tasks respondents felt prepared to perform as well as the number they did not feel prepared to perform. Teen leaders who had been in 4-H a longer period of time had performed and felt prepared to perform a significantly larger number of tasks. Conversely, the number of tasks respondents had not performed and the number they did not feel prepared to perform decreased significantly as the number of years enrolled in 4-H increased.

A significant relationship existed between service as a 4-H club officer and the number of tasks teen leaders had performed, also the number they had not performed, and the number of tasks they felt prepared to perform as well as the number they did not feel prepared to perform. Teen leaders who had held a 4-H office had performed and felt prepared to perform a significantly greater number of tasks than those who had not served as officers.

A significant relationship was found between the number of state and national events teen leaders attended and the number of tasks they had performed, also the number they had not performed, and the number of tasks they did not feel prepared to perform. The number of tasks teen leaders had performed tended to increase significantly as the number of state and national events they had attended increased. Conversely, the number of tasks teen leaders had not performed and the number of tasks they felt unprepared to perform decreased significantly as the number of state and national events attended increased.

There was a significant relationship between membership in the Honor Club and number of tasks teen leaders had performed, also the number they had not performed, and the number of tasks they did as well as the number they did not feel prepared to perform. The number of tasks teen leaders had performed and the number of tasks they felt prepared to perform was significantly greater for Honor Club members than for those respondents who were not members of the Honor Club. The number of tasks respondents had not performed and the number of tasks they felt unprepared to perform was significantly fewer for Honor Club members than for nonmembers.

There was a significant relationship between membership in the All Star organization and number of tasks teen leaders had performed, also the number they had not performed and the number of tasks they felt prepared to perform as well as the number they did not feel prepared to perform. The number of tasks teen leaders had performed and the number they felt prepared to perform was significantly greater for All Star members than for those who were not members of the organization.

A significant relationship was found between number of years served as a junior or teen leader and number of tasks teen leaders had performed, also the number they had not performed and number of tasks they felt prepared to perform as well as the number they did not feel prepared to perform. The number of tasks teen leaders had performed and the number of tasks they felt prepared to perform increased significantly as the number of years enrolled in 4-H increased. Conversely, the number of tasks teen leaders had not performed and did not feel prepared to perform decreased as the number of years enrolled in 4-H increased.

A significant relationship was found between the number of leader training meetings teen leaders attended this year and the number of tasks they performed as well as the number they had not performed. The number of tasks teen leaders had performed increased significantly as the number of leader training meetings attended increased. Conversely, the number of tasks teen leaders had not performed decreased as the number of leader training meetings they had attended increased.

A significant relationship was found between teen leaders' attendance at junior or junior high club meetings and the number of tasks they had performed, also the number they had not performed and the number of tasks they felt prepared to perform as well as the number they did not feel prepared to perform. Teen leaders who had attended junior or junior high club meetings tended to have performed a significantly larger number of tasks and felt prepared to perform a significantly larger number of tasks than did those who had not attended such meetings.

A significant relationship was found between frequency teen leaders worked with adult leaders and the number of tasks they had

performed, also the number they had not performed and the number of tasks they felt prepared to perform as well as the number they did not feel prepared to perform. As the frequency of teen leaders' work with adult leaders increased, there was also a significant increase in the number of tasks they had performed as well as the number of tasks they felt prepared to perform. Conversely, teen leaders who did not work with adult leaders had performed significantly fewer tasks, and they felt prepared to perform significantly fewer tasks than those who worked with adult leaders.

A significant relationship was found between frequency teen leaders worked with junior leaders and the number of tasks they had performed, also the number they had not performed and the number of tasks they did and those they did not feel prepared to perform. As the frequency of teen leaders' work with junior leaders increased, there was also a significant increase in the number of tasks they had performed and the number of tasks they felt prepared to perform. Conversely, teen leaders who did not work with junior leaders had performed fewer tasks than those who worked with junior leaders.

A significant relationship was found between teen leaders' plans to continue service as a 4-H leader and the number of tasks they had performed and the number they felt prepared to perform. Teen leaders who planned to continue service as leaders had performed a significantly larger number of tasks than had those who did not plan to continue to serve as leaders.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to explore the role perceptions of teen leaders and to identify some factors which might have influenced their role performance.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine the perceptions teen leaders had of their role in the 4-H organization.

2. To determine the relationship between 4-H teen leaders' role performance and the degree to which they felt prepared to perform the leadership role.

3. To identify some personal, 4-H participation, and leadership characteristics of teen leaders which influenced their role perceptions.

4. To identify some personal, 4-H participation, and leadership characteristics of teen leaders which influenced their role performance.

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population for this study included all 453 4-H members who attended the 1975 State 4-H Round-Up at The University of Tennessee in Knoxville.

An instrument was developed using leadership tasks previously identified (Fussell, 1969). A check list was developed for 4-H members to indicate their perceptions of whether the tasks should be performed by only junior leaders, only teen leaders, both junior or teen leaders, or neither junior nor teen leaders; whether they had or had not performed the tasks and whether they felt prepared to perform the tasks.

Questionnaires were administered by volunteer adult leaders attending 4-H Round-Up during living group meetings on the first evening of the week-long event.

III. METHOD OF ANALYSIS

The completed questionnaires were coded and responses were recorded on data sheets. Data were punched on data processing cards and computations were made by The University of Tennessee Computing Center. The statistical test used for the analysis of data was the analysis of variance F test. The F values which achieved the .05 level were accepted as being statistically significant.

IV. MAJOR FINDINGS

Major findings were classified and will be presented under group headings related to the four objectives of the study.

Perceptions Teen Leaders Had of Their Role in the 4-H Organization

1. Teen leaders felt none of the leadership tasks should be performed exclusively by junior leaders.

2. Teen leaders felt some of the tasks related to organization and project leadership should be performed only by teen leaders.

3. Teen leaders did not perceive a great deal of difference in the role of junior leaders and that of teen leaders.

Relationship Between 4-H Teen Leaders' Role Performance and the Degree to Which They Felt Prepared to Perform the Leadership Role

1. A majority of the teen leaders had performed each of the tasks.

2. A majority of teen leaders felt prepared to perform each of the tasks.

3. More teen leaders felt prepared to perform each task than had actually performed the task.

Personal, 4-H Participation and Leadership Characteristics of Teen Leaders Which Influenced Role Perceptions

1. Personal characteristics of age, grade completed in school, place of residence, and number of brothers and sisters teen leaders had did not significantly influence their perception of who should perform the leadership tasks.

2. Four-H participation characteristics of number of years enrolled in 4-H, service as a 4-H club officer, number of state and national 4-H events attended, membership in the 4-H Honor Club, or membership in the 4-H All Star organization by teen leaders did not significantly influence their perception of who should perform the leadership tasks.

3. Leadership characteristics of number of years served as a junior or teen leader, number of leader training meetings attended this year, work with adult leaders, or work with junior leaders by the teen leaders did not significantly influence their perception of who should perform the leadership tasks.

4. Male teen leaders felt that a significantly larger number of tasks should be performed only by junior leaders than did females.

5. Female teen leaders felt that a significantly larger number of tasks should be performed by both junior and teen leaders than did males.

6. Teen leaders who belonged to only one or two clubs other than 4-H felt that a significantly larger number of tasks should be performed only by junior leaders than did those who belonged to a larger number of clubs.

7. Teen leaders who had not attended junior or junior high meetings felt that significantly more of the tasks should not be performed by either junior or teen leaders than did those who had attended such meetings.

8. Teen leaders who did not plan to continue service as 4-H leaders felt that a significantly larger number of tasks should be performed by neither junior nor teen leaders than did those who planned to continue their service as leaders.

Personal, 4-H Participation, and Leadership Characteristics of Teen Leaders Which Influenced Role Performance

1. Personal characteristics of teen leaders' sex, place of residence, and number of brothers and sisters did not significantly influence their role performance.

2. Older teen leaders performed significantly more tasks than those who were younger.

3. Teen leaders tended to significantly increase the number of tasks they had performed and the number of tasks they felt prepared to perform as they advanced in school grade level.

4. Teen leaders who belonged to a larger number of clubs had performed a significantly larger number of tasks than those who belonged to fewer clubs.

5. Teen leaders who had been in 4-H longer performed significantly more tasks than those with fewer years' membership.

6. Teen leaders who had served as officers had performed and felt prepared to perform a significantly greater number of tasks than those who had not served as officers.

7. The number of tasks teen leaders had performed increased significantly as the number of state and national events they had attended increased.

8. The number of tasks teen leaders performed and the number of tasks they felt prepared to perform was significantly greater for Honor Club members than for those who were not members of the Honor Club.

9. The number of tasks teen leaders performed and the number of tasks they felt prepared to perform was significantly greater for All Star members than for those who were not members of the organization.

10. The number of tasks teen leaders performed and the number of tasks they felt prepared to perform increased as the number of years enrolled in the 4-H Leadership Project increased.

11. The number of tasks teen leaders performed increased significantly as the number of leader training meetings they had attended this year increased.

12. Teen leaders who had attended junior or junior high club meetings performed a significantly larger number of tasks and felt prepared to perform a significantly larger number of tasks than did those who

had not attended such meetings.

13. As the frequency with which teen leaders' work with adult leaders increased, there also was a significant increase in the number of tasks they had performed and the number of tasks they felt prepared to perform.

14. As the frequency with which teen leaders worked with junior leaders increased, there also was a significant increase in the number of tasks they had performed and the number of tasks they felt prepared to perform.

15. Teen leaders who planned to continue service as leaders had performed a significantly larger number of tasks than had those who did not plan to continue their service as leaders.

V. IMPLICATIONS AND RECOMMENDATIONS

Based on the results of the findings of the study, the following implications were drawn and recommendations made:

1. The data indicated that teen leaders did not perceive a great deal of difference in the role of junior leaders and that of teen leaders. It would seem that teen leaders saw their role as being on the same level as that of junior leaders. In order to gain maximum benefit from both junior and teen leaders, perhaps, tasks will need to be more specifically delineated and understood by junior leaders, teen leaders, adult leaders, and Extension Agents. Leadership project materials will need to be made available to clarify role responsibilities and project requirements.

2. Data indicated that teen leaders felt prepared to perform a majority of tasks but that they were not being utilized to maximum benefit. It would seem that increased effort should be made by county staffs to provide additional opportunities for teen leaders to put their skills into practice. Perhaps in-service training for Extension Agents could be provided to suggest more effective ways to get greater involvement by a larger number of teen leaders on the local and county levels.

3. Teen leaders who were older, in a higher school grade level, and had been enrolled in 4-H a longer period of time performed a significantly larger number of leadership tasks. It would seem that special emphasis should be placed on enrolling members at a young age and retaining them through the senior 4-H years through increased involvement of junior high and senior 4-H members in the performance of a greater number of leadership tasks.

4. Teen leaders who had attended a greater number of state and national events performed a significantly larger number of tasks. It would seem that teen leaders' performance could be improved by providing opportunities for as many different teen leaders as possible to attend as many different state and national events as possible.

5. Teen leaders who were members of the Honor Club and All Star organization had performed and felt prepared to perform significantly more tasks than those respondents who were not members of the organizations. It would seem that special effort should be made by county staffs to encourage 4-H members to become members of these organizations at an early age by providing greater opportunities for 4-H participation to help members qualify.

6. Data indicated that the number of tasks teen leaders performed increased significantly as the number of training meetings attended increased. It would seem that teen leader role performance would be improved if expanded training opportunities were made available. Perhaps special teen leader training materials and approaches could be made available by the state 4-H staff.

7. Data indicated that teen leaders who attended junior and junior high club meetings performed and felt prepared to perform significantly more tasks than those who did not attend such meetings. Perhaps more opportunities could be made available by county staffs for teen leaders to attend junior and junior high 4-H Club meetings.

8. Data indicated the teen leaders who worked frequently with adult leaders and with junior leaders performed and felt prepared to perform a significantly greater number of tasks than those who did not work with junior or adult leaders. It would seem that special effort should be made by county extension staffs to coordinate work of junior leaders, teen leaders, and adult leaders in the total 4-H program.

VI. RECOMMENDATIONS FOR FURTHER STUDY

1. A similar study should be conducted with junior leaders to determine if there is a significant difference between junior and teen leaders' role perceptions and role performance.

2. Further study is needed to determine more effective methods for utilizing teen leaders.

3. Additional studies should be conducted to determine how effectively teen leaders perform leadership tasks.

4. Additional study is needed to determine how effectively teen leaders work with junior leaders and with adult leaders.

5. Further study is needed with 4-H alumni to determine their effectiveness as 4-H leaders.

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APPENDIX

THE UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE

SURVEY OF 4-H TEEN LEADERSHIP TASKS

We would like to find out what tasks you feel appropriate for teen leaders to perform and whether or not you feel prepared to perform these tasks. Your answer will give us information needed to help you with the 4-H teen leadership project. Your answers will be kept strictly confidential. We do need accurate answers to these questions and your cooperation will be greatly appreciated.

1. County _____ 2. Age ____ 3. Sex ___ 4. Grades completed in school _____

5. Where do you live? Farm ___ Rural Non-Farm ___ City--over 2,500 ____

6. Number of brothers and sisters? ___ 7. Number of years in 4-H (including present year) _____

8. Are you presently enrolled in a 4-H leadership project (junior or teen leadership)? Yes _____ No _____

9. Number of years (including present year) you have been enrolled in 4-H leadership (junior and teen) project _____

10. To how many clubs other than 4-H do you belong? _____

11. Have you ever held any of the following 4-H offices? Yes ___ No ___
(Check all that apply)
___President ___Vice President ___Secretary ___Treasurer
___News Reporter ___Song Leader ___Game Leader

12. Have you attended any of the following 4-H events? ___ Yes ___ No
(Check all that apply)
___State 4-H Congress ___State 4-H Roundup ___State 4-H All Star Conference ___Fontana Resource Development Conference ___National 4-H Citizenship Short Course ___National 4-H Congress ___District Leadership Conference ___State Conservation Conference

13. Do either of your parents now serve as 4-H Leaders? ___Yes ___No

14. Have either of your parents ever served as 4-H Leaders? ___Yes ___No

15. Please write 1st, 2nd, and 3rd in front of the three main reasons why you enrolled in 4-H teen leadership. If you are not enrolled in a 4-H leadership project, please indicate why you did not enroll?

___To develop leadership ability, self-confidence, and poise in meeting and working with people.
___To enjoy meeting and working with other teen leaders.
___To take part in 4-H Camp, trips, and other special activities.
___To help build a strong 4-H record.
___A brother, sister, or friend who was serving or had served as a teen leader encouraged you to enroll.
___To help other 4-H members.
___My Extension agent encouraged me to enroll.
___My Adult 4-H Leader encouraged me to enroll.
___Other reasons: (Please specify) _____

Reason not enrolled in 4-H leadership: _____

_____

16. Write 1st, 2nd, and 3rd in front of the three main reasons you feel prevent 4-H teen leaders from performing leadership tasks.

___4-H members are not aware of what they can do.
___Parents won't let 4-H'er participate.
___4-H Program is too adult dominated.
___4-H members do not have transportation.
___Job is not challenging enough.
___4-H members are afraid they cannot do a good job.
___No one asked the 4-H members to participate.
___Other reasons (Please specify) _____

17. Are you an Honor Club member? ___Yes ___No

18. Are you an All Star? ___Yes ___No

19. Have you attended training meetings for 4-H leaders? ___Yes ___No

20. If yes, how many training meetings have you attended this year? ____

21. Do you attend junior or jr. high club meetings as one phase of your leadership work? ___Yes ___No

22. If the answer to number 21 above is no, what prevents you from attending? (Check all that apply.)

___Not enough time
___No transportation
___Do not enjoy working with organized meetings.
___Have not been asked.
___Junior club meetings held during school hours.
___Cannot control a group.
___Other reasons _____

23. How often have you worked with an adult leader this year in carrying out teen leadership tasks? (Check one.)

___Frequently ___Occasionally ___Not at all

24. How often have you worked with a junior leader this year in carrying out teen leadership tasks? (Check one.)
___Frequently ___Occasionally ___Not at all

25. Do you plan to continue to serve as a 4-H leader? ___Yes ___No

If no, why not? _____

Directions: Please respond to each of the three questions about the following leadership tasks.

Tasks of Teen Leaders	1 Who should perform this task?* JUNIOR LEADER	1 Who should perform this task?* TEEN LEADER	2 Have you performed this task? Yes	2 Have you performed this task? No	3 Do you feel prepared to perform this task? Yes	3 Do you feel prepared to perform this task? No
1. Train 4-H officers and club members in parliamentary procedure.	____	____	____	____	____	____
2. Install 4-H officers.	____	____	____	____	____	____
3. Help 4-H officers plan the annual club program.	____	____	____	____	____	____
4. Help members plan regular local 4-H meetings.	____	____	____	____	____	____
5. Help conduct recreation at 4-H meetings.	____	____	____	____	____	____
6. Help the club plan and conduct community service activities (e.g., health, community beautification).	____	____	____	____	____	____
7. Help members prepare for their responsibility at 4-H meetings.	____	____	____	____	____	____
8. Serve on local 4-H committees.	____	____	____	____	____	____
9. Inform members of the date, time, and place of local meetings.	____	____	____	____	____	____
10. Assist in organizing a local 4-H Club.	____	____	____	____	____	____
11. Help new members learn the purpose and values of 4-H club work.	____	____	____	____	____	____
12. Teach first year member the 4-H pledge, motto, and creed.	____	____	____	____	____	____

Tasks of Teen Leaders	1 Who should perform this task?* JUNIOR LEADER	TEEN LEADER	2 Have you performed this task? Yes	No	3 Do you feel prepared to perform this task? Yes	No
13. Teach flag etiquette to members of club.	____	____	____	____	____	____
14. Help officers keep a record of achievements of the club.	____	____	____	____	____	____
15. Help members keep a bulletin board of club publicity.	____	____	____	____	____	____
16. Assist junior members in completing enrollment cards.	____	____	____	____	____	____
17. Complete reports requested by the adult leader or county Extension agents.	____	____	____	____	____	____
18. Recruit new members for your club.	____	____	____	____	____	____
19. Tell junior members of opportunities available in senior 4-H.	____	____	____	____	____	____
20. Help members to determine progress in their projects and activities.	____	____	____	____	____	____
21. Make home visits to each member with whom you work.	____	____	____	____	____	____
22. Conduct 4-H project group meetings.	____	____	____	____	____	____
23. Help arrange 4-H project tours for members.	____	____	____	____	____	____
24. Conduct training meetings to help club members learn to keep 4-H records.	____	____	____	____	____	____
25. Check record books regularly, and see that they are turned in on time.	____	____	____	____	____	____
26. Help secure project material (e.g., animals, fabric, equipment) for members with whom you work.	____	____	____	____	____	____
27. Help 4-H members get additional project information.	____	____	____	____	____	____
28. Collect 4-H exhibits for fairs and shows.	____	____	____	____	____	____

Tasks of Teen Leaders	1 Who should perform this task?* JUNIOR LEADER	TEEN LEADER	2 Have you performed this task? Yes	No	3 Do you feel prepared to perform this task? Yes	No
29. Help conduct special interest training meetings for 4-H members.	____	____	____	____	____	____
30. Teach judging standards to 4-H members.	____	____	____	____	____	____
31. Encourage and assist members in preparing project and activity exhibits for achievement days, fairs, shows, etc.	____	____	____	____	____	____
32. Teach members how to give a demonstration.	____	____	____	____	____	____
33. Help members plan and write speeches.	____	____	____	____	____	____
34. Distribute 4-H literature to club members.	____	____	____	____	____	____
35. Discuss the progress of members with the adult leader or Extension Agent.	____	____	____	____	____	____
36. Help teach a special interest group at camp.	____	____	____	____	____	____
37. Help with camp recreation.	____	____	____	____	____	____
38. Help with camp crafts.	____	____	____	____	____	____
39. Help with vespers and campfire programs.	____	____	____	____	____	____
40. Help with camp flag ceremonies.	____	____	____	____	____	____
41. Help in dining hall at camp.	____	____	____	____	____	____
42. Serve as a living group leader at camp.	____	____	____	____	____	____
43. Serve on a teen leader camp planning committee.	____	____	____	____	____	____
44. Help plan and conduct local 4-H events.	____	____	____	____	____	____
45. Help obtain transportation for members to special activities.	____	____	____	____	____	____
46. Help conduct local 4-H events.	____	____	____	____	____	____
47. Inform club members of how the County Extension Office and other agencies may help members.	____	____	____	____	____	____

Tasks of Teen Leaders	1 Who should perform this task?* JUNIOR LEADER	TEEN LEADER	2 Have you performed this task? Yes	No	3 Do you feel prepared to perform this task? Yes	No
48. Help plan and conduct training programs for new junior and teen leaders.	____	____	____	____	____	____
49. Read the National 4-H News and other teen leadership references.	____	____	____	____	____	____
50. Attend leader training meetings.	____	____	____	____	____	____
51. Participate in a county 4-H teen leader special interest (project) group.	____	____	____	____	____	____
52. Start a new project group.	____	____	____	____	____	____
53. Make a written plan in cooperation with the adult leader or Extension Agent on what you will do as a teen leader (when, where, what, how).	____	____	____	____	____	____
54. Keep a record of what you do in 4-H teen leadership.	____	____	____	____	____	____
55. Serve on a county 4-H council.	____	____	____	____	____	____
56. Hold conference with Extension Agent to review progress you've made in carrying out teen leadership task.	____	____	____	____	____	____
57. Speak to local civic clubs and other groups.	____	____	____	____	____	____
58. Participate in radio and TV programs.	____	____	____	____	____	____
59. Prepare window displays and exhibits during National 4-H Week.	____	____	____	____	____	____
60. Work with club reporter to help write news articles.	____	____	____	____	____	____
61. Arrange for and help members plan and participate in radio and TV programs.	____	____	____	____	____	____
62. Write project literature.	____	____	____	____	____	____

This completes the questionnaire. Your help and cooperation is greatly appreciated. Thank you.

*Please check both junior and teen leader if you feel both should perform a particular task. Place a 0 on both blanks if you feel the task is not appropriate for either to perform.

VITA

Martha Jo Tolley was born in Decaturville, Tennessee. She was educated in the public school system of Decatur County, graduating from Decaturville High School. She was granted the Bachelor of Science degree in Home Economics Education from The University of Tennessee at Martin. She will complete work at The University of Tennessee in Knoxville for a Master of Science degree in Agricultural Extension Education in December, 1976.

She was employed as Assistant Home Demonstration agent with the Agricultural Extension Service in Hawkins County Tennessee in September, 1968. She accepted the position of Assistant Extension Agent in Anderson County in April, 1974. She was promoted to Associate Extension Agent in July, 1976.

Honorary fraternities of which she is a member include Epsilon Sigma Phi and Gamma Sigma Delta. She is a member of the American Home Economics Association, National Association of Extension Home Economists, and the National Association of Extension 4-H Agents.