

AN ANALYSIS OF OKLAHOMA COOPERATIVE
EXTENSION SERVICE 4-H AGENTS'
UTILIZATION OF PROGRAM
VOLUNTEERS

By

FREDERICK S. EDMONSON

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

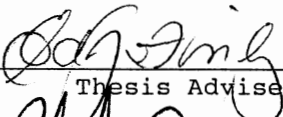
1989

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1991

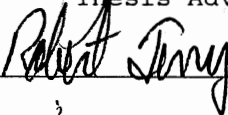
Thesis
1991
E24a
cop 2

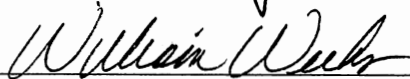
AN ANALYSIS OF OKLAHOMA COOPERATIVE
EXTENSION SERVICE 4-H AGENTS'
UTILIZATION OF PROGRAM
VOLUNTEERS

Thesis Approved:



Thesis Adviser







Dean of the Graduate College

ACKNOWLEDGMENTS

The author wishes to express many heartfelt thanks to the magnitude of individuals who contributed their time and comments to make this research effort possible.

The author's most sincere appreciation and admiration is extended to Dr. Eddy Finley, major adviser, for this research. By serving as an adviser, mentor, and most of all a friend, Dr. Finley helped to make this research effort, as well as the author's undergraduate and graduate studies, both educational and rewarding. The author also extends many thanks to the family of Dr. Finley, Nancy, J.J., and Justin, for allowing the author to come into their home on numerous occasions.

Many thanks to Dr. Robert Terry and Dr. William Weeks for their assistance and contributions while serving as members of the author's committee as well as throughout the author's graduate studies.

The author would also like to thank Dr. James Rutledge and Charles Cox for their contribution to this research effort. Furthermore, a special thanks is extended to the County Extension 4-H Agents who took the time to complete the survey and to the state 4-H staff whose inputs proved very helpful.

The author would also like to extend a special thank you to Tresa Runyan, Agricultural Education secretary, for the "little things" that added up, yet were vital to this research effort.

Special recognition is given to Kay Porter, typist extraordinaire, whose patience, expertise, and promptness was greatly appreciated.

Finally, this thesis is dedicated to the writer's parents, Gerald R. and Martha J. Edmonson, whose never ending support, encouragement and guidance has served as a source of strength throughout the author's life.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	2
Purpose of the Study	2
Objectives of the Study.	3
Assumptions of the Study	4
Scope of the Study	4
Definition of Terms.	5
II. REVIEW OF LITERATURE	7
Introduction	7
Growth of 4-H.	8
Volunteers	10
Role of the 4-H Volunteer.	11
Agents Role.	13
Recruiting Volunteers.	14
Review of Related Research	17
Summary.	24
III. METHODOLOGY	26
Institutional Review Board	26
Population	27
Selection and Development of the Instrument.	28
The Instrument	29
Collection of Data	31
Analysis of Data	31
VI. PRESENTATION AND ANALYSIS OF DATA.	34
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	62
Introduction	62
Purpose of the Study	62
Objectives of the Study.	62
Scope of the Study	64
Major Findings of the Study.	64
Conclusions.	73
Recommendations.	74
Recommendations for Addtional Research	75

Chapter	Page
REFERENCES	77
APPENDIXES	80
APPENDIX A - QUESTIONNAIRE.	81
APPENDIX B - COVER LETTERS.	87

LIST OF TABLES

Table	Page
I. Population and Number of Respondents by District.	27
II. Distribution of Respondents by Job Title.	35
III. Distribution of Respondents by District	35
IV. Distribution of Respondents by Level of Extent They Get Acquainted with Potential Volunteers Prior to Requesting Their Assistance	37
V. Distribution of Respondents According to Groups They Requested Assistance from Most Often	37
VI. Frequency Distribution and Mean Responses of Respondents' Perceptions Regarding Volunteer Recruitment	39
VII. Distribution of Respondents by Whether or Not They Would Liked to Have Had Additional Pre-service and/or In-service Training.	43
VIII. Frequency Distribution and Mean Responses of Respondents' Perceptions Pertaining to the Extent of Assistance Provided By the Cooperative Extension Service	44
IX. Distribution of Respondents By Recruitment Techniques Currently Used.	48
X. Distribution of Most Effective Recruitment Technique As Perceived By the Respondents	48
XI. Distribution of Respondents By the Level of Extent They Allow Potential Volunteers to Decline a Request For Assistance While Providing Them With Additional Opportunitites to Accept	50
XII. Distribution of Respondents By the Level of Extent They Discuss Alternatives With Potential Volunteers.	50
XIII. Distribution of Most Common Reason People Volunteer As Perceived By the Respondents	52

Table	Page
XIV. Distribution of Respondents By How They Currently Use Volunteers.	52
XV. Distribution of the Level of Performance of Most Volunteers As Perceived By the Respondents.	54
XVI. Distribution of Reasons That Prevent People From Volunteering As Perceived By the Respondents.	54
XVII. Distribution of Respondents By Whether or Not They Maintain a Continuous Volunteer Orientation Program.	56
XVIII. Distribution of Respondents By How Often They Meet Regularly With Volunteers	56
XIX. Distribution of Respondents By How Volunteers Are Oriented	58
XX. Distribution of Hours Contributed By the Typical 4-H Volunteer As Perceived By the Rspondents	58
XXI. Distribution of Respondents By Time of Day They Meet With Volunteers	61
XXII. Distribution of the Level of Extent That the Cooperative Extension Service Benefits From Using Volunteers As Perceived By the Respondents	61
XXIII. Summary Table.	65
XXIV. Summary of Mean Responses Relative to Respondents' Practices Regarding the Utilization of Program Volunteers	72

CHAPTER I

INTRODUCTION

Recruiting adult 4-H volunteers is regarded as a primary responsibility of Cooperative Extension Service (CES) 4-H agents. Therefore, this study was primarily concerned with CES 4-H agents' perceptions of their own volunteer recruitment techniques.

Relative to the history of the CES, it has maintained the goal of helping rural families to attain a better quality of life. This is also true regarding the youth 4-H programs. By beginning at an early age, the CES has helped in preparing youth for the greatest task they will ever face: Life.

Since 4-H programs began more than 75 years ago, they have grown in size and in number of students participating. Therefore, in conjunction with budget constraints, this growth has vastly outnumbered the number of CES 4-H agents available. As a result, 4-H agents have been forced to seek help, primarily through adult volunteers. These adult volunteers help by taking some of the responsibility away from the CES 4-H agent in order that he or she may distribute his or her efforts as efficiently as possible. However, by delegating, additional responsibilities occur, one of which is the recruiting of adult volunteers to help with 4-H programs. Therefore, the longevity of 4-H volunteer programs, as well as 4-H in general, is dependent on CES 4-H agents who can

effectively recruit volunteers.

The vast array of projects and activities available to young people in 4-H would have been an empty promise without the help and guidance of an army of professional Extension agents and volunteer leaders. 4-H had always depended on the interest and goodwill of local people to help organize clubs, supervise projects and chaperon events. At the same time Extension workers and volunteers tried to make 4-H a family venture. For thirty years that rare combination of interested adults, professional expertise, and enthusiastic young people maintained one of the most successful educational efforts the nation had experienced (Wessel and Wessel, 1982, p. 107).

Statement of the Problem

Realizing the importance of adult volunteers and the very fact that their service is essential if effective 4-H programs are to be implemented and conducted at the county level, it was deemed to be essential that a study pertaining to the utilization of adult volunteers by CES 4-H agents be conducted. Within the state of Oklahoma, little if any research relative to the utilization of adult volunteers by CES 4-H agents has been conducted; therefore, this research effort should prove to be beneficial regarding recommendations which may be made in order to assist the CES 4-H agents with a more effective program utilizing adult volunteers.

Purpose of the Study

The purpose of this study was to analyze the Oklahoma CES 4-H agents' utilization of 4-H program volunteers.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established:

1. To identify CES agents whose major area of responsibility is 4-H programs and to determine the district in which they are employed;

2. To determine the extent the CES 4-H agents become acquainted with potential volunteers prior to requesting their assistance as volunteers as well as to determine whom they request assistance from most often;

3. To determine how frequently the CES 4-H agents: (A) match volunteers talents to duties and/or responsibilities; (B) orient volunteers; (C) explain available opportunities; (D) explain objectives of the 4-H program; (E) emphasize importance of volunteers; and, (F) explain what will be expected of volunteers;

4. To determine the most difficult task or constraint as perceived by the CES 4-H agents concerning the recruitment of volunteers;

5. To determine whether or not and to what extent the CES 4-H agents had additional pre-service and/or in-service training which emphasized working with volunteers;

6. To determine which recruitment techniques the CES 4-H agents currently use and which they perceive as being most effective;

7. To determine the extent to which the CES 4-H agents provide opportunities to potential volunteers to either decline or accept

alternative assignments;

8. To obtain the CES 4-H agents' perceptions as to why people volunteer as well as the primary reason that prevents people from volunteering;

9. To determine the CES 4-H agents' perceptions pertaining to: (A) how they currently use volunteers; (B) the performance of most volunteers; (C) whether or not they maintain a continuous volunteer orientation program; (D) how often and when they regularly meet with volunteers; (E) how volunteers are oriented; and, (F) the amount of time the typical 4-H volunteer contributes; and,

10. To elicit the perceptions of the CES 4-H agents pertaining to what they believe will cause people to want to volunteer and to determine to what extent they perceive that CES benefits from using volunteers.

Assumptions of the Study

For the purpose of the study, the following assumptions were accepted by the researcher.

1. That the respondents indicated honest expressions of their opinions.

2. The instrument administered would elicit accurate responses.

Scope of the Study

This study included all 84 CES agents who were responsible for 4-H programs at the county level in Oklahoma. The list of 84 CES

agents was identified and confirmed by the Office of Personnel Service, Oklahoma State University College of Agriculture. This list was further verified by Charles Cox, State 4-H Specialist.

Definition of Terms

The following definitions are presented as they apply to the study.

Cooperative Extension Service (CES) - A governmental initiated agency that disseminates information gained through the research at Land Grant Colleges, to all citizens in a useful and practical way to help them achieve a better quality of life, free of charge.

CES 4-H Agent - Agent in a specified county whose primary responsibility is providing informal educational programs for youth age nine to 19.

District - One of the four statewide areas in which the Oklahoma CES is divided. For example: Southwest District, Northwest District, . . .

4-H Volunteers - Persons who donate their time and knowledge, in various capacities, to a 4-H program with no monetary expectations in return.

4-H Members - A young person of age nine to nineteen, regardless of sex, creed, or national origin, who is enrolled in 4-H and met all the requirements.

4-H Program - A branch of the CES that provides informal education programs for urban and rural youth in compliance with goals and objectives.

Pre-Service - Training or education received by 4-H agents prior to becoming employed by the CES.

In-Service - Training or education received by 4-H agents after becoming employed by the CES.

Educational Programs - Components of the 4-H format which make up the curriculum for the organization.

Orientation - The act of relaying objectives to and expectations of the volunteers by the 4-H agent.

Circular Letters - An organizational letter that is distributed to volunteers with the purpose of informing them of upcoming events and activities.

Job Descriptions - The act of defining responsibilities and opportunities associated with a particular job.

Assessment - A process whereby a program is thoroughly reviewed to determine if the goals and objectives of that program were met.

Analyze - The act of studying the performance of individuals based on their performance or response to described situations.

Perception - An individuals mental grasp of or understanding their surroundings.

Utilization - To put to use for a specific purpose.

Performance - The level in which an individual carries out their duties.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present a review of literature which the author deemed relevant to this study. The review of literature is presented within the following sections: (1) Introduction, (2) Growth of 4-H, (3) Volunteers, (4) Role of The 4-H Volunteer, (5) Agents Role, (6) Recruiting Volunteers, (7) Review of Related Research, and (8) Summary.

In a society of abundant youth clubs, none has had more of an impact in broadening agriculture than 4-H. According to Wessel and Wessel (1982);

4-H is the youth education program of the Cooperative Extension Service...4-H participants are youth taking part in programs provided as a result of action planned and initiated by Extension personnel in cooperation with volunteer leadership at the local level (p. 331).

Today, 4-H extends worldwide and is dominated by the importance of volunteers. Since its humble beginning, 4-H has relied heavily on volunteers to help carry out programs, give guidance to 4-H members, and assist the 4-H Agents. However, with this reliability on volunteers comes yet another task facing 4-H. An effective volunteer recruitment program is imperative for successful use of volunteers.

The recruitment of volunteers - - the kind and number wanted - - is a challenge for the 4-H staff. Many times organizations needing volunteers use general appeals to the population in the area. These appeals often result in a less - than - satisfactory response. It is often true that the only people who respond to these appeals are "Traditional" volunteers who might have signed up anyway...Non-traditional volunteers make up a vast untapped group for recruitment (Lewis, Heinsohn, and Camasso, 1981, p. 1).

Volunteers are an integral part of a successful 4-H program. Thus, recruitment is an integral part of a successful volunteer program.

Volunteering to work with youth is widespread and ranges from schools to clubs, but in all cases, volunteers help in educating youth. Addressing volunteerism in education, Whaley (1973) stated,

In efforts to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have turned for help to one of the oldest traditions in American life - - the tradition of volunteerism. While the roots of voluntary service run deep in American society, the concept of organized, coordinated volunteerism in nearly every facet of school life is a relatively recent phenomenon (p. 1).

Growth of 4-H

From it's initial conception, 4-H has gone through many changes. The most dramatic change was that of initiating 4-H into nonfarm and urban sectors of society.

4-H has continued to grow since the first recorded figures in 1914. The membership in that year was 116,262 compared to a peak of 7.5 million participants in 1974. Changes have also taken place in the residence of the 4-H members. In 1954, 66% of the membership came from farms,

21% from rural nonfarm, and 13% from towns and cities. In 1969, 36.4% of the members came from farms, 41.8% from rural nonfarm, and 21.8% from towns and cities. In 1975, 23.2% of the members came from farms, 40.1% from rural nonfarms, and 36.7% from towns and cities of over 10,000 population (Anderson and Vines, 1976, p. 161).

This growth was also evident in the state of Oklahoma.

According to The Duncan Banner (October 12, 1990, p. 2), the first 4-H project in Oklahoma consisted of 49 boys who entered a corn growing contest. This contest was the start of Oklahoma's 4-H program which now consists of 127,000 members. This enrollment is divided equally among those from farms, rural nonfarms, and cities with populations of over 10,000. Furthermore, the worldwide membership is near 4.5 million. With these large numbers and diversity of members, came a demand for a wide variety of programs.

As 4-H settled into the 1980's many hoped for a respite from the program upheavals of the previous two decades. During that time, the traditional 4-H project system - once characterized by young girls baking pies and boys growing corn - was studied, manipulated, beat, in some cases broken, repaired, criticized, stretched, modified, improved, and studied once again in an attempt to be responsive. Sometimes the reports, conferences, and experiments produced only the tiniest change in program orientation. In other instances, whole new initiatives emerged and 4-H found itself headed in a different direction. The influx of federal or private money often would mandate a new emphasis. But, just as often, 4-H was freed with a responding to a political or social need with no additional funds whatsoever. The enormous problem of initiating change in an organization as 4-H undoubtedly increased the internal pressures and frustrations. On the other hand, 4-H seldom failed to act when educational tendencies became clear trends. And to its credit, 4-H was careful to preserve a place for pies and corn as it moved ahead into rockets and ecology (Wessel and Wessel, 1982, p. 281).

Volunteers

"What I spent, is gone
 what I kept, is lost
 but what I gave to charity
 will be mine forever." Epitaph

According to Morrison (1983, p. 9), "Today a far greater percentage of the population is involved in volunteer efforts than at any time in history." Morrison further pointed out;

There are some things that belong to us that are so precious we can't sell them; we must share them with others - so it is with our volunteer efforts... There is a certain reward in being part of an effort that makes a difference. In contemporary society the problems are complex, the solutions more involved, and the satisfaction more obscure. It is these very challenges which spark the interest and involvement of 20th century volunteers. This involvement meets inner needs and brings happiness (p. 9).

As Americans become aware of this opportunity for self satisfaction, the increase in volunteers leads to greater opportunities in the field of volunteerism.

New areas of volunteer services are opening in the United States today, and favorite assumptions about volunteers are being jolted. Attitudes and ways of work are being refashioned. The distinction between public and private service is no longer sharp. Our image of the volunteer is taking new form (Naylor, 1967, p. 11).

The trends and changes emerging in the world of voluntarism are exciting because they indicate that voluntarism is becoming one of the major means of providing human services. That is, agencies and institutions, both private and public, are extending their activities, programs, and services through a greatly increased use of volunteer personpower... Administration has made it clear that voluntarism is one of the ways in which the citizens of this country can increase their help to each other and to themselves, and thus make the democratic system

work more effectively (Schindler-Rainman and Lippitt, 1971, p. 34).

As the volunteer community continues to grow, it is a good time to join the "band wagon" of this movement. Volunteers are best summed up by Wilson (1976), when she stated;

This is truly an exciting time to be engaged in this field. What has been an undefined profession for a good many years is emerging at this moment in time. It has been there for years, but now we are finally seeing that it has an entity, professional status, literature and character all its own (p. 23).

Role of the 4-H Volunteer

Soon after the creation of the 4-H clubs, in conjunction with the growth in enrollment and programs offered, it was evident that the 4-H agents needed help. Wessel and Wessel pointed out;

With the loss of paid club leaders after World War I, the need for local volunteer leadership became even more crucial. Some states already relied on local farm parents to conduct club affairs, but after 1919, it was imperative to find local people willing to accept the responsibility. To state and federal officials it seemed obvious that a greater reliance on volunteer leadership could be made an integral part of the clubs movement (p. 41).

Furthermore, this need of volunteer leaders has continued to grow. This need for volunteers has spread throughout many youth organizations, and according to Boyle and Douglah (1964),

Annually over two million adults serve in voluntary leadership capacities for educational youth organizations in the United States. Such groups as Boy Scouts, Girl Scouts, Campfire Girls, 4-H Clubs, Farm Youth Organizations, and Young Adult Church Groups rely almost exclusively on lay people in the community to provide adult leadership for their organizations (p. 209).

Volunteers serve in numerous capacities within the 4-H clubs. Along with the growth of 4-H, agents have been confronted with the fact that they are not able to do everything and thus rely heavily on volunteers to take some of the responsibilities. Tyler (1966) pointed out the following six types of responsibilities which volunteers assume, and these are the roles that they play in 4-H clubs.

- (1) roles normally played in home and community;
- (2) giving encouragement and reassurance to children and youth engaged in learning new things and trying activities which seem different to them;
- (3) furnishing examples of behavior and character which can be well emulated;
- (4) serving as a medium for two - way communication between the staffing agency and the clients;
- (5) operating or monitoring programs which are well structured for individual or group use; and,
- (6) performing the many duties which are commonly part of a total professional job, but which do not require specialized competence (p. 157).

In more detail, volunteers go beyond these. Within 4-H, volunteers expand 4-H programs, recruit other volunteers, and generally promote 4-H.

Marian H. Howard initiated a cultural exchange between an inner city 4-H club in the District of Columbia and a small town 4-H club in South Salem, New York to increase opportunities for volunteer leaders to work together, learn new skills and share ideas'. The program increased 4-H volunteerism in Washington, D.C., increased interest and participation in 4-H activities and projects, and increased opportunities for the 4-H youngsters to share and learn from each other. Seventeen new volunteer leaders in Washington, D.C. helped 112 young people form three new 4-H clubs as a result of the project (4-H Salute To Excellence, 1985, p. 5).

The importance of the roles of the 4-H volunteer was best summed up by Anderson and Vines (1976, p. 165), when they stated,

"The main key to the future, as well as the successful past of the 4-H program is the volunteer leader."

Agents Role

In order to achieve an excellent clientele of volunteers, the 4-H clubs must have an agent who is proficient at recruiting volunteers to work with 4-H youth.

Recruiting volunteers is an almost unknown field of information... This is one of the enigmas of Extension work. We still find local leaders recruited but not trained in states where local people have carried the major, if not the total, responsibility of teaching lay people for the past two or three decades (Sabrosky, 1963, p. 32).

Furthermore, simply because an individual is willing to volunteer to work with 4-H clubs does not mean that the individual knows how to work with the youth. According to Johnson and Sollie, (1968, p. 164), "The task of training volunteer leaders for their work with 4-H clubs falls to the 4-H Agents and to the state staff."

The 4-H Agents in conjunction with the state staff bear the important responsibility of recruiting volunteers for 4-H clubs. Sabrosky (pp. 33-34) pointed out;

Therefore, recruitment includes not only selecting him, asking him to serve, training him, but also giving him a chance to function.

In the long history and wide use of volunteers, several problems are frequently encountered that must be solved if the work is to be effective. The first of these is in recruiting and selecting volunteers for service in a particular organization... A second problem is providing for the initial training of the volunteer (Tyler, p. 157-158).

Agents are the key to a successful volunteer program and they have the responsibility of asking and training volunteers to serve in some capacity. Effective recruiting is a must if the youth, volunteers, and agents are going to benefit from the use of volunteers in 4-H Clubs. Kempton (1980, p. 19) stated, "Extension agents must be good managers to fully use the talent and energy the volunteer has to offer." Furthermore, being a good manager requires that the 4-H Agents be good leaders.

I want to stress, when discussing the use of local leaders and giving them responsibilities that are worthy of their abilities, that just having local leaders and giving them responsibilities is not enough. They must be given help, and the agent must give professional leadership (Sabrosky, 1963, p. 34).

Recruiting Volunteers

Ask a 4-H Agent to name what the most critical problem was during the last year and the answer will probably be 'Finding Volunteers.' Since volunteer leaders spread many of the ideas and concepts of Extension, volunteer recruitment continues to be among the highest priorities facing most 4-H Agents (Camasso, Heinsohn, and Lewis, 1983, p. 13).

Recruiting volunteers for 4-H Club activities is a major concern of 4-H Agents and is rightfully so because of the importance of volunteers to the 4-H program. Taranto and Johnson (1984, p. 28) pointed out, "The development of a sound recruitment plan is one of the keys to a successful volunteer program." Therefore, in order to have a successful 4-H Club, a successful volunteer recruitment program must exist.

Once you've got a good idea what you want volunteers to do at your agency, or on its behalf, you are ready to move to the next step - recruitment (Laufer and Gorodezky, 1977, p. 29).

The first step in recruiting is to identify the clientele.

The traditional volunteer has been the white, middle class, married woman between the ages of 25 and 44 whose available time is often limited by family demands, including the need to be at home after school or to accompany her husband on trips. She is usually from the middle to upper income bracket and has a college degree. Her volunteering is often with church groups or other organizations which help her attain social status and recognition for herself or to assist her husband or children (Harlon, 1980, p. 83).

However, in our current society, this typical volunteer may not hold true. Whaples and Bordelon (1983, p. 5) stated, "The changing role of women has spotlighted the role of women in volunteer positions."

With increasing numbers of women in the workforce, alternative sources of volunteers must be solicited. Senior citizens are a prime suspect for this solution.

Many people who have retired or whose children are grown up are a bit lost and sometimes feel they are no longer useful. What a wealth of untapped knowledge and skill (Strand, 1961, p. 25).

Activity theory suggests that people who lack or who lose significant social roles, especially work and family roles, compensate for those losses by finding role substitutes. This has been a common assumption in discussions of reasons why older people volunteer, ways to expand their participation, and the kinds of procedures that are effective in reinforcing their involvement (Chambre', 1987, p. 30).

There are numerous sources of potential volunteers in society just waiting to be asked to serve. Teenagers, low income people, and minorities are just a few examples of other individuals who make up

this untapped source of volunteers. The common ingredient is finding people who want to share their knowledge, give of their time, and simply enjoy youth.

We usually look for leaders among those with a special ability or talent because their personalities will make a club "come alive". But the only necessary characteristic is a love for boys and girls that will make working with them a pleasure (Miller, 1961, p. 25).

After the clientele has been identified, the next step is to ask the potential volunteer to serve. The request for assistance can be made verbally, through a letter, posters, or through the use of other volunteers as advocates, just to name a few. There are many ways in which this aspect of recruitment can be accomplished. However, it is vital that a potential volunteer must be made aware that their time and effort is valuable to the organization. Schindler-Rainman and Lippitt (p. 68) stated, "It is important that the potential volunteers perceive the opportunity they are being offered as interesting and worthwhile." The method to be used in asking someone to volunteer varies according to the situation. Furthermore, it is up to the 4-H agent to determine which technique will best serve the 4-H club. Regarding the recruitment of volunteers, Naylor pointed out:

Once it is quite clear in job description what has to be done, why, and what it takes to be able to do it, the next step is to find the person who could do it, and get him! In order to enlist him, we must convince him that he is needed and very important to us. Somehow we have to stimulate him to picture himself on the job, enjoying work with us toward goals and objectives which mean a lot to him, too.

Recruitment is the key to a successful volunteer program. 4-H volunteers work with youth and thus it is imperative that a good volunteer program exist. Too often, 4-H agents rely on the norm as volunteers, parents of 4-Hers for example, but the changing society interferes and forces more demand in the area of recruiting volunteers. Wilson (1976, p. 118) stated, "Our efforts to design good volunteer opportunities and to recruit capable and committed people to fill them are tasks worthy of our best efforts." With these efforts, 4-Hers, 4-H agents, and volunteers will all benefit from a well organized volunteer recruitment program.

Review of Related Research

In the process of reviewing literature concerning the CES, 4-H, and volunteers, several studies were found to have a direct relationship to this study. In a study conducted by The University of Puerto Rico, Mayaguez campus (1988) concerning the recruitment and training of 4-H volunteers, the conclusions included:

Extension personnel consider the volunteers a great help for the 4-H program.

They had not received formal training during the past four years on recruiting, training, and retaining of volunteers. They are interested in receiving training on recruitment techniques, techniques on locating and retaining volunteers, and in the development of leadership and communication skills.

Extension personnel indicate that they train the leaders, but that these trainings do not contribute to increased enrollment.

Half of the agents have a continuous training program throughout the year, specially home economists.

Systematic training based on the needs of the volunteers was not developed as expected.

The volunteers rated their work as good. They admit that there is a need for more educational materials, more personnel devoted to 4-H work, more promotion, and more economic resources.

A 4-H volunteer in Puerto Rico works an average of 116 hours per year (p. 66-67).

Based upon these and further conclusions, recommendations included:

Design a systematic and continuous training program for Extension personnel on recruitment, training, and retention of volunteers.

Design a systematic and continuous training program for volunteers at state, regional, and local level in order to have a vigorous program of volunteer leaders in all municipalities.

Increase the recruitment of teen and junior volunteers (p. 70-71).

In The University of Puerto Rico's study, 114 extension personnel who devoted 20 percent of their time to 4-H and two volunteers from each municipality were surveyed with a 48 percent return by extension personnel and a 30 percent return by the volunteer leaders. Two questionnaires were designed, one focused toward the extension personnel and one focused on the volunteer leaders.

Denmark (1971) conducted a study concerning the factors that affect the identification, recruitment, and training of volunteer 4-H adult leaders. Based on the findings of his study, Denmark concluded:

Most effective volunteer 4-H adult leaders have certain common biographical characteristics which can be identified.

There are no particular methods of recruitment which are preferred more by leaders than others.

Volunteer 4-H adult leaders do perceive certain training needs and have preferences concerning how this training should be conducted (p. 89-90).

Based on these conclusions, Denmark made the following recommendations.

Volunteer 4-H adult leaders should be selected from those individuals having higher levels of education, higher annual income, more children, more children in 4-H, and affiliation with a higher number of organizations other than 4-H.

Volunteer 4-H adult leaders should be selected from those individuals exhibiting higher than average degrees of self-acceptance as characterized by an attitude of responsibility, an objective acceptance of criticism, a sense of self worth, and a low level of self consciousness or shyness.

The factors of age, sex, marital status, and former 4-H membership should not be considered as factors in the identification and recruitment of volunteer 4-H adult leaders.

A file containing the biographical data of education, income, number of children, number of children in 4-H, organization affiliation and self acceptance on 4-H leaders and potential 4-H leaders should be maintained at the county or local level. This would provide valuable information which could be used in making plans for leader recruitment and training.

Training of 4-H leaders should be accomplished through a combination of training meetings and materials sent through the mail, depending on the subject matter.

A well balanced leader training program should be developed which would include training in the areas of understanding youth, 4-H organizational methods, and 4-H project work.

There should be approximately four training meetings held per year at a location convenient for leaders. These training meetings should be approximately two hours long.

Leader training sessions should be presented by a combination of Extension personnel, other 4-H leaders and resource persons depending on the subject matter being taught.

Leader training sessions should include a variety of teaching methods such as group discussion, demonstrations, workshops, and lectures and should employ the use of various audio - visual aids.

Individuals should receive some basic training concerning their duties and responsibilities as leaders soon after they are recruited.

Leaders should continue to receive training as long as they are active in the 4-H program (p. 90-91).

The population in Denmark's study consisted of individuals who were serving as volunteer 4-H adult leaders in Texas and represented ten percent of the 254 counties in Texas. There was a 56.6 percent return rate out of 1,083 questionnaires mailed.

In Ott's (1978) study concerning the training needs of Oklahoma 4-H volunteer leaders, the population consisted of three groups. These groups were comprised of 360 randomly selected volunteer adult 4-H leaders, 136 randomly selected county extension professionals, and 11 Oklahoma District 4-H Agents and State Specialists. The total return rate was 59.44 percent for the volunteer population, 95.58 percent for the county professional population, and 100 percent for the District 4-H Agent and State Specialists population.

The study compared the three groups perceptions of level of need for leader training for each of the 25 VITAL leader training topics. Based on the findings of this study, Ott included the following conclusions:

There are no significant differences in the group's perceptions of level of need for training for 15 of the 25 VITAL topics.

There was a highly significant difference in perceived level of need for training for the following nine topics: 'What is 4-H?,' 'Local 4-H program Operation,' 'The 4-H Meeting,' 'Yearly Planning,' 'Program Planning,' 'Why be a Volunteer?,' 'Sample Constitutions,' '4-H Activities and Events,' and 'Incentives and Awards.'

In all cases except 'Sample Constitution,' the State and District 4-H staff perceived a higher level of need for volunteer training than the other two samples.

County Extension professionals perceived a higher level of training need than the volunteers perceived except for that related to 'Sample Constitutions' and '4-H Program Meeting Sources and Resources' (p. 70).

Ott also analyzed the training need perceptions among volunteers from various districts and by tenure. She concluded that significant differences were revealed for "The Leadership Team" according to districts and there were only five significant differences relative to volunteer tenure. These differences were in the training areas of: "How to Organize a 4-H Club," "Yearly Planning," "The 4-H Meeting," "The 4-H Club," and "Sample Constitutions" (p. 70).

Ott further concluded that there were no significant differences in perceived level of training need for volunteers in each of the VITAL topics when County Extension professionals were tabulated by district. This group was further analyzed by tenure and significant differences occurred regarding "The 4-H Leadership Team," "Local 4-H Program Operation," and "How to Organize a 4-H

Club."

Ott finally concluded that the need for increased specific project training was the most frequent response when respondents were given the opportunity to cite other areas in which training was needed.

Based on these and additional conclusions, Ott's recommendations included:

A system should be instituted to help assure volunteer adult 4-H leader input in the areas of planning, implementation, and evaluation.

. . . The state 4-H staff and Extension administration incorporate a system for recording volunteer participation in 4-H leader training.

. . . Counties utilize the questionnaire in this study to identify training needs of local volunteer leaders.

. . . Supplemental 4-H VITAL lessons be developed in the following areas: How to organize a short term project group, How to organize a county 4-H foundation, How to organize and conduct a 4-H school enrichment program, and understanding the financial support system for 4-H.

Harlow (1973) conducted a study concerning the training needed by Adult 4-H leaders. This study was comprised of professional Extension Agents and 4-H leaders in a six southeast county area in Oklahoma. Based on the findings of this study, Harlow included the following conclusions.

Most 4-H leaders had accepted leadership responsibilities because they had been associated with 4-H and realized the benefit their children could receive from being a 4-H member.

Agents are familiar with most of the felt needs of leaders.

Due to the low agreement between the two groups on duties of the 4-H leader, the role of the volunteer leader has not been completely delineated.

In his recommendations, Harlow suggested that:

The most urgent needs of leaders be incorporated into the training program as soon as possible.

That the training program be planned to meet both expressed and unexpressed needs of the leaders.

A complete delineation of the role of the volunteer be made at the county level.

Since leader training is a continuous and systematic process, it is recommended that a local county, area, and state training program be developed which would supplement, enhance, and enlarge each geographic plan (p. 30).

In a study conducted by Kwarteng, Smith, and Miller (1987) concerning volunteer leaders perceptions of the volunteer leadership development program, the study consisted of ten 4-H agents and 320 4-H volunteer leaders in the state of Ohio. The study was designed to explore the following areas: Recruitment, training, motivation, recognition, retention, and supervision in the volunteer leadership development program. Based on the findings of this study, Kwarteng and others included the following conclusions.

4-H agents and volunteers leaders considered it most important for volunteers to recruit other volunteers.

4-H leaders and 4-H volunteers considered training most important by ranking the area above all other areas. . . The training item ranked highest by 4-H agents. . . 'Volunteers should understand the objectives of the 4-H program.' The item ranked highest by volunteers, 'Volunteers should understand youth and their needs.'

Recognition was ranked fifth and sixth in terms of the level of importance by 4-H agents and volunteer leaders, respectively.

4-H agents considered retention of higher importance than did volunteer leaders. . . Respondents indicated that volunteer leaders should be more involved in planning county 4-H programs and in developing training plans for volunteer leaders.

'Volunteers should be provided with current information on 4-H through the supply of current bulletins, was considered most important concerning supervision by both groups (pp. 57-60).

Kwarteng and others recommended, based on the conclusions of this study, that there is a need for a systematic volunteer development program incorporating aspects of the findings of this study. They further recommend:

. . . A 'volunteer expertise pool' be established in each county with county 4-H agents compiling lists of resource volunteers whose expertise can be drawn on by all clubs.

. . . Any volunteer leadership development program should incorporate the systematic provision of pertinent information on 4-H (pp. 60-62).

Kwarteng and others further recommended that volunteers be involved in planning the training programs as much as possible.

Summary

As a result of this review of literature, it was determined that volunteers are vital to a successful 4-H program. Furthermore, it was also determined that recruiting volunteers is a major concern of 4-H agents. However, due to the degree of importance which volunteers are to 4-H Clubs, it is vital that 4-H agents be very effective at finding, asking them to serve, and training potential

volunteers.

It was also determined that there exist many untapped sources of available potential volunteers. With the increase in numbers of women in the work force, who have been the traditional source of volunteers, and the increase in the amount of retired people and elderly, the latter group is becoming a major target group of potential volunteers. It would be a waste not to utilize all that knowledge and wisdom!

Furthermore, it was determined that 4-H has grown tremendously since it's birth and this is due partly because of the support in the past from volunteers. Due to high costs and limited personnel, 4-H agents find themselves relying heavily on volunteers. And volunteers have answered the beckoning call for over 75 years.

In conclusion, the future of 4-H depends partly on a successful volunteer program which in turn depends on a 4-H agent who can effectively recruit volunteers. Therefore, the author hopes this study will provide the CES, 4-H agents, and volunteers an insight on how to operate a successful 4-H volunteer program and fully utilize program volunteers.

CHAPTER III

METHODOLOGY

The purpose of this chapter was to describe the methods and procedures used to conduct this study. The intent of this study was to analyze the Oklahoma Cooperative Extension Service (CES) 4-H agents' utilization of program volunteers based on selected criteria.

In order to accomplish the purpose and objectives of this study, it was necessary to determine the population and develop an instrument which would elicit the perceptions of the CES 4-H agents. A procedure for the collection of the data was established and the methods to be used to analyze the data were selected. The data for this study was collected during the months of October and November, 1990.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance, was granted permission to continue, and

assigned the following research number: AG-91-007.

Population

The population of this study consisted of all CES agents whose primary responsibility was for county level 4-H programs in Oklahoma. The population was determined by administrative assistants (director of personnel's office for Oklahoma CES) and validated by Mr. Charles Cox (state 4-H program specialist) and Dr. James A. Rutledge (assistant state director, 4-H and youth development). The 84 county agents comprising the population represented all 77 counties in Oklahoma's CES.

Table I reflects the total population and number of respondents of this study by district in Oklahoma. Of the 84 CES 4-H agents included in this study, 75 (89.3 percent) responded.

TABLE I
POPULATION AND NUMBER OF RESPONDENTS BY DISTRICT

District	Number of Agents	Percentage	Number of Respondents	Percentage
Northwest	17	20.2	17	22.6
Northeast	26	31.0	21	28.0
Southwest	23	27.4	21	28.0
Southeast	18	21.4	16	21.4
Total	84	100.0	75	100.00

Selection and Development of the Instrument

In the preparation of the instrument (See Appendix A), to meet the objectives of the study, the first step was to review and evaluate the instruments used in related studies.

In analyzing various methods of data gathering, the mailed questionnaire method was determined the most appropriate to meet the study objectives. Although a most diligent effort in respondent preparation and questionnaire design is exerted, a considerable number of respondents choose not to respond to the initial mailing; however, it was deemed appropriate and most feasible to utilize the mailed questionnaire method of gathering data.

After numerous brain storming sessions which yielded a magnitude of conceptual questions and after a thorough review of the "4-H volunteerism: Volunteer Recruitment and Training" instrument designed by the Puerto Rico Agricultural Extension Service, a questionnaire draft was developed to be considered for use in this research effort. In other words, questions were compiled and reviewed by the writer and major advisor until a satisfactory list was completed. Thereafter, each draft of the instrument was further reviewed by committee members, state 4-H staff, county 4-H staff, and classmates of the Oklahoma State University Agricultural Education research and design course. With each review, revisions were made and the instrument was further refined to insure the applicability and continuity of the questions asked

As each draft of the instrument became more refined and congruent with the objectives of the study, the next logical step

was to test the validity and reliability of the questionnaire to be used. The questionnaire was then presented to the writer's major advisor and to Dr. James A. Rutledge so they could sign the cover letters attached to the instrument (See Appendix B).

Throughout the process of developing the questionnaire, the length was a concern. Some individuals felt that if the questionnaire was too long, the CES agents would be hesitant to complete it. The length of the questionnaire was carefully considered along with the types of questions to be asked. The questionnaire was formatted in order to require only one legal size sheet of paper.

The Instrument

To gather data analyzing the Oklahoma CES 4-H agents utilization of program volunteers, it was essential that the questionnaire be designed in such a manner as to gather quantitative as well as qualitative information. The first question on the questionnaire elicited information relative to the nature of the respondents. More specifically, the questions determined the specific job title of the respondents and the district in which they were employed. The questions which followed (quantitative in design) were asked in order to determine: (1) the extent to which the CES 4-H agents get acquainted with potential volunteers prior to requesting their assistance as volunteers, (2) the specific groups the CES 4-H agents requested assistance from most often, (3) level of frequency the CES 4-H agents basically orient, explain, and/or

emphasize components of the CES 4-H program with potential volunteers, (4) whether or not the CES 4-H agents would like to have had additional pre-service and/or in-service training which emphasized working with volunteers, (5) to what extent the CES provided the CES 4-H agents with materials, training, and/or facts relative to working with volunteers, (6) which recruitment techniques the CES 4-H agents currently use and which of those they perceive as being the most effective recruitment techniques, (7) the extent to which the CES 4-H agents provide opportunities to potential volunteers to either accept or decline alternative assignments, (8) the most common reason people volunteer as perceived by the CES 4-H agents, (9) how the CES 4-H agents currently use volunteers, (10) the level of performance of most volunteers in CES 4-H clubs, (11) the primary reason that prevents people from volunteering for CES 4-H clubs, (12) whether or not the CES 4-H agents maintain a continuous volunteer orientation program, (13) how often the CES 4-H agents regularly meet with volunteers, (14) how volunteers are oriented, (15) the amount of hours the typical CES 4-H volunteer contributes on a monthly basis and to determine the time of day in which the CES 4-H agents meet with volunteers, and (16) the extent to which the CES benefits from utilizing volunteers. All of the aforementioned quantitative questions utilized forced choice responses; however, some of the questions were asked in such a way as to afford the respondents the opportunity to indicate "other" responses that were specific to the actual perceptions of the CES 4-H agents.

The remaining questions contained within the questionnaire were qualitative in design. To these questions the CES 4-H agents were able to openly respond. More specifically, they were asked to write, within the space provided, their perceptions pertaining to what they believed to be the most difficult task or constraint they encounter concerning their recruitment of volunteers. In addition, the respondents were asked to write, within the space provided, the reason(s) they believe causes people to want to volunteer for CES 4-H club activities.

Collection of Data

After final revisions were made, the instrument was ready to be mailed to the selected CES agents whose primary responsibility was 4-H. An instrument, along with a cover letter explaining the research effort, was mailed on October 5, 1990 to each person in the population. It is important to note that it was left to the discretion of the respondents regarding whether or not to respond to any or all of the questions on the instrument. The responses elicited were totally voluntary. After a two week waiting period, another questionnaire was forwarded to the nonrespondents. Thereafter, no other attempts were made to collect data from nonrespondents.

Analysis of Data

Data from the questionnaire were analyzed utilizing descriptive statistics. It is important to point out that frequency

distribution includes numbers and percents. In addition, mean scores were used to interpret the data.

The primary use of descriptive statistics is to describe information or data through the use of numbers. The characteristics of groups of numbers representing information or data are called descriptive statistics. Descriptive statistics are used to describe groups of numerical data such as test scores, number of hours of instruction, or the number of students enrolled in a particular course (Key, 1981, p. 126).

In order to determine the mean responses of some of the questions asked (more specifically those questions which incorporated forced choice responses which could be rated on scales), the respondents were asked to indicate the extent to which they get acquainted with potential volunteers prior to requesting their assistance and therefore had the opportunity to check either: (1) very acquainted, (2) acquainted, (3) somewhat acquainted, or (4) not acquainted. Each category was assigned a specific number therefore enabling the writer to determine the mean response and interpretation of the mean response. Very acquainted was assigned a value of 4, acquainted was assigned a value of 3, somewhat acquainted was assigned a value of 2, and not acquainted was assigned a value of 1.

In addition the respondents were asked questions in which they had the opportunity to check either: (1) always, (2) often, (3) sometimes, and (4) never. Furthermore the respondents were asked questions and had the opportunity to check either: (1) very adequate, (2) adequate, (3) less than adequate, and (4) not adequate. And finally, the respondents were asked questions and

given the opportunity to check either: (1) always, (2) often, (3) sometimes, and (4) never.

In order to interpret the mean response, it was essential to establish real limits of the numbers used in the categorical rating scales. Real limits were set at 3.50-4.00 for the categories of very acquainted, always, very adequate, and excellent: 2.50-3.49 for the categories of acquainted, often, adequate, and very satisfactory: 1.50-2.49 for categories of somewhat acquainted, less than adequate, sometimes, and satisfactory: 1.00-1.49 for categories of not acquainted, never, not adequate, and not satisfactory.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to report the results from the mailed questionnaire used to conduct this study. The purpose of the study was to determine the extent to which Oklahoma Cooperative Extension Service (CES) 4-H Agents utilize program volunteers.

The scope of this study consisted of 84 Oklahoma CES agents whose primary responsibility is 4-H programs. Of the 84 respondents in the population, 75 or 89.3 percent, responded to the mailed questionnaire.

Reported in Table II is the distribution of respondents by their job title. Of the 75 respondents, 34 (45.3 percent) indicated that their job title was 4-H Agent. Twenty-one (28.0 percent) of the respondents indicated that their job title was both Agriculture Agent and 4-H Agent. Fourteen (18.6 percent) of the respondents indicated that their job title was both Home Economics Agent and 4-H Agent. Five (6.7 percent) of the respondents were Agriculture (only) Agents. Finally, one (1.4 percent) respondent was a Home Economics (only) Agent. It should be emphasized that all of the respondents were identified as having responsibility for 4-H programs in their county(s).

Reported in Table III is the distribution of respondents by district. Of the 75 respondents, 21 (28.0 percent) indicated that

TABLE II
DISTRIBUTION OF RESPONDENTS BY JOB TITLE

Job Title	<u>Frequency Distribution</u>	
	N	%
4-H Agent	34	45.3
Agriculture/4-H Agent	21	28.0
Home Economics/4-H Agent	14	18.6
Agriculture, only	5	6.7
Home Economics, only	1	1.4
Total	75	100.0

TABLE III
DISTRIBUTION OF RESPONDENTS BY DISTRICT

District	<u>Frequency Distribution</u>	
	N	%
Northeast	21	28.0
Northwest	17	22.6
Southeast	16	21.4
Southwest	21	28.0
Total	75	100.0

TABLE IV

DISTRIBUTION OF RESPONDENTS BY LEVEL OF EXTENT THEY GET
ACQUAINTED WITH POTENTIAL VOLUNTEERS PRIOR TO
REQUESTING THEIR ASSISTANCE

Level of Extent	Frequency Distribution	
	N	%
Very Acquainted	11	14.7
Acquainted	35	46.7
Somewhat Acquainted	29	38.6
Not Acquainted	--	----
Total	75	100.0

$\bar{X} = 2.79$ (acquainted)

TABLE V

DISTRIBUTION OF RESPONDENTS ACCORDING TO THE GROUPS
THEY REQUESTED ASSISTANCE FROM MOST OFTEN

Groups	Frequency Distribution	
	N	%
Parents of 4-Hers	67	89.2
Young Adults	--	----
Older Adults	5	6.7
Youth	--	----
Business Persons	2	2.7
Others	1	1.4
Total	75	100.0

their county was in the Northeast District. Seventeen (22.6 percent) of the respondents indicated that their county was in the Northwest District. Sixteen (21.4 percent) of the respondents indicated that their county was in the Southeast District. Finally, 21 (28.0 percent) of the respondents indicated that their county was in the Southwest District.

Reported in Table IV is the distribution of respondents by the level of extent they get acquainted with potential volunteers prior to requesting their assistance as potential volunteers. Of the 75 respondents, 11 (14.7 percent) indicated that they were very acquainted with potential volunteers prior to requesting their assistance as volunteers. Thirty-five (46.7 percent) of the respondents indicated that they were acquainted with potential volunteers prior to requesting their assistance as volunteers. Twenty-nine (38.6 percent) of the respondents indicated that they were somewhat acquainted with potential volunteers prior to requesting their assistance as volunteers. None of the respondents indicated that they were not acquainted with potential volunteers prior to requesting their assistance as potential volunteers. The mean response of all respondents was 2.79 (acquainted).

Reported in Table V is the distribution of respondents according to groups they requested assistance from most often. Of the 75 respondents, 67 (89.2 percent) indicated that they request assistance from parents of 4-Hers most often. None of the respondents indicated that they requested assistance from young adults most often. Five (6.7 percent) of the respondents indicated

that they requested assistance from older adults most often. None of the respondents indicated that they requested assistance from youth most often. Two (2.7 percent) of the respondents indicated that they requested assistance from business persons most often. Finally, one (1.4 percent) respondent indicated that they requested assistance from others than those listed most often. What was listed as other was as follows: Teachers.

Reported in Table VI is the frequency distribution and mean responses of the respondent's perceptions regarding volunteer recruitment. When asked how frequently they attempt to match potential volunteers talents to duties and/or responsibilities, 26 (34.7 percent) of the 75 respondents indicated that they always attempt to match potential volunteers talents to duties and/or responsibilities. Forty-five (60.0 percent) of the respondents indicated that they often attempt to match potential volunteers talents to duties and/or responsibilities. Four (5.3 percent) of the respondents indicated that they sometimes attempt to match potential volunteers talents to duties and/or responsibilities. Finally, none of the respondents indicated that they never attempt to match potential volunteers talents to duties and/or responsibilities. The mean response of all respondents was 3.29 (often). When asked how frequently they orient potential volunteers to their duties and/or responsibilities, 31 (41.3 percent) of the 75 respondents indicated that they always orient potential volunteers to their duties and/or responsibilities. Thirty-five (46.7 percent) of the respondents indicated that they often orient potential

TABLE VI

FREQUENCY DISTRIBUTION AND MEAN RESPONSES OF RESPONDENTS' PERCEPTIONS
REGARDING VOLUNTEER RECRUITMENT

How Frequently do you . . .	<u>Frequency Distribution</u>								<u>Mean Response</u>	<u>Denotes</u>		
	<u>Always</u>		<u>Often</u>		<u>Sometimes</u>		<u>Never</u>				<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%		
Attempt to match potential volunteer talents to duties and/or responsibilities	26	(34.7)	45	(60.0)	4	(5.3)	---	---	75	(100.0)	3.29	Often
Orient potential volunteers to their duties and/or responsibilities	32	(41.3)	35	(46.7)	9	(12.0)	---	---	75	(100.0)	3.29	Often
Explain to potential volunteers what opportunities are available	17	(22.6)	47	(62.7)	11	(14.7)	---	---	75	(100.0)	3.08	Often
Explain the objectives of the 4-H program	24	(32.4)	39	(52.7)	11	(14.9)	---	---	74*	(100.0)	3.18	Often
Emphasize the importance of volunteers to the 4-H program	47	(62.7)	24	(32.0)	4	(5.3)	---	---	75	(100.0)	3.57	Always
Explain what will be expected of them as volunteers	34	(45.3)	36	(48.0)	5	(6.7)	---	---	75	(100.0)	3.39	Often

*N varies because not all respondents responded to all questions

volunteers to their duties and/or responsibilities. Nine (12.0 percent) of the respondents indicated that they sometimes orient potential volunteers to their duties and/or responsibilities. Finally, none of the respondents indicated that they never orient potential volunteers to their duties and/or responsibilities. The mean response of all respondents was 3.29 (often). When asked how frequently they explain to potential volunteers what opportunities are available, 17 (22.6 percent) of the 75 respondents indicated that they always explain to potential volunteers what opportunities are available. Forty-seven (62.7 percent) of the respondents indicated that they often explain to potential volunteers what opportunities are available. Eleven (14.7 percent) of the respondents indicated that they sometimes explain to potential volunteers what opportunities are available. Finally, none of the respondents indicated that they never explain to potential volunteers what opportunities are available. The mean response of all respondents was 3.08 (often). When asked how frequently they explain the objectives of the 4-H program, 24 (32.4 percent) of the 74 respondents indicated that they always explain the objectives of the 4-H program. Thirty-nine (52.7 percent) of the respondents indicated that they often explain the objectives of the 4-H program. Eleven (14.9 percent) of the respondents indicated that they sometimes explain the objectives of the 4-H program. Finally, none of the respondents indicated that they never explain the objectives of the 4-H program. The mean response of all respondents was 3.18 (often). When asked how frequently they emphasize the importance of

Twenty-seven (36.0 percent) of the respondents stated, "Unable to identify either dedicated, committed, and qualified volunteers;"

Three (4.1 percent) of the respondents stated, "Insufficient amount of monies budgeted causes financial constraints, therefore volunteers do not have the necessary resources required to implement effective 4-H programs;"

Two (2.7 percent) of the respondents stated, "The unavailability of required resources needed to adequately train volunteers certainly constrains recruitment of volunteers;"

One (1.4 percent) of the respondents stated, "The senior citizens in the community who are actively involved in support of the 4-H programs dominate, to an extent, which limits opportunities for parents and other adults to become actively involved;"

One (1.4 percent) of the respondents stated, "They have a reluctance to volunteer because of lack of confidence and belief in their own ability to be effective as a 4-H volunteer;"

One (1.4 percent) of the respondents stated, "To be subjected to criticism, complaints, and intervention by other volunteers and/or parents serves as a constraint to the recruitment of volunteers;"

One (1.4 percent) of the respondents stated, "Achieving the cooperation of public school teachers to volunteer to assist with 4-H programs certainly constitutes a constraint;" and

One (1.4 percent) of the respondents stated, "parents in particular most generally prefer to work with their own children rather than volunteer to be responsible for working with many children."

Reported in Table VII is the distribution of respondents by whether or not they would liked to have had additional pre-service and/or in-service training. Of the 71 respondents, 46 (64.8 percent)

volunteers to the 4-H program, 47 (62.7 percent) of the 75 respondents indicated that they always emphasize the importance of volunteers to the 4-H program. Twenty-four (32.0 percent) of the respondents indicated that they often emphasize the importance of volunteers to the 4-H program. Four (5.3 percent) of the respondents indicated that they sometimes emphasize the importance of volunteers to the 4-H program. Finally, none of the respondents indicated that they never emphasize the importance of volunteers to the 4-H program. The mean response of all respondents was 3.57 (always). When asked how frequently they explain what will be expected of them as volunteers, 34 (45.3 percent) of the 75 respondents indicated that they always explain what will be expected of them as volunteers. Thirty-six (48.0 percent) of the respondents indicated that they often explain what will be expected of them as volunteers. Five (6.7 percent) of the respondents indicated that they sometimes explain what will be expected of them as volunteers. Finally, none of the respondents indicated that they never explain what will be expected of them as volunteers. The mean response of all respondents was 3.39 (often). It should be noted that N varies because not all respondents responded to all questions.

The respondents were asked, "What are some of the most difficult tasks or constraints you encounter concerning the recruitment of volunteers?" The following reports the findings of the question asked:

Fifty-five (73.3 percent) of the respondents stated, "Neither the agents nor the volunteers have a sufficient amount of time with which to conduct an ideal program;"

TABLE VII

DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY WOULD
LIKE TO HAVE HAD ADDITIONAL PRE-SERVICE AND/OR
IN-SERVICE TRAINING

Response	<u>Frequency Distribution</u>	
	N	%
Yes	46	64.8
No	25	35.2
Total	<u>71*</u>	<u>100.0</u>

* N varies because not all respondents responded to the question.

indicated that yes they would have liked to have had additional pre-service and/or in-service training. Finally, 25 (35.2 percent) of the respondents indicated that no they would not liked to have had additional pre-service and/or in-service training.

Reported in Table VIII is the frequency distribution and mean responses of respondent's perceptions pertaining to the extent of assistance provided by the Cooperative Extension Service (CES). When asked to what extent does the CES provide you with materials to use in working with volunteers, 13 (17.6 percent) of the 74 respondents indicated that the extent to which the CES provided materials to use in working with volunteers was very adequate. Forty-seven (63.5 percent) of the respondents indicated that the extent to which the CES provided materials to use in working with

TABLE VIII

FREQUENCY DISTRIBUTION AND MEAN RESPONSES OF RESPONDENTS' PERCEPTIONS PERTAINING TO THE
EXTENT OF ASSISTANCE PROVIDED BY THE COOPERATIVE EXTENSION SERVICE

To what extent does the CES provide . . .	<u>Frequency Distribution</u>								<u>Mean Response</u>	<u>Denotes</u>		
	<u>Very Adequate</u>		<u>Adequate</u>		<u>Less than Adequate</u>		<u>Not Adequate</u>				<u>Total</u>	
	N	%	N	%	N	%	N	%				
Materials to use in working with volunteers	13	(17.6)	47	(63.5)	14	(18.9)	---	---	74	(100.0)	2.99	Adequate
Training on how to work with volunteers	9	(12.2)	53	(71.5)	11	(14.9)	1	(1.4)	74	(100.0)	2.95	Adequate
District/State wide training for volunteers	11	(14.9)	44	(59.5)	17	(22.9)	2	(2.7)	74	(100.0)	2.86	Adequate
Job description for typical volunteers	4	(5.4)	42	(56.8)	22	(29.7)	6	(8.1)	74	(100.0)	2.59	Adequate
Facts on how other agencies use volunteers	--	-----	25	(33.8)	41	(55.4)	8	(10.8)	74	(100.0)	2.23	<Adequate

volunteers was adequate. Fourteen (18.9 percent) of the respondents indicated that the extent to which the CES provided materials to use in working with volunteers was less than adequate. Finally, none of the respondents indicated that the extent to which the CES provided materials to use in working with volunteers was not adequate. The mean response of all respondents was 2.99 (adequate). When asked to what extent does the CES provide you with training on how to work with volunteers, nine (12.2 percent) of the 74 respondents indicated that the extent to which the CES provided training on how to work with volunteers was very adequate. Fifty-three (71.5 percent) of the respondents indicated that the extent to which the CES provided training on how to work with volunteers was adequate. Eleven (14.9 percent) of the respondents indicated that the extent to which the CES provided training on how to work with volunteers was less than adequate. Finally, one (1.4 percent) respondent indicated that the extent to which the CES provided training on how to work with volunteers was not adequate. The mean response of all respondents was 2.95 (adequate). When asked to what extent does the CES provide you with district/statewide training for volunteers, 11 (14.9 percent) of the 74 respondents indicated that the extent to which the CES provided district/statewide training for volunteers was very adequate. Forty-four (59.5 percent) of the respondents indicated that the extent to which the CES provided district/statewide training for volunteers was adequate. Seventeen (22.9 percent) of the respondents indicated that the extent to which the CES provided district/statewide training for volunteers was less than adequate.

Finally, two (2.7 percent) of the respondents indicated that the extent to which the CES provided district/statewide training for volunteers was not adequate. The mean response of all respondents was 2.86 (adequate). When asked to what extent does the CES provide you with job descriptions for typical volunteers, four (5.4 percent) of the 74 respondents indicated that the extent to which the CES provided job descriptions for typical volunteers was very adequate. Forty-two (56.8 percent) of the respondents indicated that the extent to which the CES provided job descriptions for typical volunteers was adequate. Twenty-two (29.7 percent) of the respondents indicated that the extent to which the CES provided job descriptions for typical volunteers was less than adequate. Finally, six (8.1 percent) of the respondents indicated that the extent to which the CES provided job descriptions for typical volunteers was not adequate. The mean response of all respondents was 2.59 (adequate). When asked to what extent does the CES provide you with facts on how other agencies use volunteers, none of the 74 respondents indicated that the extent to which the CES provided facts on how other agencies use volunteers was very adequate. Twenty-five (33.8 percent) of the respondents indicated that the extent to which the CES provided facts on how other agencies use volunteers was adequate. Forty-one (55.4 percent) of the respondents indicated that the extent to which the CES provided facts on how other agencies use volunteers was less than adequate. Finally, eight (10.8 percent) of the respondents indicated that the extent to which the CES provided facts on how other agencies use

volunteers was not adequate. The mean response of all respondents was 2.23 (less than adequate). It should be pointed out that N varies because not all respondents responded to all questions.

Reported in Table IX is the distribution of respondents by recruitment techniques currently used. Of the 75 respondents, 74 (98.7 percent) indicated that they currently use personal contact as a recruitment technique. Of the 75 respondents, 66 (88.0 percent) indicated that they currently use other volunteers as advocates as a recruitment technique. Of the 75 respondents, 33 (44.0 percent) indicated that they currently use advertisements as a recruitment technique. Of the 75 respondents, five (6.7 percent) indicated that they currently use questionnaires as a recruitment technique. Of the 75 respondents, six (8.0 percent) indicated that they currently use flyers as a recruitment technique. Of the 75 respondents, 14 (18.7 percent) indicated that they currently use circular letters as a recruitment technique. Finally, of the 75 respondents, 11 (14.7 percent) indicated that they currently use other recruitment techniques than those listed. What was listed as other is as follows: Town meetings; Parent meetings; Newsletter; Sign up at meetings; 4-H members; and, Other agencies, programs, and schools.

Reported in Table X is the distribution of the most effective recruitment technique as perceived by the respondents. Of the 74 respondents, 60 (81.1 percent) indicated that personal contact was the most effective recruitment technique. Fourteen (18.9 percent) of the respondents indicated that using other volunteers as advocates was the most effective recruitment technique. Finally,

TABLE IX
 DISTRIBUTION OF RESPONDENTS BY RECRUITMENT
 TECHNIQUES CURRENTLY USED

Recruitment Technique	Frequency Distribution	
	N	%
Personal Contact	74	98.7
Other Volunteers as Advocates	66	88.0
Advertisement: Press, Radio, Television	33	44.0
Questionnaires	5	6.7
Flyers	6	8.0
Circular Letters	14	18.7
Other	11	14.7

N = 75 (100.00 percent)

TABLE X
 DISTRIBUTION OF THE MOST EFFECTIVE RECRUITMENT TECHNIQUE
 AS PERCEIVED BY THE RESPONDENTS

Recruitment Technique	Frequency Distribution	
	N	%
Personal Contact	60	81.1
Other Volunteers as Advocates	14	18.9
Advertisement: Press, Radio, Television	--	----
Questionnaires	--	----
Flyers	--	----
Circular Letters	--	----
Other	--	----
Total	74	100.0

none of the respondents indicated that advertisements, questionnaires, flyers, circular letters, and other techniques were the most effective recruitment technique.

Reported in Table XI is the distribution of respondents by the level of extent they allow potential volunteers to decline a request for assistance while providing them with additional opportunities to accept. Of the 73 respondents, 38 (52.1 percent) indicated that they always allow potential volunteers to decline a request for assistance while providing them with additional opportunities to accept. Thirty-three (45.2 percent) of the respondents indicated that they often allow potential volunteers to decline a request for assistance while providing them with additional opportunities to accept. Two (2.7 percent) of the respondents indicated that they sometimes allow potential volunteers to decline a request for assistance while providing with additional opportunities to accept. Finally, none of the respondents indicated that they never allow potential volunteers to decline a request for assistance while providing them with additional opportunities to accept. The mean response of all respondents was 3.49 (often).

Reported in Table XII is the distribution of respondents by the level of extent they discuss alternatives with potential volunteers. Of the 74 respondents, 19 (25.7 percent) indicated that they always discuss alternatives with potential volunteers. Thirty-four (45.9 percent) of the respondents indicated that they often discuss alternatives with potential volunteers. Nineteen (25.7 percent) of the respondents indicated that they sometimes discuss alternatives

TABLE XI

DISTRIBUTION OF RESPONDENTS BY THE LEVEL OF EXTENT THEY ALLOW
POTENTIAL VOLUNTEERS TO DECLINE A REQUEST FOR ASSISTANCE
WHILE PROVIDING THEM WITH ADDITIONAL OPPORTUNITIES
TO ACCEPT

Level of Extent	Frequency Distribution	
	N	%
Always	38	52.1
Often	33	45.2
Sometimes	2	2.7
Never	--	----
Total	73	100.0

$\bar{X} = 3.49$ (Often)

TABLE XII

DISTRIBUTION OF RESPONDENTS BY THE LEVEL OF EXTENT THEY
DISCUSS ALTERNATIVES WITH POTENTIAL VOLUNTEERS

Level of Extent	Frequency Distribution	
	N	%
Always	19	25.7
Often	34	45.9
Sometimes	19	25.7
Never	2	2.7
Total	74	100.0

$\bar{X} = 2.95$ (Often)

with potential volunteers. Finally, two (2.7 percent) of the respondents indicated that they never discuss alternatives with potential volunteers. The mean response of all respondents was 2.59 (often).

Reported in Table XIII is the distribution of the most common reason people volunteer as perceived by the respondents. Of the 75 respondents, 11 (14.7 percent) indicated that to help others was the most common reason people volunteer. None of the respondents indicated that to exercise authority was the most common reason people volunteer. One (1.4 percent) respondent indicated that a sense of belonging was the most common reason people volunteer. Sixty-two (82.5 percent) of the respondents indicated that having a child in the program was the most common reason people volunteer. None of the respondents indicated that they enjoy the work was the most common reason people volunteer. One (1.4 percent) respondent indicated that the most common reason people volunteer was because they couldn't say no. Finally, none of the respondents indicated that it leads to paid jobs, its a sense of duty, and other reasons was the most common reason people volunteer.

Reported in Table XIV is the distribution of respondents by how they currently use volunteers. Of the 75 respondents, 57 (76.0 percent) indicated that they currently use volunteers to recruit 4-H members. Of the 75 respondents, 60 (80.0 percent) indicated that they currently use volunteers to recruit 4-H volunteers. Of the 75 respondents, 73 (97.3 percent) indicated that they currently use volunteers to organize and maintain 4-H clubs. Of the 75

TABLE XIII

DISTRIBUTION OF MOST COMMON REASONS PEOPLE VOLUNTEER
AS PERCEIVED BY THE RESPONDENTS

Reasons	<u>Frequency Distribution</u>	
	N	%
To Help Others	11	14.7
To Exercise Authority	--	----
Sense of Belonging	1	1.4
Child in Program	62	82.5
Enjoy Work	--	----
Couldn't Say No	1	1.4
Leads to Paid Jobs	--	----
Sense of Duty	--	----
Other	--	----
Total	75	100.0

TABLE XIV

DISTRIBUTION OF RESPONDENTS BY HOW THEY CURRENTLY
USE VOLUNTEERS

Response	<u>Frequency Distribution</u>	
	N	%
To Recruit 4-H Members	57	76.0
To Recruit 4-H Volunteers	60	80.0
To Organize and Maintain 4-H Clubs	73	97.3
To Conduct Meetings and Educational Programs	62	82.5
I Don't Consider Them Necessary or Useful	--	----
Other	9	12.0

N = 75 (100.0 percent)

respondents, 62 (82.5 percent) indicated that they currently use volunteers to conduct meetings and educational programs. None of the respondents indicated that they don't consider volunteers necessary or useful. Finally, of the 75 respondents, nine (12.0 percent) indicated that they currently use volunteers in other ways than those listed. What was listed as other is as follows: To help raise funds; Judge events; To assist in everything our county has to offer; Help plan the program; to sell the 4-H program; Train other volunteers; To evaluate the program and put on events and activities; Board members; and, Develop budget in use of non CES funds.

Reported in Table XV is the distribution of the level of performance of most volunteers as perceived by the respondents. Of the 75 respondents, 10 (13.3 percent) indicated that the level of performance of most volunteers was excellent. Forty-seven (62.7 percent) of the respondents indicated that the level of performance of most volunteers was very satisfactory. Seventeen (22.6 percent) of the respondents indicated that the level of performance of most volunteers was satisfactory. Finally, one (1.4 percent) respondent indicated that the level of performance of most volunteers was not satisfactory. The mean response of all respondents was 2.88 (very satisfactory).

Reported in Table XVI is the distribution of reasons that prevent people from volunteering as perceived by the respondents. Of the 75 respondents, 60 (80.0 percent) indicated that lack of time to work with 4-H clubs was the reason that prevents people from

TABLE XV
DISTRIBUTION OF THE LEVEL OF PERFORMANCE OF MOST VOLUNTEERS
AS PERCEIVED BY THE RESPONDENTS

Level of Performance	Frequency Distribution	
	N	%
Excellent	10	13.3
Very Satisfactory	47	62.7
Satisfactory	17	22.6
Not Satisfactory	1	1.4
Total	75	100.0

$\bar{X} = 2.88$ (Very Satisfactory)

TABLE XVI
DISTRIBUTION OF REASONS THAT PREVENT PEOPLE FROM VOLUNTEERING
AS PERCEIVED BY THE RESPONDENTS

Reasons	Frequency Distribution	
	N	%
Lack of time to work with 4-H clubs	60	80.0
Do not know how to work with children and youth	4	5.3
Do not like to work with children and youth	--	----
Do not have the basic communication and leadership skills	3	4.1
Do not know how to convey technical matter	--	----
Do not have skills and knowledge of technical matter	--	----
Other	8	10.6
Total	73	100.0

volunteering. Four (5.3 percent) of the respondents indicated that they don't know how to work with children and youth was the reason that prevents people from volunteering. None of the respondents indicated that they do not like to work with children and youth was the reason that prevents people from volunteering. Three (4.1 percent) of the respondents indicated that they do not have the basic communication and leadership skills was the reason that prevents people from volunteering. None of the respondents indicated that they do not know how to convey technical matter and they do not have skills and knowledge of technical matter was the reason that prevents people from volunteering. Finally, eight (10.6 percent) of the respondents indicated that the reason that prevents people from volunteering was other than those listed. What was listed as other is as follows: Apathetic or priorities elsewhere; Do not want responsibility; Do not have basic understanding of how they can work in the program; Lack of self confidence and self worth; Are not sure what is expected and do not feel adequate; Lack of direction in initial role; Unwilling to commit; and, They want someone else to do it.

Reported in Table XVII is the distribution of respondents by whether or not they maintain a continuous volunteer orientation program. Of the 75 respondents, 44 (58.7 percent) indicated that they do maintain a continuous volunteer orientation program. Finally, thirty-one (41.3 percent) of the respondents indicated that they do not maintain a continuous volunteer orientation program.

Reported in Table XVIII is the distribution of respondents by

TABLE XVII

DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY MAINTAIN
A CONTINUOUS VOLUNTEERS ORIENTATION PROGRAM

Response	<u>Frequency Distribution</u>	
	N	%
Yes	44	58.7
No	31	41.3
Total	75	100.0

TABLE XVIII

DISTRIBUTION OF RESPONDENTS BY HOW OFTEN THEY MEET
REGULARLY WITH VOLUNTEERS

Response	<u>Frequency Distribution</u>	
	N	%
Weekly	--	----
Every Two Week	--	----
Monthly	37	49.4
Every Two or Three Weeks	--	----
Never	--	----
Other	38	50.6
Total	75	100.0

how often they meet regularly with volunteers. Of the 75 respondents, none indicated that they meet weekly or every two weeks with volunteers. Thirty-seven (49.4 percent) of the respondents indicated that they meet monthly with volunteers. None of the respondents indicated that they meet every two or three weeks and they never meet with volunteers. Finally, 38 (50.6 percent) of the respondents indicated that they regularly meet with volunteers at times other than those listed. What was listed as other is as follows: As the need arises; Two to three times a year; Quarterly; Bi-monthly; Yearly; and, Close contact via phone and at regular meetings.

Reported in Table XIX is the distribution of respondents by how volunteers are oriented. Of the 75 respondents, 68 (90.7 percent) indicated that volunteers are oriented through individual orientation. Of the 75 respondents, 39 (52.0 percent) indicated that volunteers are oriented through circular letters. Of the 75 respondents, 54 (72.0 percent) indicated that volunteers are oriented through special volunteer meetings. Of the 75 respondents, two (2.7 percent) indicated that volunteers are not oriented. Finally, of the 75 respondents, two (2.7 percent) indicated that volunteers are oriented through means other than those listed. What was listed as other is as follows: Volunteer leader training at state volunteer conference; and, Newsletter.

Reported in Table XX is the distribution of hours contributed by the typical 4-H volunteer as perceived by the respondents. Of the 74 respondents, six (8.1 percent) indicated that the typical 4-H

TABLE XIX
 DISTRIBUTION OF RESPONDENTS BY HOW VOLUNTEERS
 ARE ORIENTED

Type of Orientation	Frequency Distribution	
	N	%
Individual	68	90.7
Circular Letters	39	52.0
Special Volunteer Meetings	54	72.0
They Are Not Oriented	2	2.7
Other	2	2.7

N = 75 (100.00 percent)

TABLE XX
 DISTRIBUTION OF HOURS CONTRIBUTED BY THE TYPICAL 4-H
 VOLUNTEER AS PERCEIVED BY THE RESPONDENTS

Number of Hours	Frequency Distribution	
	N	%
1-5 Hours of Their Time Monthly	6	8.1
6-10 Hours of Their Time Monthly	27	36.5
11-15 Hours of Their Time Monthly	24	32.4
16-20 Hours of Their Time Monthly	9	12.2
20 or More Hours of Their Time Monthly	8	10.8
Total	74	100.0

volunteer contributes 1-5 hours of their time monthly. Twenty-seven (36.5 percent) of the respondents indicated that the typical 4-H volunteer contributes 6-10 hours of their time monthly. Twenty-four (32.4 percent) of the respondents indicated that the typical 4-H volunteer contributes 11-15 hours of their time monthly. Nine (12.2 percent) of the respondents indicated that the typical 4-H volunteer contributes 16-20 hours of their time monthly. Finally, eight (10.8 percent) of the respondents indicated that the typical 4-H volunteer contributes 20 or more hours of their time monthly.

The respondents were asked, "What reason do you provide which you believe will cause people to want to volunteer for 4-H club activities?" The following reports the findings of the question asked:

Twenty-nine (38.6 percent) of the respondents indicated, "To help youth;"

Eleven (14.7 percent) of the respondents indicated, "Because their children are involved;"

Ten (13.3 percent) of the respondents indicated, "For personal satisfaction;"

Seven (9.3 percent) of the respondents indicated, "We need your help;"

Five (6.7 percent) of the respondents indicated, "Opportunities available, value of 4-H, and to share knowledge and experience;"

Two (2.7 percent) of the respondents indicated, "Successful program, family involvement, and learning experience;" and,

One (1.4 percent) of the respondents indicated, "Media coverage, visibility of program, provides relationship with child, importance of 4-H and youth, and rewards."

Reported in Table XXI is the distribution of respondents by time of day they meet with volunteers, on either weekdays or weekends. Concerning weekdays, two (2.7 percent) of the 74 respondents indicated that they meet with volunteers during the morning. Ten (13.5 percent) of the respondents indicated that they meet with volunteers during the afternoon. Finally, sixty-two (83.8 percent) of the respondents indicated that they meet with volunteers at night, after hours. Concerning weekends, ten (50.0 percent) of the 20 respondents indicated that they meet with volunteers during the morning. Nine (45.0 percent) of the respondents indicated that they meet with volunteers during the afternoon. Finally, one (5.0 percent) of the respondents indicated that they meet with volunteers at night, after hours. It should be pointed out that N varies because some respondents did not respond to the question asked.

Reported in Table XXII is the distribution of the level of extent that the Cooperative Extension Service benefits from using volunteers as perceived by the respondents. Of the 75 respondents, 56 (74.7 percent) indicated that the Cooperative Extension Service always benefits from using volunteers. Nineteen (25.3 percent) of the respondents indicated that the Cooperative Extension Service often benefits from using volunteers. Finally, none of the respondents indicated that the Cooperative Extension Service sometimes and never benefits from using volunteers. The mean response of all respondents was 3.75 (always).

TABLE XXI

DISTRIBUTION OF RESPONDENTS BY TIME OF DAY THEY MEET WITH VOLUNTEERS

Time of Day	Frequency Distribution	
	N	%
<u>Weekdays:</u>		
Morning	2	2.7
Afternoon	10	13.5
Night, After Hours	62	83.8
Total	74*	100.0
<u>Weekends:</u>		
Morning	10	50.0
Afternoon	9	45.0
Night, After Hours	1	5.0
Total	20*	100.0

*N varies because not all of the respondents responded to the question asked

TABLE XXII

DISTRIBUTION OF THE LEVEL OF EXTENT THAT THE COOPERATIVE
EXTENSION SERVICE BENEFITS FROM USING VOLUNTEERS AS
PERCEIVED BY THE RESPONDENTS

Level of Extent	Frequency Distribution	
	N	%
Always	56	74.7
Often	19	25.3
Sometimes	--	----
Never	--	----
Total	75	100.0

$\bar{X} = 3.75$ (Always)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to present concise summaries of the following topics: purpose of the study; objectives of the study; scope of the study; and, major findings of the research. Also through a detailed inspection of these topics, conclusions and recommendations are also presented as based on the analysis of the data.

Purpose of the Study

The purpose of this study was to analyze the Oklahoma Cooperative Extension Service (CES) 4-H agents' utilization of 4-H program volunteers.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established:

1. To identify CES agents whose major area of responsibility is 4-H programs and to determine the district in which they are employed;
2. To determine the extent the CES 4-H agents become acquainted with potential volunteers prior to requesting their

assistance as volunteers as well as to determine whom they request assistance from most often;

3. To determine how frequently the CES 4-H agents: (A) match volunteers talents to duties and/or responsibilities; (B) orient volunteers; (C) explain available opportunities; (D) explain objectives of the 4-H program; (E) emphasize importance of volunteers; and, (F) explain what will be expected of them as volunteers;

4. To determine the most difficult task or constraint as perceived by the CES 4-H agents concerning the recruitment of volunteers;

5. To determine whether or not and to what extent the CES 4-H agents had additional pre-service and/or in-service training which emphasized working with volunteers;

6. To determine which recruitment techniques the CES 4-H agents currently use and which they perceive as being most effective;

7. To determine the extent which the CES 4-H agents provide opportunities to potential volunteers to either decline or accept alternative assignments;

8. To obtain the CES 4-H agents' perceptions as to why people volunteer as well as the primary reason that prevents people from volunteering;

9. To determine the CES 4-H agents' perceptions pertaining to: (A) how they currently use volunteers; (B) the performance of most volunteers; (C) whether or not they maintain a continuous volunteer

orientation program; (D) how often they regularly meet with volunteers; (E) how volunteers are oriented; and, (F) the amount of time the typical volunteer contributes; and,

10. To elicit the perceptions of the CES 4-H agents pertaining to what they believe will cause people to want to volunteer and to determine to what extent they perceive that CES benefits from using volunteers.

Scope of the Study

This study included all 84 CES agents who were responsible for 4-H programs at the county level in Oklahoma. The list of 84 CES agents were identified and confirmed by the Office of Personnel Service, Oklahoma State University College of Agriculture. The list was further verified by Charles Cox, state 4-H specialist. Each of the 84 CES agents were mailed a questionnaire. Of the 84 CES agents surveyed, 75 (89.3 percent) of them responded.

Major Findings of the Study

Reported in Table XXIII is the summary of findings. Of the 75 respondents, fewer than 50 percent, (34 or 45.3 percent), indicated that their primary responsibility was 4-H; therefore, more than 50 percent of the respondents had combined responsibilities such as: Agriculture/4-H; Home Economics/4-H; Agriculture only; and, Home Economics only.

The distribution of respondents per district was equitable in that the northeast and southwest districts were comprised of 21

TABLE XXII
SUMMARY TABLE

Summary of Responses	N	%
Respondents Job Title		
4-H Agent	34	(45.3)
Agriculture/4-H Agent	21	(28.0)
Home Economist/4-H Agent	14	(18.6)
Agriculture Only	5	(6.7)
Home Econmist Only	1	(1.4)
Total	75	(100.0)
Respondents by District		
Northeast	21	(28.0)
Northwest	17	(22.6)
Southeast	16	(21.4)
Southwest	21	(28.0)
Total	75	(100.0)
Respondents' Extent of Acquaintance with Potential Volunteers		
Very Acquainted	11	(14.7)
Acquainted	35	(46.7)
Somewhat Acquainted	29	(38.6)
Total	75	(100.0)
Mean (acquainted) = 2.79		
Groups Requested for Assistance Most Often		
Parents of 4-Hers	67	(89.2)
Older Adults	5	(6.7)
Business Persons	2	(2.7)
Other	1	(1.4)
Total	75	(100.0)
Respondents Desire for Additional Training		
Yes	46	(64.8)
No	25	(35.2)
Total	71	(100.0)

TABLE XXIII (Continued)

Summary of Responses	N	%
Recruitment Techniques		
Currently Used		
Personal Contact	74	(98.7)
Other Volunteers	66	(88.0)
Advertising	33	(44.0)
Questionnaire	5	(6.7)
Flyers	6	(8.0)
Circular Letters	14	(18.7)
Other	11	(14.7)
Total	75	(100.0)
Most Effective Recruitment Technique		
Personal Contact	60	(81.1)
Other Volunteers	14	(18.9)
Total	74	(100.0)
Allow Volunteers to Decline and Provide Additional Opportunities When Recruiting		
Always	38	(52.1)
Often	33	(45.2)
Sometimes	2	(2.7)
Total	73	(100.0)
Mean (Often) = 3.49		
Discuss Alternatives with Potential Volunteers		
Always	19	(25.7)
Often	34	(45.9)
Sometimes	19	(25.7)
Never	2	(2.7)
Total	74	(100.0)
Mean (Often) = 2.95		

TABLE XXIII (Continued)

Summary of Responses	N	%
Reasons People Volunteer		
Help Others	11	(14.7)
Sense of Belonging	1	(1.4)
Child in Program	62	(82.5)
Couldn't Say No	1	(1.4)
Total	75	(100.0)
Current Use of Volunteers		
Recruit 4-H Members	57	(76.0)
Recruit 4-H Volunteers	60	(80.0)
Organize/Maintain Clubs	73	(97.3)
Conduct Meetings/Educational Programs	62	(82.5)
Total	75	(100.0)
Perceived Performance of Most Volunteers		
Excellent	10	(13.3)
Very Satisfactory	47	(62.7)
Satisfactory	17	(22.6)
Not Satisfactory	1	(1.4)
Total	75	(100.0)
Mean (Very Satisfactory) = 2.88		
Primary Reason that Prevents People from Volunteering		
Lack of Time to Work	60	(80.0)
Do Not Know How to Work with Children/Youth	4	(5.3)
Do Not Have Basic Leadership & Communication Skills	3	(4.1)
Other	8	(10.6)
Total	75	(100.0)
Maintain a Continuous Volunteer Orientation Program		
Yes	44	(58.7)
No	31	(41.3)
Total	75	(100.0)

respondents each, while the northwest had 17, and the southeast had 16.

Furthermore, the respondents indicated that they were either acquainted or very acquainted with potential volunteers; however, 29 (38.6 percent) were merely somewhat acquainted. The mean response pertaining to their extent of acquaintance with potential volunteers was 2.79 which can be interpreted as acquainted.

A large majority of the respondents (67 or 89.2 percent) indicated that they requested assistance from parents of 4-Hers more often than any other group of people.

An overwhelming majority (46 or 64.8 percent) of the respondents indicated that they would like to have had additional pre-service and/or in-service training; however, it was alarming to the researcher to discover that such a high percentage of the respondents desire no additional training.

Almost 100 percent of the respondents utilized personal contact as a recruitment technique. Additionally, a rather large majority (88 percent) utilized volunteers to recruit other volunteers. Although less prominent as methods, advertising, questionnaires, flyers, circular letters, ect. were utilized as other means of recruitment.

Undoubtedly, according to the respondents (60 or 81.0 percent), personal contact was the most effective recruitment technique.

Furthermore, the respondents indicated that they either always or often allow potential volunteers to decline a request for assistance and provide additional opportunities to accept. However,

two (2.7 percent) respondents indicated that they do sometimes. The mean response pertaining to the extent they allow potential volunteers to decline was 3.49 which can be interpreted as often.

A large majority of the respondents either often or always discuss alternatives with potential volunteers; however, approximately 30 percent either sometimes or never discuss alternatives with potential volunteers. The mean response pertaining to the extent they discuss alternatives with potential volunteers was 2.95 which can be interpreted as often.

An overwhelming majority (62 or 82.5 percent) of the respondents indicated that having a child in the program was the most common reason people volunteer. Additionally, 11 or 14.7 percent of the respondents indicated that people volunteer because they want to help others.

Almost 100 percent of the respondents indicated that they currently use volunteers to organize and maintain 4-H clubs, followed by conducting meetings and educational programs, recruiting other 4-H volunteers, and recruiting 4-H members.

All but one of the respondents perceived the performance of most volunteers as satisfactory, very satisfactory, or excellent. The mean response pertaining to the perceived performance of most volunteers was 2.88 which can be interpreted as very satisfactory.

The primary reason that prevents people from volunteering as perceived by a large majority of the respondents was that the people had a lack of time to work with 4-H clubs.

When the respondents were asked whether or not they maintain a continuous volunteer orientation program, 44 (58.7 percent) indicated yes and the remainder indicated no.

Most generally, the respondents met with the volunteers at regular monthly meetings. In addition, they indicated an irregular schedule of meetings. (i.e.: quarterly, bi-monthly, ect.)

Almost 100 percent of the respondents indicated that they utilize individual orientation as a technique of volunteer orientation. Other techniques which closely followed were special volunteer meetings and circular letters. Alarmingly, there were two who responded and indicated they did not orientate volunteers.

The typical volunteer appears to volunteer from 6-15 hours per month, and there are some volunteers who volunteer as much as 16 or more hours per month as reported by the respondents.

Primarily, the time of day the respondents generally met with volunteers was at night, after hours. Other times, which they indicated they met with volunteers included afternoons and mornings on both weekends and weekdays.

An overwhelming majority (56 or 74.7 percent) of the respondents indicated that the CES always benefits from using volunteers. In addition, 19 (25.3 percent) indicated that the CES often benefits from using volunteers. The mean response pertaining to the extent the CES benefits from using volunteers was 3.75 which can be interpreted as always.

Reported in Table XXIV is the summary of mean responses relative to respondents practice regarding the utilization of

volunteers.

Respondents indicated that they always emphasize the importance of volunteers to the 4-H program. Also, they often attempt to match potential volunteers talents to duties and/or responsibilities, orient potential volunteers to their duties and/or responsibilities, explain to potential volunteers what opportunities are available, explain the objectives of the 4-H program, and explain what will be expected of them as volunteers.

The respondents rated as adequate: the materials that the CES provides them to use in working with volunteers; training on how to work with volunteers; district/statewide training for volunteers; and, job descriptions for typical volunteers. Also, they rated as less than adequate, facts on how other agencies use volunteers.

The respondents indicated the following as some of the most difficult tasks or constraints they encountered recruiting volunteers: volunteer and agents time conflicts; identifying clientele; finances; lack of resources to train volunteers; senior citizen domination of program; lack of volunteer self confidence; outside intervention; teachers willing to help; and, volunteers not wanting responsibility for many children.

Respondents indicated the following as some of the reasons they provide which they believe will cause people to want to volunteer: to help youth; their children are involved; personal satisfaction; their help is needed; opportunities available; value of 4-H; share knowledge and experience; successful program; family involvement; learning experience; media coverage; visibility of

TABLE XXIV

SUMMARY OF MEAN RESPONSES RELATIVE TO RESPONDENTS' PRACTICES
REGARDING THE UTILIZATION OF PROGRAM VOLUNTEERS

	<u>Mean Response</u>	<u>Denotes</u>
<u>When recruiting volunteers, how frequently do you . . .</u>		
Attempt to match potential volunteers' talents to duties and/or responsibilities?	3.29	Often
Orient potential volunteers to their duties and/or responsibilities?	3.29	Often
Explain to potential volunteers what opportunities are available?	3.08	Often
Explain the objectives of the 4-H program?	3.18	Often
Emphasize the importance of volunteers to the 4-H program?	3.57	Always
Explain what will be expected of them as volunteers?	3.39	Often
<u>To What Extent Does the CES Provide You With . . .</u>		
Materials to use in working with volunteers?	2.99	Adequate
Training on how to work with volunteers?	2.95	Adequate
District/statewide training for volunteers?	2.86	Adequate
Job descriptions for typical volunteers?	2.59	Adequate
Facts on how other agencies use volunteers?	2.23	Less than Adequate

program; relationship with child; importance of 4-H and youth; and, rewards.

Conclusions

Based on the findings, the following conclusions were derived:

1. The primary responsibility of most of the respondents was not 4-H. However, they did have primary responsibility for the 4-H programs;
2. Most volunteers utilized by the respondents were the parents of 4-H club members and the respondents were generally acquainted with them. In addition, personal contact was concluded to be the most currently used and most effective technique of recruiting volunteers. Although personal contact appears to be the recruitment technique of choice, it was further concluded that the respondents had a desire for additional pre-service and/or in-service training relative to the utilization of recruitment techniques;
3. It was further concluded that when potential volunteers decline a request for assistance, the respondents provided them with other alternatives which would enable them to become active participants in the county 4-H program;
4. The primary use of volunteers by the respondents appeared to be to organize and maintain 4-H clubs as well as conduct meetings and educational programs. Furthermore, the researcher deemed it conclusive that the respondents perceived performance of most volunteers was very satisfactory;

5. Without question, it was further concluded that the primary reason which prevents people from volunteering was an insufficient amount of time to become involved in that respect;

6. There was inconclusive evidence to be able to state that regular meetings were conducted by the respondents with volunteers;

7. Most volunteers were oriented on an individual basis with some orientation occurring at special volunteer meetings;

8. The typical volunteer contributed 6-15 hours per month and generally met with the respondents during the week after normal working hours, (at night) and were considered to always be a benefit to the CES;

9. It was further concluded that the respondents generally adhere to a commendable orientation program which is designed to explain and emphasize various components of the 4-H program;

10. It was also concluded that the respondents deemed most of their training relative to working with volunteers was adequate;

11. The respondents deemed as the most difficult task or constraint encountered recruiting volunteers was time, both the agents and volunteers; and,

12. Finally, it was concluded that to help youth was the most common reason the respondents provided which they believe will cause people to want to volunteer.

Recommendations

Based on the conclusions of this study, the following recommendations are presented:

1. The parents of 4-Hers should continue to be the primary target for potential volunteers and that additional consideration be given to the utilization of young adults, older adults, youth, and business persons;

2. Special in-service training programs pertaining to the recruitment and utilization of volunteers is highly recommended to be implemented as soon as possible in order to meet the needs of the 4-H agents statewide;

3. The use of personal contact as a volunteer recruitment technique is highly recommended for continued use and the use of other volunteers as advocates (recruiters) is recommended as well;

4. It is further recommended that the CES 4-H agents strongly consider establishing regular meeting dates with their volunteers and that a continuous orientation program be made available to volunteers and that such orientation programs be conducted as frequently as possible on an individual basis; and,

5. Since the CES benefits from the utilization of volunteers, it is recommended that more extensive utilization be considered.

Recommendations for Additional Research

The following recommendations are made in regard to additional research. The recommendations are judgements based on having conducted the study and on the examination of the findings of the study:

1. A more comprehensive study should be conducted involving all CES agents in the state of Oklahoma at the county level and the

results compared to the findings of this study;

2. A study of volunteers perceptions of their role in the 4-H programs should be conducted;

3. A study should be conducted of other agencies who utilize volunteers;

4. A more in-depth study which eludes itself to determine how to work more effectively with volunteers should be conducted; and,

5. A similar study should be conducted which would include questions pertaining to demographics which would enable the researcher to conduct a more in-depth analysis which would possibly yield data where by comparisons of respondents could be made, upon which conclusions could be made and further recommendations established.

REFERENCES

- Anderson, Marvin A. and C. Austin Vines (1976). Heritage Horizons - Extensions Commitment to People. Madison Wisconsin: Extension Journal, Inc.
- Boyle, Patrick G. and Mohammad A. Douglah (1964). Who Will Serve as Youth Leaders? Journal of Cooperative Extension, 2 (4), p. 209.
- Camasso, Anne E., Anne L. Heinsohn and Robert B. Lewis (1981). Recruiting Low-Income Volunteers For 4-H Youth Programs: A Manual. The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania.
- Camasso, Anne E., Anne L. Heinsohn and Robert B. Lewis (1983). Myths About Low-Income Volunteers. Journal of Extension, 21, p. 13.
- Chambre', Susan M. (1987). Good Deeds in Old Age. Lexington, Mass: D. C. Heath and Company.
- Cordero, M. (1988). 4-H Volunteerism (Volunteer Recruitment and Training). Report #PR541S, Mayaguez, Cooperative Extension Service, Puerto Rico.
- Denmark, Kenneth L. (1971). Factors Affecting the Identification, Recruitment, And Training of Volunteer 4-H Adult Leaders In Texas. (Unpublished Ph.D. dissertation, Texas A&M University).
- 4-H history recalled during week. (1990, October 12). The Duncan Banner, p. 2.
- Hanlon, Brenda (Ed). (1980). The Best of VAL. Washington, D.C.: The National Center for Citizen Involvement.
- Harlow, Guy F. (1973). A Comparison Of Selected Aspects Of Training Needed By Adult 4-H Leaders As Perceived By Professional Extension Agents And Adult 4-H Leaders In Six Southwest Oklahoma Counties. (Unpublished masters thesis, Oklahoma State University).
- National 4-H Council (1985). 4-H Salute to Excellence. (Chevy Chase), p. 5.
- Johnson, Jimmy P. and Carlton R. Sollie (1968). Training As Perceived By 4-H Leaders. Journal of Cooperative Extension, 6 (3), p. 164.

- Kempton, Rodney L. (1980). Concepts in Volunteer Management. Journal of Extension, 18, p. 19.
- Key, James P. (1981). Module on Descriptive Statistics. Research and Design in Occupational Education. Stillwater: Agricultural Education Department, Oklahoma State University, Section S1, p. 126.
- Kwarteng, Joseph A., Keith L. Smith and Larry E. Miller (1988). Ohio 4-H Agent's and Volunteer Leader's Perceptions of the Volunteer Leadership Development Program. The Journal of the AATEA, 29(2), 55-63.
- Lauffer, Armand and Sarah Gorodezky (1977). Volunteers. Beverly Hills: Sage.
- Miller, Adam (Mrs) (1961). Busy People Find Time. National 4-H News, p. 25.
- Morrison, Emily K. (1983). Skills For Leadership: working with Volunteers. Tucson: Jordan Press, p. 9.
- Naylor, Harriet H. (1973). Volunteers Today: Finding, Training and Working With Them. Dryden, New York: Dryden Associates.
- Ott, Glenna G. (1978). Perceived Training Needs Of Oklahoma 4-H Volunteer Adult Leaders: By 4-H Volunteer Leaders, County Extension Professionals, And State And District 4-H Staff. (Unpublished masters thesis, Oklahoma State University).
- Sabrosky, Laurel K. (1963). Role of the Agent in Leader Training. Journal of Cooperative Extension, 1 (1), p. 31-37.
- Schindler-Rainman, Eva and Ronald Lippitt (1975). The Volunteer Community. Fairfax, Va.: NTL Learning Resources Corporation.
- Strand, Frances I. (1961). Helpful Senior Citizens. National 4-H News, p. 25.
- Taranto, Susne E. and Simon O. Johnson (1984). Educational Volunteerism: A New Look. Springfield, Il.: Charles C. Thomas.
- Tyler, Ralph W. (1966). The Role of the Volunteer. Journal of Cooperative Extension, 4 (3), p. 157-158.
- Wessel, Thomas and Marilyn Wessel (1982). 4-H: An American Idea 1900-1980 (A History of 4-H). Chevy Chase, Maryland: National 4-H Council.

- Whaley, Nita B. (1973). School Volunteers. Arlington, VA.: National School Public Relations Association, p. 1.
- Whaples, Gene C. and Joanne M. Bordelon (1983). Employed Women: Valuable 4-H Volunteers. Journal of Extension, 21, p.5-9.
- Wilson, Marlene (1976). The Effective Management of Volunteer Programs. Boulder, CO.: Volunteer Management Associates.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

VOLUNTEERISM QUESTIONNAIRE

Directions: Please respond to the following questions by checking the response which is most indicative of your opinion, perception, and/or fact.

1. Which of the following job titles best describes your current position?

- 4-H Agent
- Agriculture/4-H Agent
- Home Economics/4-H Agent
- Agriculture, only
- Home Economics, only

2. Your county is in which district?

- Northeast
- Northwest
- Southeast
- Southwest

3. To what extent do you get acquainted with potential volunteers prior to requesting their assistance as volunteers?

- Very Acquainted
- Acquainted
- Somewhat Acquainted
- Not Acquainted

4. Which of the following groups do you request assistance from most often?

- Parents of 4-Hers
- Young adults
- Older adults
- Youth
- Business persons
- Others (specify) _____

5. When recruiting volunteers, how frequently do you...	Always (4)	Often (3)	Sometimes (2)	Never (1)
...attempt to match potential volunteers talents to duties and/or responsibilities?	()	()	()	()
...orient potential volunteers to their duties and/or responsibilities?	()	()	()	()
...explain to potential volunteers what opportunities are available?	()	()	()	()
...explain the objectives of the 4-H program?	()	()	()	()
...emphasize the importance of volunteers to the 4-H program?	()	()	()	()
...explain what will be expected of them as volunteers?	()	()	()	()

6. What are some of the most difficult tasks or constraints you encounter concerning the recruitment of volunteers?

7. Would you have liked to have had additional preservice and/or inservice training which emphasized working with volunteers?

() YES () NO

8. To what extent does CES provide you with...	Very Adequate (4)	Adequate (3)	Less than Adequate (2)	Not Adequate (1)
...materials to use in working with volunteers?	()	()	()	()
...training on how to work with volunteers?	()	()	()	()
...district/statewide training for volunteers?	()	()	()	()
...job descriptions for typical volunteers?	()	()	()	()
...facts on how other agencies use volunteers?	()	()	()	()

9. Which of the following recruitment techniques do you currently use? (check all that apply)

- Personal contact
- Other volunteers as advocates
- Advertisements: press, radio, television
(underline the media used)
- Questionnaires
- Flyers
- Circular letters
- Other (specify) _____

10. Which do you perceive as being your most effective recruitment technique?

- Personal contact
- Other volunteers as advocates
- Advertisements: press, radio, television
(underline media used)
- Questionnaires
- Flyers
- Circular letters
- Other (specify) _____

11. When recruiting potential volunteers on a personal contact basis, do you allow room in the conversation for them to decline your request for assistance while providing them with another opportunity to accept at a later time?

- Always
- Often
- Sometimes
- Never

12. When recruiting potential volunteers, if during the conversation you decide that they can not fulfill your expectations, do you discuss alternatives with them?

- Always
- Often
- Sometimes
- Never

13. What do you perceive to be the most common reason people volunteer?

- | | |
|--|--|
| <input type="checkbox"/> To help others | <input type="checkbox"/> Enjoy work |
| <input type="checkbox"/> To exercise authority | <input type="checkbox"/> Couldn't say no |
| <input type="checkbox"/> Sense of belonging | <input type="checkbox"/> Leads to paid jobs |
| <input type="checkbox"/> Child in program | <input type="checkbox"/> Sense of duty |
| | <input type="checkbox"/> Other (specify) _____ |

14. How do you currently use volunteers? (check all that apply)

- To recruit 4-H members
- To recruit 4-H volunteers
- To organize and maintain 4-H clubs
- To conduct meetings and educational programs
- I don't consider them necessary or useful
- Other (specify)_____

15. Do you perceive the performance of most volunteers in 4-H clubs to be...

- ...Excellent
- ...Very satisfactory
- ...Satisfactory
- ...Not satisfactory

16. Which one of the following reasons do you perceive to be the primary reason that prevents people from volunteering for 4-H club activities?

- Lack of time to work with 4-H clubs
- Do not know how to work with children and youth
- Do not like to work with children and youth
- Do not have basic communication and leadership skills
- Do not know how to convey technical matter
- Do not have skills and knowledge of technical matter
- Other (specify)_____

17. Do you maintain a continuous volunteer orientation program?

- YES
- NO

18. How often do you meet regularly with your volunteers?

- Weekly
- Every two weeks
- Monthly
- Every two or three weeks
- Never
- Other (specify)_____

19. How are volunteers oriented? (check all that apply)

- Individual orientation
- Circular letters
- Special volunteer meetings
- They are not oriented
- Other (specify) _____

20. In your opinion, the typical 4-H volunteer contributes?

- 1-5 hours of their time monthly
- 6-10 hours of their time monthly
- 11-15 hours of their time monthly
- 16-20 hours of their time monthly
- 20 or more hours of their time monthly

21. What reason do you provide which you believe will cause people to want to volunteer for 4-H club activities?

22. Generally, what time of day do you meet with volunteers?

- | | |
|---|---|
| Weekdays | Weekends |
| <input type="checkbox"/> Morning | <input type="checkbox"/> Morning |
| <input type="checkbox"/> Afternoon | <input type="checkbox"/> Afternoon |
| <input type="checkbox"/> Night, after hours | <input type="checkbox"/> Night, after hours |

23. To what extent do you perceive that CES benefits from using volunteers?

- Always
- Often
- Sometimes
- Never

APPENDIX B

COVER LETTERS



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILWATER, OKLAHOMA 74078-0484
448 AGRICULTURAL HALL
405-744-5129

October 5, 1990

Dear Cooperative Extension 4-H Agent

Please find attached a questionnaire which is being forwarded to you in order that research may be completed which will enable us to determine and analyze the Oklahoma Cooperative Extension Service (CES) 4-H Agent's utilization of 4-H Program Volunteers. The questionnaire is designed to require only a few minutes of your time. Furthermore, we would appreciate you returning the questionnaire as promptly as possible utilizing the enclosed self-addressed stamped envelope which is provided.

The findings of this research serves two major purposes. First, it will enable Mr. Edmonson to complete partial requirements of the Master of Science degree in Agricultural Education. Secondly, the findings of this research should prove to be valuable relative to making recommendations for future inservice sessions (major topic: Volunteerism).

Should you have any questions or concerns pertaining to this research, please do not hesitate to contact us. Furthermore, we want you to know how much we appreciate your taking time to respond to the questions asked. Your input is essential and we value your opinions. Thanking you in advance for your attention to this request, we remain,

Sincerely,

Scott Edmonson
Graduate Student

Eddy Finley
Associate Professor

James A. Rutledge
OCES, Assistant Director
4-H and Youth Development



Celebrating the Past . . . Preparing for the Future



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078-0484
448 AGRICULTURAL HALL
405-744-5129

October 5, 1990

«Name»
«Title»
«Address»
«City», «State» «Zip»

Dear «Name»:

Please find enclosed a questionnaire which is being forwarded to you in order that research may be completed which will enable us to determine and analyze the Oklahoma Cooperative Extension Service (CES) 4-H Agent's utilization of 4-H Program Volunteers. The findings of this research serves two major purposes. First, it will allow Mr. Edmonson to complete partial requirements of the Master of Science degree in Agricultural Education. Secondly, the findings of this research should prove to be valuable relative to making recommendations for future inservice sessions (major topic: Volunteerism).

If there is someone, other than yourself, whose primary responsibility includes the 4-H program in your county, please assist us by having that person complete the enclosed questionnaire and return it as soon as possible.

Should you have any questions or concerns pertaining to this research, please do not hesitate to contact us. Furthermore, we want you to know how much we appreciate your taking time to respond to the questions asked. Thanking you in advance for your attention to this request, we remain,

Sincerely,

Scott Edmonson
Graduate Student

Eddy Finley
Associate Professor

James A. Rutledge
OCES, Assistant Director
4-H and Youth Development



Celebrating the Past Preparing for the Future

VITA

Frederick S. Edmonson

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF OKLAHOMA COOPERATIVE EXTENSION SERVICE 4-H
AGENTS' UTILIZATION OF PROGRAM VOLUNTEERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Duncan, Oklahoma, November 6, 1965, the
son of Gerald R. and Martha J. Edmonson.

Education: Graduated from Empire High School, Duncan,
Oklahoma, May, 1984; received the Bachelor of Science
degree from Oklahoma State University, Stillwater,
Oklahoma, May, 1989 with a major in Mechanized
Agriculture; completed the requirements for the Master of
Science degree at Oklahoma State University in May, 1991.

Professional Experience: Fieldman, Servi-Tech, Inc., Dodge
City, Kansas, 1989; salesman, Stillwater Western World,
Stillwater, Oklahoma, 1987-1991.

Organizations: Gamma Sigma Delta, 1991; Alpha Tau Alpha,
1989-91; American Society of Agricultural Engineers,
1987-89; Oklahoma State University Mechanized Agriculture
Club, 1987-89; Oklahoma State University Rodeo
Association, 1987-89; Alpha Delta; Oklahoma State
University Alumni Association; Oklahoma State University
Spirit Group, Spirit Rider, 1988-89.