

AN ANALYSIS OF THE TRAINING NEEDS OF 4-H, COMMUNITY LEADERS AS
PERCEIVED BY 4-H, LEADERS, AGENTS, AND STATE SPECIALISTS

242
by 1226-5600

LAWRENCE DEAN RIAT

B. S., Kansas State University, 1961

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

Approved by:

Robert L. Johnson
Major Professor

LD
2668
TH
1973
R5
C.2
Doc.

ACKNOWLEDGMENTS

The writer is grateful for all who assisted in making this study possible.

Appreciation is expressed to the Dickinson County Extension Council, and to Kansas State University Cooperative Extension Service, for granting sabbatical leave which made it possible for the writer to participate in a full time graduate program.

Special appreciation is extended to Dr. Robert L. Johnson, Chairman of my graduate study committee, for his encouragement, assistance, and guidance.

Appreciation is also expressed to Dr. Glenn Busset, to Dr. James Albracht, and to Dr. Curtis Trent.

The writer is grateful to the 4-H leaders, County Extension 4-H Agents, and State Extension 4-H Specialists who responded to the study.

Sincere gratitude is expressed to the writer's wife for her encouragement, assistance, and patience.

AUTOBIOGRAPHY

The writer was born in Pottawatomie County, Kansas, on January 20, 1937. He received his elementary education at Louisville and Wamego, Kansas. He graduated from Wamego Rural High School, Wamego, Kansas, in 1955. He received his Bachelor of Science Degree in Agricultural Education from Kansas State University in 1961.

The writer fulfilled his military obligation in the Kansas National Guard and the United States Army Reserve.

On September 5, 1961, he accepted a position with the Kansas Extension Service as the Dickinson County Extension 4-H Agent, and at present, he holds this position.

He is a member of the Kansas Association of Extension 4-H Agents, and the Kansas Association of County Extension Agricultural Agents Association.

The writer married Marilyn Kay Copeland on September 28, 1963. They have one daughter, Robin Anne.

TABLE OF CONTENTS

Chapter	Page
I. NEED FOR THE STUDY	1
Background	2
Theoretical Orientation	4
Definition of Concepts	6
Purpose and Objectives	6
Statement of Hypotheses	7
Scope and Procedure	8
Limitations of the Study	15
II. REVIEW OF LITERATURE	16
The Curriculum Development Process	16
The Concept of Perception	19
Training Needs	21
Leadership Role of the 4-H Community Leader	24
Training the 4-H Community Leader	27
III. CHARACTERISTICS OF KANSAS 4-H COMMUNITY LEADERS	30
Years of Tenure	32
Years as a Project Leader	32
Education	32
Place of Residence	33
Occupation	33
Sex	33
4-H Experience	33

Chapter	Page
Size of Club	34
Number of Children	34
4-H Experience of Leaders' Children	34
Age	35
Training Meetings Attended From October 1, 1968 to March 10, 1969	35
Days Devoted to the 4-H Program, 1969	35
IV. TRAINING NEEDS OF 4-H COMMUNITY LEADERS AS PERCEIVED BY LEADERS, AGENTS, AND SPECIALISTS	36
Training Needs as Ranked by Leaders, Agents, and Specialists	36
4-H Leaders Ranking of Training Needs	39
Tenure	39
Education	41
Place of Residence	41
Occupation	41
Sex	45
4-H Membership	47
Age	49
Number of Training Meetings Attended	51
Number of Days Devoted to 4-H	51
Comparison of Methods Preferred by Leaders, Agents, and Specialists	54
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	58
BIBLIOGRAPHY	66

	Page
APPENDIX	71
A. Questionnaire	72
B. Sample Letters	76
C. Rank Order of Forty Training Needs	79
D. Mean Weighted Scores of Forty Training Needs	80

LIST OF TABLES

Table	Page
I. Number of Leaders, Agents, and Specialists Responding	11
II. Specific Training Needs of 4-H Community Leaders Categorized into Seven General Areas of Training	12
III. Characteristics of 4-H Community Leaders, 1969	32
Years of Tenure	32
Years as a Project Leader	32
Education	32
Place of Residence	33
Occupation	33
Sex	33
4-H Experience	33
Size of Club	34
Number of Children	34
4-H Experience of Leaders' Children	34
Age	35
Training Meetings Attended from October 1, 1968 to March 10, 1969	35
Days Devoted to the 4-H Program, 1969	35
IV. Seven Areas of Training Needs of 4-H Leaders as Ranked by Leaders, Agents, and Specialists, 1969	38
V. The Rank Order of Training Needs of Leaders as Seen by Leaders with 0 to 3 Years of Experience as Compared to Those with 4 or More Years of Experience, 1969	40

Table	Page
VI. The Rank Order of Training Needs of 4-H Leaders as Seen by Leaders Themselves Compared by Education	42
VII. The Rank Order of Training Needs of 4-H Leaders as Seen by Leaders Residing on Farms as Compared to Leaders Residing in Rural Non-Farm, Towns Under 2500, and Towns 2500 and Over	43
VIII. The Rank Order of Training Needs of 4-H Leaders as Seen by Leaders With Farm and Farm Related Occupations as Compared to Occupations not Farm Related	44
IX. The Rank Order of Training Needs of Leaders by Male Leaders as Compared to Female Leaders	46
X. The Rank Order of Training Needs of Leaders Who Were 4-H Members as Compared to Leaders Who Were Not 4-H Members	48
XI. The Rank Order of Training Needs of Leaders as Seen by Leaders 44 Years of Age and Under as Compared to Leaders 45 Years of Age and Over	50
XII. The Rank Order of Training Needs of Leaders as Seen by Leaders Who Attended Training Meetings Between October 1, 1968, to March 10, 1969, as Compared to Leaders Attending no Training Meetings During the Same Period of Time	52
XIII. The Rank Order of Training Needs of Leaders as Seen by Leaders Who Devoted up to and Including Twenty Days Per Year as Compared to Leaders Who Devoted Twenty-One or More Days Per Year to the 4-H Program	53
XIV. Summary of the Leader Rank Order of Training Needs and Spearman's Coefficient of Rank-Difference Correlation or rho of the Various Variables Concerning Hypothesis 2	55
XV. Rank Order of the Methods by Which Leaders Prefer to Receive Training as Perceived by Leaders, Agents, and Specialists	56

Table	Page
XVI. Rank Order of Forty Training Needs of Kansas 4-H Community Leaders as Perceived by Leaders, County Extension 4-H Agents, and State Extension 4-H Specialists, 1969	79
XVII. Mean Weighted Scores of Forty Training Needs of Kansas 4-H Community Leaders as Perceived by Leaders, County Extension 4-H Agents, and State Extension 4-H Specialists, 1969	80

CHAPTER I

I. NEED FOR THE STUDY

Extension cannot function effectively without the counsel, advice, and assistance of a large number of active and effective volunteer leaders.¹ The 4-H community leaders in Kansas are largely responsible for the group growth and development of many thousands of 4-H members.

One of the worst and most frequent tricks perpetrated on human society is to urge leadership on willing victims without providing at the same time for pre-service and beginning assistance. Volunteers who are left holding a bag of responsibility without the benefit of counsel and support are a sad sight indeed. This practice accounts for the initial hesitancy and early drop-out of many volunteer leaders.²

By surveying and analyzing the 4-H community leader training needs as perceived by the community leaders, County Extension Agents, and State Extension 4-H Specialists, the problem areas where the greatest amount of training is needed can be identified.

The findings of this study will be useful to agents and program planning committees in planning and conducting 4-H community leader training programs. The findings should result in the development of training programs which are more useful and helpful to leaders.

¹Bryant E. Kearl and O. B. Copeland (eds.), A Guide to Extension Programs for the Future (Raleigh, North Carolina: Agricultural Extension Service, North Carolina State College, 1959), p. 37.

²Burton W. Kreitlow, E. W. Aiton, and Andrew P. Torrence, Leadership for Action in Rural Communities (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960), p. 135.

This study will identify some of the characteristics of 4-H community leaders and the methods by which leaders preferred to receive training. The results of this study should be useful to State Extension 4-H Specialists in determining and planning County Extension Agent training programs.

II. BACKGROUND

The Smith-Lever Act of 1914 is the foundation upon which cooperative Extension work was built. This act stated the purpose as follows: "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same."³

Extension work is an out-of-school system of education in which adults and young people learn by doing. It is a partnership between the government, the land-grant colleges, and the people, which provides service and education designed to meet the needs of the people. Its fundamental objective is the development of the people.⁴

The 4-H club program is part of the national educational system of Cooperative Extension work. The purpose of the 4-H program is to

³U. S. Department of Agriculture and Association of Land-Grant Colleges and Universities, Joint Committee Report on Extension Programs Policies and Goals (Washington: U. S. Government Printing Office, 1948), p. 6.

⁴Lincoln D. Kelsey and Cannon C. Hearne, Cooperative Extension Work (third edition; Ithaca, New York: Comstock Publishing Associates, 1963), p. 1.

help young people become creative and productive citizens. Four-H helps young people to:⁵

1. Acquire knowledge of science and scientific methods.
2. Explore careers and improve employability.
3. Learn agricultural production and management principles.
4. Improve family and home living.
5. Create desirable relationships with others.
6. Promote safety, health, and fitness.
7. Engage in community development.
8. Value and conserve natural resources.
9. Appreciate cultural arts and use leisure creatively.
10. Increase leadership competence.
11. Become responsible citizens.
12. Share in international development and understanding.

These objectives are accomplished in the 4-H program through projects, activities, and events. Members receive training through project work which gives them experiences such as: owning and caring for animals, learning to cook, growing gardens, beautifying and improving their rooms and yards, and many others.

Some of the broadening experiences contributing to the education and development of boys and girls in 4-H are: serving as club officers, helping to plan the club program, judging, giving talks and

⁵ Federal Extension Service, United States Department of Agriculture, Cooperative Extension Work, This Is 4-H, PA 526 (Washington: Government Printing Office, revised June, 1967), p. 16.

demonstrations, learning about health and safety, having a camping experience, and many similar experiences.

It is through the local 4-H club that a boy or girl receives the most training. Some training is given at the county, district, and state levels.

The 4-H clubs in Kansas are organized on a community basis. Boys and girls seven to eighteen years of age inclusively may become members. Each 4-H club has at least one, preferably two, and in some instances, three or four community leaders who are responsible for the overall organization, administration, and leadership of the club.

On June 1, 1967, there were 1,170 4-H community clubs in Kansas, with 2,378 leaders and 31,396 community 4-H club members.⁶

The key to the growth, success, and effectiveness of 4-H community clubs is largely dependent upon the knowledge, skill, and attitudes of the local 4-H community leaders.

III. THEORETICAL ORIENTATION

The theoretical orientation in this study is based upon Tyler's approach to curriculum development.⁷ The first three steps in the curriculum development process as outlined in the model following are the major focus of the approach to be used in this study.⁸

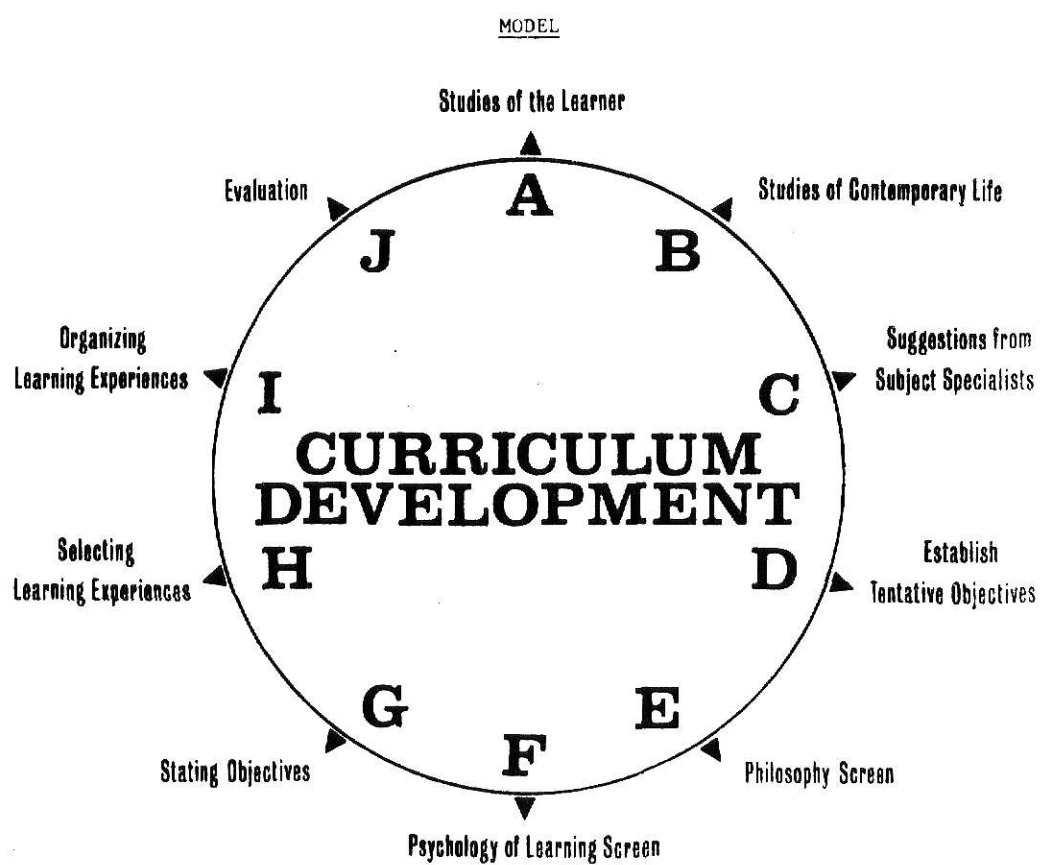
⁶ Summary of Kansas County 4-H Organization, Cooperative Extension Service, Kansas State University, June 1, 1967, p. 4.

⁷ Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago, Illinois: The University of Chicago Press, 1950), pp. 1-83.

⁸ Curtis Trent, "Applying the Curriculum Development Process to Induction Training" (paper presented at the National Extension Staff Training and Development Conference, Blacksburg, Virginia, 1968), p. 2.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**



IV. DEFINITION OF CONCEPTS

Below are the operational definitions of certain concepts used in this study to clarify ideas and simplify statements:

Leader. Volunteer lay leader primarily responsible for the organization, administration, guidance, and direction of community 4-H clubs.

Agent. The professional County Extension Agent primarily responsible for the 4-H phase of the County Extension programs.

Specialist. The professional Extension Specialist responsible for the 4-H phase of the State Extension program.

Tenure. The length of time that a person has served as a 4-H club leader.

Leader Perception. The felt training needs as expressed by leaders on the five point scale.

Agent Perception. The expressions of agents on the five point scale concerning leader training needs.

Specialist Perception. The expressions of specialists on the five point scale concerning leader training needs.

V. PURPOSE AND OBJECTIVES

The purpose of this study was to determine the training needs of 4-H community leaders as perceived by leaders, County Extension 4-H Agents, and State Extension 4-H Specialists.

The specific objectives of the study were:

1. To determine the rank order of a selected group of training needs of 4-H community leaders as perceived by leaders, county Extension 4-H agents, and state Extension 4-H specialists.
2. To determine the amount of consensus among the respondent groups as to the rank order of importance of the selected group of training needs of 4-H community leaders.
3. To determine if there are relationships between the expressed training needs of 4-H community leaders and such factors as: tenure, amount of formal education, place of residence, occupation, sex, 4-H membership, age, number of training meetings attended, and the number of days devoted to the 4-H program.
4. To determine the rank order of a selected group of methods by which leaders prefer to receive training, as perceived by leaders, agents, and specialists.
5. To determine the amount of consensus among leaders, agents, and specialists as to the methods by which leaders prefer to receive training.

VI. STATEMENT OF HYPOTHESES

1. There is no difference in the rank order of training needs of leaders as perceived by leaders, agents, and specialists.
2. There is no difference in the rank order of training needs of leaders when compared by the variables:
 - (a) tenure
 - (b) amount of formal education

- (c) place of residence
- (d) occupation
- (e) sex
- (f) 4-H membership
- (g) age
- (h) number of training meetings attended.

3. There is no difference in the rank order of methods preferred by leaders as perceived by leaders, agents, and specialists.

VII. SCOPE AND PROCEDURE

This study was based on a stratified random sample of the 105 Kansas counties. A total of fifteen sample counties were selected by choosing at random three counties from each of the five Extension administrative districts. The study included all of the 4-H leaders in the sample counties. Three hundred fifty leaders were mailed questionnaires.

Due to the nature of the study, it was felt that the County Extension 4-H agents with less than one year of Extension work would not have sufficient experience to know the training needs of 4-H community leaders, and that their answers would not be as reliable as agents with more experience. Since there were only thirty 4-H agents with one or more years of experience as of March 1, 1969, it was decided to include all of them in the study.⁹

⁹Richard F. King, Tenure Record of Personnel Employment--Creditable USDA Service Time, Cooperative Extension Service, Kansas State University, March, 1969, pp. A-Z.

Similarly, since there were only eight State Extension 4-H Specialists as of March 1, 1969, all eight were included in the study.

Data were gathered through the use of a mailed questionnaire generally patterned after those developed by Goyen¹⁰ and Nicholls.¹¹ Certain items were added at the suggestion of Glenn Busset, State Leader, 4-H and Youth.

The questionnaire was divided into three parts. The first part was composed of face data including tenure as a community and project leader, amount of formal education, place of residence, occupation, sex, and age. Respondents were asked if they had ever been a 4-H member, how many members were in their club, how many children they had, and if they presently have or have had children in 4-H. The number of training meetings attended between October 1, 1968, and March 10, 1969, the average number of training meetings attended each year, and the approximate number of days leaders devoted to 4-H club work per year were also indicated.

The second part of the questionnaire contained forty items of information generally needed by 4-H leaders to perform their duties most effectively.

¹⁰Loren F. Goyen, "An Analysis of the Training Needs of Four-H Community Leaders and the Need for Assistance in Training Them as Identified by County Extension Agents in Kansas" (unpublished Master's thesis, University of Maryland, College Park, Maryland, 1959), pp. 92-95.

¹¹James M. Nicholls, "A Study of the 4-H Leader Training Needs in Wyoming as Identified by Local 4-H Club Leaders" (unpublished Master's thesis, University of Wyoming, Laramie, Wyoming, 1964), pp. 86-91.

The third part dealt with methods by which leaders prefer to receive information or training. Leaders were asked to complete the entire questionnaire.

Agents and specialists were mailed the same questionnaire that the leaders received, but agents and specialists were asked to complete only the second and third parts. On items twenty-two to sixty-one (training needs), agents and specialists were asked to respond in terms of what they felt were the training needs of 4-H community leaders. On items sixty-two to seventy (methods), agents and specialists were asked to respond in terms of how they felt community leaders preferred to receive training.

Perceptions were indicated by circling a number on a point scale of one through five. One meant that no training was needed, two--little training needed, three--some training needed, four--much training needed, and five--very much training needed.

The questionnaire was pre-tested in one county which was not in the sample and pre-coded so that data could be punched on IBM cards for computer analysis. A copy of the questionnaire is included in the appendix. The number of leaders, agents, and specialists responding is presented in Table I.

To determine the rank order of training needs of 4-H community leaders, forty items relating to duties, responsibilities, and general knowledge concerning 4-H community leaders were used. A mean weighted score was computed for each of the forty selected training needs for each of the three respondent groups.

TABLE I
NUMBER OF LEADERS, AGENTS, AND SPECIALISTS RESPONDING

Position	Potential Respondents	Actual Respondents	Useable Responses	Percent of Responses
Leaders	350	279	245	70
Agents	30	30	30	100
Specialists	8	8	8	100
Total	388	317	283	73

The forty training needs were categorized into seven general areas by a committee of professional 4-H and youth specialists as follows:

1. Basic needs of boys and girls.
2. Understanding 4-H programs.
3. Program development and execution.
4. Educational methods with boys and girls.
5. Adult recruitment, involvement, and responsibilities.
6. Program promotion and incentives.
7. Evaluation procedures.

Items within each general category of training needs are shown in Table II.

A mean weighted score was computed for each category for each of the respondent groups. The category with the highest mean weighted score was given a rank of one, the next was given a rank of two, and so on throughout the seven categories. When ties were observed in the ranking, the bracket-rank method was used.

TABLE II
SPECIFIC TRAINING NEEDS OF 4-H COMMUNITY LEADERS
CATEGORIZED INTO SEVEN GENERAL
AREAS OF TRAINING

I. Basic Needs of Boys and Girls.

Characteristics, interests, and needs of 8-11 year olds.
Characteristics, interests, and needs of 11-14 year olds.
Characteristics, interests, and needs of 14-17 year olds.
Understanding developmental tasks of boys and girls.

II. Understanding 4-H Program.

The organization of 4-H on community and county levels.
The purpose and objectives of 4-H Club work.
The Kansas 4-H Foundation (its purpose, needs, etc.).
General 4-H rules, policies and requirements.
Plans and details of county and state 4-H events (those held, how and why members participate, etc.)
Purpose of the local adult advisory committee.
The history and philosophy of 4-H.

III. Program Development and Execution.

Developing youth programs among low income groups.
Planning and organizing the local 4-H Club program.
How to plan and conduct club projects (such as health, safety, recreation, etc.).
Developing 4-H meetings in cooperation with schools.
Short-term 4-H projects (less than a year in duration).
How to plan and conduct local club events (such as parents' night, achievement night, etc.).
Organizing and conducting Clover (Junior) 4-H Clubs.
Organizational procedures when a club becomes too large.

IV. Educational Methods with Boys and Girls.

Helping 4-H Club officers.
Using parliamentary procedures.
How to prepare and give 4-H demonstrations and illustrated talks.
How to prepare and give project talks and speeches.
How to organize and conduct tours.
Why and how members exhibit at fairs.
How to work with junior leaders.
Record keeping (value, purpose, how to fill out, etc.).

TABLE II (continued)

V. Adult Recruitment, Involvement, and Responsibilities.

The duties of the 4-H community leader.
How to obtain and maintain parent cooperation.
Materials and helps available for community leaders.
How to plan and work with project leaders.
Attracting more men as project and community leaders.
How to teach.

VI. Program Promotion and Incentives

Awards (those available, their place and how to use).
Cooperation with other youth-serving agencies.
How to "sell" 4-H programs to the community.
Ways to give recognition (other than awards).

VII. Evaluation Procedures.

How to evaluate the local club program.
How to evaluate the local 4-H Club program.
How to determine a 4-Her's progress and development.

"In the bracket-rank method the items with the same value are assigned the same rank, and the next item after the ties is given the rank it would have had if there had been no ties."¹²

Spearman's coefficient of rank-difference correlation (ρ) or ρ ¹³ was used to illustrate or measure the consensus or agreement between two groups of respondents. The formula is:

$$\rho \text{ (rho)} = 1 - \frac{6 \times \sum D^2}{N (N^2 - 1)}$$

ρ or ρ denotes the degree of consensus; $\sum$ is the sum; D^2 is the difference or deviation from the mean; and N , the number in the group. ρ or ρ would equal +1 if all the items were ranked in the same order by both groups; ρ would be -1 if the rank order were exactly reversed by one group as compared to the other; and if there were no relationship between the two sets of ranks, ρ would equal 0.

Kendall's coefficient of concordance (W)¹⁴ was used to show the agreement or consensus among the three respondent groups. The formula is:

$$W = \frac{12 \sum D^2}{m^2 (N) (N^2 - 1)}$$

¹²Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1956), p. 294.

¹³Norman E. Gronlund, Measurement and Evaluation in Teaching (New York: The Macmillan Company, 1965), p. 66.

¹⁴N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Brothers, Publishers, 1959), p. 181.

Where W denotes the degree of consensus, D equals the sum of each ranked category, then squared and totaled; m equals the number of respondent groups; N equals the number in the group. W would equal +1 if all the items were ranked in the same order by all three respondent groups. Lack of agreement would be represented by W equalling 0.

The hypotheses are accepted or rejected through the use of descriptive statistical techniques. For the purpose of accepting the null hypotheses, an association must have been .71 or higher for seven ranked items, and .60 or higher for rankings containing nine items, when using Spearman's coefficient of rank-difference correlation.¹⁵ When accepting the null hypotheses using Kendall's coefficient of concordance,¹⁶ an association must have been .62 or higher for seven ranked items, and .58 or higher for rankings containing nine items.

The data were analyzed using the following procedures: (1) mean weighted scores; (2) rank-difference coefficient of correlation; (3) coefficient of concordance.

VIII. LIMITATIONS OF THE STUDY

The findings of this study will be limited to 4-H community leader training in Kansas. Data should be useful to agents and committees in planning training programs, and should be of value to State Extension personnel in planning 4-H agent training programs.

¹⁵John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, Inc., 1969), p. 302.

¹⁶N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Brothers, Publishers, 1959), p. 282.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter will be to review books, studies, and other literature relating to curriculum development and perceived training needs. Information regarding perceived training needs and the curriculum development process was gathered from business, education, and Extension.

I. THE CURRICULUM DEVELOPMENT PROCESS

Ralph Tyler¹ states that the following fundamental questions must be answered in developing a curriculum or plan of instruction:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being obtained?

The first step then, is the development of clearly defined purposes or educational objectives. Education is the process of changing the behavioral patterns of people. This is using behavior in the broad sense to include thinking and feeling as well as overt action. The

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1950), pp. 1-2.

educational objectives represent the kinds of changes in behavior that an educational institution seeks to bring about in its students. Tyler suggests that all possible sources be included in the process of establishing objectives.² "If we are to study an educational program systematically, and intelligently, we must be sure as to the educational objectives aimed at."³

Studies of the learners themselves are the first source of educational objectives suggested by Tyler. However, he points out:

Studies of the learner suggest educational objectives only when the information about the learner is compared with some desirable standards, some conception of acceptable norms, so that the difference between the present condition of the learner and the acceptable norm can be identified. This difference or gap is what is generally referred to as a need.⁴

Two reasons are given by Tyler⁵ for analyzing contemporary life, the second source of educational objectives. The first is that life is so complex and continually changing that it is necessary to focus upon those educational efforts in regard to the critical aspects of this complex life, and upon those aspects that are important today, so that time is not wasted in having students learn things that were important years ago, but are no longer of significant value. The second reason for studying contemporary life grows out of the findings related to transfer of training which show that the student is much more likely to

²Tyler, Ibid., pp. 4-5.

³Ibid., p. 3.

⁴Ibid., p. 5.

⁵Ibid., p. 12.

apply learning when there are similarities between the situation encountered in life and the situation in which the learning took place.

. . . Studies of contemporary life only give information about the present status of the individual, the group, or the condition of life within the community or region. They do not directly give educational objectives. In order to suggest objectives, the data from these studies must be interpreted, that is, inferences have to be made from present status regarding gaps, emphasis and needs.⁶

Suggestions from subject specialists are the third source of objectives suggested by Tyler, and he states, "They suggest objectives that are more than knowledge, skills, and habits; they involve modes of thinking, or critical interpretation, emotional reactions, interests, and the like."⁷

Other sources of objectives suggested by Tyler are the use of philosophy and psychology of learning.⁸ These will not be involved in this study.

Boone and Quinn have followed this scheme in suggesting that the following four sources be studied in establishing adult basic educational objectives:⁹

1. Study of the undereducated adult as a potential learner.
2. Analysis of the learner's culture.
3. Analysis of contemporary life.
4. Recommendations of subject-matter specialists.

⁶Ibid., p. 15.

⁷Ibid., p. 19.

⁸Ibid., pp. 22-28.

⁹Edgar J. Boone and Emily H. Quinn, Curriculum Development in Adult Basic Education (Chicago: Follett Publishing Company, 1967), p. 7.

The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or areas of life in which this behavior is to operate.¹⁰

II. THE CONCEPT OF PERCEPTION

Perception is explained differently by various authors, but most agree that it is a complex process. DePhillips et al.¹¹ state that perception is the act by which data received via the senses are unified and interpreted, giving knowledge to reality.

Hilgard¹² points out that prior experiences are an influential factor in perception and gives this definition:

The process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experience, so that perception is more than a passible registration of stimuli impinging on sense organs.

Combs and Snygg¹³ state that perception refers to any differentiations the individual is capable of making in the perceptual field, whether an objectively observable stimulus is present or not. These authors emphasize that human perceptions extend far beyond human experiences of sight, hearing, smell, taste, and touch. "Ideas, values,

¹⁰Tyler, op. cit., p. 30.

¹¹Frank A. DePhillips, William M. Berliner, and James J. Cribbin, Management of Training Programs (Homewood, Illinois: Richard D. Irwin, Inc., 1960), p. 89.

¹²Ernest R. Hilgard, Introduction to Psychology (New York: Harcourt, Brace and Company, 1953), p. 603.

¹³Arthur W. Combs and Donald Snygg, Individual Behavior, Revised edition (New York: Harper and Row, Publishers, 1959), p. 30.

concepts, perceptions of relationships, and meanings that far transcend the limitations of our sense organs."

Bartley¹⁴ feels that perceptions themselves are more than just the apprehension of things and their activities. He states that perceptions pertain to qualities of things, and to abstract relations between things, and that perceptions integrate into concepts and judgments. The processes of integration and development are thought to go on and on until the individual himself consists of an endlessly complex fabrication of ideas, beliefs, and systems of knowledge. "Inherent in them is their constant reference to a reality outside the believer or knower. This is where the essence of knowledge is crucially involved."

Our perceptions are selective. We do not react equally of all the stimuli impinging upon us, but rather we focus upon a few. This perceptual focusing is called attention and it is through this process we keep in focus selected stimuli and resist distracting stimuli.¹⁵

Van Witsen¹⁶ states that perception is the interpretation of sensation. It is based upon previous experience of sensations, through interaction with the environment. "Perception, then, is a learned function, and as a learned function, it is susceptible to teaching."

The way leaders perceive their training needs will affect the training programs, and the amount of training and the type given will affect their perceptions.

¹⁴S. Howard Bartley, Principles of Perception (New York: Harper and Brothers, 1958), p. 40.

¹⁵Hilgard, op. cit., p. 295.

¹⁶Betty Van Witsen, Perceptual Training Activities Handbook (New York: Teachers College Press, Columbia University, 1967), p. 1.

III. TRAINING NEEDS

"Training in its purest form is the process of teaching or acquiring specific skills and abilities, becoming proficient, qualified, or fit to perform certain tasks."¹⁷ In industry, training is the formal procedures which a company uses to facilitate employees' learning so that their behavior contributes to the attainment of the company's goals and objectives.¹⁸

Folly points out that training exists to bring about learning and states:¹⁹

Training is an overt process, a sequence of experiences, a series of opportunities to learn, in which the trainee is exposed in some more or less systematic way to certain materials or events. The trainee's behavior is supposed to be modified by means of this process so that after it is completed he behaves in some way that is different from the way he behaved before training.

According to DePhillips et al.²⁰ a better term for training would be education and be defined as:

that process which, under company auspices, seeks in a planned, co-ordinated and continuous manner to develop in all employees those understandings, skill, and attitudes, which will maximize individual present and future efficiency and the effectiveness of the over-all company operation.

¹⁷ John McCollum, "Labor Education--Education, Training, or Information?" Adult Education, Vol. XIII, 1962, p. 42.

¹⁸ William McGehee and Paul W. Thayer, Training in Business and Industry (New York: John Wiley and Sons, Inc., 1961), p. 3.

¹⁹ John D. Folley, Jr., "The Learning Process" in Robert L. Craig and Lester R. Bittel (eds.), Training and Development Handbook (New York: McGraw-Hill Book Company, 1967), p. 34.

²⁰ DePhillips et al., op. cit., p. 6.

The specific content of the courses or programs designed to assist leaders will vary according to the community needs and the cultural situations. It will vary also according to the present quality of leadership and the resources available. ". . . Helping leaders implies an effort to stimulate and encourage the development of knowledge, skills and attitudes that will improve the quality of results and the pleasure and satisfaction that comes from successful leadership performance."²¹

The approaches or rationales for determining training needs are many. Bass and Vaughan²² suggest that there are two questions which must be asked in assessing training needs. These are (1) Who needs training? and (2) What training do they need?

McGehee and Thayer²³ state that an adequate training program depends upon securing reliable information based upon:

1. Who is to be trained
2. By whom are they to be trained
3. In what are they to be trained
4. How they are to be trained
5. How the results of training are to be evaluated.

In seeking to provide answers to these informational questions, the authors suggest examining:

²¹Burton W. Kreitlow, E. W. Aiton, and Andrew P. Torrence, Leadership for Action in Rural Communities (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960), pp. 133-34.

²²Bernard M. Bass and James A. Vaughan, Training in Industry: The Management of Learning (Belmont, California: Wadsworth Publishing Company, Inc., 1966), p. 76.

²³McGehee and Thayer, op. cit., pp. 22-23.

1. Organization analysis--determining where within the organization training emphasis can and should be placed.
2. Operations analysis--determining what should be the contents of training in terms of what an employee must do to perform a task, job, or assignment in an effective way.
3. Man analysis--determining what skills, knowledge, or attitudes an individual employee must develop if he is to perform the tasks which constitute his job in the organization.

"Determination of people's needs is the first consideration of program planning. The questions asked by the public are expressed needs. They are felt needs which people strive to meet by seeking information."²⁴ "Needs of people are generally of two major kinds: those of which they are aware and those of which they are unaware."²⁵ These needs may be called "felt" and "unfelt" needs.

Extension agents are good sources of needs. They know the county and have identified both the felt and unfelt needs of the people. Also, Extension specialists are well informed about the situation in the state about research findings available, and therefore, are good sources of needs of which people are often unaware.²⁶

Johnson²⁷ recognized that needs may be both felt and unfelt. He indicated that three things are required for needs to be felt and reported. These are: "(1) appropriate sensitivity to one's state and

²⁴ Fred P. Frutchey, "The Learning-Teaching Process," in H. C. Sanders (ed.), The Cooperative Extension Service (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 57.

²⁵ Ibid., p. 56.

²⁶ Ibid.

²⁷ Earl S. Johnson, Theory and Practice of the Social Studies (New York: The Macmillan Company, 1956), pp. 218-19.

conditions; (2) some knowledge, however vague or clear, or accurate or inaccurate it may be; (3) and the ability to make an evaluation or judgment."

Johnson categorizes training needs in terms of those which:²⁸

1. an individual has
2. a group has
3. must be met immediately
4. can be met in the future
5. call for informal training activities
6. call for on-the-job instruction
7. call for off-the-job instruction
8. the company can best meet within itself
9. the company can meet best through outside resources
10. an individual can meet in concert with others
11. an individual can meet only by himself.

IV. LEADERSHIP ROLE OF THE 4-H COMMUNITY LEADER

"The widespread use of unpaid, local lay leaders represents one of the Cooperative Extension Service's important and unique contributions to the field of informal adult education."²⁹

Lay leaders are adults who, as an auxiliary and non-professional activity, spend a portion of their time carrying on some type of

²⁸Richard B. Johnson, "Determining Training Needs," in Robert L. Craig and Lester R. Bittel, Training and Development Handbook (New York: McGraw-Hill Book Company, 1967), p. 17.

²⁹Curtis Trent, "Lay Leadership," in H. C. Sanders (ed.), The Cooperative Extension Service (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 315.

educational activity of a national, state, or local agency or organization on a continuing basis.³⁰ Lay leaders for the most part require specialized, brief, and clear-cut training. This is to give them the immediate skills they need to carry out their responsibilities.³¹

"Leaders are the catalyst for group action, the voice for group expression, the tool through which the group considers and carries out its decisions. Leaders are made, not born."³² The volunteer leader takes more responsibility for organizing groups, committees, and programs. Leaders also now have greater opportunities to teach individuals or groups in certain subject matter areas. They have shown that they can assist 4-H club members with the skills needed for project work, and can guide members in developing their ability to work with others in groups.³³

The primary role of the 4-H community leader in the 4-H club program is to help effect desirable changes in the behavioral patterns of 4-H members, parents, and project leaders. Some of these changes include increased knowledge and understanding, new attitudes and values, and acquisition of skills.

³⁰Alexander Liveright, "Lay Leaders in Adult Education" (unpublished Doctoral thesis, The University of Chicago, Chicago, Illinois, 1956), p. 7.

³¹Cyril O. Houle, "The Education of Adult Educational Leaders," in Malcolm S. Knowles (ed.), Handbook of Adult Education in the United States (Chicago, Illinois: Adult Education Association of the U.S.A., 1960), p. 120.

³²Kearl and Copeland, op. cit., p. 34.

³³Ibid., p. 36.

The following is a list of qualities of leadership compiled by Clark³⁴ from the principle findings of various studies he reviewed pertaining to leadership:

1. A sense of purpose and direction.
2. Enthusiasm.
3. Friendliness and affection.
4. Integrity.
5. Technical mastery.
6. Intelligence.
7. Faith.
8. Teaching skill.
9. Physical and nervous energy.

Finding persons with these qualities is not an easy task, and getting the qualified persons to accept a leadership position is sometimes an even more difficult task. Fortunately for 4-H, there are those who take on the responsibilities of community leadership. R. C. Johnson³⁵ found in his research some of the reasons why people are 4-H leaders. He found that they consider 4-H a valuable educational program. In addition, they like children and receive personal satisfaction from serving as a leader. An important reason stated was that many served simply because they were asked to do the job.

³⁴Robert C. Clark, "A Review of Leadership Studies," in G. L. Carter, Jr. and Robert C. Clark (eds.), Selected Readings and References in 4-H Club Work (Madison: The University of Wisconsin, National Agricultural Center for Advanced Study, 1961), p. 88.

³⁵Robert C. Johnson, "Training Needs of 4-H Club Leaders" (unpublished Master's thesis, Colorado State University, Fort Collins, Colorado, 1963), p. 17.

V. TRAINING THE 4-H COMMUNITY LEADER

The literature revealed several studies based upon the general approach to perceived training needs. Most studies either dealt with agents or leaders, and none were found in which the perceptions of leaders and agents were compared within the same study. No state-wide study in which 4-H leaders were asked to express their perceived training needs had been done in Kansas.

McCormick³⁶ analyzed the training needs of 241 County Extension Agents in Ohio on the basis of the response of Agents to a 127 item questionnaire. The results revealed that agent perceptions of their training needs could be ranked in order of importance in nine general areas, as established by a National Task Force on Extension.

A similar approach was used by Serate³⁷ in Kansas in comparing the expressed training needs of 195 Kansas County Agents to twelve specific areas of the Educational Process. He found that the areas of greatest training need, and the areas of least importance, could be identified.

In a recent study, Johnson³⁸ used this same approach in

³⁶Robert W. McCormick, "An Analysis of Training Needs of County Extension Agents in Ohio" (unpublished Doctoral dissertation, University of Wisconsin, Madison, Wisconsin, 1959), pp. 1-240.

³⁷David S. Serate, "A Comparative Analysis of the Expressed Training Needs of Kansas County Agents in the Area of the Educational Process" (unpublished Master's thesis, Kansas State University, Manhattan, Kansas, 1965).

³⁸Jimmy P. Johnson, "Training Needs of 4-H Volunteer Adult Leaders in Mississippi as Identified by the Leaders Themselves" (unpublished Master's thesis, Mississippi State University, State College, Mississippi, 1967), pp. 1-65.

determining the training needs of 201 4-H leaders in Mississippi. He was able to rank the training needs of leaders in twenty-five areas generally considered as being useful to leaders. In addition, he compared the effect of experience and other traits to perceived training needs.

Havens,³⁹ in his study of new 4-H leaders in Washington state, found that they need and can profit from "participation in a detailed, well organized, timely, interesting, meaningful, challenging, effective 4-H leader training program." He found that new 4-H leaders must be trained early in their first year of 4-H leadership if the training program is to be very effective in shaping their attitudes and philosophy of 4-H. He found also that new 4-H leaders should be trained separately from those who have been leaders for a year or more, and that the more training sessions a new leader attends, the more likely he is to remain active as a leader.

Goyen⁴⁰ found in his study that the general areas agents felt were most important for community leaders were: guidance of the club, understanding boys and girls, project work, and community responsibility. He found that a relatively high percentage of Extension Agents felt that the State 4-H staff should train leaders in: organization of 4-H club work, characteristics of youth, how to meet the needs and interests of

³⁹James E. Havens, "An Analysis of a Training Program for Washington's New 4-H Leaders" (unpublished Master's thesis, Washington State University, Pullman, Washington, 1966).

⁴⁰Goyen, op. cit.

youth in 4-H, how to help boys and girls with individual problems, and how a leader can determine their own programs.

Nicholls⁴¹ determined from his study that there was little difference in the way leader respondents rated areas of training for new or beginning leaders and for older, more experienced leaders. This indicated that all the leaders felt a need for somewhat the same type of training. The leaders indicated a need for at least some training in all of the areas listed, and they wished to have an active part in planning.

⁴¹Nicholls, op. cit.

CHAPTER III

CHARACTERISTICS OF KANSAS 4-H COMMUNITY LEADERS

Information concerning characteristics of 4-H community leaders included in this study is presented in Table III.

Nearly eight out of ten leaders in the study had served six or fewer years tenure. Approximately one-half of the leaders had three or fewer years experience as a 4-H leader. Slightly less than two out of ten leaders had been 4-H leaders for ten years or more. This suggests a high degree of leader turnover, and as a result, County Extension Agents need to be persistent in planning and conducting training programs for 4-H leaders.

Slightly more than eight out of ten community leaders have also served as 4-H project leaders.

Nine of ten leaders are high school graduates. Nearly half, forty-five percent, have had some college or are college graduates.

About seven out of ten community leaders reside on farms. Approximately one out of ten is rural non-farm, and another one out of ten resides in a town of under 2,500 population, with the remaining one out of ten living in towns with a population of 2,500 and above.

Six out of ten leaders earn their living from farming, and another one out of ten have earnings from farm related occupations.

Six of ten leaders are women, and the remaining four leaders are male.

When the 4-H community leaders were asked whether they had been 4-H members, nearly one-half answered in the affirmative.

Information was requested about the size of clubs, in ranges from less than fifteen members, to those of fifty-five members and over. Approximately one-third of the clubs numbered fifteen to twenty-four members, and slightly less than one-third numbered from twenty-five to thirty-four members. About one out of ten clubs numbered under fifteen members. Only two out of a hundred clubs contained fifty-five or more members.

Nearly four out of ten Kansas 4-H Community Leaders had four or more children. Only 2.5 percent had one child and five percent had no children. At the time of the study, nearly nine out of ten leaders either had children in 4-H, or have had children in 4-H.

Over five out of ten leaders are in the 30-44 year age bracket, with slightly more than four out of ten leaders in the 45-60 year age group.

When asked to indicate the number of training meetings the leaders had attended from October 1, 1968, to March 10, 1969, one-half said that they attended no training meetings, and nearly one-fourth replied they had attended only one meeting.

Over one-third of the leaders said they devoted twenty-six days or more per year to the 4-H program. Nearly nine out of ten leaders answered they devoted eleven days or more per year, and only four out of a hundred leaders devoted five days or less to the 4-H program.

TABLE III
CHARACTERISTICS OF KANSAS 4-H COMMUNITY LEADERS, 1969

Factor	Number	Percent
YEARS OF TENURE		
Less than one year	44	18
1-3 years	81	33
4-6 years	69	28
7-9 years	10	4
10 years and over	41	17
YEARS AS A PROJECT LEADER		
None	50	18
1-3 years	80	33
4-6 years	57	23
7-9 years	21	9
10 years and over	37	15
EDUCATION		
No high school	13	5
Some high school	13	5
High school graduate	110	45
Some college	71	29
College graduates	38	16

TABLE III (continued)

Factor	Number	Percent
PLACE OF RESIDENCE		
Farm	168	69
Rural non-farm	23	9
Town under 2500	20	8
Town 2500 and over	34	14
OCCUPATION		
Farm	148	61
Farm related	23	9
Not farm related	74	30
SEX		
Male	92	38
Female	153	62
4-H EXPERIENCE		
Yes	112	46
No	133	54

TABLE III (continued)

Factor	Number	Percent
SIZE OF CLUB		
Under 15	30	12
15-24	80	33
25-34	70	29
35-44	40	16
45-54	20	8
55 and over	5	2
NUMBER OF CHILDREN		
None	12	5
One	6	2.5
Two	50	20.5
Three	83	34
Four	54	22
Five or more	40	16
4-H EXPERIENCE OF LEADERS' CHILDREN		
Children in 4-H in the past	224	91
Children in 4-H at the time of this study	207	84
No children	12	5

TABLE III (continued)

Factor	Number	Percent
AGE		
Under 30	10	4
30-44	130	53
45-60	101	41
Over 60	4	2
TRAINING MEETINGS ATTENDED FROM OCTOBER 1, 1968 TO MARCH 10, 1969		
None	123	50
One	57	23
Two	32	13
Three	16	7
Four	6	2
Five or more	11	4
DAYS DEVOTED TO THE 4-H PROGRAM, 1969		
1-5 days	9	4
6-10 days	23	9
11-15 days	38	16
16-20 days	52	21
21-25 days	35	14
26 days or more	88	36

CHAPTER IV

TRAINING NEEDS OF 4-H COMMUNITY LEADERS AS PERCEIVED BY LEADERS, AGENTS, AND SPECIALISTS

The purpose of this study was to determine the training needs of 4-H community leaders as perceived by 4-H leaders, County Extension 4-H Agents, and State Extension 4-H Specialists.

In this chapter, data are presented in three major sections: training needs of leaders as perceived by leaders, agents, and specialists; 4-H leader ranking of training needs; and the ranking of methods by which leaders prefer to receive training as perceived by leaders, agents, and specialists.

I. TRAINING NEEDS AS RANKED BY LEADERS, AGENTS, AND SPECIALISTS

The rank order of the seven general areas of training needs of leaders as ranked by leaders, agents, and specialists is shown in Table IV.

Leader and agent rankings showed little difference for all the training needs. The specialists ranked "Basic Needs of Boys and Girls" first compared to leaders and agents who ranked this category fourth and third respectively. Specialists ranked "Evaluation Procedures" second, with leaders ranking it third, and agents ranking the item fourth. This

might possibly be an example of "felt" and "unfelt" needs as theorized by Frutchey¹ and Johnson.²

Three areas of training needs were ranked lowest by all three groups. They were "Program Development and Execution," "Educational Methods with Boys and Girls," and "Understanding 4-H Programs." Leaders and agents gave identical ratings while the specialists reversed the areas of educational methods and program development in their rankings.

The amount of agreement concerning training needs between groups of respondents was measured by Spearman's coefficient of rank-difference correlation or rho.³ The agreement is indicated below:

Leaders and Agents	.93
Leaders and Specialists	.46
Agents and Specialists	.46

Leaders and agents showed a very high degree of agreement, significant at the .01 level. The amount of agreement between leaders and specialists and between agents and specialists was not significant.

The consensus concerning training needs among the three respondent groups as measured by Kendall's coefficient of concordance⁴ or W was .82, significant at the .01 level.

Hypothesis 1. There is no difference in the rank order of training needs of 4-H leaders as perceived by leaders, agents, and

¹Fred P. Frutchey, "The Learning-Teaching Process," in H. C. Sanders (ed.), The Cooperative Extension Service (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 57.

²Richard B. Johnson, "Determining Training Needs," in Robert L. Craig and Lester R. Bittel, Training and Development Handbook (New York: McGraw-Hill Book Company, 1967), p. 17.

³Spearman, loc. cit.

⁴Kendall, loc. cit.

TABLE IV
SEVEN AREAS OF TRAINING NEEDS OF 4-H LEADERS AS RANKED BY
LEADERS, AGENTS, AND SPECIALISTS, 1969

Training Needs	Leader Rank (N=245)	Agent Rank (N=30)	Specialist Rank (N=8)
Program, Promotion, and Incentives	1	2	3
Adult Recruitment, Involvement, and Responsibilities	2	1	4
Evaluation Procedures	3	4	2
Basic Needs of Boys and Girls	4	3	1
Educational Methods with Boys and Girls	5	5	6
Program Development and Execution	6	6	5
Understanding 4-H Programs	7	7	7

Leader and Agent $\rho = .93$, significant at the .01 level.

Leader and Specialist $\rho = .46$, not significant.

Agent and Specialist $\rho = .46$, not significant.

Leader, Agent, and Specialist $W = .82$, significant at the .01 level.

specialists. This was supported by leaders and agents, but the hypothesis was not supported when rankings of leaders and specialists or agents and specialists were compared.

II. 4-H LEADERS RANKING OF TRAINING NEEDS

Nine variables were compared for significance by the use of the null hypothesis. The hypothesis was stated as follows:

Hypothesis 2. There is no difference in the rank order of training needs of 4-H leaders when compared by the variables:

- (a) tenure
- (b) amount of formal education
- (c) place of residence
- (d) occupation
- (e) sex
- (f) 4-H membership
- (g) age
- (h) number of training meetings attended
- (i) number of days devoted to 4-H.

Tenure. The rank order of training needs of 4-H leaders comparing leaders from zero to three years of experience to leaders with four or more years of experience is shown in Table V.

The tenure of a leader had little effect on the way the seven general areas of training needs were ranked. Leaders with zero to three years tenure ranked "Adult Recruitment, Involvement, and Responsibilities" first, while leaders with four or more years tenure ranked it second, and chose "Program Promotion and Incentives" first.

The portion of Hypothesis 2 concerning the variable tenure was retained, as the coefficient of rank-difference correlation, or rho, was .89. This comparison was significant at the .01 level.

TABLE V
THE RANK ORDER OF TRAINING NEEDS OF LEADERS AS SEEN BY LEADERS
WITH 0 TO 3 YEARS OF EXPERIENCE AS COMPARED TO THOSE
WITH 4 OR MORE YEARS OF EXPERIENCE, 1969

Training Needs	Years of Tenure	
	0 to 3 years (N=125)	4 or more years (N=120)
Adult Recruitment, Involvement, and Responsibilities	1	2
Program Promotion and Incentives	2	1
Basic Needs of Boys and Girls	3	4
Evaluation Procedures	4	3
Educational Methods with Boys and Girls	5	6
Program Development and Execution	6	5
Understanding 4-H Programs	7	7

rho = .89, significant at the .01 level.

Education. The rank order of training needs of 4-H leaders grouped by those with no high school, some high school, and high school graduates, as compared to those leaders with some college or college graduates is shown in Table VI.

The amount of formal education had little effect upon the way the seven general areas of training needs were ranked. Hypothesis 2 was retained, as the coefficient of rank-difference correlation, or rho was .93. This correlation was significant at the .01 level.

Place of Residence. Leaders were asked to indicate their place of residence. Table VII shows the rank order of training needs as seen by leaders residing on farms, compared to leaders residing in rural non-farm areas, in towns under 2,500, and in towns of 2,500 population and over. With the exception of "Program Promotion and Incentives" and "Adult Recruitment, Involvement, and Responsibilities," all areas of training needs were ranked the same.

Along with the number of training meetings attended between October, 1968, and March 10, 1969, place of residence had the least effect on ranking of any variable compared in the study. The coefficient or rank-difference correlation was .96, so Hypothesis 2 in relation to place of residence was retained, as this was significant at the .01 level.

Occupation. The rank order of training needs of leaders by farm and farm related occupations as compared to occupations not farm related is shown in Table VIII.

TABLE VI
THE RANK ORDER OF TRAINING NEEDS OF 4-H LEADERS AS SEEN
BY LEADERS THEMSELVES COMPARED BY EDUCATION

Training Needs	Formal Education	
	No High School, Some High School, High School Graduate (N=136)	Some College, College Graduate (N=109)
Adult Recruitment, Involvement, and Responsibilities	1	2
Program Promotion and Incentives	2	1
Evaluation Procedures	3	3
Basic Needs of Boys and Girls	4	4
Educational Methods with Boys and Girls	5	6
Program Development and Execution	6	5
Understanding 4-H Programs	7	7

rho = .93, significant at the .01 level.

TABLE VII

THE RANK ORDER OF TRAINING NEEDS OF 4-H LEADERS AS SEEN BY LEADERS
RESIDING ON FARMS AS COMPARED TO LEADERS RESIDING ON RURAL
NON-FARM, TOWNS UNDER 2500, AND TOWNS 2500 AND OVER

Training Needs	Place of Residence	
	Farm (N=168)	Rural Non-Farm Towns Under 2500 Towns 2500 and Over (N=77)
Program Promotion and Incentives	1	2
Adult Recruitment, Involvement, and Responsibilities	2	1
Evaluation Procedures	3	3
Basic Needs of Boys and Girls	4	4
Educational Methods with Boys and Girls	5	5
Program Development and Execution	6	6
Understanding 4-H Programs	7	7

$\rho = .96$, significant at the .01 level.

TABLE VIII

THE RANK ORDER OF TRAINING NEEDS OF 4-H LEADERS AS SEEN BY LEADERS
WITH FARM AND FARM RELATED OCCUPATIONS AS COMPARED
TO OCCUPATIONS NOT FARM RELATED

Training Needs	Occupation	
	Farm and Farm Related (N=171)	Not Farm Related (N=74)
Program Promotion and Incentives	1	2
Adult Recruitment, Involvement and Responsibilities	2	1
Basic Needs of Boys and Girls	3	6
Evaluation Procedures	4	3
Educational Methods with Boys and Girls	5	4
Program Development and Execution	6	5
Understanding 4-H Programs	7	7

$\rho = .75$, significant at the .05 level.

Leaders with farm and farm related occupations switched the first and second rankings "Program Promotion and Recruitment" and "Adult Recruitment, Involvement, and Responsibilities."

The major difference in the ranking of training needs concerned the category "Basic Needs of Boys and Girls." Leaders with farm and farm related occupations ranked this category third, and leaders in non-farm related occupations ranked it sixth. It is possible that those leaders whose occupations are not farm related feel that they are aware of some of the basic needs of boys and girls, and that they need more training in the areas of evaluation procedures, educational methods, and program development and execution. Again, this could be an "unfelt" need as theorized by Frutche⁵ and Johnson.⁶

Hypothesis 2 on the variable occupation was retained because rho was .75.

Sex. Male leaders rank order of training needs was compared to female leaders. Data are shown in Table IX.

There was considerable difference in the way men and women ranked the first five categories of training needs. Whether leaders were 4-H members was the only other variable in the study that showed less agreement than the comparison by sex of the leaders.

Male leaders ranked "Basic Needs of Boys and Girls" second, and females ranked the category fifth. It may be that women leaders have more time, or take more time, to read than do men leaders, and buy

⁵Frutchey, loc. cit.

⁶Johnson, loc. cit.

TABLE IX
THE RANK ORDER OF TRAINING NEEDS OF LEADERS BY MALE
LEADERS AS COMPARED TO FEMALE LEADERS

Training Needs	Sex	
	Male (N=92)	Female (N=153)
Adult Recruitment, Involvement and Responsibilities	1	2
Basic Needs of Boys and Girls	2	5
Program Promotion and Incentives	3	1
Evaluation Procedures	4	3
Educational Methods with Boys and Girls	5	4
Program Development and Execution	6	6
Understanding 4-H Programs	7	7

rho = .71, significant at the .05 level.

reading material concerning developmental tasks and basic needs of boys and girls. This might cause them to feel they need little, if any, training in this category.

Females ranked "Program Development and Incentives" first, and males rated the category third. "Program Development and Execution" and "Understanding 4-H Programs" were ranked sixth and seventh respectively by both groups. However, since there was little agreement among the first five categories as expressed by men and women, this might suggest that separate training sessions for men and women leaders should be considered by those who plan and conduct the training meetings.

The coefficient of rank-difference correlation or rho was .71, so the null hypothesis on the variable sex was retained.

Four-H Membership. Leaders who were 4-H members were compared with leaders who were not in 4-H, as shown in Table X. There was less agreement concerning training needs on this variable than any other variable in the study.

Leaders who were 4-H members ranked "Program Promotion and Incentives" first, as compared to non 4-H members who ranked "Adult Recruitment, Involvement, and Responsibilities" as their number one training need. This seems to be a reasonable assumption, since leaders without a 4-H background would in all probability, lack a background in adult recruitment, involvement, and responsibilities concerning the 4-H program.

"Basic Needs of Boys and Girls" was ranked second by leaders who had been 4-H members and leaders with no 4-H background ranked three other categories ahead of that category. Leaders without 4-H experience

TABLE X
THE RANK ORDER OF TRAINING NEEDS OF LEADERS WHO WERE 4-H MEMBERS
AS COMPARED TO LEADERS WHO WERE NOT 4-H MEMBERS

Training Needs	4-H Membership	
	Members (N=112)	Non-members (N=133)
Program Promotion and Incentives	1	2
Basic Needs of Boys and Girls	2	5
Adult Recruitment, Involvement and Responsibilities	3	1
Evaluation Procedures	4	3
Program Development and Execution	5	6
Educational Methods with Boys and Girls	6	4
Understanding 4-H Programs	7	7

rho = .64, not significant.

ranked "Educational Methods with Boys and Girls" fourth, and leaders who had been in 4-H ranked the category sixth.

The coefficient of rank-difference correlation or rho, was .64, the lowest in the study, and therefore the null hypothesis in relation to the variable of 4-H membership was rejected.

Age. Leaders forty-four years of age and under were compared to leaders forty-five years of age and over, as shown in Table XI.

The younger leaders ranked "Adult Recruitment, Involvement, and Responsibilities" first, while the older group of leaders rated the same category third, and ranked "Program Promotion and Incentives" first. It is most probable the younger leaders would be the newer leaders, and with the lesser amount of tenure would be more concerned about "Adult Recruitment, Involvement and Responsibilities," than would older, more experienced leaders. The more experienced leaders seem to feel more confident in this area, and were more concerned about evaluation procedures, which they expressed in their rating of second for that category. The younger leaders ranked the same category fourth.

Hypothesis 2 stated that there is no difference in the rank order of training needs of 4-H leaders when comparing leaders' training needs to the age of the leaders. Using Spearman's coefficient of rank-difference correlation⁷ or rho to measure the agreement, rho was .82, so hypothesis 2 concerning the variable age was retained, as the comparison was significant at the .05 level.

⁷ Spearman, loc. cit.

TABLE XI

THE RANK ORDER OF TRAINING NEEDS OF LEADERS AS SEEN BY LEADERS
 44 YEARS OF AGE AND UNDER AS COMPARED TO LEADERS
 45 YEARS OF AGE AND OVER

Training Needs	Age	
	44 and Under (N=140)	45 and Over (N=105)
Adult Recruitment, Involvement and Responsibilities	1	3
Program Promotion and Incentives	2	1
Basic Needs of Boys and Girls	3	4
Evaluation Procedures	4	2
Educational Methods with Boys and Girls	5	5
Program Development and Execution	6	6
Understanding 4-H Programs	7	7

$\rho = .82$, significant at the .05 level.

Number of Training Meetings Attended. The rank order of training needs of 4-H leaders as seen by leaders who attended training meetings between October 1, 1968, and March 10, 1969, as compared to leaders attending no training meetings during the same period of time, is shown in Table XII.

The questionnaire specifically defined leader training meetings as those meetings conducted by leaders, agents, and specialists, who presented information related to the job of a community leader. One hundred twenty-three 4-H leaders said they attended no training meetings, as compared to one hundred twenty-two 4-H leaders who indicated that they attended one or more meetings during the same period of time.

Place of residence, and the variable of attendance at training meetings between October 1, 1968, and March 10, 1969, showed the most agreement of any variables in the study.

The rank coefficient of correlation was .96, showing significance at the .01 level to retain the null hypothesis.

Number of Days Devoted to 4-H. The response of leaders in regard to the number of days devoted to 4-H Club work, including travel time, planning meetings, training, events, etc., is shown in the latter part of Table III. The rank order of leaders devoting twenty days or less as compared to leaders devoting twenty-one or more days, is shown in Table XIII.

The rank coefficient of correlation of .93 is significant at the .01 level, indicating very little difference in the rankings of the seven categories of training needs in relation to the number of days devoted to 4-H. The null hypothesis was retained.

TABLE XII

THE RANK ORDER OF TRAINING NEEDS OF LEADERS AS SEEN BY LEADERS WHO
 ATTENDED TRAINING MEETINGS BETWEEN OCTOBER 1, 1968 TO
 MARCH 10, 1969, AS COMPARED TO LEADERS ATTENDING
 NO TRAINING MEETINGS DURING THE SAME
 PERIOD OF TIME

Training Needs	Training Meetings Attended	
	No Meetings (N=123)	One or More Meetings (N=122)
Program Promotion and Incentives	1	2
Adult Recruitment, Involvement, and Responsibilities	2	1
Evaluation Procedures	3	3
Basic Needs of Boys and Girls	4	4
Educational Methods with Boys and Girls	5	5
Program Development and Execution	6	6
Understanding 4-H Programs	7	7

$\rho = .96$, significant at the .01 level.

TABLE XIII

THE RANK ORDER OF TRAINING NEEDS OF LEADERS AS SEEN BY LEADERS WHO
DEVOTED UP TO AND INCLUDING TWENTY DAYS PER YEAR AS
COMPARED TO LEADERS WHO DEVOTED TWENTY-ONE OR
MORE DAYS PER YEAR TO THE 4-H PROGRAM

Training Needs	Days Devoted to 4-H	
	20 Days or Less (N=122)	21 or More Days (N=123)
Adult Recruitment, Involvement, and Responsibilities	1	2
Program Promotion and Incentives	2	1
Basic Needs of Boys and Girls	3	4
Evaluation Procedures	4	3
Educational Methods with Boys and Girls	5	5
Program Development and Execution	6	6
Understanding 4-H Programs	7	7

$\rho = .93$, significant at the .01 level.

A summary of the leader rank order of training needs and Spearman's coefficient of rank-difference correlation⁸ or rho, in relation to the various variables in the study, is presented in Table XIV.

III. COMPARISON OF METHODS PREFERRED BY LEADERS, AGENTS, AND SPECIALISTS

The final section of the questionnaire contained nine methods often employed to train 4-H community leaders. Leaders were asked to rank the methods in the order in which they preferred to receive training. Agents and specialists were asked to rank the methods by which they felt community leaders preferred to receive training. The data are presented in Table XV.

Agents agree with 4-H leaders on the first two methods by which leaders preferred to receive training. These were leader training meetings and talking with experienced leaders.

The 4-H leaders ranked the method "4-H Manuals, Literature, and Bulletins" third as a method by which they preferred to receive training, and agents ranked it sixth. It appears that agents were not placing as much significance on the value of the manuals, literature, and bulletins for the training of leaders as did the leaders. Agents ranked county 4-H events such as 4-H Day, fairs, and contests eight, while leaders ranked the item fifth.

Leaders ranked "Home Visits by Extension Agents" seventh among the methods by which they preferred to receive training. Agents ranked the method fourth, and specialists second. Perhaps the low rating by

⁸Spearman, loc. cit.

TABLE XIV

SUMMARY OF THE LEADER RANK ORDER OF TRAINING NEEDS AND SPEARMAN'S^a
 COEFFICIENT OF RANK-DIFFERENCE CORRELATION OR ρ OF
 THE VARIOUS VARIABLES CONCERNING HYPOTHESIS 2

Variable	ρ	Level of Significance ^b
0 to 3 years experience (N=125)		
4 or more years experience (N=120)	.89	.01
No high school, some high school, high school graduates (N=136)		
Some college and college graduates (N=109)	.93	.01
Leaders residing on farms (N=136)		
Rural non-farm, towns under 2500, towns 2500 and over (N=109)	.96	.01
Farm and farm related occupations (N=171)		
Not farm related occupations (N=74)	.75	.05
Male leaders (N=92)		
Female leaders (N=153)	.71	.05
Leaders who were 4-H members (N=112)		
Leaders who were not in 4-H (N=133)	.64	NS
Leaders 44 years of age and under (N=140)		
Leaders 45 years of age and over (N=105)	.82	.05
Leaders who attended <u>no</u> training meetings between October 1, 1968, and March 10, 1969 (N=123)		
Leaders who attended one or more training meetings between October 1, 1968, and March 10, 1969 (N=122)	.96	.01
Leaders who devoted up to and including 20 days per year to the 4-H program (N=122)		
Leaders who devoted 21 or more days to the 4-H Club program (N=123)	.93	.01

^aSpearman, loc. cit.

^bRoscoe, loc. cit.

TABLE XV
RANK ORDER OF THE METHODS BY WHICH LEADERS PREFER TO RECEIVE
TRAINING AS PERCEIVED BY LEADERS, AGENTS,
AND SPECIALISTS

Methods	Leader Rank (N=245)	Agent Rank (N=30)	Specialist Rank (N=8)
4-H Community Leader Training Meetings	1	1	3
Talking with Experienced Leaders	2	2	1
4-H Manuals, Literature, and Bulletins	3	6	4.5
Visits and Calls to County Extension Office	4	3	4.5
County 4-H Events (4-H days, fairs, contests, etc.)	5	8	7
Newsletters and Circular Letters	6	5	6
Home Visits by Extension Agents	7	4	2
4-H Council Meetings	8	7	8
Mass Media (newspapers, magazines, <u>Kansas 4-H Journal</u> , radio, TV, etc.)	9	9	9

Leader and Agent $\rho = .75$, significant at the .05 level.

Leader and Specialist $\rho = .70$, significant at the .05 level.

Agent and Specialist $\rho = .86$, significant at the .01 level.

Leader, Agent, Specialist $W = .84$, significant at the .01 level.

the leaders indicated that they have received relatively little, or no, training through the method of home visits in the past.

Hypothesis 3. There is no difference in the rank order of methods preferred by leaders as perceived by leaders, agents, and specialists.

The rank order of methods by which leaders prefer to receive training as perceived by 4-H leaders, agents, and specialists, is shown in Table XV. The consensus or agreement concerning methods between any two groups of respondents as measured by Spearman's⁹ coefficient of rank-difference correlation or rho was:

Leaders and agents	.75
Leaders and specialists	.70
Agents and specialists	.86

All three measurements were significant at the .05 level. The .01 level of significance was .78, so the agent-specialist comparison was significant at the .01 level.

The consensus or agreement concerning preferred methods among the three respondent groups as measured by Kendall's¹⁰ coefficient of concordance was .84, significant at the .01 level.

⁹Spearman, loc. cit.

¹⁰Kendall, loc. cit.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine and analyze the training needs of 4-H community leaders as perceived by leaders, County Extension 4-H Agents, and State Extension 4-H Specialists.

The specific objectives of the study were:

1. To determine the rank order of a selected group of training needs of 4-H community leaders as perceived by leaders, County Extension 4-H Agents, and State Extension 4-H Specialists.
2. To determine the amount of consensus among the respondent groups as to the rank order of importance of the selected group of training needs of 4-H community leaders.
3. To determine if there are associations between the expressed training needs of 4-H community leaders, and such factors as:
 - tenure
 - amount of formal education
 - place of residence
 - occupation
 - sex
 - 4-H membership
 - age
 - number of training meetings attended
 - number of days devoted to the 4-H program.
4. To determine the rank order of a selected group of methods by which leaders prefer to receive training, as perceived by leaders, agents, and specialists.

5. To determine the amount of consensus among leaders, agents, and specialists as to the rank order of methods by which leaders prefer to receive training.

The data included in this study were analyzed in terms of hypotheses and objectives established for the study. The statistical comparisons were Spearman's coefficient of rank-difference correlation¹ or rho, which was used to illustrate or measure the consensus or agreement between two groups of respondents. Kendall's coefficient of concordance² or W, was used to show the agreement or consensus among the three respondent groups.

Hypothesis 1. There is no difference in the rank order of training needs of leaders as perceived by leaders, agents, and specialists. In comparing Spearman's coefficient of rank-difference correlation³ or rho, the hypothesis was supported by leaders and agents, but rejected when the rankings of leaders and specialists or agents and specialists were compared.

The hypothesis as measured by Kendall's coefficient of concordance⁴ or W, was significant at the .01 level, and was retained.

The leaders and agents had close agreement on the training needs of leaders. The coefficient or rank correlation or rho was .93. There was less agreement between leaders and specialists and between agents

¹Spearman, loc. cit.

²Kendall, loc. cit.

³Spearman, loc. cit.

⁴Kendall, loc. cit.

and specialists. The rho comparison was the same, and quite low for both groups, .46. One major factor causing this difference was the number one ranking by specialists of the category "Basic Needs of Boys and Girls." Leaders ranked this item fourth and agents rated the category third.

Another major difference in the ranking of training needs concerned the category "Evaluation Procedures." Specialists ranked the category second, leaders ranked the category third, and agents rated the item fourth.

Hypothesis 2. There is no difference in the rank order of training needs of leaders when compared by the variables:

- (a) tenure
- (b) amount of formal education
- (c) place of residence
- (d) occupation
- (e) sex
- (f) 4-H membership
- (g) age
- (h) number of training meetings
- (i) number of days devoted to 4-H.

There was little difference when leaders were compared by years of experience, level of formal education, place of residence, number of training meetings attended, and the number of days devoted to the 4-H Club program.

The age of leaders, occupation, sex, and whether leaders had been 4-H members showed the least agreement in the study, although there

was no significant difference except on the variable as to whether leaders had been 4-H members.

All of the variables in hypothesis 2 were retained except whether leaders had been in 4-H. On this variable, the hypothesis was rejected. The younger leaders expressed a desire for training in the categories of "Adult Recruitment, Involvement, and Responsibilities," as compared to "Program Promotion and Incentives" for the older leaders. Another difference concerned the category "Evaluation Procedures." The younger leaders rated the category second as compared to fourth for the older leaders.

The major difference in the ranking of leaders when compared by occupation occurred in the "Basic Needs of Boys and Girls" category. Farm and farm-related occupation leaders rated the category third as compared to a ranking of sixth by leaders in occupations not farm-related.

"Basic Needs of Boys and Girls" accounted for the major difference in ranking when male leaders were compared to female leaders. Males ranked the category second as compared to fifth for females.

The most statistical difference occurred when leaders who were, or had been, 4-H members were compared to leaders who had not been in 4-H. Leaders who were in 4-H ranked "Basic Needs of Boys and Girls" second as the category they most needed training in, as compared to a ranking of fifth by leaders who had not been in 4-H.

Leaders who were in 4-H ranked "Adult Recruitment, Involvement, and Responsibilities" as their number three training need, and leaders who had no 4-H experience ranked the category first.

"Educational Methods with Boys and Girls" accounted for the other difference. Leaders who had been in 4-H ranked the category sixth as compared to fourth ranking by leaders who were not 4-H members.

Hypothesis 3. There is no difference in the rank order of methods preferred by leaders as perceived by leaders, agents, and specialists.

Leaders ranked "4-H Manuals, Literature, and Bulletins" third, while agents ranked the item sixth. Leaders ranked "Home Visits by Extension Agents" seventh among the methods by which they preferred to receive training. Agents ranked the method fourth, and specialists ranked it second.

The hypothesis was retained as the consensus or agreement between any two groups of respondents, as measured by Spearman's⁵ coefficient of rank-difference correlation, was significant at the .05 level.

The consensus or agreement among the three respondent groups as measured by Kendall's⁶ coefficient of concordance was .84, significant at the .01 level.

Recommendations

1. Approximately one-half of the leaders had three or fewer years of tenure. This suggests a high degree of leader turnover, and as a result, County Extension Agents need to be persistent in planning and conducting training programs for 4-H leaders.

⁵Spearman, loc. cit.

⁶Kendall, loc. cit.

2. In leader recruitment it would be worthwhile to note that ninety percent of the leaders had two or more children, and that seven out of ten had three or more children. About ninety percent have or have had children in 4-H, and ninety-four percent of the leaders were between the ages of thirty and sixty. Leaders are well educated as ninety percent were high school graduates. County Extension Agents and leader recruitment committees should direct their efforts towards these audiences.

3. When asked to indicate the number of training meetings the leaders had attended between October 1 and March 10, one-half of the leaders said they had attended no training meetings. An additional twenty-three percent said they attended only one training meeting. (Training meetings were defined as "meetings conducted by leaders, agents, and specialists who presented information specifically related to the job of a community leader.")

When leaders who attended no training meeting were compared to those leaders attending one or more training meetings, there was essentially no difference in the ranking of training needs. Leaders who attend training meetings apparently have the same training needs as those who attend no meetings. Since nearly three-fourths attended one or no training meetings, County Extension Agents should vigorously promote training meetings, and also employ at least two or more methods other than meetings to train leaders.

4. Nearly nine out of ten leaders said they devoted eleven or more days to the 4-H program. Over one-third said they devoted twenty-six or more days to the program. County Extension Agents should be

aware of the time leaders devote to the 4-H program, and whenever possible, take steps to minimize leader time.

5. The 4-H leaders ranked the method "4-H Manuals, Literature, and Bulletins" third as a method by which they preferred to receive training, and agents ranked it sixth. It appears that agents should place more significance on the value of manuals, literature, and bulletins for the training of leaders.

6. Leaders ranked "Home Visits by Extension Agents" seventh among the methods by which they preferred to receive training. Agents ranked the method fourth, and specialists ranked the item second, so agents and specialists should be aware that home visits as a method of leader training was seventh among nine methods by which leaders prefer to receive training. This information should be interpreted by each agent according to the situation involved. It could mean that leaders do not have the opportunity to receive training in this manner, and so do not realize the effectiveness of it. If this is the case, agents need to make more effort to go to the leaders in their homes for training assistance. On the other hand, if the agent is making extensive use of home visits for training, perhaps he needs to re-evaluate his techniques so that leaders will consider the home visits a help rather than time wasters.

7. When the rankings of training needs of men leaders were compared to female leaders, there was little agreement among the first five of the seven categories. This suggests that County Extension Agents should be aware of this lack of agreement, and consider separate training programs to meet the needs of both men and women leaders.

Joint training programs should emphasize as wide a variety of the needs as possible to include things of interest and assistance to both the men and women leaders.

8. The category of training needs entitled "Basic Needs of Boys and Girls" accounted for the major difference in the rankings when leaders were compared by occupation, sex, and 4-H membership.

The specific training needs included in the category "Basic Needs of Boys and Girls" were characteristics, interests, and needs of three different age groups, and the understanding of developmental tasks of boys and girls.

Leaders with farm and farm-related occupations ranked this category third, and leaders in non-farm related occupation ranked the category sixth. Male leaders ranked it second, and females ranked it fifth. The category was ranked second by leaders who had been 4-H members, and leaders with no 4-H background ranked the same category fifth.

It is recommended that further study be given to the category of "Basic Needs of Boys and Girls" to determine the significance for assisting the leaders with their training needs. Attention should be focused on the variables occupation, sex, and whether leaders were 4-H members, when planning training programs in this need area, so as not to duplicate previous information the leaders may have received from various sources, and yet be of the most assistance to those who feel a lack in this area. Each agent should take the individual county leader background situation into consideration and plan the training program accordingly.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Bartley, Howard S. Principles of Perception. New York: Harper and Brothers, 1958.
- Bass, Bernard M., and James A. Vaughan. Training in Industry: The Management of Learning. Belmont, California: Wadsworth Publishing Company, Inc., 1966.
- Boone, Edgar J., and Emily H. Quinn. Curriculum Development in Adult Basic Education. Chicago: Follett Publishing Company, 1967.
- Combs, Arthur W., and Donald Snygg. Individual Behavior. Revised edition. New York: Harper and Row, Publishers, 1959.
- DePhillips, Frank A., William M. Berliner, and James J. Cribbin. Management of Training Programs. Homewood, Illinois: Richard D. Irwin, Inc., 1960.
- Downie, N. M., and R. W. Heath. Basic Statistical Methods. New York: Harper and Brothers, Publishers, 1959.
- Gronlund, Norman E. Measurement and Evaluation in Teaching. New York: The Macmillan Company, 1965.
- Hilgard, Ernest R. Introduction to Psychology. New York: Harcourt, Brace and Company, 1953.
- Johnson, Earl S. Theory and Practice of the Social Studies. New York: The Macmillan Company, 1956.
- Kearl, Bryant E., and O. B. Copeland (eds.). A Guide to Extension Programs for the Future. Raleigh, North Carolina: Agricultural Extension Service, North Carolina State College, 1959.
- Kelsey, Lincoln D., and Cannon C. Hearne. Cooperative Extension Work. Third edition. Ithaca, New York: Comstock Publishing Associates, 1963.
- Kreitlow, Burton W., E. W. Aiton, and Andrew P. Torrence. Leadership for Action in Rural Communities. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960.

McGehee, William, and Paul W. Thayer. Training in Business and Industry. New York: John Wiley and Sons, Inc., 1961.

Roscoe, John T. Fundamental Research Statistics for the Behavioral Sciences. New York: Holt, Rinehart and Winston, Inc., 1969.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago, Illinois: The University of Chicago Press, 1950.

Van Witsen, Betty. Perceptual Training Activities Handbook. New York: Teachers College Press, Columbia University, 1967.

Young, Pauline V. Scientific Social Surveys and Research. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1956.

B. PUBLICATIONS OF THE GOVERNMENT

Federal Extension Service, United States Department of Agriculture, Cooperative Extension Work. This is 4-H. PA-526. Washington: Government Printing Office, revised June, 1967.

U. S. Department of Agriculture and Association of Land-Grant Colleges and Universities. Joint Committee Report on Extension Programs Policies and Goals. Washington: U. S. Government Printing Office, 1948.

C. BULLETINS

King, Richard F. Tenure Record of Personnel Employment--Creditable USDA Service Time. Cooperative Extension Service, Kansas State University, March, 1969.

Kansas State University Cooperative Extension Service. Summary of Kansas County 4-H Organization. Manhattan, Kansas: Kansas State University, June 1, 1967.

D. PERIODICALS

McCollum, John. "Labor Education--Education, Training, or Information?" Adult Education, Vol. XIII, 1962.

E. ARTICLES IN COLLECTIONS

- Clark, Robert C. "A Review of Leadership Studies." Selected Readings and References in 4-H Club Work. Edited by G. L. Carter, Jr., and Robert C. Clark. Madison: The University of Wisconsin, National Agricultural Center for Advanced Study, 1961.
- Folley, John D., Jr. "The Learning Process." Training and Development Handbook. Edited by Robert L. Craig, and Lester R. Bittle. New York: McGraw-Hill Book Company, 1967.
- Frutchey, Fred F. "The Learning-Teaching Process." The Cooperative Extension Service. Edited by H. C. Sanders et al. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
- Houle, Cyril O. "The Education of Adult Educational Leaders." Handbook of Adult Education in the United States. Edited by Malcolm S. Knowles. Chicago, Illinois: Adult Education Association of the U.S.A., 1960.
- Johnson, Richard B. "Determining Training Needs." Training and Development Handbook. Edited by Robert L. Craig, and Lester R. Bittel. New York: McGraw-Hill Book Company, 1967.
- Trent, Curtis. "Lay Leadership." The Cooperative Extension Service. Edited by H. C. Sanders. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

F. UNPUBLISHED MATERIALS

- Goyen, Loren F. "An Analysis of the Training Needs of Four-H Community Leaders and the Need for Assistance in Training Them as Identified by County Extension Agents in Kansas." Unpublished Master's thesis, University of Maryland, College Park, Maryland, 1959.
- Havens, James E. "An Analysis of a Training Program for Washington's New 4-H Leaders." Unpublished Master's thesis, Washington State University, Pullman, Washington, 1966.
- Johnson, Jimmy P. "Training Needs of 4-H Volunteer Adult Leaders in Mississippi as Identified by the Leaders Themselves." Unpublished Master's thesis, Mississippi State University, State College, Mississippi, 1967.
- Johnson, Robert C. "Training Needs of 4-H Club Leaders." Unpublished Master's thesis, Colorado State University, Fort Collins, Colorado, 1963.

- Liveright, Alexander. "Lay Leaders in Adult Education." Unpublished Doctoral thesis, The University of Chicago, Chicago, Illinois, 1956.
- McCormick, Robert W. "An Analysis of Training Needs of County Extension Agents in Ohio." Unpublished Doctoral dissertation, University of Wisconsin, Madison, Wisconsin, 1959.
- Nicholls, James M. "A Study of the 4-H Leader Training Needs in Wyoming as Identified by Local 4-H Club Leaders." Unpublished Master's thesis, University of Wyoming, Laramie, Wyoming, 1964.
- Serate, David S. "A Comparative Analysis of the Expressed Training Needs of Kansas County Agents in the Area of the Educational Process." Unpublished Master's thesis, Kansas State University, Manhattan, Kansas, 1965.
- Trent, Curtis. "Applying the Curriculum Development Process to Induction Training." Paper presented at the National Extension Staff Training and Development Conference, Blacksburg, Virginia, 1968.

APPENDIX

1. _____ Under 15 3. _____ 25-34 5. _____ 45-54
2. _____ 15-24 4. _____ 35-44 6. _____ 55 and over

15. How many children do you have? 73
 0____, 1____, 2____, 3____, 4____, 5 or over____
16. If you have children, have they ever been in 4-H?
 1.____ Yes 2.____ No
17. If you have children, are they presently in 4-H?
 1.____ Yes 2.____ No
18. What is your age?
 1.____ Under 30 3.____ 45-60
 2.____ 30-44 4.____ Over 60
19. How many 4-H leader training meetings have you attended since October 1, 1968? (Meetings conducted by leaders, agents, and specialists who presented information specifically related to the job of a community leader)
 1.____ None 4.____ 3 meetings
 2.____ 1 meeting 5.____ 4 meetings
 3.____ 2 meetings 6.____ 5 meetings or more
20. On the average, how many 4-H community leader training meetings do you attend per year?
 1.____ None 4.____ 3 meetings
 2.____ 1 meeting 5.____ 4 meetings
 3.____ 2 meetings 6.____ 5 meetings or more
21. Approximately how many days per year do you devote to 4-H Club work? (Include travel time, planning, meetings, training, events, etc.)
 1.____ 1-5 days 4.____ 16-20 days
 2.____ 6-10 days 5.____ 21-25 days
 3.____ 11-15 days 6.____ 26 days or more

THE FOLLOWING SECTION CONTAINS A LIST OF ITEMS OR AREAS OF INFORMATION GENERALLY NEEDED BY 4-H LEADERS TO PERFORM THEIR DUTIES MOST EFFECTIVELY. WE ARE INTERESTED IN YOUR TRAINING NEEDS WHICH WE WOULD LIKE FOR YOU TO CIRCLE ON THE SCALE. THE DEFINITION OF THE SCALE IS AS FOLLOWS:

	No	L	S	M	VM
1 -- means I need <u>no</u> training concerning this item	1	2	3	4	5
2 -- means I need <u>little</u> training on this item	1	2	3	4	5
3 -- means I need <u>some</u> training concerning this item	1	2	3	4	5
4 -- means I need <u>much</u> training on this item	1	2	3	4	5
5 -- means I need <u>very much</u> training concerning this item.	1	2	3	4	5

PLEASE CIRCLE ONE NUMBER ON THE SCALE FOR EACH ITEM ACCORDING TO YOUR OWN TRAINING NEEDS.

	No	L	S	M	VM
22. The organization of 4-H on community and county levels	1	2	3	4	5
23. Helping 4-H Club officers	1	2	3	4	5
24. The purpose and objectives of 4-H Club work	1	2	3	4	5
25. Characteristics, interests, and needs of 8-11 year olds	1	2	3	4	5
26. How to evaluate the local club program	1	2	3	4	5

	No	L	S	M	VM
27. The Kansas 4-H Foundation (its purpose, needs, etc.) .	1	2	3	4	5
28. The duties of the 4-H community leader	1	2	3	4	5
29. Developing youth programs among low income groups . .	1	2	3	4	5
30. General 4-H rules, policies and requirements	1	2	3	4	5
31. Planning and organizing the local 4-H Club program . .	1	2	3	4	5
32. How to plan and conduct club projects (such as health, safety, recreation, etc.)	1	2	3	4	5
33. Using parliamentary procedures	1	2	3	4	5
34. Developing 4-H meetings in cooperation with schools .	1	2	3	4	5
35. How to obtain and maintain parent cooperation	1	2	3	4	5
36. Materials and helps available for community leaders .	1	2	3	4	5
37. How to prepare and give 4-H demonstrations and illustrated talks	1	2	3	4	5
38. How to evaluate the local 4-H Club program	1	2	3	4	5
39. Awards (those available, their place and how to use) .	1	2	3	4	5
40. Characteristics, interests and needs of 11-14 year olds	1	2	3	4	5
41. Cooperation with other youth-serving agencies	1	2	3	4	5
42. Plans and details of county and state 4-H events (those held, how and why members participate, etc.)	1	2	3	4	5
43. Characteristics, interests and needs of 14-17 year olds	1	2	3	4	5
44. How to prepare and give project talks and speeches . .	1	2	3	4	5
45. Short-term 4-H projects (less than a year in duration)	1	2	3	4	5
46. How to organize and conduct tours	1	2	3	4	5
47. How to plan and conduct local club events (such as parents' night, achievement night, etc.)	1	2	3	4	5
48. Organizing and conducting Clover (Junior) 4-H Clubs .	1	2	3	4	5
49. How to plan and work with project leaders	1	2	3	4	5
50. Attracting more men as project and community leaders .	1	2	3	4	5
51. Why and how members exhibit at fairs	1	2	3	4	5

	No	L	S	M	VM
52. How to "sell" 4-H programs to the community	1	2	3	4	5
53. How to work with junior leaders	1	2	3	4	5
54. Understanding developmental tasks of boys and girls .	1	2	3	4	5
55. Ways to give recognition (other than awards)	1	2	3	4	5
56. Record keeping (value, purpose, how to fill out, etc.)	1	2	3	4	5
57. How to teach	1	2	3	4	5
58. Purpose of the local adult advisory committee	1	2	3	4	5
59. The history and philosophy of 4-H	1	2	3	4	5
60. How to determine a 4-H'ers progress and development .	1	2	3	4	5
61. Organizational procedures when a club becomes too large	1	2	3	4	5

BELOW IS A LIST OF METHODS OFTEN EMPLOYED TO TRAIN 4-H COMMUNITY LEADERS. PLEASE RANK FROM 1 TO 9 IN THE ORDER IN WHICH YOU WOULD PREFER TO RECEIVE TRAINING. (ONE REPRESENTS YOUR HIGHEST PREFERENCE AND NINE YOUR LOWEST)

	RANK 1 to 9 according to <u>your</u> preference
62. 4-H community leader training meetings	_____
63. County 4-H events (4-H days, fairs, contests, etc.) .	_____
64. 4-H manuals, literature, and bulletins	_____
65. Home visits by Extension agents	_____
66. Talking with experienced leaders	_____
67. Newsletters and circular letters	_____
68. Visits and calls to county Extension office	_____
69. 4-H council meetings	_____
70. Mass media (newspapers, magazines, Kansas 4-H Journal, radio, television, etc.)	_____

RE-CHECK to be sure you have answered each item. Mail to: Larry Riat,
Room 126, Umberger Hall, Kansas State University, Manhattan, Kansas, 66502.

****THANK YOU****

Cooperative

EXTENSION SERVICE

of Kansas State University

Division of Extension
Office of Director
Umberger Hall
MANHATTAN, KANSAS 66506
Phone: 913 532-5820

"Taking the UNIVERSITY to the PEOPLE"

March 10, 1969



Dear 4-H Community Leader:

The success of the Kansas 4-H Club program depends upon leaders like you. The purpose of the enclosed questionnaire is to determine the kinds of training you and other leaders feel you need in order to carry out your duties as a community leader.

The results of this survey will be a valuable guide to State 4-H Specialists and to Extension Agents in planning and conducting 4-H community leader training programs. Only a small number of leaders in Kansas are being sampled so it is important that your opinion be included.

Individual questionnaires will be kept strictly confidential, and all information will be reported in groups. Please do not feel that there is a certain way that you should, or are expected to, answer. Your responses should be in terms of your most sincere feelings and beliefs.

Larry Riat, a graduate student in Extension Education, is conducting the study. Return your completed questionnaire to him in the enclosed self-addressed envelope.

Your prompt reply is important and appreciated. It will be combined with others received to study the kinds of leader training needed. Could we hear from you within a week?

Sincerely,

Glenn M. Busset
State 4-H Leader

GMB:mar

Cooperative

EXTENSION SERVICE

of Kansas State University

Division of Extension
Office of Director
Umberger Hall
MANHATTAN, KANSAS 66506
Phone: 913 532-5820

"Taking the UNIVERSITY to the PEOPLE"

March 10, 1969



Dear Fellow 4-H Agents:

I am studying training needs of 4-H community leaders as a part of my graduate work at Kansas State University. The results should benefit all of us in 4-H Club work.

The enclosed questionnaire is the same one I am sending a sample of leaders in the state. I would be grateful if you would complete items 22 through 70 and return it to me.

On items 22 to 61, please respond in terms of the training needs YOU feel your community leaders have.

On items 62 to 70, please respond in terms YOU feel your community leaders prefer to receive training.

I would appreciate it very much if you would return the questionnaire to me within a week to ten days. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

Larry Riat
County Extension 4-H Agent

LR:mar

Cooperative

EXTENSION SERVICE

of Kansas State University

Division of Extension
Office of Director
Umberger Hall
MANHATTAN, KANSAS 66506
Phone: 913 532-5820

"Taking the UNIVERSITY to the PEOPLE"

March 26, 1969



Dear 4-H Community Leader:

I am conducting a study to try to improve training for 4-H community leaders. In attempting to determine training needs, questionnaires were mailed to leaders in a few Kansas counties.

Some of these have been returned but many have not. If you have not returned your questionnaire, would you please take a few minutes and fill it out and mail it right away?

Just in case you have misplaced the original questionnaire or in the event that it did not reach you, I am enclosing another copy along with a letter from the State 4-H Leader and a return envelope.

I am very much interested in your opinions. Please feel free to write any comments about your job as a community leader, the training you need, etc. on the back of the questionnaire.

Your reply is important and needed. I would appreciate hearing from you.

Sincerely yours,

Larry D. Riat
County Extension 4-H Agent

TABLE XVI

RANK ORDER OF FORTY TRAINING NEEDS OF KANSAS 4-H COMMUNITY LEADERS
AS PERCEIVED BY LEADERS, COUNTY EXTENSION 4-H AGENTS,
AND STATE EXTENSION 4-H SPECIALISTS, 1969

Training Needs	Leader Rank (N=245)	Agent Rank (N=30)	Spec. Rank (N=8)
Attracting more men as project and community leaders-----	1	4.5	22
Ways to give recognition (other than awards)-----	2	8	5
How to obtain and maintain parent cooperation-----	3	1	9.5
How to plan and conduct club projects (health, safety)---	4	27.5	17
How to "sell" 4-H programs to the community-----	5.5	2.5	17
How to teach-----	5.5	2.5	12.5
Characteristics, interests and needs of 14-17 year olds--	7	9	1.5
Awards (those available, their place and how to use)-----	8	11.5	25.5
How to work with junior leaders-----	9	4.5	3.5
How to evaluate the local club program-----	10	14	22
Record keeping (value, purpose, how to fill out)-----	11	23.5	30.5
How to prepare and give project talks and speeches-----	12	33.5	39
How to prepare and give demonstrations and ill. talks----	13	32	34.5
Understanding developmental tasks of boys and girls-----	14	16	3.5
Developing 4-H meetings in cooperation with schools-----	15	30.5	17
Using parliamentary procedures-----	16	23.5	25.5
Purpose of the local adult advisory committee-----	17	16	36.5
How to evaluate the local 4-H Club program-----	18	20.5	9.5
How to plan and work with project leaders-----	19	6.5	17
Characteristics, interests and needs of 11-14 year olds--	20	13	1.5
How to determine a 4-H'ers progress and development-----	21	10	9.5
Plans and details of county and state events-----	22.5	33.5	36.5
Short term 4-H projects (less than a year in duration)---	22.5	20.5	30.5
Materials and helps available for community leaders-----	24	18	30.5
The Kansas 4-H Foundation (its' purpose, needs)-----	25	39	39
Characteristics, interests, and needs of 8-11 year olds--	26	16	6.5
The duties of the 4-H community leader-----	27	6.5	12.5
Developing youth programs among low income groups-----	28	37	30.5
Planning and organizing the local 4-H Club program-----	29	16	6.5
Why and how members exhibit at fairs-----	30	25.5	25.5
Helping 4-H Club officers-----	31	23.5	25.5
General 4-H rules, policies and requirements-----	32	29	30.5
How to plan and conduct local club events-----	33	35	17
Organizing and conducting Clover (Junior) 4-H Clubs-----	34	30.5	25.5
Cooperation with other youth serving agencies-----	35	27.5	9.5
Organizational procedures when a club becomes too large--	36	25.5	30.5
The history and philosophy of 4-H-----	37	40	22
How to organize and conduct tours-----	38	38	17
The organization of 4-H on community and county levels---	39	36	30.5
The purpose and objectives of 4-H Club work-----	40	19	17

TABLE XVII

MEAN WEIGHTED SCORES OF FORTY TRAINING NEEDS OF KANSAS 4-H COMMUNITY
LEADERS AS PERCEIVED BY LEADERS, COUNTY EXTENSION 4-H AGENTS,
AND STATE EXTENSION 4-H SPECIALISTS, 1969

Training Needs	Leader Mean (N=245)	Agent Mean (N=30)	Spec. Mean (N=8)
Attracting more men as project and community leaders-----	3.567	3.867	3.375
Ways to give recognition (other than awards)-----	3.518	3.733	4.125
How to obtain and maintain parent cooperation-----	3.371	3.967	3.875
How to plan and conduct club projects (health, safety)----	3.310	3.167	3.500
How to "sell" 4-H programs to the community-----	3.261	3.800	3.500
How to teach-----	3.261	3.800	3.625
Characteristics, interests and needs of 14-17 year olds---	3.229	3.600	4.375
Awards (those available, their place and how to use)-----	3.224	3.500	3.250
How to work with junior leaders-----	3.233	3.867	4.250
How to evaluate the local club program-----	3.208	3.433	3.375
Record keeping (value, purpose, how to fill out)-----	3.192	3.233	3.125
How to prepare and give project talks and speeches-----	3.114	3.000	2.625
How to prepare and give demonstrations and ill. talks-----	3.110	3.033	2.875
Understanding developmental tasks of boys and girls-----	3.098	3.500	4.250
Developing 4-H meetings in cooperation with schools-----	3.082	3.100	3.500
Using parliamentary procedures-----	3.065	3.233	3.250
Purpose of the local adult advisory committee-----	3.057	3.400	2.750
How to evaluate the local 4-H Club program-----	3.033	3.300	3.875
How to plan and work with project leaders-----	3.020	3.833	3.500
Characteristics, interests and needs of 11-14 year olds---	3.012	3.467	4.375
How to determine a 4-Her's progress and development-----	2.980	3.533	3.875
Plans and details of county and state 4-H events-----	2.963	3.000	2.750
Short-term 4-H projects (less than a year in duration)---	2.963	3.300	3.125
Materials and helps available for community leaders-----	2.935	3.367	3.125
The Kansas 4-H Foundation (its' purpose, needs, etc.)-----	2.914	2.767	2.625
Characteristics, interests, and needs of 8-11 year olds---	2.886	3.400	4.000
The duties of the 4-H community leader-----	2.873	3.833	3.625
Developing youth programs among low income groups-----	2.833	2.833	3.125
Planning and organizing the local 4-H Club program-----	2.820	3.400	4.000
Why and how members exhibit at fairs-----	2.812	3.200	3.250
Helping 4-H Club officers-----	2.755	3.267	2.875
General 4-H rules, policies and requirements-----	2.751	3.133	2.625
How to plan and conduct local club events-----	2.727	2.967	3.500
Organizing and conducting Clover (Junior) 4-H Clubs-----	2.718	3.100	3.250
Cooperation with other youth-serving agencies-----	2.710	3.167	3.875
Organizational procedures when a club becomes too large---	2.637	3.200	3.125
The history and philosophy of 4-H-----	2.576	2.667	3.375
How to organize and conduct tours-----	2.506	2.833	3.500
The organization of 4-H on community and county levels----	2.343	2.933	3.125
The purpose and objectives of 4-H Club work-----	2.322	3.333	3.500

AN ANALYSIS OF THE TRAINING NEEDS OF 4-H COMMUNITY LEADERS AS
PERCEIVED BY 4-H LEADERS, AGENTS, AND STATE SPECIALISTS

by

LAWRENCE DEAN RIAT

B. S., Kansas State University, 1961

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

Purpose and Procedure

The purpose of this study was to determine the training needs of 4-H community leaders as perceived by leaders, County Extension 4-H Agents, and State Extension 4-H Specialists.

All the 4-H community leaders in fifteen randomly selected counties were included in the study. Three hundred fifty leaders were mailed questionnaires, of which two hundred forty-five, or seventy percent, were returned and used. All thirty of the County Extension 4-H Agents and the eight State Extension 4-H Specialists were included.

The questionnaire was divided into three parts. The first part consisted of fifteen different face data items such as tenure, sex, occupation, age, 4-H membership, place of residence, days devoted to 4-H, amount of formal education, and the number of training meetings attended.

The second part of the questionnaire contained forty items of information generally needed by 4-H community leaders to perform their duties most effectively. Perceptions were indicated by circling a number on a point scale of one through five. The forty training needs were categorized into seven general areas of training. A mean weighted score was computed for each category.

The third part dealt with methods by which leaders prefer to receive training or information. Leaders were asked to rank the methods in the order in which they preferred to receive training. Agents and specialists were to rank the methods by which they felt community leaders preferred to receive training.

Spearman's coefficient of rank-difference correlation or rho was used to measure the consensus between two groups of respondents.

Kendall's coefficient of concordance or W was used to show the agreement among the three respondent groups.

Summary of Results

Hypothesis 1 stated that there was no difference in the rank order of training needs of 4-H leaders as perceived by leaders, agents, and specialists. This was supported when leaders were compared to agents, but rejected when rankings of leaders and specialists or agents and specialists were compared.

When comparing consensus among the three respondent groups, Kendall's coefficient of concordance or W was significant at the .01 level, retaining the null hypothesis.

Hypothesis 2 hypothesized no difference in the rank order of training needs of 4-H leaders when compared by tenure, amount of formal education, place of residence, occupation, sex, 4-H membership, age, number of training meetings attended, and number of days devoted to 4-H.

All comparisons were significant at the .05 level except on the variable as to whether leaders had been 4-H members. On this variable, the hypothesis was rejected.

Hypothesis 3 stated there is no difference in the rank order of methods preferred by leaders, agents, and specialists. Comparisons with Spearman's coefficient of rank-difference correlation or rho were significant at the .05 level. Kendall's coefficient of concordance was significant at the .01 level. The hypothesis was retained.

Community 4-H leaders and County Extension 4-H Agents agreed significantly as to the training needs of 4-H leaders. The amount of agreement between leaders and specialists or agents and specialists was not significant.

There was little difference when leaders were compared by years of experience, level of formal education, place of residence, number of training meetings attended, or the number of days devoted to the 4-H Club program. The age of leaders, occupation, sex, and whether leaders had been 4-H members showed the least agreement in the study, although there was no significant difference except on the variable as to whether leaders had been 4-H members.

Community 4-H leaders, County Extension 4-H Agents, and State Extension 4-H Specialists agreed significantly as to the methods by which leaders prefer to receive training.