3-1969

Characteristics of low and high project leader task performance and task qualified groups in selected Tennessee counties

Anna Bernice Lucas

To the Graduate Council:

I am submitting herewith a thesis written by Anna Bernice Lucas entitled "Characteristics of low and high project leader task performance and task qualified groups in selected Tennessee counties." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Cecil E. Carter, Major Professor

We have read this thesis and recommend its acceptance:

Robert S. Dotson, Claire Gilbert

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

March 3, 1969

To the Graduate Council:

I am submitting herewith a thesis written by Anna Bernice Lucas entitled "Characteristics of Low and High Project Leader Task Performance and Task Qualified Groups in Selected Tennessee Counties." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Cecil E. Carter, Jr.
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recommend its acceptance:

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CHARACTERISTICS OF LOW AND HIGH PROJECT LEADER TASK PERFORMANCE AND TASK QUALIFIED GROUPS IN SELECTED TENNESSEE COUNTIES

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Anna Bernice Lucas

March 1969

ACKNOWLEDGMENT

The author is grateful to her graduate committee chairman, Dr. Cecil E. Carter, for his hours of patient counsel and skilled guidance in her graduate study. She would also like to express her appreciation to the other members of her committee, Dr. Robert S. Dotson and Dr. Claire Gilbert for their guidance.

She wishes to express her gratitude to The University of Tennessee Institute of Agriculture for the opportunity to complete her graduate work under a graduate teaching assistantship.

The computations associated with the statistical analysis for this research were done with the aid of equipment of The University of Tennessee Computing Center. This computing center was established with the aid of the National Science Foundation Grant (No. NSF-G135-1).

The author is grateful to Hubert Lambert for his assistance in securing data for this study.

ABSTRACT

The purpose of this study was to show the relation between 4-H project leaders' personal characteristics and those who performed a low or high number of tasks. The study was also to show the relation between 4-H project leaders' personal characteristics and leaders who felt qualified to perform a low or high number of tasks. The study was also intended to show the relation between the frequency agents provided information to leaders, by various teaching methods, and agents with a low or high percent of leaders who performed a high number of tasks.

Some of the major findings were: (1) leaders who were in the high task performance group were more likely to be females, to be housewives, teachers, laborers, or professionals; (2) leaders with more leadership experience, with the exception of the number of years served, were more likely to be in the high task performance group than leaders with little or no leadership experience; (3) leaders who had received more training were more likely to perform a higher number of tasks than leaders who received little or no training; (4) leaders who had received more training were more likely to feel qualified to perform a higher number of tasks than leaders who had received little or no training; (5) the frequency with which agents had provided information to leaders, by various teaching methods, was not significantly related to whether or not an agent had a low or high percent of leaders who performed a high number of tasks.

Recommendations made included (1) further studies be done concerning the frequency of providing information to leaders by various teaching methods; (2) further studies be done concerning information provided to leaders; and (3) the findings be made available for use by the county and state 4-H staffs.

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CHAPTER I

INTRODUCTION

The Cooperative Extension Service was officially established by the passage of the Smith-Lever Act in 1914. It is charged with the duty of disseminating practical information in agriculture, home economics and related fields and encouraging the application of the same. Working with youth is not specifically mentioned in the original act, but work with youth has become one of the primary methods of helping develop skilled, responsible homemakers and farmers.

Clubs for boys and girls to produce and preserve food began in the early part of the 1900's. They started simultaneously in several parts of the United States and were instigated by adults who saw a need for rural youth to gain respect for themselves and their way of life. The first adults working with these young people were volunteers who did club work in addition to time spent in their regular profession. Thus, club work which later became known as 4-H Clubs, was started by volunteer leaders. Volunteer leaders have been active in 4-H Club work ever since its beginning.

Involving volunteers in youth development organizations is important for five reasons. The reasons are that: (1) volunteers help to maintain a friendly climate in the agency; (2) they learn from experience in the organization ways to be better members of the family and

community; (3) they help in getting public understanding and support of the work of the organization; (4) they furnish greatly needed personnel to supplement and complement the professional staff; and (5) they make it possible for the agency to increase its services in spite of a limited budget (25:155).* Four-H project leaders aid the professional Extension staff in these five ways. The educational efforts of the professional staff are multiplied many times through the project leader system.

I. PROBLEM STATEMENT

The involvement of lay leadership in conducting 4-H Club work has been a method of multiplying the efforts of the professional Extension worker. Laurel Sabrosky, with the Federal Extension Service, says that the professional Extension worker and the local leader are a team; the extent to which each carries his share of the load determines the success of the 4-H program (18:1).

The Tennessee "Guide for Five-Year Planning Related to 4-H and Other Youth Work" states that our purpose in working with youth is to provide effective, informal (out of school) learning experiences for them in specified (pre-determined) agricultural, home economics, and related subject areas (24:1). Junior and adult volunteer leaders must be

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

counted on if youth Extension work in the county is to successfully meet the educational challenge of assisting local youth with their developmental tasks. Organizational and project leaders make it possible for 4-H Club efforts to reach beyond those normally expected of the professional staff. Facts needed as a basis for improving the present leadership situation include what the leaders are expected to do, what they actually do and their training needs.

No longer do Extension workers think of only one kind of 4-H leader. Several kinds of leaders are needed: organizational, project and activity--in every 4-H Club. Recruitment of a leader should be done for a specific job (16:4).

Prior to this study the total enrollment in Tennessee 4-H Clubs had been decreasing at the same time the number of boys and girls of 4-H Club age had been increasing. The 1968 mid-year report indicates an enrollment increase. Less than half of Tennessee's rural youth and about 10 percent of its urban junior 4-H age population are annually enrolled in 4-H Clubs. Of the senior 4-H age group, less than 10 percent of Tennessee's rural and about 1.5 percent of its urban population, are annually enrolled in 4-H Clubs.

Tennessee's annual 4-H drop-out rate is about one child for each three enrolled. One of the main reasons for failure to reenroll is lack of help with project work from leader, agent, and/or parents was indicated by research findings (2:75).

In Tennessee during 1965-67, the use of a project leader system was emphasized in Extension agents' inservice training. Further

investigation into methods of strengthening the present project leader system may be warranted by a relatively low number of project leaders in comparison to the number of 4-H Club members. No data have been obtained to date to show the type of jobs the 4-H project leaders in Tennessee are performing and their qualifications to perform different jobs.

The following statement will describe the 1967 project leader situation in Tennessee. In 1967 there were 2,935 4-H Clubs and 2,212 4-H project leaders in Tennessee. One hundred fourteen thousand three hundred fifty-three 4-H Club members were carrying a total of 223,087 projects. The number of 4-H project leaders varied from none to 145 in a county, and only 84 of the 95 counties in Tennessee reported having 4-H project leaders. One hundred ninety-four project groups held meetings on a community basis and 93 groups held meetings on a county-wide basis. Of all 4-H leaders, including project leaders and others, 161 had completed a leadership training course (23).

It is Extension's responsibility to see that 4-H Club members receive the help needed on their 4-H project. This help could be given by agents, volunteer leaders, and/or parents. The efficiency of Extension's efforts to train project leaders, and the quality and type of job done by the project leader will be reflected in the development of 4-H Club members. It, therefore, seems important to identify training methods that are most successful in training leaders who will perform a high number of tasks and to identify the characteristics of leaders that are associated with a leader who performed a high number of tasks.

In order to plan for future training, increased knowledge is needed concerning the different tasks 4-H project leaders are performing and the tasks they do and do not feel qualified to perform. Increased knowledge is also needed concerning factors which influence the performance level of 4-H project leaders. This knowledge is necessary in order for Extension to develop programs designed to assist in the development of leaders who are willing and trained to assist youth in developing knowledge and skills needed for effective citizenship.

Thus, the problem is to study leader characteristics and teaching methods used by Extension agents which are related to a leader performing a high number of tasks and those related to a leader feeling qualified to perform a high number of tasks.

II. PURPOSE

The purpose of this study was to show the relation between leaders' personal characteristics and those who performed a low or high number of tasks, and leaders who felt qualified to perform a low and high number of tasks. This study also was designed to show the relation between the frequency with which agents provided information to leaders by various teaching methods and leader performance in terms of the number of tasks performed.

Specific Objectives

1. To determine if 4-H project leaders' personal characteristics are related to leaders' performance of a low or high number of tasks.

2. To ascertain if 4-H project leaders' personal characteristics are related to leaders feeling qualified to perform a low or high number of tasks.

3. To discover if 4-H project leaders' leadership experiences are related to leaders' performance of a low or high number of tasks.

4. To study 4-H project leaders' leadership experiences to see if they are related to leader feelings of being qualified to perform low or high numbers of tasks.

5. To find out whether or not the training 4-H project leaders have received is related to a leader's performance of a low or high number of tasks.

6. To study the training 4-H project leaders have received to determine if it is related to leader feelings of being qualified to perform low or high numbers of tasks.

7. To see if the frequency with which agents provide information to leaders by various teaching methods is related to the number of tasks performed by leaders.

II. DEFINITION OF TERMS

Agent. Unless otherwise indicated, this term refers to assistant county and home demonstration agents doing primarily 4-H Club work.

Agents with a high percent of leaders who performed a high number of tasks. This term refers to agents who had 25 percent or more of their leaders who performed from 30 through 55 tasks.

Agents with a low percent of leaders who performed a high number of tasks. This term refers to agents who had from 1 through 24 percent of their leaders who performed from 30 through 55 tasks.

Chi square, X^2. The sum of the quotients obtained by dividing the square of each difference between an actual and a theoretical frequency by the theoretical frequency; a function to aid in determining whether or not the deviation of the entries in a given contingency table, or the deviations of an observed from a theoretical frequency distribution, could have been produced by chance factors alone (15:164).

Degrees of freedom. The number of independent comparisons available for calculating variance or for computing the estimate error (15:47).

Full-time staff equivalent (F. S. E.) primarily responsible for 4-H work. This term refers to the total percent of time a county staff member devoted to 4-H Club work.

Project group. This term refers to a small group of five to ten 4-H Club members who are enrolled in a particular project (6:2).

Project leader. This term refers to an adult leader who supervises a project group by giving leadership and subject matter training to 4-H Club members (6:1). In this study the term leader means 4-H project leader unless otherwise designated.

Task. This term refers to specific jobs which may or may not be performed by 4-H project leader.

Task performance group: high leader. This term refers to a group of leaders who performed from 30 through 55 tasks.

Task performance group: low leader. This term refers to a group of leaders who performed from 1 through 29 tasks.

Task qualified group: high leader. Group of leaders who felt qualified to perform from 30 through 55 tasks.

Task qualified group: low leader. This term refers to a group of leaders who felt qualified to perform from 1 through 29 tasks.

IV. METHOD OF ANALYSIS

Population and Sampling Procedure

The population for this study included 4-H Club project leaders and Extension agents doing youth work in 14 Tennessee counties.

The May first 4-H Annual Reports were used to determine the number of project leaders in each Tennessee county in 1965-67. The number of full-time staff equivalents was obtained from the Extension Training and Studies Department. The counties were selected by using a constant of 1.9 or more full-time staff equivalents primarily responsible for 4-H work per county. Six counties having 70 or more 4-H project leaders and 18 counties having between 4 and 24 4-H project leaders were selected. From these 24 counties, those having between 11 and 30 leaders and those having more than 70 leaders were selected. These 14 counties were Gibson, Tipton, Hamilton, Hawkins, Sullivan, Blount, Decatur, Humphreys, Maury, Bledsoe, Polk, Anderson, Knox, and Lincoln.

The data collection instrument was developed by Extension agents doing graduate work in Agricultural Extension with the assistance of

The University of Tennessee Extension Training and Studies and 4-H and Other Youth Departments.

Characteristics of Extension agents and 4-H project leaders were selected which research and the experience of Extension personnel indicated might be related to the performance and qualifications of 4-H project leaders.

A list was prepared including 112 tasks associated with conducting 4-H project work that Extension agents or 4-H project leaders performed or should perform. These tasks were rated by 16 Extension agents as to how critical they felt each task was to the success of 4-H project work. The five rating categories were: extremely critical, very critical, somewhat critical, not very critical, and not critical at all.

A weighted system was used for each category, using five for extremely critical and decreasing to one for not at all critical, respectively. Fifty-five tasks were selected on the basis of being rated as extremely critical or very critical to the success of 4-H project work.

A questionnaire was developed for 4-H project leaders and Extension agents in the selected counties. The leader questionnaire pertained to project leader characteristics and questions related to the 55 tasks. The agent questionnaire dealt with agent characteristics and questions related to the 55 tasks.

The names, addresses, and number of years each 4-H project leader had served were obtained from the Extension agents in the selected counties. A questionnaire was mailed to each individual

leader and Extension agent doing youth work in the selected counties.

Description of Variables

4-H project leader characteristics. The 4-H project leader independent variables were 13 leader characteristics. These variables were leaders' sex, leaders' age, leaders' occupation, number of years served as a 4-H project leader, number of members helped in 1967, number of project group meetings held in 1967, if leader had or had not attended project leader training meeting, attendance at project leader training meetings in 1967, number of project leader training meetings attended in 1967, how well leaders felt their job was explained to them when they first became a project leader, and if leaders felt they did or did not need more information on and training in 4-H project work.

4-H project leader performance and qualification groups. The 4-H project leader dependent variables were the number of tasks that the leaders did or did not perform and the number of tasks the leaders did or did not feel qualified to perform. The leaders were grouped into low and high leader task performance groups and low and high task qualified groups on the basis of the number of tasks the leader performed and the number which they felt qualified to perform. The low leader task performance group included leaders who performed from 1 through 29 tasks, and the high leader task performance group included leaders who performed from 30 through 55 tasks.

The low leader task qualified group included leaders who felt qualified to perform from 1 through 29 tasks, and the high leader task

qualified group included leaders who felt qualified to perform from 30 through 55 tasks.

Frequency of providing information by various teaching methods. The agents' independent variables were the frequency agents provided information to leaders by five teaching methods. These variables were the frequency with which agents used radio, newspaper, home visits, training meetings, and newsletters to provide information to leaders.

The agents' dependent variable was the percent of the leaders they had in their county which performed a high number of tasks. The agents were divided into low and high percentage groups. The original designation of from 30 through 55 tasks performed by leaders was used to determine the number of leaders in each county who performed a high number of tasks. The low agents were in counties in which 1 through 24 percent of the leaders performed a high number of tasks. The high agents were in counties in which 25 percent or more of the leaders performed a high number of tasks.

Method of Analysis

The information obtained from the completed questionnaires was transferred to data cards and computations were made at The University of Tennessee Computing Center. The contingency table analysis program was used.

This program computes two-way frequency and percentage tables, chi-squares, contingency coefficients, and maximum likelihood ratios. Each variable may be categorized in several different ways; each way

is referred to as a categorization. Output of this program includes:

1. Frequency tables.
2. Row, column, and/or table percentages.
3. Chi-square and degrees of freedom (3:341).

Chi-square computations which reached the .05 level were accepted as being statistically significant.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

A publication issued by the Federal Extension Service said,

> The unique feature of the 4-H Club program is the project in which a member "learns to do by doing." The success of this program depends on the public-spirited men and women who serve as local volunteer leaders. They should be competent in subject matter and are trained for the job (5).

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

A project that is not completed hinders the member in receiving the attention and the feeling of accomplishment he needs (4:5).

II. RESPONSIBILITIES OF 4-H PROJECT LEADER

Authorities in 4-H Club work have indicated several responsibilities of 4-H Club project leaders. The Federal Extension Service states that the project leader may teach particular subject matter to youngsters enrolled in a project. He sets up judging classes, conducts tours, helps boys and girls prepare demonstrations, exhibits, and talks (5).

A University of Kentucky 4-H Club Department publication pointed out that

> The project leader works with members in one or more projects, such as electricity, clothing, or baby sitting. He plans with those he guides how, when, where project work will be accomplished. If a junior leader is designated to work with him, he arranges for a sharing of specific responsibilities between the junior leader and himself. His work with members involves planning the project and helping them set their goals, training for skills, and helping with demonstrations, record judging and evaluation in relation to the project (8:6).

A publication of The University of Tennessee 4-H Club Department said, "To be successful with the in-depth subject matter teaching that we would like to give the 4-H members the opportunity for, we are going to have to go to the project leader system" (6:1). The University of Tennessee mimeograph, "Some Suggested 4-H Standards for Use in Five-Year Program Planning," suggests a standard of 100 adult leaders per full-time staff equivalent. This represents only two to four leaders per club (i.e., one organizational and one project leader minimum per club) (7).

These statements by authorities in the area of 4-H Club work indicate that the responsibilities which 4-H project leaders assume and the number of project leaders are important factors in the success of the 4-H Club program.

Very little research has been done that indicated the number of tasks 4-H project leaders perform. One study was conducted by Sabrosky and Hill in 1961-62 in 11 northwestern states. Tasks that all first-year leaders should be willing and able to do, if properly trained, were studied. Of the 21 tasks included, four tasks were performed at least once by three-fourths or more of the first-year

leaders. Nine of the tasks were performed by one-half to three-fourths of the first-year leaders.

Sabrosky and Hill also studied tasks the first-year project leader should be willing and able to do if adequately trained. Of the nine tasks studied, two were performed at least once by one-half to three-fourths of the first-year project leaders and four tasks were performed at least once by three-fourths of the first-year 4-H project leaders (19:5).

Of the tasks expected of all first-year leaders, the more or less routine ones were the most likely to be performed (19:2-8).

III. QUALIFICATIONS OF LEADERS

No studies were found which indicated the relation between 4-H project leaders' personal, leadership, and training characteristics and if leaders feel qualified to perform a low or high number of 4-H project leader tasks.

A study of 204 4-H Club leaders made by Johnson and Sollie may give some indication as to how qualified leaders feel to perform tasks, by noting the areas in which they ask for training most often. According to Johnson and Sollie (9:106-9), the ranked felt training needs of volunteers were:

1. How to get and keep parent cooperation.
2. Available awards to 4-H members.
3. How to give recognition besides awards.
4. How to fill out and use 4-H project records.

5. Information on specific project work.
6. How to use and work with junior leaders.
7. Materials and helps available to 4-H leaders.
8. How leaders should plan and organize their work.
9. How to prepare a 4-H demonstration.
10. How to give 4-H demonstrations.
11. The needs and interests of youth.
12. How to prepare and display exhibits.
13. How activities and events help members develop.
14. The use of awards and contests.
15. How to plan the local club program.
16. Duties of the 4-H leaders.
17. What state, district, and county events are held.
18. Reporting local activity to county Extension workers.
19. Using parliamentary procedure.
20. How to make farm and home visits.
21. How to help members select projects.
22. Purpose and place of project work in 4-H.
23. How to conduct a local club meeting.
24. Purpose of 4-H Club work.
25. Duties of local club officers.

The areas of training needed were also listed by the number of years the leader had served. These findings indicated that the areas in which the leaders felt a need for training varied with the number

of years the leader had served. The ranked need of training, by the years the leader had served, was given as follows:

	Number of Years as Leaders		
	Less Than 1 Year	1-5 Years	More Than 5 Years
How to obtain and keep parent cooperation	2	2	1
Awards available to 4-H members	1	4	9
Giving recognition other than awards	5	1	2
4-H project record keeping	6	5	3
Information on specific project work	7	6	4
How to use and work with junior leaders	11	3	8
Available materials and helps for leaders	10	7	5
How to give 4-H demonstrations	3	14	12
How leaders should plan and organize their work	4	11	7

Johnson's (10:30) study of Iowa 4-H leaders indicated that leaders ranked the areas of study they desired as:

1. New materials and projects.
2. Teaching methods.
3. Counseling and advising skills.
4. Use of program helps.
5. Understanding youth.
6. Sharing leader experiences.
7. Duties of a leader
8. Parent cooperation.
9. Recreation activities.

Pozza (17:89-90) in a 1966 study of training needs of leaders in northeastern North Carolina found that leaders in the superior knowledge group tended to be younger, better educated, and to have had longer leader tenure than others.

IV. LEADER TRAINING

One of the responsibilities of Extension agents is to train leaders. Laurel K. Sabrosky said:

> The fact that the agent trains local leaders instead of doing direct teaching of 4-H Club members, or other lay people, places him at a high level of professional work--he is teaching the trainer or training the teacher. . . . If the agent does not teach or train the leader, but lets the leader do as he pleases with whatever experience and ability he had when he was recruited or selected, the agent is not doing any professional educational work (21:31-32).

No studies were found which indicated the relation between the number of tasks leaders performed and the frequency agents provided information to leaders by various teaching methods. Several studies indicated the sources of information which leaders considered to be the most important to them.

A survey of 4-H leaders of Herkimer County, New York made by Reynolds (12:10) indicated that leaders would rate their sources of information in the following order:

1. Leader meetings.
2. Bulletins.
3. Personal visits.
4. Circular letters.

5. Exhibits.

6. Office calls.

7. Personal letters.

8. Television.

9. Newspaper.

10. Radio.

McGraw (11:10-11) made a similar study of 4-H leaders in California. His study indicated leaders would rate the value of information received from various sources in the following order:

1. Home visits by farm and home supervisors.

2. Project training meeting.

3. Countywide events.

4. Other 4-H leaders.

5. Council meetings.

6. Activities (contests, etc.).

7. Out of county events.

8. Other people in community.

Johnson's (10:29) study of Iowa 4-H leaders indicated that leaders rated sources of information according to usefulness in the following order:

1. Leader training.

2. Training workshops.

3. Letters.

4. County events.

5. Agent visits.

6. Office visits.

7. Newspaper.

8. Radio.

9. Phone call.

Leuder in a study of first year 4-H project leaders in Kenosha County, Wisconsin found that the most valuable source of personal help to project leaders were the general leader and an Extension agent. In comparing training materials and meetings, it was found that over one-half said that literature and training aids provided by the county staff were the things most helpful to them, while only nine of the 38 said that training meetings were most helpful. This would seem to point out the importance of the general leader, Extension agent and leaders' guide literature to the first-year 4-H project leaders (1:22-24).

Authorities indicate that adults learn best in an informal environment. A variety of methods should be used in teaching adults (22:326).

Trent said that for certain areas of lay-leader training, other methods may be equal or superior to meetings. For example, a circular letter to 4-H project leaders on the preparation of 4-H products for the county fair might be more helpful and would consume considerably less time and energy than a meeting. A special project letter can keep the Extension worker in close contact with the different Extension project leaders in the county, save many miles of travel, and

eliminate the necessity for many meetings. A complete training session can be conducted effectively by mail.

Newspapers, although used to a limited degree in leader training, have a tremendous potential (22:325).

Extension has made efficient use of radio and television in disseminating agricultural and home economics information, but little use has been made of them in leader training. Time for leader training programs which have wide audience appeal can be provided by commercial radio and television stations.

Leader training through individual home visits, although effective and often necessary, is time consuming and reaches few leaders.

Leaders' manuals or guides are considered a necessity in the training program for 4-H leaders (22:326).

Kelsey and Hearne made the following suggestions as devices for training:

A. Training meetings
    1. To teach principles
    2. To give practice in conducting meetings or interviews
B. Handbook for leaders (looseleaf)
C. Regular service letter for leaders (punched for the notebook)
D. Occasional circular letters and personal letters
E. Printed leaflets, bulletins, or books
F. Visits to the leader by agents
G. Apprenticeship
    1. Substitute for and assisting other leaders

2. Performing selected tasks under instruction and observation, such as presiding at part of a meeting

H. Participating in discussions of all kinds (this trains people to think and express themselves in the presence of others) (13:207).

Kreitlow (14:145-146) describes the methods of helping leaders under three categories: group, mass communication, and other.

A. Helping leaders in groups

1. Pre-service meetings for prospective leaders
2. Meetings for new leaders
3. Problem clinics, based on actual or simulated cases
4. Subject matter institutions
5. Demonstrations by experienced leaders or members
6. Special parent-leader meeting to discuss needs of youth and the community
7. Tours and educational trips
8. Symposium by several authorities on objectives as philosophy
9. Work sessions to practice skills of teaching
10. Construction, procurement or use of visual aids
11. Child study groups
12. Achievement events, fairs, exhibits
13. Recognition events and special awards
14. Buzz sessions, brainstorming, discussions
15. Socio-drama, pageants, puppet shows

16. Luncheon or dinner seminars and chalk talks

17. Discussion and analysis of research or study projects

B. Helping leaders through mass communication

1. Leader letter or house organ

2. News, magazines, radio and TV features

3. Circular letters, bulletins, books

4. Public exhibits, monies, recordings, signboards

5. Leader manuals, teaching materials

C. Helping leaders in other ways

1. Personal visit, letters, telephone calls and office calls

2. Visits to leader's group or activity

3. Participation in evaluation or study projects

4. Praise and recognition of progress and accomplishments

5. Providing needed materials, organization or assistance on time and in a usable way

6. Understanding and counsel on special problems

7. Inspiration, enthusiasm and good example.

The group meeting is one of the most common methods of training used by agents. Sabrosky and Kelly stress the following reasons why meetings are an essential part of the local leader training program:

1. No county staff is large enough to give individual training to each separate leader.

2. Experienced 4-H leaders want to hear experiences of other 4-H leaders and discuss them.

3. The group situation provides for different points of view and ideas among group members.

4. Groups offer support and encouragement for a person to think and feel as he does.

5. It is important to the morale of a person to get group recognition and approval (20:3-4).

V. SUMMARY

The review of literature revealed that:

1. It is generally agreed that 4-H project leaders are important to the success of the 4-H Club program and their responsibilities are many and varied.

2. Four-H project leaders are known to feel a need for training in the areas in which they serve as leaders.

3. Four-H project leaders have indicated a variety of methods of receiving information as being important to them for becoming more effective leaders.

Thus, it can be concluded from the review of literature that studies related to the tasks the 4-H project leaders perform, their training, and their need for additional training, and the methods of providing training might provide answers to questions related to improving 4-H project work through the use of 4-H project leaders.

CHAPTER III

ANALYSIS OF DATA

This study was done to obtain information about 4-H project leaders' characteristics in relation to their performance and qualification. This study was also to obtain information about the frequency which agents provided information to leaders by various teaching methods and the performance of leaders in their county. In this chapter will be found the analysis of data obtained from 225 4-H project leaders and 27 Extension agents from 14 Tennessee counties.

This chapter is divided into four sections. Section I describes the relation between leaders' personal characteristics and low and high task performance groups. Section I also describes the relation between leaders' personal characteristics and low and high task qualified groups. Section II describes the relation between leaders' leadership experience and low and high task performance groups. Section II also describes the relation between leaders' leadership experience and low and high task qualified groups. Section III describes the relation between leaders' training and low and high task performance groups. Section III also describes the relation between leaders' training and low and high task qualified groups. Section IV describes the relation between the frequency agents provided information to leaders by various teaching methods and agents with a low or high percent of leaders who performed a high number of tasks.

The leaders' questionnaire provided data about the leaders' characteristics, their leadership experience, their training, the number of tasks they performed, and the number of tasks they felt qualified to perform. The information on tasks performed and tasks the leaders felt qualified to perform was used to organize the data for analysis. The leaders were placed in low or high task performance groups and in low or high task qualified groups. Leaders in the low task performance group were leaders who performed from 1 through 29 tasks. Leaders in the high task performance group were leaders who performed from 30 through 55 tasks. Leaders in the low task qualified group were leaders who felt qualified to perform from 1 through 29 tasks. Leaders in the high task qualified group were leaders who felt qualified to perform from 30 through 55 tasks.

The Extension agent questionnaire provided data about the frequency which agents used various teaching methods to provide information to project leaders. For purposes of analyzing the data, agents were designated as having a low or high percent of leaders who performed a high number of tasks. The original designation of 1 through 29 tasks and 30 through 55 tasks performed by leaders was used to determine the percent of leaders in each county who performed a high number of tasks. The agents were divided into low and high percent groups. The low percent group consisted of agents who had from 1 through 24 percent of the leaders who performed a high number of tasks. The high percent group consisted of agents who had 25 percent or more of the leaders who performed a high number of tasks.

I. PERSONAL LEADER CHARACTERISTICS, BY LOW AND HIGH TASK PERFORMANCE GROUPS AND BY LOW AND HIGH TASK QUALIFIED GROUPS

The purpose of section I was to describe the relation between leaders' personal characteristics and low and high task performance groups. This section was also to describe the relation between leaders' personal characteristics and low and high task qualified groups.

The independent variables were leaders' sex, age, and occupation. The dependent variables were low and high task performance groups and low and high task qualified groups.

Personal Leader Characteristics and Low and High Group Performance

Leaders sex. Table I shows the relation between low and high leader task performance groups and sex of project leaders. Seventy percent of the leaders were in the low task performance group and 30 percent were in the high task performance group. Seventy-nine percent of the male leaders and 66 percent of the female leaders were in the low task performance group. Twenty-one percent of the male leaders and 34 percent of the female leaders were in the high task performance group. Thirteen percent more of the female leaders were in the high task performance group than were the male leaders. The relation between low and high task performance groups and sex of each was statistically significant at the .05 level. This finding indicated that females were

TABLE I

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND SEX

Task Performance Group	Project Leaders' Sex[a]					
	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	63	79	95	66	158	70
High	17	21	50	34	67	30
Total	80	100	145	100	225	100

[a]Calculated $x^2 = 4.32$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

more likely to perform a high number of tasks than were males.

Age. Table II shows the relation between low and high leader task performance groups and age. Seventy percent of the leaders were in the low task performance group and 30 percent of the leaders were in the high task performance group. Seventy-five percent of the leaders 20-29 years of age, 69 percent of the leaders 30-59 years of age, and 86 percent of the leaders 60 years of age or older were in the low task performance group. Twenty-five percent of the leaders 20-29 years of age, 31 percent of the leaders 30-59 years of age, and 14 percent of the leaders 60 years of age were in the high task performance group. Seventeen percent more of the leaders 30-59 years of age and 11 percent more of the leaders age 20-29 were in the high task performance group than were the leaders 60 years of age or older. It is well to note that although a higher percent of the leaders who were less than 60 years of age were in the high task performance group than were leaders 60 years of age or older, the observed differences were not statistically significant at the .05 level.

Occupation. Table III shows the relation between low and high leader task performance groups and occupation. Forty-three percent of the leaders were in the low task performance group and 57 percent were in the high task performance group. Eighty-nine percent of the leaders who were farmers and 33 percent of the leaders who were housewives, teachers, professionals or laborers were in the low task performance group. Eleven percent of the leaders who were farmers and 67 percent

TABLE II

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND AGE

Task Performance Group	Project Leaders' Age[a]							
	20-29 Years		30-59 Years		60 Years and Up		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Low	12	75	126	69	12	86	146	70
High	4	25	57	31	2	14	63	30
Total	16	100	183	100	14	100	209	100

[a]Calculated $x^2 = 1.94$, df = 2, $P > .05$. Critical x^2 value for 2 df = 6.00 at .05 level.

TABLE III

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND OCCUPATION

Task Performance Group	Project Leaders' Occupation[a]					
	Farmers		Housewives, Teachers, Laborers, or Professionals		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	32	89	63	33	95	43
High	4	11	126	67	130	57
Total	36	100	189	100	225	100

[a]Calculated $x^2 = 7.14$, $df = 1$, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

of the leaders who were housewives, professionals, teachers, or laborers were in the high task performance group. Fifty-six percent more of the leaders who were housewives, teachers, professionals, or laborers were in the high task performance group than were the leaders who were farmers. The relation between low and high task performance groups and occupation was statistically significant at the .05 level. This significance indicates that occupation was an important factor in relation to the number of tasks a leader performed. Project leaders who were farmers were more likely to perform a fewer number of tasks than were leaders classified as housewives, teachers, laborers, and professional persons.

Personal Leader Characteristics and Low and High Qualified Task Groups

Leaders' sex. Table IV shows the relation between low and high task qualified groups and sex of leaders. Forty percent of the leaders were in the low task qualified group and 60 percent were in the high task qualified group. Forty-six percent of the male leaders and 37 percent of the female leaders were in the low task qualified group. Fifty-four percent of the male leaders and 63 percent of the female leaders were in the high task qualified group. Even though the relation between low and high task qualified groups and sex was not statistically significant at the .05 level, 9 percent more of the female leaders were in the high task qualified group than were the male leaders.

Age. Table V shows the relation between low and high task qualified groups and leaders' age. Forty percent of the leaders were

TABLE IV

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND SEX

Task Qualified Group	Project Leaders' Sex[a]					
	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	37	46	54	37	91	40
High	43	54	91	63	134	60
Total	80	100	145	100	225	100

[a]Calculated $x^2 = 1.74$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

TABLE V

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND AGE

Task Qualified Group	Project Leaders' Age[a]							
	20-29 Years		30-59 Years		60 Years and Up		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Low	5	31	71	39	9	64	85	40
High	11	69	112	61	5	36	128	60
Total	16	100	183	100	14	100	213	100

[a]Calculated $x^2 = 4.06$, df = 2, $P > .05$. Critical x^2 value for 2 df = 6.00 at .05 level.

in the low task qualified group and 60 percent were in the high task qualified group. Thirty-one percent of the leaders 20-29 years of age, 39 percent of the leaders 30-59 years of age, and 64 percent of the leaders 60 years of age or older were in the low task qualified group. Sixty-nine percent of the leaders 20-29 years of age, 61 percent of the leaders 30-59 years of age, and 36 percent of the leaders 60 years of age or older were in the high task qualified group. The relation between low and high task qualified groups and age was not statistically significant at the .05 level. Thirty-three percent more of the leaders 20-59 years of age were in the high task qualified group than were the leaders 60 years of age or older. This may serve as an indication that leaders under 60 years of age feel qualified to perform a high number of tasks than do those 60 years of age or older.

Occupation. Table VI shows the relation between low and high task qualified groups and occupation. Forty percent of the leaders were in the low task qualified group and 60 percent of the leaders were in the high task qualified group. Fifty-eight percent of the leaders who were farmers and 37 percent of the leaders who were housewives, teachers, laborers, or professionals were in the low task qualified group. Forty-two percent of the leaders who were farmers and 63 percent of the leaders who were housewives, teachers, laborers, or professionals were in the high task qualified group. The relation between low and high task qualified groups and occupation was statistically significant at the .05 level. This significance indicates

TABLE VI

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND OCCUPATION

Task Qualified Group	4-H Project Leaders' Occupation[a]					
	Farmers		Housewives, Teachers, Laborers, or Professionals		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	21	58	70	37	91	40
High	15	42	119	63	134	60
Total	36	100	189	100	225	100

[a]Calculated $x^2 = 5.69$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

that leaders whose occupation was being a housewife, teacher, laborer, or professional were more likely to feel qualified to perform a higher number of tasks than leaders who were farmers.

Brief Summary

The personal characteristics significantly related to a leader being in a low or high task performance group were leaders' sex and occupation. Leaders' age was not significantly related to a leader being in a low or high task qualified group. Leaders who were females and who were teachers, laborers, housewives, or professionals performed a higher number of tasks than leaders who were males and who were farmers.

The personal characteristic which was related to a leader being in a low or high task qualified group was occupation. Leaders who were housewives, teachers, laborers, or professionals were more likely to be in the high task qualified group than leaders who were farmers. Leaders' sex and age were not significantly related to a leader being in a low or high task qualified group.

II. LEADERSHIP EXPERIENCES, BY LOW AND HIGH TASK PERFORMANCE GROUPS AND BY LOW AND HIGH TASK QUALIFIED GROUPS

The purpose of section II was to describe the relation between leaders' leadership experience and low and high task performance groups. Section II was also to describe the relation between the leaders' leadership experience and low and high task qualified groups.

The independent variables were years served as project leader, number of projects assisted with in 1967, number of project group

meetings held in 1967, whether or not leaders had assisted in more than one project area, and the number of 4-H Club members helped in 1967. The dependent variables were low and high task performance groups and low and high task qualified groups.

Leadership Experience and Low and High Task Performance Groups

Years served as leader. Table VII shows the relation between low and high task leader performance groups and the number of years served as a 4-H project leader. Sixty-eight percent of the leaders were in the low task performance group and 32 percent of the leaders were in the high task performance group. Seventy-five percent of the leaders who had served one to three years as a leader and 64 percent of leaders who had served four or more years as a leader were in the low task performance group. Twenty-five percent of the leaders who had served one to three years as a leader and 36 percent of the leaders who had served for four or more years as a leader were in the high task performance group. Eleven percent more of the leaders who had served for four or more years as a leader were in the high task performance group than were leaders who had served for one to three years as a leader. The relation between low and high project leader task performance groups was not statistically significant at the .05 level. This finding indicates that the more years of experience a leader had did not increase the likelihood that a leader would perform a high number of tasks.

TABLE VII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND YEARS SERVED AS 4-H PROJECT LEADER

Task Performance Group	Years Served as 4-H Project Leader[a]					
	1 or 2 Years		3 or More Years		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	50	75	87	64	137	68
High	17	25	49	36	66	32
Total	67	100	136	100	203	100

[a]Calculated $x^2 = 0.23$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

Number of 4-H projects assisted with in 1967. Table VIII shows the relation between low and high project leader task performance groups and the number of 4-H projects assisted with in 1967. Sixty-five percent of the leaders were in the low task performance group and 35 percent of the leaders were in the high task performance group. Seventy-five percent of the leaders who assisted with one or two projects in 1967 and 60 percent of the leaders who assisted with three or more projects in 1967 were in the low task performance groups. Twenty-five percent of the leaders who assisted with one or two projects in 1967 and 40 percent of the leaders who assisted with three or more projects in 1967 were in the high task performance group. Fifteen percent more of the leaders who assisted with three or more projects in 1967 were in the high task performance group than were leaders who assisted with one or two projects in 1967. The relation between low and high leader task performance groups and the number of projects assisted with in 1967 was statistically significant at the .05 level. This finding indicates that leaders who helped with three or more projects during the year were more likely to perform a higher number of tasks than were leaders who helped with only one or two projects.

Project meetings held. Table IX shows the relation between low and high project leader task performance groups and the number of project group meetings held in 1967. Fifty-four percent of the leaders were in the low task performance group and 46 percent of the leaders were in the high task performance group. Forty-six percent of the

TABLE VIII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND NUMBER OF 4-H PROJECTS ASSISTED WITH IN 1967

Task Performance Group	Number of 4-H Project Assisted with in 1967[a]					
	1 or 2 Projects		3 or More Projects		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	60	75	65	60	125	65
High	20	25	44	40	64	35
Total	80	100	109	100	189	100

[a]Calculated $x^2 = 4.86$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

TABLE IX

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND NUMBER OF PROJECT GROUP MEETINGS HELD IN 1967

Task Performance Group	Number of Project Group Meetings Held in 1967[a]					
	1 to 4 Meetings		4 or More Meetings		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	35	65	30	46	65	54
High	19	35	36	54	55	46
Total	54	100	66	100	120	100

[a]Calculated $x^2 = 4.48$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

leaders who held five or more meetings in 1967 and 65 percent of the leaders who held one to four meetings in 1967 were in the low task performance group. Fifty-four percent of the leaders who held four or more meetings in 1967 and 35 percent of the leaders who held one to four meetings in 1967 were in the high task performance group. Nineteen percent more of the leaders who held four or more meetings in 1967 were in the high task performance group than were leaders who held one to four meetings in 1967. The relation between low and high leader task performance groups and number of group meetings held in 1967 was statistically significant at the .05 level. This finding indicates that leaders who held five or more group meetings were more likely to perform a higher number of tasks than leaders were who held less than five group meetings. It is well to note that only 120 leaders from a total of 225 responded to holding project group meetings during 1967. Only slightly over half of the project leaders worked with 4-H Club members in groups.

Leader in more than one project area. Table X shows the relation between low and high project leader task performance groups and whether or not leader had assisted in more than one project area. Seventy-one percent of the leaders were in the low task performance group and 29 percent were in the high task performance group. Sixty-three percent of the leaders who served as a leader in other project areas and 80 percent of the leaders who served as a leader in only one project area were in the low task performance group. Thirty-seven

TABLE X

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND LEADER IN MORE THAN ONE PROJECT AREA

Task Performance Group	Leader in More Than One Project Area[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	72	63	78	80	150	71
High	42	37	20	20	62	29
Total	114	100	98	100	212	100

[a]Calculated $x^2 = 6.88$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

percent of the leaders who served as a leader in other project areas and 20 percent of the leaders who served as a leader in only one project area were in the high task performance group. Seventeen percent more of the leaders who served as a leader in two or more project areas were in the high task performance group than were the leaders who served as a leader in only one project area. The relation between low and high task performance groups and the number of project areas in which leader has served was statistically significant at the .05 level. This finding indicates that project leaders who served as a leader in more than one project area were more likely to perform a high number of tasks than leaders who served in only one project area.

Number of club members helped in 1967. Table XI shows the relation between low and high task performance groups and the number of 4-H Club members helped in 1967. Sixty-six percent of the leaders were in the low task performance group and 34 percent were in the high task performance group. Seventy-seven percent of the leaders who helped one to ten members in 1967 and 55 percent of the leaders who helped 11 or more members in 1967 were in the low task performance group. Twenty percent of the leaders who helped one to ten members in 1967 and 45 percent of the leaders who helped 11 or more members in 1967 were in the high task performance group. Twenty-five percent more of the leaders who helped 11 or more members in 1967 were in the high task performance group than were the leaders who helped none to ten members in 1967. The relation between low and high leader task

TABLE XI

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND NUMBER OF 4-H CLUB MEMBERS HELPED IN 1967

Task Performance Group	Number of 4-H Club Members Helped in 1967[a]					
	1-10 Members		11 or More Members		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	67	77	49	55	116	66
High	20	23	40	45	60	34
Total	87	100	89	100	176	100

[a]Calculated $x^2 = 9.44$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

performance groups and the number of 4-H Club members helped in 1967 was statistically significant at the .05 level. This finding indicates that leaders who helped a large number of 4-H Club members were more likely to perform a higher number of tasks than were leaders who helped a small number of 4-H Club members.

Leadership Experience and Low and High Task Qualified Groups

Number of years leader has served. Table XII shows the relation between low and high task qualified groups and the number of years leader has served as a project leader. Thirty-eight percent of the leaders were in the low task qualified group and 62 percent were in the high task qualified group. Thirty-nine percent of the leaders who had served as a project leader for one to three years and 38 percent of the leaders who had served as a leader for four or more years were in the low task qualified group. Sixty-one percent of the leaders who had served as a leader for one to three years and 63 percent of the leaders who had served four or more years as a leader were in the high task qualified group. The relation between low and high task qualified groups and the number of years the leader has served was not statistically significant at the .05 level. This finding indicates that the number of years of experience as a project leader does not affect whether the leader feels qualified to perform a low or high number of tasks.

Number of projects assisted with in 1967. Table XIII shows the relation between low and high leader task qualified groups and the

TABLE XII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NUMBER OF YEARS SERVED AS PROJECT LEADER

Task Qualified Group	Number of Years Served as Project Leader[a]					
	1 Through 3 Years		4 or More Years		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	26	39	51	38	77	38
High	41	61	85	63	126	62
Total	67	100	136	100	203	100

[a]Calculated $x^2 = 2.01$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

TABLE XIII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NUMBER OF PROJECTS ASSISTED WITH IN 1967

Task Qualified Group	Number of Projects Assisted With in 1967[a]					
	1 or 2 Projects		3 or More Projects		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	32	40	39	36	71	38
High	48	60	70	64	118	62
Total	80	100	109	100	189	100

[a]Calculated $x^2 = 0.35$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

number of projects assisted with in 1967. Thirty-eight percent of the leaders were in the low task qualified group and 62 percent were in the high task qualified group. Thirty-two percent of the leaders who assisted with one or two projects in 1967 and 36 percent of the leaders who assisted with three or more projects in 1967 were in the low task qualified group. Forty-eight percent of the leaders who assisted with one or two projects in 1967 and 64 percent of the leaders who assisted with three or more projects in 1967 were in the high task qualified group. The relation between low and high project leader task qualified groups and the number of projects assisted with in 1967 was not statistically significant at the .05 level. This finding indicates that leaders who assisted in a higher number of project areas did not feel qualified to perform a higher number of tasks than leaders who assisted in a small number of project areas.

Number of project group meetings held in 1967. Table XIV shows the relation between low and high project leader task qualified groups and the number of project group meetings held in 1967. Thirty-two percent of the leaders were in the low task qualified group and 68 percent of the leaders were in the high task qualified group. Thirty percent of the leaders who held five or more group meetings and 33 percent of the leaders who held one to four group meetings in 1967 were in the low task qualified group. Seventy percent of the leaders who held five or more group meetings in 1967 and 67 percent of the leaders who

TABLE XIV

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NUMBER OF PROJECT GROUP MEETINGS HELD IN 1967

Task Qualified Group	Number of Project Group Meetings Held in 1967[a]					
	1-4 Meetings		5 or More Meetings		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	18	33	20	30	38	32
High	36	67	46	70	82	68
Total	54	100	66	100	120	100

[a]Calculated $x^2 = 0.13$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

held one to four group meetings in 1967 were in the high task qualified group. The relation between low and high project leader task qualified groups and the number of project group meetings held in 1967 was not statistically significant at the .05 level. This finding indicates that leaders who held a large number of project group meetings in 1967 were not more likely to feel qualified to perform a high number of tasks than leaders who held a small number of group meetings in 1967.

It is well to note that only 120 of the 220 leaders responded that they worked with 4-H Club members in groups. This indicates that only slightly over half of the leaders held project group meetings.

Leader in more than one project area. Table XV shows the relation between low and high leader task qualified groups and whether or not the leader had assisted in more than one project area. Forty-one percent of the leaders were in the low task qualified group and 59 percent of the leaders were in the high task qualified group. Thirty percent of the leaders who had served as a project leader in other project areas and 53 percent of the leaders who served as a leader in only one project area were in the low task qualified group. Seventy percent of the leaders who served as a leader in other project areas and 47 percent of the leaders who served as a leader in only one project area were in the high task qualified group. Twenty-three percent more of the leaders who served as a leader in other project areas were in the high task qualified group than were leaders who served as a leader in only one project area. The relation between

TABLE XV

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND LEADER IN MORE THAN ONE PROJECT AREA

Task Qualified Group	Leader in More Than One Project Area[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	34	30	52	53	86	41
High	80	70	46	47	126	59
Total	114	100	98	100	212	100

[a]Calculated $x^2 = 11.80$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

low and high project leader task qualified groups and the serving in other project areas in which leader has served was statistically significant at the .05 level. This finding indicates that leaders who had served in more than one project were more likely to feel qualified to perform a high number of tasks than twere leaders who had served as a leader in only one project area.

Number of club members helped in 1967. Table XVI shows the relation between low and high task qualified groups and the number of club members helped in 1967. Fifty percent of the leaders were in the low task qualified groups and 50 percent of the leaders were in the high task qualified group. Sixty-six percent of the leaders who helped one to ten members in 1967 and 36 percent of the leaders who helped 11 or more members in 1967 were in the low task qualified group. Thirty-four percent of the leaders who helped one to ten members in 1967 and 64 percent of the leaders who helped 11 or more members in 1967 were in the high task qualified group. Thirty percent more of the leaders who helped 11 or more members in 1967 were in the high task qualified group than were the leaders who helped none to ten members. The relation between low and high project leader task qualified groups and the number of members helped in 1967 was not statistically significant at the .05 level. This finding indicates that leaders who helped a larger number of members were not more likely to feel qualified to perform a higher number of tasks than leaders who helped a smaller number of members.

TABLE XVI

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NUMBER OF 4-H MEMBERS HELPED IN 1967

Task Qualified Group	Number of 4-H Club Members Helped in 1967[a]					
	1-10 Members		11 or More Members		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	57	66	32	36	89	50
High	30	34	57	64	87	50
Total	87	100	89	100	176	100

[a]Calculated $x^2 = 0.04$; df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

Brief Summary

Leaders' leadership experience characteristics which were significantly related to a leader being in a low or high performance group were the number of projects assisted with in 1967, number of project group meetings held in 1967, whether or not leader had assisted in more than one project area, and the number of 4-H Club members helped in 1967. The number of years served was not significantly related to a leader being in a low or high task performance group.

Leaders' leadership experience characteristics which were significantly related to leaders being in a low or high task qualified group were whether or not leader had assisted had assisted in more than one project area. The number of project group meetings held in 1967, number of years served as a project leader, number of projects assisted with in 1967, and the number of members helped in 1967 were not significantly related to a leader being in a low or high task qualified group.

These findings indicate that leaders with more leadership experience were more likely to perform a higher number of tasks than leaders with little leadership experience. Having more leadership experience did not have a marked effect on how qualified the leader felt to perform a low or high number of tasks.

III. LEADERS' TRAINING CHARACTERISTICS BY LOW AND HIGH TASK PERFORMANCE GROUPS AND BY LOW AND HIGH TASK QUALIFIED GROUPS

The purpose of section III was to describe the relation between leaders' training characteristics and low and high task performance groups. Section III was also to describe the relation between leaders' training and low and high task qualified groups.

The independent variables were whether or not leader had attended training meetings, attended project leader training in 1967, number of project leader training meetings attended in 1967, need for additional training, and how well the leader felt his job was explained when he first became a project leader. The dependent variables were low and high task performance groups and low and high task qualified groups.

Leaders' Training and Low and High Task Performance Groups

Leader had or had not attended training meetings. Table XVII shows the relation between low and high leader task performance groups, and whether or not leader had attended training meetings. Seventy-one percent of the leaders were in the low task performance group and 29 percent were in the high task performance group. Fifty-six percent of the leaders who had attended training meetings and 74 percent of the leaders who had not attended any training meetings were in the low task performance group. Forty-four percent of the leaders who had attended training meetings and 26 percent of the leaders who had not attended

TABLE XVII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND IF LEADER HAD ATTENDED TRAINING MEETINGS

Task Performance Group	If Leader Attended Training Meetings[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	80	65	76	78	156	71
High	44	35	22	22	66	29
Total	124	100	98	100	222	100

[a]Calculated $x^2 = 4.46$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

any training meetings were in the high task performance group. The relation between low and high task performance groups and whether or not leader had attended training meetings was statistically significant at the .05 level. The significance of the relationship indicates that leaders who had received training by attending training meetings were more likely to perform a higher number of tasks than leaders who had not been trained by attending training meetings.

Attending training meetings in 1967. Table XVIII shows the relation between low and high task performance groups and attending project leader training meetings in 1967. Seventy-one percent of the leaders were in the low task performance group and 29 percent were in the high task performance group. Fifty-six percent of the leaders who attended leader training in 1967 and 74 percent of the leaders who did not attend leader training in 1967 were in the low task performance group. Forty-four percent of the leaders who attended leader training in 1967 and 26 percent of the leaders who did not attend leader training in 1967 were in the high task performance group. The relation between low and high project leader task performance groups and attending project leader training in 1967 was statistically significant at the .05 level. This relation indicates that leaders who attended training meetings recently were more likely to perform a higher number of tasks than those who had not attended recent training.

Number of training meetings attended in 1967. Table XIX shows the relation between low and high task performance groups and number

TABLE XVIII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND ATTENDING PROJECT LEADER TRAINING IN 1967

Task Performance Group	Attended Project Leader Training in 1967[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	22	56	135	74	157	71
High	17	44	48	26	65	29
Total	39	100	183	100	222	100

[a]Calculated $x^2 = 4.67$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 for .05 level.

TABLE XIX

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND NUMBER OF PROJECT LEADER TRAINING MEETINGS ATTENDED IN 1967

Task Performance Group	Number of Project Leader Training Meetings Attended in 1967[a]					
	1 to 3 Meetings		4 or More Meetings		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	20	61	2	29	22	55
High	13	39	5	71	18	45
Total	33	100	7	100	40	100

[a]Calculated $x^2 = 2.39$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

of project leader training meetings attended in 1967. Fifty-four percent of the leaders were in the low task performance group and 45 percent were in the high task performance group. Sixty-one percent of the leaders who attended one to three training meetings in 1967 and 29 percent of the leaders who attended four or more training meetings in 1967 were in the low task performance group. Thirty-nine percent of the leaders who attended one to three training meetings in 1967 and 71 percent of the leaders who attended four or more training meetings in 1967 were in the high task performance group. The relation between low and high leader task performance groups and the number of leader training meetings attended in 1967 was not statistically significant at the .05 level. This finding indicates that there is not a significant relation between the number of training meetings attended by the leader recently and the number of tasks a leader performed. It is well to note that only 40 out of 225 leaders attended training meetings in 1967.

Need for additional training. Table XX shows the relation between low and high leader task performance groups and the need for additional training. Seventy percent of the leaders were in the low task performance group and 30 percent were in the high performance group. Seventy percent of the leaders who felt a need for additional training and 33 percent of the leaders who did not feel a need for additional training were in the high task performance group. The relation between low and high leader task performance groups and the

TABLE XX

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND NEED FOR ADDITIONAL TRAINING

Task Performance Group	Leader Felt a Need for Additional Training[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	134	70	18	67	152	70
High	57	30	9	33	66	30
Total	191	100	27	100	218	100

[a]Calculated $x^2 = 0.14$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

need for additional training was not statistically significant at the .05 level. This finding indicates that the felt need for additional training is not likely to affect the number of tasks the leader performs.

How well leaders' job was explained. Table XXI shows the relation between low and high leader task performance groups and how well the leaders' job was explained when they first became a leader. Sixty-nine percent of the leaders were in the low task performance group and 31 percent were in the high task performance group. Sixty-five percent of the leaders whose job was explained to them well when they first became a leader and 78 percent of the leaders whose job was not explained to them well when they first became a leader were in the low task performance group. Thirty-five percent of the leaders whose job was explained to them well when they first became a leader and 22 percent of the leaders whose jobs were not explained to them well when they first became a leader were in the high task performance group. The relation between low and high task performance groups and how well the leaders' job was explained when they first became a leader was statistically significant at the .05 level. This finding indicates that leaders whose job was explained to them well when they first became a leader were more likely to perform a high number of tasks than leaders whose job was not explained to them well when they first became a leader.

TABLE XXI

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK PERFORMANCE GROUPS AND HOW WELL THE LEADERS' JOB WAS EXPLAINED WHEN THEY FIRST BECAME A LEADER

Task Performance Group	How Well the Leader Felt His Job Was Explained When He First Became a Leader[a]					
	Well		Not Well		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	90	65	54	78	144	69
High	49	35	15	22	64	31
Total	139	100	69	100	208	100

[a]Calculated $x^2 = 3.95$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

Leaders' Training and Low and High Task Qualified Groups

Number of training meetings attended. Table XXII shows the relation between low and high task qualified groups and whether or not leader attended training meetings. Forty-one percent of the leaders were in the low task qualified group and 59 percent were in the high task qualified group. Thirty-three percent of the leaders who attended training meetings and 49 percent who had not attended any training meetings were in the low task qualified group. Sixty-seven percent of the leaders who had attended training meetings and 51 percent of the leaders who had not attended training meetings were in the high task qualified group. Sixteen percent more of the leaders who had attended one or more training meetings were in the high task qualified group than were leaders who had not attended any training meetings. The relation between low and high leader task qualified groups and whether or not leaders had attended training meetings was statistically significant at the .05 level. This finding indicates leaders who had attended training meetings felt qualified to perform a higher number of tasks than leaders who had not attended training meetings.

Attending leader training in 1967. Table XXIII shows the relation between the low and high leader task qualified groups and attending project leader training in 1967. Forty-one percent of the leaders were in the low task qualified group and 59 percent were in the high task qualified group. Twenty-one percent of the leaders who had attended leader training in 1967 and 45 percent who had not attended

TABLE XXII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND IF LEADER EVER ATTENDED PROJECT LEADER TRAINING

Task Qualified Group	If Leader Ever Attended Project Leader Training[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	41	33	48	49	89	41
High	83	67	50	51	133	59
Total	124	100	98	100	222	100

[a]Calculated $x^2 = 7.87$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

TABLE XXIII

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND ATTENDING PROJECT LEADER TRAINING IN 1967

Task Qualified Group	Attended Project Leader Training in 1967[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	8	21	82	45	90	41
High	31	79	101	55	132	59
Total	39	100	183	100	222	100

[a]Calculated $x^2 = 7.87$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 for .05 level.

leader training in 1967 were in the low task qualified group. Seventy-nine percent of the leaders who had attended leader training in 1967 and 55 percent of the leaders who had not attended leader training in 1967 were in the high task qualified group. Twenty-four percent more of the leaders who had attended leader training in 1967 were in the high task qualified group than were the leaders who had not attended leader training in 1967. The relation between low and high task qualified groups and attending project leader training in 1967 was statistically significant at the .05 level. This level of significance indicates that leaders who attended leader training meetings recently were more likely to feel qualified to perform a high number of tasks than were leaders who had not attended recent training.

Number of training meetings attended in 1967. Table XXIV shows the relation between low and high project leader task qualified groups and the number of project leader training meetings attended in 1967. Twenty-five percent of the leaders were in the low task qualified group and 75 percent of the leaders were in the high task qualified group. Twenty-seven percent of leaders who attended one to three training meetings in 1967 and 14 percent who attended four or more training meetings in 1967 were in the low task qualified group. Seventy-three percent of the leaders who attended one to three meetings in 1967 and 86 percent of the leaders who attended four or more leader training meetings in 1967 were in the high task qualified group. Thirteen percent more of the leaders who attended four or more training

TABLE XXIV

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NUMBER OF PROJECT LEADER TRAINING MEETINGS ATTENDED IN 1967

Task Qualified Group	Number of Project Leader Training Meetings Attended in 1967[a]					
	1 to 3 Meetings		4 or More Meetings		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	9	37	1	14	10	25
High	24	73	6	86	30	75
Total	33	100	7	100	40	100

[a]Calculated $x^2 = 0.52$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

meetings in 1967 were in the high task qualified group than were the leaders who attended one to three meetings in 1967. The relation between low and high task qualified groups and the number of leader training meetings attended in 1967 was not statistically significant at the .05 level. This finding indicates that the number of project leader training meetings attended recently is not an important factor in determining if a leader felt qualified to perform a low or high number of tasks.

It is well to note that only 40 of the 225 leaders attended leader training meetings in 1967, and only seven had attended four or more project leader training meetings.

Need for additional training. Table XXV shows the relation between low and high project leader task qualified groups and the need for additional training. Thirty-nine percent of the leaders were in the low task qualified group and 61 percent were in the high task qualified group. Forty percent of the leaders who felt a need for additional training and 33 percent of the leaders who did not feel a need for additional training were in the low task qualified group. Sixty percent of the leaders who felt a need for additional training and 67 percent of the leaders who did not feel a need for additional training were in the high task qualified group. Seven percent more of the leaders who did not feel a need for additional training were in the high task qualified group than were leaders who felt a need for additional training. Seven percent more of the leaders who felt

TABLE XXV

THE RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND NEED FOR ADDITIONAL TRAINING

Task Qualified Group	Leader Felt a Need for Additional Training[a]					
	Yes		No		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	76	40	9	33	85	39
High	115	60	18	67	133	61
Total	191	100	27	100	218	100

[a]Calculated $x^2 = 0.41$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

a need for additional training were in the low task qualified group than were leaders who did not feel a need for additional training. The finding was not statistically significant at the .05 level which indicated that leaders who did not feel a need for additional training were not more likely to perform a higher number of tasks than leaders who felt a need for additional training.

How well leaders' job was explained. Table XXVI shows the relation between low and high leader task qualified groups and how well the leader felt his job was explained when he first became a project leader. Thirty-nine percent of the leaders were in the low task qualified group and 61 percent were in the high task qualified group. Thirty-four percent of the leaders who felt their job was explained well when they first became a leader and 51 percent of the leaders who did not feel that their job was explained well when they first became a leader were in the low task qualified group. Sixty-six percent of the leaders who felt that their job was explained to them well when they first became a leader and 49 percent of the leaders who felt that their job was not explained to them well when they first became a leader were in the high task qualified group. Seventeen percent more of the leaders who felt that their job was explained to them well when they first became a leader were in the high task qualified group than were the leaders who felt that their job was not explained to them well when they first became a leader. The relation between low and high leader task qualified groups and how well the

TABLE XXVI

RELATION BETWEEN LOW AND HIGH PROJECT LEADER TASK QUALIFIED GROUPS AND HOW WELL THE LEADERS' JOB WAS EXPLAINED WHEN THEY FIRST BECAME A PROJECT LEADER

Task Qualified Group	How Well the Leader Felt His Job Was Explained When He First Became a Leader[a]					
	Well		Not Well		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	47	34	35	51	82	39
High	92	66	34	49	126	61
Total	139	100	69	100	208	100

[a]Calculated $x^2 = 5.52$, df = 1, $P < .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

leaders' job was explained when he first became a leader was statistically significant at the .05 level. This finding indicates that leaders whose job was explained to them well when they first became a leader felt qualified to perform a higher number of tasks than leaders whose job was not explained to them well when they first became a leader.

Brief Summary

Leaders' training characteristics which were significantly related to a leader being in a low or high task performance group were whether or not the leader had attended training meetings, attended project leader training meetings in 1967, and how well the leaders' job was explained when they first became a leader. The number of training meetings attended in 1967 and the need for additional training were not significantly related to a leader being in a low or high task performance group.

Leaders' training characteristics which were related to a leader being in a low or high task qualified group were whether or not leader had attended training meetings, attended project leader training meetings in 1967, and how well the leaders' job was explained when they first became a leader. The number of training meetings attended in 1967 and the need for additional training were not significantly related to a leader being in a low or high task qualified group.

These findings indicate that trained leaders performed and felt qualified to perform a higher number of tasks than did leaders who received little or no training.

IV. FREQUENCY WITH WHICH AGENTS PROVIDE INFORMATION TO LEADERS USING VARIOUS TEACHING METHODS RELATED TO A LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

The purpose of section IV is to describe the relation between the frequency with which agents provided information to leaders by various teaching methods, and the percent of agents with a low or high percent of leaders who performed a high number of tasks.

The independent variable is the frequency with which agents provide information to leaders by radio, home visits, training meetings, newspaper, and newsletter. The dependent variable is agents with a low or high percent of leaders who performed a high number of tasks.

These findings may be discounted to some degree since this section deals with a relatively small sample of agents.

Radio. Table XXVII shows the relation between the frequency agents provided information to leaders by radio and agents with a low or high percent of leaders who performed a high number of tasks. Fifty-seven percent of the agents had a low percent of leaders who performed a high number of tasks and 43 percent of the agents had a high percent of leaders who performed a high number of tasks. Fifty-eight percent of the agents who used the radio frequently or occasionally had a low percent of leaders who performed a high number of tasks and 50 percent of the agents who used the radio seldom or never had a high percent of leaders who performed a high number of tasks. Seventy-five percent of

TABLE XXVII

THE RELATION BETWEEN FREQUENCY AGENT PROVIDED INFORMATION TO LEADERS BY RADIO AND AGENTS WITH A LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

Agents With a Low or High Percent of Leaders Who Performed a High Number of Tasks	Frequency Agent Provided Information to Leaders by Radio[a]					
	Frequently or Occasionally		Seldom or Never		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	9	50	6	75	15	57
High	9	50	2	25	11	43
Total	18	100	8	100	26	100

[a]Calculated $x^2 = 3.04$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

the agents who used the radio seldom or never had a low percent of leaders who performed a high number of tasks and 25 percent of the agents who used the radio seldom or never had a high percent of leaders who performed a high number of tasks. The relation between the frequency agents used the radio to provide information to leaders and agents with a low or high percent of leaders who performed a high number of tasks was not statistically significant at the .05 level.

This finding indicated that the frequency which agents provide information to leaders by radio was not related to an agent having a low or high percent of leaders who performed a high number of tasks.

Home visits. Table XXVIII shows the relation between the frequency agents provided information to leaders by home visits and agents with a low or high percent of leaders who performed a high number of of tasks. Fifty-six percent of the agents had a low percent of leaders who performed a high number of tasks and 44 percent of the agents had a high percent of leaders who performed a high number of tasks. Fifty-four percent of the agents who used home visits frequently or occasionally had a low percent of leaders who performed a high number of tasks and 46 percent of the agents who used home visits frequently or occasionally had a high percent of leaders who performed a high number of tasks. Sixty-six percent of the agents who used home visits seldom or never had a low percent of leaders who performed a high number of tasks and 33 percent of the agents who used home visit seldom or never had a high percent of leaders who performed a high number of tasks.

TABLE XXVIII

THE RELATION BETWEEN FREQUENCY AGENT PROVIDED INFORMATION TO LEADERS BY HOME VISITS AND AGENTS WITH A LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

Agents With a Low or High Percent of Leaders Who Performed a High Number of Tasks	Frequency Agent Provided Information to Leaders by Home Visits[a]					
	Frequently or Occasionally		Seldom or Never		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	13	54	2	66	15	56
High	11	46	1	33	12	44
Total	24	100	3	100	27	100

[a]Calculated $x^2 = 0.1687$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

The relation between the frequency agents provided information to leaders by home visits and agents with a low or high percent of leaders who performed a high number of tasks was not statistically significant at the .05 level. This finding indicated that there is very little relation between the frequency agents used home visits and agents with a low or high percent of leaders who performed a high number of tasks.

Training meetings. Table XXIX shows the relation between the frequency agents provided information to leaders by training meetings and agents with a low or high percent of leaders who performed a high number of tasks. Fifty-six percent of the agents had a low percent of leaders who performed a high number of tasks and 44 percent of the agents had a high percent of leaders who performed a high number of tasks. Fifty-six percent of the agents who used training meetings frequently or occasionally had a low percent of leaders who performed a high number of tasks and 43 percent of the agents who used training meetings frequently or occasionally had a high percent of leaders who performed a high number of tasks. Fifty-seven percent of the agents who used training meetings seldom or never had a low percent of leaders who performed a high number of tasks and 43 percent of the agents who used training meetings seldom or never had a high percent of leaders who performed a high number of tasks. The relation between the frequency agents provided information to leaders by training meetings and agents with a low or high percent of leaders who performed a high number of tasks was not statistically significant at the .05 level.

TABLE XXIX

THE RELATION BETWEEN FREQUENCY AGENT PROVIDED INFORMATION TO LEADERS BY TRAINING MEETINGS AND AGENTS WITH A LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

Agents With a Low or High Percent of Leaders Who Performed a High Number of Tasks	Frequency Agent Provided Information to Leaders by Training Meetings[a]					
	Frequently or Occasionally		Seldom or Never		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	10	56	4	57	14	56
High	8	44	3	43	11	44
Total	18	100	7	100	25	100

[a]Calculated $x^2 = 0.36$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

This finding indicated that the relation between the frequency agents provided information by training meetings and agents with a low or high percent of leaders who performed a high number of tasks was not statistically significant.

Newspaper. Table XXX shows the relation between the frequency agents provided information to leaders by newspaper and agents with a low or high percent of leaders who performed a high number of tasks. Fifty-seven percent of the agents had a low percent of leaders who performed a high number of tasks and 43 percent of the agents had a high percent of leaders who performed a high number of tasks. Sixty percent of the agents who used the newspaper frequently or occasionally had a low percent of leaders who performed a high number of tasks and 40 percent of the agents who used the newspaper frequently or occassionally had a high percent of leaders who performed a high number of tasks. Fifty percent of the agents who used the newspaper seldom or never had a low percent of leaders who performed a high number of tasks and 50 percent of the agents who used the newspaper seldom or never had a high percent of leaders who performed a high number of tasks. The relation between the frequency agents provided information to leaders by newspaper and agents with low or high percent of leaders who performed a high number of tasks was not statistically significant at the .05 level.

This finding indicated that the frequency which agents provide information to leaders by newspaper was not significantly related to a

TABLE XXX

THE RELATION BETWEEN FREQUENCY AGENT PROVIDED INFORMATION TO LEADERS BY NEWSPAPER AND AGENTS WITH A LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

Agents With a Low or High Percent of Leaders Who Performed a High Number of Tasks	Frequency Agent Provided Information to Leaders by Newspaper[a]					
	Frequently or Occasionally		Seldom or Never		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	12	60	3	50	15	57
High	8	40	3	50	11	43
Total	20	100	6	100	26	100

[a]Calculated x^2 = .22, df = 1, P $>$ .05. Critical x^2 value for 1 df = 3.84 at .05 level.

agent having a low or high percent of leaders who performed a high number of tasks.

Newsletter. Table XXXI shows the relation between the frequency agents provide information to leaders by newsletter and agents with a low or high percent of leaders who performed a high number of tasks. Fifty-four percent of the agents had a low percent of leaders who performed a high number of tasks and 46 percent of the agents had a high percent of leaders who performed a high number of tasks. Fifty-four percent of the agents who used newsletters frequently had a low percent of leaders who performed a high number of tasks and 46 percent of the agents who used the newsletter frequently or occasionally had a high percent of leaders who performed a high percent of tasks. Fifty percent of the agents who used the newsletter frequently or occasionally had a low percent of leaders who performed a low number of tasks and 50 percent of the agents who used the newsletter seldom or never had a high percent of leaders who performed a high number of tasks. The relation between the frequency agents provided information to leaders by newsletter and agents with a low or high percent of leaders who performed a high number of tasks was not statistically significant at the .05 level. This finding indicates no significant difference in the frequency agents provide information to leaders by newsletter and agents with a low or high percent of leaders who performed a high number of tasks. However, it should be noted that only

TABLE XXXI

THE RELATION BETWEEN FREQUENCY AGENT PROVIDED INFORMATION TO LEADERS BY NEWSLETTERS AND AGENTS WITH LOW OR HIGH PERCENT OF LEADERS WHO PERFORMED A HIGH NUMBER OF TASKS

Agents With a Low or High Percent of Leaders Who Performed a High Number of Tasks	Frequency Agent Provided Information to Leaders by Newsletter[a]					
	Frequently or Occasionally		Seldom or Never		Total	
	No.	Percent	No.	Percent	No.	Percent
Low	13	54	1	50	14	54
High	11	46	1	50	12	46
Total	24	100	2	100	26	100

[a]Calculates $x^2 = .01$, df = 1, $P > .05$. Critical x^2 value for 1 df = 3.84 at .05 level.

2 or 7 percent of the agents said they seldom or never provide information to leaders by newsletters.

Brief Summary

The frequency that agents provided information to 4-H project leaders by radio, home visits, training meetings, and newsletters was not related to an agent having a low or high percent of leaders who performed a high number of tasks.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to show the relation between leaders' personal characteristics and (1) the leaders' performance of a low or high number of tasks and (2) whether the leaders felt qualified to perform a low or a high number of tasks. This study was also to show the relation between the frequency which agents provided information to leaders by various teaching methods and whether agents had a low or high percent of leaders who performed a high number of tasks.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine if 4-H project leaders' personal characteristics were related to leaders' performance of a low or high number of tasks.

2. To ascertain if 4-H project leaders' personal characteristics were related to leader feelings of being qualified to perform a low or high number of tasks.

3. To discover if 4-H project leaders' leadership experiences were related to leaders' performance of a low or high number of tasks.

4. To study 4-H project leaders' leadership experiences to see if they were related to a leader feeling qualified to perform a low or high number of tasks.

5. To find out whether or not the training 4-H project leaders have received was related to a leader performance of a low or high number of tasks.

6. To study the training received by 4-H project leaders to determine if it was related to leader feelings of being qualified to perform a low or high number of tasks.

7. To see if the frequency with which agents provided information to leaders by various teaching methods was related to the number of tasks performed by leaders.

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population included 4-H Club project leaders and Extension agents doing youth work in 14 Tennessee counties. The counties were selected by using a constant of 1.9 or more full-time Extension staff equivalents responsible for 4-H work per county. Twenty-four counties met this requirement, and from these 24 counties those with between 11 and 30 leaders and those with more than 70 leaders were included in the study.

The data collection instrument was developed by Extension agents doing graduate work in Agricultural Extension with the assistance of The University of Tennessee Extension Training and Studies Department.

Characteristics of Extension agents and 4-H project leaders, including personal characteristics, leadership experience, training leaders participated in, methods used in training, and subjects in which leaders were trained, were selected which research and the experience of Extension personnel indicated might be related to the performance and qualifications of 4-H project leaders.

Fifty-five tasks were selected which agents felt were extremely critical or very critical to the success of 4-H project work.

A questionnaire was developed for 4-H project leaders which included project leaders' personal characteristics and questions related to the 55 tasks. The Extension agent questionnaire dealt with agents' characteristics and questions related to the 55 tasks.

The names, addresses, and number of years each 4-H project leader had served were obtained from the Extension agents in the selected counties. A questionnaire was mailed to each individual leader and Extension agent doing youth work in the selected counties.

Each of the 27 Extension agents completed and returned questionnaires. Of the 463 4-H project leaders who were mailed questionnaires, 225 usable questionnaires were completed and returned.

III. DESCRIPTION OF VARIABLES

4-H Project Leader Characteristics

Eleven independent variables concerning the characteristics of 4-H project leaders were studied. These variables were leaders' sex, age, occupation, number of years served as a 4-H project leader, number

of members helped in 1967, number of project group meetings held in 1967, if leader attended project leader training meetings, attendance at project leader training meetings in 1967, number of project leader training meetings attended in 1967, how well leaders felt their job was explained to them when they first became a project leader, and if leaders felt they did or did not need more information on and training in 4-H project work.

4-H Project Leader Performance and Qualification Groups

The 4-H project leader dependent variables were the number of tasks that the leaders did or did not perform and the number of tasks the leaders did or did not feel qualified to perform. The leaders were grouped into low and high leader task performance groups and low and high task qualified groups on the basis of the number of tasks the leader performed and the number which they felt qualified to perform. The low leader task performance group included leaders who performed from 1 through 29 tasks and the high leader task performance group included leaders who performed from 30 through 55 tasks.

The low leader task qualified group included leaders who felt qualified to perform from 1 through 29 tasks and the high leader task qualified group included leaders who felt qualified to perform from 30 through 55 tasks.

Frequency Extension Agents Provided Information by Various Teaching Methods

The agents' independent variables were the frequency agents provided information to leaders by five teaching methods. These variables were the frequency agents used radio, newspaper, home visits, training meetings, and newsletters.

The agents were divided into low and high percent groups according to the percent of leaders they had in their county who performed a high number of tasks. The two groups were the dependent variables. The original designation of from 30 through 55 tasks performed by leaders was used to determine the number of leaders in each county who performed a high number of tasks. The low agents were in the counties in which 1 through 24 percent of the leaders performed a high number of tasks. The high agents were in counties in which 25 percent or more of the leaders performed a high number of tasks.

IV. METHOD OF ANALYSIS

The information obtained from the completed questionnaires was transferred to data cards and computations were made at The University of Tennessee Computing Center. The contingency table analysis program was used.

This program computes two-way frequency and percentage tables, chi-squares, contingency coefficients, and maximum likelihood ratios. Each variable may be categorized in several different ways; each way is referred to as a categorization. Output of this program includes:

(1) frequency tables, (2) row, column, and/or table percentages, and (3) chi-square and degrees of freedom (25:341).

Chi-square computations which reached the .05 level were accepted as being statistically significant.

V. MAJOR FINDINGS

Leaders' Personal Characteristics

1. Leaders' personal characteristics which were related to a leader being in a low or high task performance group were leaders' sex and occupation. Leaders who were in the high task performance group were females and were housewives, teachers, laborers, or professionals.

2. Leaders' personal characteristic which was related to a leader being in a low or high task qualified group was occupation. Leaders who were housewives, teachers, laborers, or professionals were more likely to be in the high task qualified group than leaders who were farmers. Leaders' sex and age were not significantly related to a leader being in a low or high task qualified group.

Leaders' Leadership Experience Characteristics

1. Leaders' leadership experience characteristics which were significantly related to a leader being in a low or high task performance group were the number of projects assisted with in 1967, number of project group meetings held in 1967, whether or not leader had served in more than one project area, and the number of 4-H Club

members helped in 1967. The number of years served as a leader was not significantly related to a leader being in a low or high task performance group. Study of leadership experience characteristics, excepting the number of years served, indicated that those with more experience were more likely to be in the high task performance group than leaders with little or none.

2. The leaders' leadership experience characteristic which was significantly related to a leader being in a low or high task qualified group was whether or not the leader had assisted in more than one project area. The number of project group meetings held in 1967, the number of years served as a project leader, number of projects assisted with in 1967, and the number of members helped in 1967 were not significantly related to a leader being in a low or high task qualified group. Leaders with more leadership experience, with the exception of those who assisted in more than one project area, did not feel qualified to perform a higher number of tasks than leaders with little or no leadership experience.

Leaders' Training Characteristics

1. Leaders' training characteristics which were significantly related to a leader being in a low or high task performance group were whether or not the leader had attended any leader training meetings, attended project leader training meetings in 1967, and how well the leaders' job was explained to each when they first became a leader. The number of training meetings attended in 1967 and the need for

additional training were not significantly related to a leader being in a low or high task performance group. These findings indicated that leaders who had received more training were more likely to perform higher number of tasks than were leaders who had received little or no additional training.

2. Leaders' training characteristics which were related to a leader being in a low or high task qualified group were whether or not leader had attended training meetings, attended project leader training meetings in 1967, and how well the leaders' job was explained when they first became a leader. The number of training meetings attended in 1967 and the need for additional training were not significantly related to a leader being in a low or high task qualified group. These findings indicated that leaders who have received more training were more likely to feel qualified to perform a higher number of tasks than leaders who received little or no training. The recency of receiving training, and whether the leader felt a need for additional training, were not significantly related to the number of tasks the leader felt qualified to perform.

Agents' Frequency of Providing Information to Leaders by Various Teaching Methods

1. Agents who provided information to leaders frequently or occasionally by radio, home visits, training meetings, newspaper, and newsletter did not have a higher percent of leaders who performed a high number of tasks than agents who used those methods seldom or never.

VI. CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn.

Leaders' Personal Characteristics

It was found that certain personal characteristics of the leaders were related to the number of tasks the leaders performed. Therefore, it was implied that more Extension educational work was done by leaders when a high percent of the leaders were females, and leaders who were housewives, teachers, laborers, or professionals, than when a high percent of the 4-H project leaders were males and leaders who were farmers.

Leaders' Leadership Experience

It was found that the more leadership experience which leaders had the more likely they were to perform a higher number of tasks. Thus, it was that, when Extension agents had provided opportunities for leaders to function in leadership roles, they thereby had increased the efforts of 4-H project leaders to provide educational experiences to 4-H Club members.

Leaders' Training Experience

It was found that the more training leaders had received the more likely they were to perform and feel qualified to perform a higher number of tasks. Thus, it was concluded that leaders performed and felt qualified to perform tasks expected of them when they had been

provided adequate related training. Furthermore, in providing such training, Extension had multiplied its teaching efforts through the project leader system by providing necessary training to qualify the leaders to perform those tasks expected of them.

Frequency With Which Agents Provided Information to Leaders by Various Teaching Methods

It was found that the frequency with which agents provided information to leaders by various teaching methods was not significantly related to whether the agent had a low or high percent of leaders who performed a high number of tasks. Thus, it was concluded that the frequency of using various teaching methods to provide information to leaders appeared to have little or no effect on the leaders' performance as project leader. However, only 27 agents had an opportunity to react to question on frequency of using methods.

VII. RECOMMENDATIONS

1. It is recommended that Extension agents who wish to increase the number of tasks performed by each leader consider selecting leaders who are females and those who are housewives, laborers, teachers, or professionals.

2. It is recommended that Extension agents consider the adequacy of the training they provide for leaders, and that they let leaders function in their proper leadership role in order to multiply the Extension educational efforts.

3. It is recommended that the major findings of this study be made available to state and county 4-H staffs for use in evaluating factors associated with the present 4-H project leader system in Tennessee counties.

4. It is recommended that further studies be done regarding frequency of agents providing information to leaders by various teaching methods and leaders' task performance in Tennessee counties.

5. It is recommended that studies be done concerning information provided to leaders with regard to the number of tasks they perform and feel qualified to perform in a random sample of Tennessee counties, and a random sample of leaders in those counties.

6. It is recommended that studies be done concerning the degree to which the various tasks performed by 4-H project leaders have on educational value for the 4-H Club member.

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APPENDIX

TENNESSEE 4-H PROJECT LEADERSHIP STUDY
ADULT LEADER QUESTIONNAIRE

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

Name_____ Age 20-29 (16), 30-59 (183), 60+ (14) Occupation Farmer (36), Housewife (93), Teacher (61), Professional (9), Laborer (26)

County_____ Highest grade completed in school_____

1. In what 4-H project(s) did you serve as a leader in 1967?

   1-2 projects 80, 3 or more projects 109

2. Have you ever served as a leader in other 4-H projects?

   Yes 114 No 98

3. How many years have you served as a 4-H project leader?

   1-3 years 67, 4 or more 136

4. How many 4-H members did you help in 1967 in the conduct of their 4-H project work? 1-3 members 87, 4 or more 89

5. Did you hold any meetings in 1967 for the purpose of helping 4-H members with their projects? Yes 125 No 93

   If yes, how many meetings did you hold last year? 1-4 meetings 54, 5 or more 66

6. Have you ever attended any 4-H project leader training meetings?

   Yes 124 No 98

7. Did you attend any 4-H project leader training meetings in 1967?

   Yes 39 No 183

   If yes, how many meetings did you attend in 1967? 1-3 meetings 33, 4 or more 7

8. How well do you feel your job was explained to you when you first became a 4-H project leader?

   a. Very well 73 c. Not very well 42

   b. Well 66 d. Not well at all 27

9. Do you feel that you now need more information on and training in 4-H project work? Yes 191 No 27

10. Which three of the following ways of receiving information about 4-H project work do you feel would be most helpful to you? (Please rank the three you select by placing either a 1, 2 or 3 in the blank for those selected.)

    a. Newsletters ____

    b. Project training meetings ____

    c. Home visits ____

    d. Newspaper ____

    e. Radio ____

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

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task		2. Do You Perform This Task		3. Do You Feel Qualified to Perform This Task	
	Yes	No	Yes	No	Yes	No
Example: Determine the roles of 4-H project leaders	___	✓	___	✓	___	✓
Example: Help 4-H members plan their 4-H projects	✓	___	✓	___	✓	___
1. Organize new 4-H project groups	___	___	55	170	95	130
2. Visit 4-H project members	___	___	114	111	171	54
3. Distribute 4-H project books	___	___	81	144	162	63
4. Arrange 4-H project meetings	___	___	100	125	148	77
5. Help 4-H members secure materials, articles or animals for projects	___	___	130	95	155	70
6. Train junior 4-H project leaders	___	___	55	170	83	142
7. Inform parents of 4-H project requirements	___	___	110	115	143	82
8. Recognize 4-H members for achievements in 4-H project work	___	___	118	107	146	79
9. Judge 4-H members' project recordbooks	___	___	29	196	60	165
10. Inform members of 4-H events	___	___	161	64	191	34
11. Arrange for 4-H members to give reports on project achievements	___	___	99	126	150	75
12. Report 4-H project meetings held	___	___	75	150	160	65
13. Enroll new 4-H members	___	___	110	115	166	59
14. Inform members of awards available for 4-H project achievement	___	___	116	109	149	76

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task		2. Do You Perform This Task		3. Do You Feel Qualified to Perform This Task	
	Yes	No	Yes	No	Yes	No
15. Inform parents of the objectives of 4-H projects	___	___	107	118	150	75
16. Invite parents to assist with 4-H project meetings	___	___	127	98	181	44
17. Help 4-H members evaluate progress in project work	___	___	115	110	139	86
18. Collect 4-H project records from members	___	___	67	158	137	88
19. Evaluate project leader training	___	___	29	196	55	170
20. Determine the county 4-H project winners	___	___	11	213	36	188
21. Inform school officials of opportunities in 4-H project work	___	___	71	154	104	121
22. Instruct 4-H members in project subject matter	___	___	133	92	145	80
23. Keep enrollment and other records of 4-H project work	___	___	48	177	109	116
24. Train members in judging techniques	___	___	50	175	72	153
25. Recruit new project leaders	___	___	53	172	106	119
26. Plan leader recognition program	___	___	11	213	40	184
27. Secure sponsors for 4-H project work	--	___	33	191	78	146
28. Maintain good working relations with other youth groups in the county	___	___	126	99	152	73
29. Provide current 4-H project information to members	___	___	118	107	144	81
30. Establish goals for 4-H project completion	___	___	68	157	90	135
31. Hold 4-H project meetings	___	___	119	105	161	63
32. Teach members skills related to 4-H project work	___	___	131	93	143	81
33. Encourage 4-H members to participate in county 4-H events	___	___	193	32	207	18
34. Teach members how to give demonstrations	___	___	135	90	149	76

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task		2. Do You Perform This Task		3. Do You Feel Qualified to Perform This Task	
	Yes	No	Yes	No	Yes	No
35. Invite parents to attend county 4-H activities and events	___	___	164	61	195	30
36. Conduct 4-H project tours	___	___	54	171	122	103
37. Teach 4-H members standards for projects	___	___	102	123	120	105
38. Arrange county 4-H project events and activities	___	___	23	202	47	178
39. Publicize 4-H member accomplishments	___	___	97	128	141	84
40. Construct visuals for use in teaching subject matter to 4-H members	___	___	44	181	87	138
41. Inform 4-H organization leaders of the 4-H project group plans	___	___	71	154	117	108
42. Make personal contacts with prospective 4-H project leaders	___	___	85	140	127	98
43. Carry out scheduled 4-H project group events and activities	___	___	121	104	148	77
44. Teach 4-H members how to keep 4-H project records	___	___	131	94	133	92
45. Assist members in planning demonstrations	___	___	156	69	168	57
46. Plan for recognitions of 4-H project leaders	___	___	26	199	64	161
47. Assist members in planning 4-H project exhibits	___	___	134	91	167	58
48. Develop good relations between 4-H project leaders and donors, civic groups, business groups and government officials	___	___	133	92	161	64
49. Attend project meetings regularly	___	___	102	123	168	57
50. Secure slides, films, and other visuals for 4-H project meetings	___	___	30	195	82	143
51. Assist 4-H members in planning project tours	___	___	54	171	122	103

Tasks of 4-H Project Work	1. Should Adult Project Leaders Perform This Task		2. Do You Perform This Task		3. Do You Feel Qualified to Perform This Task	
	Yes	No	Yes	No	Yes	No
52. Plan for recreation at 4-H project meetings	___	___	86	139	148	77
53. Determine the date, place and time for 4-H project group meetings	___	___	86	139	136	89
54. Decide on overall 4-H project group policies	___	___	35	190	54	171
55. Inform 4-H project members and parents about the time, place, and purpose for 4-H project meetings	___	___	126	99	167	58

TENNESSEE 4-H PROJECT LEADERSHIP STUDY

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

Name_____ County_____

1. Number years served in Extension. _____

2. Number years served in present county. _____

3. Do you have 4-H project groups in your county? Yes___ No___

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

   Number of members in project groups. _____

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

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

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

   _____

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

   _____

   Least difficult?_____

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

   _____

   Least difficult?_____

9. How frequently do you attend 4-H project group meetings? (Check one)

   Frequently____ Occasionally____ Seldom____ Never____

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

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

	Frequently	Occasionally	Seldom	Never
a. Newsletters	14	10	2	0
b. Project training meetings	3	18	7	0
c. Home visits	11	13	3	0
d. Newspapers	13	7	5	1
e. Radio	12	6	5	3

TABLE XXXII

COUNTIES RANKED HIGHEST TO LOWEST PERCENT OF LEADERS IN COUNTY WHO PERFORMED A HIGH NUMBER OF TASKS

Counties	Total No. of Leaders in County	No. of Leaders Who Performed a High No. of Tasks	Percent of Leaders Who Performed a High No. of Tasks
High[a]			
Sullivan	27	16	59.3
Knox	8	4	50.0
Polk	14	6	42.9
Anderson	12	5	41.7
Blount	13	5	38.5
Maury	11	4	36.4
Low[a]			
Hawkins	22	5	22.7
Hamilton	34	7	20.6
Lincoln	10	2	20.0
Gibson	16	3	18.8
Tipton	22	4	18.2
Bledsoe	6	1	16.7
Humphreys	13	2	14.4
Decatur	15	2	13.3

[a]Counties in which 1 through 24 percent of the leaders performed a high number of tasks were designated low counties. Counties in which 25 percent or more of the leaders performed a high number of tasks were designated high counties.

VITA

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