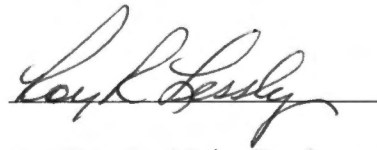


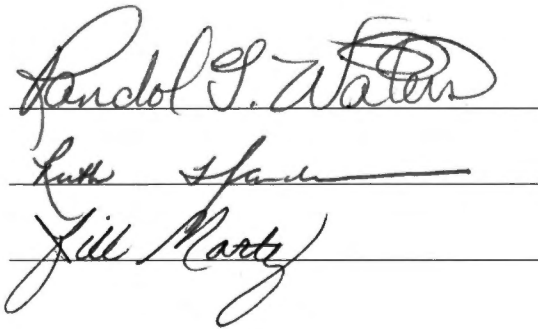
To the Graduate Council:

I am submitting herewith a thesis written by Clint Morris Parker entitled "Factors That Aid in the Retention of Trained Shooting Sports Volunteers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a Major in Agricultural and Extension Education.



Roy Lessly, Major Professor

We have read this thesis
and recommend its acceptance:



Accepted for the Council



Interim Vice Provost and Dean
of the Graduate School

**FACTORS THAT AID IN THE RETENTION OF
TRAINED TENNESSEE SHOOTING SPORTS VOLUNTEERS**

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

**Clint Morris Parker
May 2001**

DEDICATION

This thesis is dedicated to my wife,
Tracy Elizabeth Parker,
and my daughter, Allison Marie Parker,
who have given me invaluable support.

ACKNOWLEDGMENTS

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And finally the author would like to express special appreciation to his wife, Tracy, and daughter, Allison, for their love and assistance during this study.

ABSTRACT

The purpose of this study was to determine the level of involvement of trained Tennessee Shooting Sports Volunteers and their perceptions regarding the program. All ninety-one trained volunteers were surveyed in the fall of 2000. The survey was developed by the author and pilot tested and approved by the Agricultural and Extension Education Department at the University of Tennessee in Knoxville. Information recorded includes personal characteristics of volunteers, their perceptions of various aspects of the Shooting Sports Program, and their perceived importance of those various aspects.

The data were analyzed using mean scores, standard deviation, and percentages. Descriptive statistics were used to describe responses of those choosing to participate. No influences should be drawn from this study regarding the perceptions of those who chose not to participate.

Major findings include the following:

1. There was a low response to the survey with only 28 of the 91 trained Shooting Sports volunteers returning their survey and only 50% of the 28 had volunteered since their training.
2. The volunteers were most dissatisfied with their working relationship and support from their agent. Volunteers also expressed the need to be financially sponsored for shooting sports activities.
3. Volunteers stressed the need to understand youth and their needs.
4. Volunteers stated that having a child/children in 4-H and being given a job description did not affect their decision in volunteering.

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Chapter 1

Introduction

The Shooting Sports Program is one of the fastest growing programs in 4-H today (Simms and Woloshuk 1998). This program not only teaches shooting sports safety and firearm responsibility, but it also offers opportunities for youth to develop important life skills such as citizenship, leadership, sportsmanship, ethics, critical thinking, and an appreciation for nature (Simms and Woloshuk 1998). “4-H Shooting Sports is a community-based, volunteer-directed, family oriented activity which emphasizes hands-on learning” (Simms and Woloshuk 1998). The Shooting Sports Program is designed to be implemented by trained volunteer leaders who keep their county agents informed of their program’s progress (Martz 1996).

The Shooting Sports project volunteer leader may be any adult in the community who is interested in working with youth on basic shooting skills. Interested adults need not be expert marksmen to be involved in the program. In this project, shooting ability is emphasized second to youth development. The main requirement is to complete a two-day workshop which prepares the volunteer to teach 4-H’ers the fundamentals of shooting (MidAtlantic 4-H Shooting Sports Workshop, 1998).

The workshops focus on safety and responsibility, teaching skills, coaching principles, 4-H goals and objectives, sources of support, and means of linking Shooting Sports to other 4-H programs. A volunteer leader may choose from seven disciplines: archery, coordination, hunting and wildlife, muzzle loading, pistol, rifle, or shotgun. Every volunteer leader receives educational and teaching materials pertaining to the area in

which he or she was trained (Howard 1997). The workshops are not designed to teach the participant how to shoot but to teach him/her how to instruct young people in their chosen discipline (Simms and Woloshuk 1998). Shooting Sports has the highest value to a county program when it is used to recruit new 4-H participants and adults not already involved in the 4-H Program. The Shooting Sports Program appeals to a wide range of youth in all socioeconomic levels in both urban and rural settings. It promotes life skills, has a direct link to the natural sciences, and promotes a sport that can be enjoyed for a lifetime. The Shooting Sports Program also provides many opportunities to become involved in other 4-H activities. In short, it is another way a county can increase the impact of 4-H in a community (Howard 1997).

This study focuses on why trained volunteer leaders in Tennessee are not implementing a county Shooting Sports Program. Ninety-one volunteers have participated in the training workshops and approximately sixteen counties have an active Shooting Sports Program at this time (Martz 1996).

Purpose of the Study

The purpose of this study is to determine the level of involvement of trained Tennessee Shooting Sports volunteer leaders, and their perceptions regarding the program.

The objectives of this study were:

- (1) To determine a personal profile of study respondents.
- (2) To determine the Shooting Sports Program volunteers' perceptions of agents' involvement and their perceived importance of agents' involvement.

- (3) To determine Shootings Sports Program volunteers' perceptions of motivation and their perceived importance of motivation.
- (4) To determine Shooting Sports Program volunteers' perceptions of training received and their perceived importance of training.
- (5) To determine Shooting Sports Program volunteers' perceptions of personal satisfaction with the Shooting Sports Program and their perceived importance of personal satisfaction.
- (6) To determine Shooting Sports Program volunteers' perceptions of recognition and their perceived importance of recognition.
- (7) To determine Shooting Sports Program volunteers' perceptions of recruitment and their perceived importance of recruitment.

Chapter II

Review of Literature

Shooting Sports Program

“Today, the Shooting Sports Program is one of the fastest-growing 4-H projects with an equal number of boys and girls involved” (Sabo 1997, 3). It focuses on equipping young people, their parents, and adult volunteers with skills which help them to become responsible, self-directed, and productive members of society (Sabo 1997). The success of any Shooting Sports Program depends on all of the adults involved understanding the goals and objectives of the parent 4-H program (Sabo 1997). This program transfers knowledge and skills to the participants using the resources of the land-grant university (Howard 1997).

The 4-H Shooting Sports Program provides an avenue to involve new members not reached with other 4-H programs. The program can take place in a variety of settings and can be adapted easily to children of all socioeconomic levels. The activities of the Shooting Sports Program appeal to a broad range of ages, bring in hard-to-reach audiences, and offer hands-on experiences which hold the participants’ interest for an extended period of time (Sabo 1997). The program also attracts adult volunteers who would not normally think of themselves as potential 4-H leaders (Sabo 1997).

4-H Shooting Sports is unique from other 4-H projects in a variety of ways. With its action oriented, hands-on activities, Shooting Sports allows youth experiences beyond their normal realm. “Youth do not associate it with traditional education strategies although there is a large amount of cognitive development as youth focus greater attention

on fundamentals and strategies to hit a target” (Sabo 1997, 2).

The Shooting Sports Program offers an alternative to the “cows and cooking” 4-H program of the past and interests youth who would not be interested in what has been the traditional 4-H (Sabo 1997). Due to the changes in family structure and a decrease in the rural population, there is now at least one generation of youth who have not been taught an appreciation for shooting sports skills at home. The downward trend is reversing with 4-H taking the leadership. The program teaches youth an appreciation of the outdoors and a respect for firearms. Many people argue that Shooting Sports is not an appropriate project for at-risk youth because of trends toward violent behaviors with guns and gang activity in our society today (Sabo 1997). However, Shooting Sports teaches the safe and respectful use of firearms (Sabo 1997). It helps prevent home and field accidents by emphasizing safe storage, cleaning, handling, and use of firearms (Sabo 1997). When compared with other 4-H projects, Shooting Sports has an exceptional safety record that is a credit to its constant emphasis on safety and proper handling of firearms (Sabo 1997).

Shooting Sports is both traditional and innovative. It retains all the traditional core elements of 4-H: youth development, safety education, skill development, interaction with positive adult role models, and career exploration. The hands-on approach to teaching also remains true to traditional 4-H programs, but its leader development model is a major innovation that is fast becoming a part of other 4-H programs (Howard 1997). Shooting Sports also uses the team teaching approach and a relatively free format of delivery which are also relatively uncommon in other project groups (Howard 1997). Shooting Sports’ nontraditional way of doing some things may be leading the way for other 4-H programs

to reach new audiences (Howard 1997).

Through their involvement in a Shooting Sports Program, 4-H'ers not only gain basic safety skills including responsible gun handling and shooting practices but also gain invaluable life skills such as self-confidence, self discipline, responsibility, and good sportsmanship. They learn to appreciate the outdoors, how to work with a group in a disciplined setting, money management principles, competition, and last, but not least, of other opportunities in the 4-H Program (Sabo 1997).

Volunteer Satisfaction

Since volunteers are the heart of the 4-H Shooting Sports Program, it is imperative they be retained. Keeping them satisfied is a key to them remaining with the program. According to Rutledge (1979), some common origins of volunteer dissatisfaction include: dealing with behaviors of other volunteers and parents of 4-H'ers, not knowing in detail job expectations, lack of feedback on their performance, and inadequate training. In addition Rutledge (1979) found the following were among the reasons given by volunteers for satisfaction with their experience: the opportunity to do things they enjoy, to use their abilities, to work closely with their agent, and to better themselves. They also cited the ability of their agent to deal with personality conflicts among volunteers, the degree to which they had been told in detail what was expected of them, and their positive relationship with other volunteers as factors relating to their level of satisfaction. In a study conducted in Hawaii, 53% of volunteers surveyed stated they felt their contribution to their 4-H program as a volunteer leader provided a significant service to their communities while 37% felt their efforts made only some difference (Ishizaki 1983).

In conclusion, volunteers are people from all parts of the community who are dedicated, conscientious, and find fulfillment working with youth and sharing their knowledge with others (Ishizaki 1983). Since contributions to the 4-H Program from this caliber of people are invaluable, their retention from year to year is imperative.

Agents

The 4-H Extension agent is ultimately responsible for all 4-H programs conducted in his/her county. This makes effective communication between agents and volunteer leaders a must. One reason volunteer leaders cited for not continuing their involvement was a lack of support from their agent(s) (Bigler 1982). Volunteers gave the following reasons for not continuing to be involved in 4-H programs: lack of leadership, lack of understanding of 4-H purpose, or lack of knowledge of working with young people. Most of these areas could have been avoided by sufficient agent involvement (Bigler 1982). According to Kwarteng's (1985) study, agents considered professional support and recognition as most important factors of volunteer retention. However, volunteers stated "professional support by 4-H agents" was the single most important of the items measured in the retention portion of Kwarteng's 1985 study (68). This fact supports the belief that professional support should be intensified since both volunteers and agents placed it within the top two factors for volunteer retention (Kwarteng 1985).

A study conducted in Puerto Rico found that the retention and education of agents within the 4-H Program greatly affected the quality of the program as a whole (Lugo, et al. 1988). A similar study stated that 55% of volunteers surveyed were greatly satisfied with the support and services they received from county and state offices (Ishizaki 1983).

One could conclude from combining Ishizaki's study results and Lugo's study that how well an agent knows his/her job directly affects how well he or she is able to convey what is expected of his/her volunteer leaders. These studies support the premise that there is much room for improvement in the agent-volunteer relationship.

Motivation

When volunteers donate their time to an organization, they expect certain motivational needs to be met (Culp 1997). Volunteers are normally trying to help solve social problems in a community where they have a vested interest (Lugo, et al. 1988). Most volunteers do so out of their need to be affiliated with some group or organization. Therefore, a 4-H volunteer must understand the importance and need for the 4-H Program (Scofield 1986). Volunteer leaders also indicated that sharing their knowledge with others was one of the greatest motivations for becoming involved in the program (Lugo, et al. 1988). Having a family member involved in 4-H was another reason volunteers became active in the program (Lugo, et al. 1988). Parents volunteer most often in organizations when it directly involved their children (Culp 1997). Some become involved to encourage their children to stay involved in the program (Lugo, et al. 1988). A study in Hawaii showed 70% of the adult volunteers currently or previously had children in 4-H (Ishizaki 1983). Volunteers who stayed with the program longer generally had more children participating in 4-H than those who did not (Bigler 1982). The highest number of volunteers in an Ohio study had two 4-H participants in their families (Bigler 1982). Culp's study (1997) found "my children are involved in 4-H" was the number one motivation for becoming a volunteer (4). Enjoying 4-H, knowing 4-H is valuable and good

for the community, and enjoying working with youth all followed closely (Culp 1997). However, according to Bigler (1982), being a 4-H participant growing up is not an important factor in choosing to be a volunteer leader as an adult.

Training

When asked to rank the most important among recruiting, training, motivation, recognition, retention, or supervision, agents and volunteers alike chose training (Kwarteng 1985). Training is an important factor which influences volunteer leader retention and helps improve leader performance (Scofield 1986). Bigler (1982) asserts a direct relationship between first year volunteer retention and training. If a volunteer's training and orientation are not well done, the volunteer will stay with the program only a short time (Holtham 1989). Scofield (1986) also found that a lack of training was a primary reason for a volunteer dropping out of the program. This deficiency caused 4-H staff to spend more time and effort on volunteer training due to the high turnover rate (Scofield 1986).

Most volunteers leaders agreed they needed some type of training to be successful (Scofield 1986). Training gives the volunteer leader a sense of confidence, support, and opportunity for personal growth (Kwarteng 1985). Effective training will also leave the volunteer with a sense of purpose, an understanding of principles, and a knowledge of what is expected of him/her (Scofield 1986). Studies found that volunteers should be made to understand their roles with respect to the philosophy and objectives of the 4-H program. In addition, the planning and conducting of educational programs should be included in volunteer training (Kwarteng 1985). Before training begins, it is necessary to

determine each volunteer leader's educational needs so that he or she may be trained adequately. Training should not be a one time event but an ongoing part of the volunteer leader staff program (Lugo, et al. 1988). This perpetual learning process enables a volunteer leader to establish and maintain direction within his/her project area and fully participate in the 4-H program (Holtham 1989). Volunteers preferred to receive training through group meetings, hands-on workshops, newsletters, bulletins, or through personal visits and video tapes (Scofield 1986). Volunteer leaders indicated they need to know their specific duties within the program, the participants' needs and interests, how to work effectively with parents, how to properly keep records, how to plan their work, and what resources are available to them (Scofield 1986). Experienced volunteers are a valuable resource of this type of information and support for a new volunteer (Holtham 1989). Seventy-six percent of those volunteers in the Hawaiian study felt the training they received from 4-H was useful (Ishizaki 1983).

The agent too must be trained in how to work with volunteer leaders in order for the program to be effective (Lugo, et al. 1988). Agents need to understand how to get parents involved in projects areas and how to gather the required resources (Lugo, et al. 1988).

Recognition

Recognition of the volunteer leaders' vital role in the 4-H program is an important area not to be overlooked by agents. When compared to recruiting, training, motivation, retention, and supervision, recognition came in fifth between agents and volunteers alike (Kwarteng 1985). All people like to know they are doing a good job, and that their efforts

are appreciated (Holtham 1989).

Recognition builds the leader's self-confidence, reinforces what he or she is doing is needed and appreciated, and acts as motivation which keeps the leader interested and active (Holtham 1989). Bigler (1982) and Kwarteng (1985) also found sincere acknowledgment of a volunteer leader's contributions helped to keep the volunteer active and interested in the program. This feedback can also help to calm the fears of new anxious leaders who may be concerned whether or not they are doing things correctly or to the agent's satisfaction (Bigler 1982).

Recognition can be expressed in a variety of ways. Formal recognition not only occurs at awards banquets and ceremonies but can also be shown through thank you letters or articles appearing in the local paper or program newsletters (Bigler 1982). Informal recognition is just as important as formal recognition. It provides a continual reinforcement of the volunteers' value to the program (Holtham 1989). Volunteers and agents both considered informal praise and encouragement by others involved in their project areas as the most important recognition a volunteer could receive (Kwarteng 1985). The importance of a simple "thank you" should be not downplayed as it feeds the volunteer's personal sense of pride and job satisfaction (Holtzman 1989).

Recruitment

Improving volunteer retention would allow extension professionals to devote more time to program support and development by reducing the time spent on volunteer recruitment (Culp 1997). Since studies showed adult volunteers were more likely to stay with a program if their children are involved, extension agents should focus their search

for potential volunteer leaders to parents of 4-H participants (Culp 1997). Extension staff members have found three consistently successful means of recruitment: personal one-on-one contact with a potential volunteer, approaching potential volunteers at project group meetings, and through the mailing of announcements (Lugo, et al. 1988). The most successful means of obtaining new volunteer leaders is through volunteer leaders already involved in the program. Bigler (1982) found that the statement, "I volunteered to become a leader because another leader asked me to volunteer," received a high mean score when volunteers were asked why they became involved. Kwarteng (1985) came to a similar conclusion and also stated that volunteers should be recruited for a specific task within a program or project group.

Summary

4-H Programs have relied on volunteers since 4-H's inception (Kwarteng 1985). In order for 4-H Programs to continue to be a valuable community resource, the retention and recruitment of adult volunteer leaders must be addressed (Ishizaki 1983). Volunteers contribute their time, talents, and energy to further the goals of the Extension Service (Kwarteng 1985). Holtham (1989) found that volunteers provided the Extension Service with valuable guidance, insight, and direction for its programs. He goes on to assert that volunteers strengthen programs, making them more useful and allowing them to have a larger impact on the community as a whole (1989). These factors lead to greater overall clientele confidence in the Extension programs (Holtham 1989). As one can see, volunteers are one of the greatest strengths of the Extension Service and, in particular, the 4-H program. If current 4-H volunteers do not remain active, this will begin to reflect a

poor image of Extension as an organization because of the length of time required to recruit and train new volunteers (Bigler 1982). Bigler (1982) pointed to the loss of leaders as a problem of immediate and lasting concern. Kwarteng (1985) concurred that constant turnover limits interest, caused lower participation, and lack of enthusiasm in a program.

Maintaining a quality 4-H program means having a quality volunteer management program (Kwarteng 1985). In their study, Lugo, et al (1988) offered three factors for a good volunteer leader management program: recruitment, training, and follow up.

Retention is best accomplished through the development of feelings of importance and belonging to a group. Volunteers must feel that they are of value to the organization they serve (Culp 1997).

Chapter III

Procedure and Methodology

Sample

The population of the study was ninety-one volunteers who had been trained in the Shooting Sports Program in the state of Tennessee since 1990. Surveys were mailed to all ninety-one volunteers with each survey containing a self-addressed stamped return envelope and cover letter explaining the nature of the study. Although the questionnaire was number coded to aid in the follow-up of returns to the researcher, confidentiality of the subjects' responses was assured. Two weeks after the initial mailing a follow-up survey was mailed to those trained volunteers who had not yet responded. Twenty-five of the original ninety-one surveys mailed were returned to the researcher as undeliverable due to relocation or death of volunteer. Of the ninety-one volunteers who originally received the survey, twenty-eight (30.8%) responded. However, of the sixty-six who were accessible, these twenty-eight provided a 42.4% response. Descriptive statistics were used to describe responses of those choosing to participate. No influences should be drawn from this study regarding the perceptions of those who chose not to participate.

Scale of Measurement

The survey instrument used was a five point Likert- type scale. It measured the perception and perceived importance of agent involvement, motivation, training, satisfaction, recognition, and recruitment.

Design of Study

This was a descriptive correlative study with no design. The purpose of this study was to determine the level of involvement of trained Tennessee Shooting Sports volunteers and their perceptions regarding the program. Since this is an *Expost Facto* study, no control of the treatment or pretesting was possible. With a one shot case study there were threats to internal and external validity. Internal threats include history, maturation, and selection mortality.

Reliability and Validity of Instrument

The instrument used was developed by the researcher. The reliability was studied by checking the internal consistency through a pilot study. The researcher conducted a pilot study using the Tennessee State Shooting Sports Training Team which consisted of eleven trained volunteers who had attended additional training to become Shooting Sports volunteer instructors. No corrections were made to the questionnaire after the pilot study. The content validity of the instrument refers to the representativeness of the instrument content as related to the entire domain of content desired and was checked by a panel of experts and a field test. Face validity was also checked during the pilot study.

Chapter IV

Study Findings

Of the ninety-one surveys mailed only twenty-eight (30.8%) volunteers responded to the survey. Due to the low level of response, the findings of this study should be viewed with caution.

The findings of the study were presented in seven sections according to the specific objectives of the study. Data pertaining to each objective of the study are presented in following sections: (1) personal profile of study respondents, (2) Shooting Sports Program volunteers' perceptions of agents' involvement and their perceived importance of agents' involvement, (3) Shooting Sports Program volunteers' perceptions of motivation and their perceived importance of motivation, (4) Shooting Sports Program volunteers' perception of training received and their perceived importance of training, (5) Shooting Sports Program volunteers' perceptions of personal satisfaction with the Shooting Sports Program and their perceived importance of personal satisfaction, (6) Shooting Sports Program volunteers' perception of recognition and their perceived importance of recognition, (7) Shooting Sports Program volunteers' perceptions of recruitment and their perceived importance of recruitment.

Personal Profile of Study Respondents

The data in Table I presents the personal profile of study respondents which include: age, race, marital status, number of children, employment status, residence status, volunteers in Shooting Sports Program since training, level of involvement and

Table I. Personal Profile of Study Respondents

Characteristics	Number of Respondents	Percent of Respondent
Age		
40 years of age or less	2	7.1
41 - 50	14	50.0
51 - 60	5	17.9
61 and over	5	17.9
No response	2	7.1
TOTAL	28	100.0
Mean = 47.32	Standard Deviation = 16.13	
Sex		
Male	22	78.6
Female	6	21.4
TOTAL	28	100.0
Race		
Black	0	0.0
Caucasian	28	100.0
Other	0	0.0
TOTAL	28	100.0
Marital Status		
Married	26	92.9
Divorced	2	7.1
Single	0	0.0
Widowed	0	0.0
TOTAL	28	100.0
Number of Children		
None	1	3.6
1 or 2	17	60.7
more than 2	10	35.7
TOTAL	28	100.0
Mean = 2.25	Standard Deviation = 1.04	

Table I. continued Personal Profile of Study Respondents

Characteristics	Number of Respondents	Percent of Respondents
Employment Status		
Employed	22	78.5
Not Employed	1	3.6
Retired	5	17.9
TOTAL	28	100.0
Residence Status		
Urban	5	17.9
Suburban	4	14.3
Rural	19	67.8
TOTAL	28	100.0
Volunteered in Shooting Sports Program since training		
Yes	14	50.0
No	14	50.0
TOTAL	28	100.0
Level of Involvement		
County Wide Shooting Sports Club	14	50.0
Local Shooting Sports Club	8	28.6
Ran Rifle Range at Camp	4	14.3
Promotion of Shooting Sports Program	12	42.9
Attended Shooting Sports Camp	12	42.9
Resource Development	11	37.3
Recruit Volunteers	8	28.3
Other	6	21.4
TOTAL	*	*
Volunteered in Last Year		
Yes	12	42.9
No	16	57.1
TOTAL	28	100.0

*Numbers are larger than 28 due to multiple responses. Percent does not total 100% due to multiple responses.

volunteered in the last year.

Of the 28 respondents 2 (7.1%) were 40 years of age or less, 14 (50%) were between 41- 50 years of age, 5 (17.9%) were between 51-60 years of age, 5 (17.9%) were 61 or older, and 2 (7.1%) did not respond. This resulted in a mean of 47.32 years of age with a standard deviation of 16.13. Male volunteers numbered 22 (78.6%) of the 28 respondents and 6 (21.4%) volunteers were females. All 28 volunteers who responded (100%) were Caucasian with 26 respondents (92.9%) married and 2 (7.1%) divorced. One (3.6%) of the respondents had no children, 17 (60.7%) had one or two children, and 10 (35.7%) had more than two children resulting in a mean of 2.25 children with a standard deviation of 1.04.

Of the 28 respondents 22 (78.5%) were employed, 1 (3.6%) was not employed, and 5 (17.9%) were retired, 5 (17.9%) of the 28 respondents resided in an urban area, 4 (14.3%) in a suburban area, and 19 (67.9%) in a rural area.

Of the 28 respondents 14 (50%) had volunteered since their training, and 14 (50%) had not. Only 12 (42.9%) had volunteered in the last year with 16 (57.1%) having no involvement during the last year. The following reported numbers are larger than 28 due to multiple responses, and their percentages does not total 100% due to these multiple responses. Volunteers involved in a county wide Shooting Sports club numbered 14 (50%) with 8 (28.6%) involved in a local Shooting Sports club, 4 (14.3%) were involved in running the rifle range at camp, and 12 (42.9%) attended Shooting Sports Camp. Twelve (42.9%) volunteers reported having been involved in promoting their Shooting Sports Program, 11 (37.3%) having been involved with resource development, 8 (28.3%)

having been involved with recruiting volunteers, and 6 (21.4%) having been involved in other ways.

Shooting Sports Program Volunteers' Perceptions of Agents' Involvement and Their Perceived Importance of Involvement

The data presented in Table II addresses the objective "Shooting Sports Program volunteers' perceptions of agents' involvement and their perceived importance of that involvement". Responses were measured on a Likert-type scale with 1 being low and 5 being high. Volunteers responded that the level of agent involvement was above average in all areas, but the respondents' perceptions were that agents needed to be more involved in the Shooting Sports Program.

Trained Shooting Sports volunteers rated their perceptions of involvement regarding their working relationship with an agent as above average (mean = 3.82, standard deviation = 1.19), but this was still lower than their perceived importance of involvement (mean = 4.21, standard deviation = .96). Volunteers' expectations from their agent rated above average (mean 3.82, standard deviation = .94) but were still lower than their perceived importance of knowing the agent's expectations (mean 3.89, standard deviation = .92). Support from the agent rated above average (mean of 3.54, standard deviation = 1.26) but again was still lower than their perceived importance of that support (mean 4.04, standard deviation = .92). One-on-one contact with the agent rated above average (mean = 3.86, standard deviation = 1.15) but was still lower than the volunteers' perceived importance of one-on-one contact (mean = 4.00, standard deviation = .94). The agent being involved with planning rated above average (mean = 3.64,

Table II. Shooting Sports Program Volunteers' Perceptions of Agents' Involvement and Their Perceived Importance of That Involvement

Agent Involvement	<u>Level of Involvement</u>		<u>Importance of Involvement</u>	
	Mean *	Standard Deviation	Mean *	Standard Deviation
Working Relationship with Agent	3.82	1.19	4.21	.96
Expectations from Agent	3.82	.94	3.89	.92
Support from Agent	3.54	1.26	4.04	.92
One on One Contact with Agent	3.86	1.15	4.00	.94
Agent Involved with Planning	3.64	1.19	3.96	1.07

*A Likert-type scale was used with 1 being low and 5 being high.

standard deviation = 1.19) but again rated lower than the volunteers' perceived importance of agent involvement in planning (mean = 3.96, standard deviation = 1.07).

Shooting Sports Program Volunteers' Perceptions of Motivation and Their Perceived Importance of Motivation

The data presented in Table III addresses the objective "Shooting Sports Program volunteers' perceptions of motivations and their perceived importance of motivation". Responses were measured on a Likert-type scale with 1 being low and 5 being high. Volunteers responded with all of the areas of motivation being rated above average with the exception of being recognized. The respondents' perceptions of the importance of motivation rated even higher than the level of their motivation with the exception of having a child/children in 4-H .

Table III. Shooting Sports Program Volunteers' Perceptions of Motivation and Their Perceived Importance of Motivation

Area of Motivation	<u>Level of Motivation</u>		<u>Importance of Motivation</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
	*		*	
Having a Child/ Children in 4-H	4.07	1.49	3.39	1.67
Being Recognized	2.50	1.43	2.64	1.52
Working in Areas That Interest You	4.14	.89	4.21	.86
Understanding Importance of 4-H	4.11	.83	4.14	.76
Having Been Involved Yourself in 4-H	3.25	1.50	3.29	1.54

*A Likert-type scale was used with 1 being low end and 5 being high.

Trained Shooting Sports volunteers rated having a child/children in 4-H as a form of motivation as above average (mean = 4.07, standard deviation = 1.49) and higher than their perceived importance of having child/children in 4-H (mean = 3.39, standard deviation = 1.67). Being recognized rated below average (mean = 2.50, standard deviation = 1.43) scoring even lower than their perceived importance of being recognized (mean = 2.64, = standard deviation = 1.52). Volunteers rated working in areas that interested them above average (mean = 4.14, standard deviation = .89) but still lower than their perceived importance of working in an area that interested them (mean = 4.21, standard deviation = .86). They also rated understanding the importance of 4-H above average (mean = 4.11, standard deviation = .83) but still scored it lower than their perceived significance of understanding the importance of 4-H (mean = 4.14, standard deviation = .76). Shooting Sports volunteers rated having been involved themselves in 4-H

above average (mean = 3.25, standard deviation = 1.50) but still lower than their perceived importance of having been involved in 4-H (mean = 3.29, standard deviation = 1.54).

Shooting Sports Program Volunteers' Perceptions of Training and Their Perceived Importance of Training

The data presented in Table IV addresses the objective "Shooting Sports Program volunteers' perceptions of training and their perceived importance of training". Responses were measured on a Likert-type scale with 1 being low and 5 being high. Volunteer leaders' responses were above average for all areas measured, but their perceptions reflected the need for some additional training for volunteers in the Shooting Sports Program.

Trained Shooting Sports volunteers rated their perceptions of training received above average (mean = 4.32, standard deviation = .86), but the score remained lower than their perceived importance of training received (mean = 4.36, standard deviation = .91). Volunteers scored understanding of program objectives above average (mean = 4.11, standard deviation = .83), but the results were still lower than their perceived importance of understanding program objectives (mean = 4.32, standard deviation = .67). Respondents rated understanding their role as a volunteer above average (mean = 4.21, standard deviation = .83), but this was still lower than the volunteers' perceived importance of understanding their role as a volunteer (mean = 4.39, standard deviation = .68). Volunteers rated understanding youth and their needs above average (mean = 4.32, standard deviation = .74), but still considerably lower than their

Table IV. Shooting Sports Program Volunteers' Perceptions of Training Received and Their Perceived Importance of Training

Area of Training	<u>Level of Training</u>		<u>Importance of Training</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
	*		*	
Training Received	4.32	.86	4.36	.91
Understanding of Program Objectives	4.11	.83	4.32	.67
Understanding the Role of a Volunteer	4.21	.83	4.39	.68
Understanding of Youth and Their Needs	4.32	.74	4.68	.48
Understanding Resources Available to You	4.21	.83	4.46	.69

*A Likert-type scale was used with 1 being low and 5 being high.

perceived importance of understanding youth and their needs (mean = 4.68, standard deviation = .48). Shooting Sports volunteers rated understanding resources available to them above average (mean = 4.21, standard deviation = .83), but this, too, still scored lower than their perceived importance of understanding resources available to them (mean = 4.46, standard deviation = .69).

Shooting Sports Volunteers' Perceptions of Personal Satisfaction and Their Perceived Importance of Personal Satisfaction

The data presented in Table V addresses the objective "Shooting Sports Program volunteers' perceptions of personal satisfaction and their perceived importance of personal satisfaction". Responses were measured on a Likert-type scale with 1 being low and 5 being high. Volunteers responses indicated that all of the areas of personal satisfaction

Table V. Shooting Sports Program Volunteers' Perceptions of Personal Satisfaction with the Shooting Sports Program and Their Perceived Importance of Personal Satisfaction

Area of Personal Satisfaction	<u>Level of Satisfaction</u>		<u>Importance of Satisfaction</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
	*		*	
Compensated for Expenses	1.89	1.20	2.00	1.33
Having Input into Shooting Sports Program	3.97	.84	4.14	.76
Receiving Feedback on Performance	3.54	1.29	3.54	1.30
Doing Things You Like	4.18	.82	4.11	.83

*A Likert-type scale was used with 1 being low and 5 being high.

rated above average with the exception of being compensated for expenses. The respondents' perceptions of the importance of personal satisfaction rated equal to or higher than their level of personal satisfaction with the exception of doing things you like which rated lower.

Trained Shooting Sports volunteers rated their perceptions of personal satisfaction of being compensated for expenses below average (mean = 1.89, standard deviation = 1.20) with their perceived importance of being compensated for expenses rating higher (mean = 2.00, standard deviation = 1.33). Volunteers scored having input into Shooting Sports Program above average (mean = 3.97, standard deviation = .84) but lower than their perceived importance of having input into Shooting Sports Program (mean = 4.14, standard deviation = .76). Respondents rated receiving feedback on performance rated equally (mean = 3.54, standard deviation = 1.29) with their

perceived importance of receiving feedback (mean = 3.54, standard deviation = 1.30).

They rated doing things they liked above average (mean = 4.18, standard deviation = .82)

and higher than their perceived importance of doing things they liked (mean = 4.11,

standard deviation = .83).

Shooting Sports Volunteers' Perceptions of Recognition and Their Importance of Recognition

The data presented in Table VI addresses the objective "Shooting Sports Program volunteers' perceptions of recognition and their perceived importance of recognition".

Responses were measured on a Likert-type scale with 1 being low and 5 being high.

Volunteers responses indicated all areas of recognition rated above average with the exception of being financially sponsored. The respondents' perceptions of the importance of recognition rated lower than their level of received recognition with the exception of being financially sponsored which rated higher.

Table VI. Shooting Sports Program Volunteers' Perceptions of Recognition and Their Perceived Importance of Recognition

Area of Recognition	<u>Level of Recognition</u>		<u>Importance of Recognition</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
	*		*	
Recognized for Being a Volunteer	3.71	1.30	2.86	1.11
Recognized Formally	3.07	1.41	2.39	1.26
Recognized Informally	3.29	1.36	2.96	1.35
Being Financially Sponsored	2.79	1.03	3.04	1.35

*A Likert-type scale was used with 1 being low and 5 being high.

Trained Shooting Sports volunteers rated being recognized for being a volunteer above average (mean = 3.71, standard deviation = 1.30) which was higher than their perceived importance of being recognized as a volunteer (mean = 2.86, standard deviation = 1.11). Respondents scored recognized formally above average (mean = 3.07, standard deviation = 1.41) which was higher than their perceived importance of being formally recognized (mean = 2.39, standard deviation = 1.26). They also scored recognized informally as above average (mean = 3.29, standard deviation = 1.36) and higher than their perceived importance of being recognized informally (mean = 2.96, standard deviation = 1.35). Being financially sponsored rated below average (mean = 2.79, standard deviation = 1.03) and lower than their perceived importance of being financially sponsored (mean = 3.04, standard deviation = 1.35).

Shooting Sports Program Volunteers' Perceptions of Recruitment and Their Perceived Importance of Recruitment

The data presented in Table VII addresses the objective "Shooting Sports Program volunteers' perceptions of recruitment and their perceived importance of recruitment". Responses were measured on a Likert-type scale with 1 being low and 5 being high. Volunteers rated all areas above average with the exception of being recruited for a specific time. The respondents perceived the importance of being recruited by an agent and given a job description lower than the level of their recruitment in these areas. The importance of being recruited by other volunteers, recruited for a specific task, and recruited for a specific time rated higher than the volunteers' recruitment experience in those areas.

Table VII. Shooting Sports Program Volunteers' Perceptions of Recruitment and Their Perceived Importance of Recruitment

Area of Recruitment	<u>Level of Recruitment</u>		<u>Importance of Recruitment</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
	*		*	
Recruited by Agent	3.50	1.29	3.29	1.27
Recruited by Volunteers	3.32	1.29	3.43	1.20
Recruited for Specific Task	3.32	1.23	3.43	1.07
Given Job Description	3.83	1.18	3.32	1.23
Recruited for a Specific Time	2.96	1.37	3.04	1.29

*A Likert-type scale was used with 1 being low and 5 being high.

Trained Shooting Sports volunteers rated their perceptions of being recruited by an agent above average (mean = 3.50, standard deviation = 1.29) which was higher than their perceived importance of being recruited by an agent (mean = 3.29, standard deviation = 1.27). Volunteers rated being recruited by other volunteers above average (mean = 3.32, standard deviation = 1.29), but this was lower than their perceived importance of being recruited by other volunteers (mean = 3.43, standard deviation = 1.20). They scored being recruited for a specific task above average (mean = 3.32, standard deviation = 1.23), but this was again lower than their perceived importance of being recruited for a specific task (mean = 3.43, standard deviation = 1.07). Being given a job description rated above average (mean = 3.83, standard deviation = 1.18) which was higher than their perceived importance of being given a job description (mean = 3.32, standard deviation = 1.23). Respondents rated being recruited for a specific time below average (mean = 2.96, standard deviation = 1.37) with their perceived importance of being recruited for a specific time (mean = 3.04, standard deviation = 1.29) scoring only slightly higher.

Chapter V

Major Findings

Purpose and Specific Objectives

Purpose of the Study

The purpose of this study was to determine the level of involvement of trained Tennessee Shooting Sports volunteer leaders and their perceptions regarding the program. All ninety-one trained volunteers were surveyed in the fall of 2000. The survey was developed by the author and pilot tested and approved by the Agricultural and Extension Education Department at the University of Tennessee in Knoxville. Information recorded includes personal characteristics of volunteers, their perceptions of various aspects of the Shooting Sports Program, and their perceived importance of those various aspects..

Specific Objectives

The objectives of this study were:

- (1) To determine a personal profile of study respondents.
- (2) To determine the Shooting Sports Program volunteers' perceptions of agent's involvement and their perceived importance of agents' involvement.
- (3) To determine Shootings Sports Program volunteers' perceptions of motivation and their perceived importance of motivation.
- (4) To determine Shooting Sports Program volunteers' perceptions of training received and their perceived importance of training.
- (5) To determine Shooting Sports Program volunteers' perceptions of personal satisfaction with the Shooting Sports Program and their perceived importance of

personal satisfaction.

- (6) To determine Shooting Sports Program volunteers' perceptions of recognition and their perceived importance of recognition.
- (7) To determine Shooting Sports Program volunteers' perceptions of recruitment and their perceived importance of recruitment.

Methods of Investigations

Population and Sample

The population was the ninety-one volunteer leaders who have been trained in the Shooting Sports Program in the state of Tennessee since 1990. Surveys were mailed to all ninety-one volunteers with each survey containing a self-addressed stamped return envelope and cover letter explaining the nature of the study. Although the study was number coded to aid in the follow up of returns to the researcher, confidentiality of the subjects' responses was assured. Of the ninety-one trained Tennessee Shooting Sports volunteers twenty-eight (30.8%) responded to the survey.

Survey Instrument

A perception survey was developed by the researcher and validated with a select group of trained Tennessee Shooting Sports volunteers. This questionnaire was then revised and validated by a committee of Extension agents and specialists.

Analysis of the Data

The data obtained in the study was analyzed by using mean scores, standard deviation, and percentages. Descriptive statistics were used to describe responses of those

choosing to participate. No influences should be drawn from this study regarding the perceptions of those who chose not to participate.

Major Findings

Profile of Study Respondents

Of the ninety-one Tennessee trained Shooting Sports Program volunteers surveyed a total of twenty-eight responded. The mean age was 47.32 years. Of the 28 respondents 22 (78.6%) were males, and 6 (21.4%) were females. All respondents were Caucasian with 26 (92.9%) being married, and the group had a mean of 2.25 children. Of those responding the majority were employed, 22 (78.6%), and resided in a rural area 19(67.9%).

Of the respondents only 14 (50%) had volunteered since their training with only 12 respondents (42.9%) reporting they volunteered in the last year. The following areas scored the highest levels of involvement: 14 (50%) of the respondents had been involved in a county wide Shooting Sports club, 12 (42.9%) had been involved in promoting the Shooting Sports Program, and 12 (42.9%) had attended Shooting Sports Camp.

Shooting Sports Program volunteers' perceptions of agent's involvement and their perceived importance of agents' involvement

Shooting Sports Program volunteers rated their level of agent involvement above average but lower than their perceived importance of agent involvement in the following areas: working relationship with their agent, receiving expectations from their agent, receiving support from their agent, maintaining one-on-one contact with their agent, and agent involvement with planning. They rated the working relationship (mean = 3.82,

standard deviation = 1.19) and support of agent (mean = 3.54, standard deviation = 1.26) considerably lower than their perceived importance of the working relationship with agent (mean = 4.21, standard deviation = .96) and support of agent (mean = 4.04, standard deviation = .92).

Shooting Sports Program volunteers' perceptions of motivation and their perceived importance of motivation

Shooting Sports Program volunteers rated their level of motivation marginally lower than the importance of motivation in the following areas: being recognized, working in areas that interest you, understanding the importance of 4-H, and having been involved in 4-H themselves. The respondents rated having a child/children in 4-H (mean = 4.07, standard deviation = 1.49) considerably higher than their perceived importance of having a child/children in 4-H (mean = 3.39, standard deviation = 1.67).

Shooting Sports Program volunteers' perceptions of training received and their perceived importance of training

Shooting Sports Program volunteers rated their level of training marginally lower than the importance of training in the following areas: training received, understanding of program objectives, understanding the role of a volunteer, and understanding resources available to them. They rated understanding of youth and their needs (mean = 4.32, standard deviation = .74) lower than their perceived importance of understanding youth and their needs (mean = 4.68, standard deviation = .48).

Shooting Sports Program volunteers' perceptions of personal satisfaction with the Shooting Sports Program and their perceived importance of personal satisfaction

Shooting Sports Program volunteers rated their level of personal satisfaction marginally lower than their perceived importance of personal satisfaction in the following

areas: compensated for expenses, having input into the Shooting Sports Program, and having feedback on their performance. They rated doing things they like marginally higher than their perceived importance of doing things they like.

Shooting Sports Program volunteers' perceptions of recognition and their perceived importance of recognition

Shooting Sports Program volunteers rated their level of recognition higher than their perceived importance of recognition in the following areas: being recognized for being a volunteer, recognized formally, and recognized informally. Being financially sponsored (mean = 2.79, standard deviation = 1.03) rated lower than their perceived importance of being financially sponsored (mean = 3.04, standard deviation = 1.35).

Shooting Sports Program volunteers' perceptions of recruitment and their perceived importance of recruitment

Shooting Sports Program volunteers rated their level of recruitment lower than their perceived importance of recruitment in the following areas: recruited by volunteers, recruited for a specific task, and recruited for a specific time. Volunteers rated being recruited by an agent and given a job description higher than the perceived importance of those two. They also rated being given a job description (mean = 3.83, standard deviation = 1.18) higher than their perceived importance of being given a job description (mean = 3.32, standard deviation = 1.23).

Implications and Recommendations

Based upon the findings of this study, the following implications and recommendations can be drawn:

- (1) There was a low response to the survey with only 28 of the 91 trained Shooting Sports Program volunteers returning their survey and only 50% of the 28 had volunteered since their training. As a result, the researcher strongly recommends that there be more correspondence and direction given to the volunteers after their training with some type of follow-up (letters, phone calls) being done with the volunteers and more record keeping at the county and state level. This would create a database for building a stronger program both at the county and state levels.
- (2) The volunteers were most dissatisfied with their working relationship and support from their agent. Volunteers also expressed the need to be financially sponsored for shooting sports activities. Therefore, if the Shooting Sports Program is to continue Extension must coordinate and give support both personally and financially to these volunteer leaders.
- (3) Volunteers stressed the need to be able to better understand youth and their needs. Therefore, understanding youth and their needs should be included as a formal part of the training process.
- (4) Volunteers stated that having a child/children in 4-H and being given a job description did not effect their decision to volunteer. Therefore, Extension agents should try to recruit volunteers who are interested in the Shooting Sports Program

but not necessarily parents of 4-H'ers in this program.

- (5) Due to unfavorable political and social climate regarding firearms, it is the researchers recommendation that the Extension Service take a more active role in the education of youth in the area of shooting sports through organized Shooting Sports Programs at the county, state, and national levels. It appears the youth of today are not receiving adequate safety training in the use of firearms; therefore, the above recommendation becomes crucial.
- (6) Traditionally the Shooting Sports Program has been a volunteer led program, but the findings of this study suggest a more effective program could exist with increased agent involvement as a catalyst/coordinator for the county program.
- (7) If the Shooting Sports Program is to succeed, there needs to be a statewide coordinator with the ability and resources to provide leadership and communication for the Shooting Sports Program both for Extension personnel and trained Tennessee Shooting Sports volunteer leaders.
- (8) Since the Shooting Sports Program is led by trained volunteers, one might presume that inadequate training would be a contributor to the lack of involvement after training, but the findings of this study did not indicate this presumption to be true. Study respondents indicated they had received adequate training. Therefore, the lack of follow-up after the training activities seems to be more of a factor leading to the volunteers lack of participation. Agents must maintain communication with the trained volunteer leaders if they want the program to succeed.

Recommendations for Further Study

- (1) A study should be conducted with Extension agents to determine their perception and importance of the Shooting Sports Program.
- (2) A similar study of volunteer leaders leading other project groups should be conducted to determine their perceptions of: agent's involvement, motivation, training, satisfaction, recognition, and recruitment.
- (3) A national study should be conducted with other states having volunteer led Shooting Sports Programs to evaluate their perceptions of the following: agent's involvement, motivation, training, satisfaction, recognition, and recruitment.

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APPENDIX

155-A East Main Street
Gallatin, Tennessee 37066
September 1, 2000

Dear Trained Shooting Sports Volunteer:

Because of your involvement in the 4-H Shooting Sports program, you and all other trained shooting sports volunteers are being asked to participate in a follow-up study. This project attempts to gather information on the Tennessee 4-H Shooting Sports program and its future.

We are asking you to take a few minutes to complete the enclosed questionnaire paying close attention to the directions while filling out your survey. When completed, please return it in the self-addressed/stamped envelope. The surveys are confidential and numbered for follow-up purposes only. Once your response has been received, the number on your survey and your name will never be associated. Your participation is purely voluntary.

Thank you for your time and effort. Remember, the future of 4-H shooting sports may be in your hands.

Very truly yours,

Clint M. Parker
Assistant Extension Agent

Jill T. Martz
Assistant Extension
Specialist

enclosures

155-A East Main Street
Gallatin, Tennessee 37066
September 15, 2000

Dear Trained Shooting Sports Volunteer:

This is a follow-up to the letter and survey sent to you on September 1, 2000, regarding the Tennessee Shooting Sports program. This project attempts to gather information on the Tennessee 4-H Shooting Sports program and its future.

If you have already mailed your survey back, please disregard this letter. If not, please take a few minutes to complete the enclosed questionnaire paying close attention to the directions while filling out your survey. When completed, please return it in the self-addressed/stamped envelope. The surveys are confidential and numbered for follow-up purposes only. Once your response has been received, the number on your survey and your name will never be associated. Your participation is purely voluntary.

Thank you for your time and effort. Remember, the future of 4-H shooting sports may be in your hands.

Very truly yours,

Clint M. Parker
Assistant Extension Agent

Jill T. Martz
Assistant Extension Specialist

enclosures

SHOOTING SPORTS VOLUNTEER SURVEY

_____ Code Number

For each question **Part A** is what has happened to you after Shooting Sports Leader Training, and **Part B** is how important it is to you.

Circle which best answers each question.	Low				High
Example: Level of training you received	1	2	3	(4)	5
Importance of training	1	2	3	4	(5)

Agent Involvement

How involved was your extension agent in the Shooting Sports Program?

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | A. Your working relationship with your agent | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of working relationship with your agent | 1 | 2 | 3 | 4 | 5 |
| 2. | A. What is expected of you from the agent | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being told in detail what is expected from agent | 2 | 3 | 4 | 5 | |
| 3. | A. Given professional support by the agent | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being given professional support by the agent | 1 | 2 | 3 | 4 | 5 |
| 4. | A. Have one-on-one contact with the agent | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of having one-on-one contact with agent | 1 | 2 | 3 | 4 | 5 |
| 5. | A. Agent involved in planning of the Shooting Sports program | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of agent being involved in planning the program | 1 | 2 | 3 | 4 | 5 |

Motivation

When deciding to become a volunteer, how much influence did the following have on your decision:

- | | | | | | | |
|-----|--|---|---|---|---|---|
| (1) | A. Having a child or children in 4-H | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of having a child/children in 4-H | 1 | 2 | 3 | 4 | 5 |
| (2) | A. Receiving recognition from the 4-H organization | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of receiving recognition from the 4-H organization | 1 | 2 | 3 | 4 | 5 |

(3)	A. Being placed in areas that you are interested in	1	2	3	4	5
	B. Importance of being placed in areas that you are interested in	1	2	3	4	5
(4)	A. Understanding the importance of 4-H	1	2	3	4	5
	B. Importance of understanding the importance of 4-H	1	2	3	4	5
(5)	A. Having been involved yourself in 4-H as a youth	1	2	3	4	5
	B. Importance of being involved in 4-H as a youth	1	2	3	4	5

Training

Low

High

What type of training did you receive prior to working with the Shooting Sports Program?

(1)	A. Level of training received	1	2	3	4	5
	B. Importance of receiving training	1	2	3	4	5
(2)	A. Understanding of the 4-H program objectives	1	2	3	4	5
	B. Importance of understanding the 4-H program objectives	1	2	3	4	5
(3)	A. Understanding the role of a 4-H volunteer	1	2	3	4	5
	B. Importance of understanding the role of a volunteer	1	2	3	4	5
(4)	A. Understanding of youth and their needs	1	2	3	4	5
	B. Importance of understanding youth and their needs	1	2	3	4	5
(5)	A. Understanding resources available to you	1	2	3	4	5
	B. Importance of understanding resources available to you	1	2	3	4	5

Personal Satisfaction

What satisfied you about working with the Shooting Sports program?

1.	A. Being compensated for your expenses	1	2	3	4	5
	B. Importance of being compensated for your expenses	1	2	3	4	5
2.	A. Opportunity to have input into the program	1	2	3	4	5
	B. Importance of having input into the program	1	2	3	4	5
3.	A. Receiving feedback on your performance	1	2	3	4	5
	B. Importance of receiving feedback on your performance	1	2	3	4	5
4.	A. Ability to do things you like to do with the group	1	2	3	4	5
	B. Importance of being able to do things you like to do with group	1	2	3	4	5

Recognition

What type of recognition did you receive for working with the Shooting Sports program?

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | A. Recognition for being a volunteer | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of receiving recognition for being a volunteer | 1 | 2 | 3 | 4 | 5 |
| 2. | A. Recognized formally at activities such as a banquet | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recognized formally | 1 | 2 | 3 | 4 | 5 |
| 3. | A. Recognized informally (verbally, handshake, newspaper) | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recognized informally | 1 | 2 | 3 | 4 | 5 |
| 4. | A. Being financially sponsored on trips/contests | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being financially sponsored on trips/contests | 1 | 2 | 3 | 4 | 5 |

Recruitment

Low

High

How were you recruited for the Shooting Sports program?

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | A. Recruited by 4-H agent | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recruited by 4-H agent | 1 | 2 | 3 | 4 | 5 |
| 2. | A. Recruited by other volunteers | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recruited by other volunteers | 1 | 2 | 3 | 4 | 5 |
| 3. | A. Recruited for a specific task | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recruited for a specific task | 1 | 2 | 3 | 4 | 5 |
| 4. | A. Given a volunteer job description | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being given a volunteer job description | 1 | 2 | 3 | 4 | 5 |
| 5. | A. Recruited for a specific amount of time | 1 | 2 | 3 | 4 | 5 |
| | B. Importance of being recruited for a specific amount of time | 1 | 2 | 3 | 4 | 5 |
-

The information requested in this part of the study is to help in the interpretation of the results of the study. The **confidentiality** of information provided here is assured.

PLEASE ANSWER ALL QUESTIONS BY FILING OUT BY MARKING (✓ OR X) THE APPROPRIATE SPACE.

1. Have you volunteered in the Shooting Sports Program since your training?
☐ Yes ☐ No
If yes, how many ☐ weeks, ☐ months, ☐ years?
2. Describe your involvement in the Shooting Sports Program. (Check all that apply)
☐ County Wide Shooting Sports Club
☐ Local Shooting Sports Club (local gun club)
☐ Ran Rifle Range at 4-H Camp
☐ Promotion of 4-H Shooting Sports Program
☐ Attended Shooting Sports Camp as a volunteer
☐ Resource Development (secured money, facilities, equipment, etc.)
☐ Recruit other volunteers
☐ Other (list below)

3. Have you volunteered as a Shooting Sports volunteer in the last year?
☐ Yes ☐ No
If yes, how many 4-Her's participated in program you worked with? _____
If no, would you volunteer again if asked? ☐ Yes ☐ No
4. Is there a need for a 4-H Shooting Sports program in the state of Tennessee?
☐ Yes ☐ No
5. Age _____
6. Sex Male _____ Female _____
7. Race ☐ Caucasian ☐ Black ☐ Other (specify) _____
8. Marital Status Single _____ Married _____
 Divorced _____ Widowed _____

9. Number of Children _____

If you have children, how many:

_____ Are now too young to be 4-H members?

_____ Are now 4-H members?

_____ Were 4-H members in the past?

_____ Are now of 4-H age, but do not belong?

10. Employment Status:

_____ Employed

_____ Not Employed

_____ Retired

11. Residence status:

_____ Urban (suburbs and cities over 50,000)

_____ Suburban (towns and cities 10,000-50,000)

_____ Rural (farms and towns under 10,000)

12. Do you have any additional comments about the Tennessee Shooting Sports Program?

Thank you for supporting the Tennessee Shooting Sports Program. Please return this filled out questionnaire in the stamped, self-addressed envelope provided.

VITA

Clint Morris Parker was born on March 12, 1972, in Jackson, Mississippi. He attended Obion County Central High School in Troy, Tennessee, graduating in 1990. He attended the University of Tennessee at Martin and completed the requirements for a Bachelor of Science degree in Agriculture in 1994.

He has been employed as an Assistant Extension Agent in Sumner County since May 1995 and is a member of the Tennessee Agriculture Agents Association.

He is married to the former Tracy Campbell. They have one daughter, Allison, who is three years old. They reside in Gallatin, Tennessee.

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