SELF CONCEPT IN RELATION TO
4-H LEADER TENURE

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ABSTRACT

SELF CONCEPT IN RELATION TO 4-H LEADER TENURE

By Gerald W. Brog

The basic question to which attention was focused in this study was, "What elements of an individual's self concept are associated with continued and/or discontinued leadership in the 4-H Club program?" Additionally, a measure of the effectiveness with which the leader enacts the role was compared with length of tenure.

It is believed that identification of such factors in the self concept will provide clues to overcome the problem of early termination of service by 4-H leaders. A national sample of leaders reports length of service to average between two and three years.

The theoretical position taken in this study is that variation in human behavior is partially a function of the individual's self concept. The self concept arises from interaction with relevant others in the social system in which the individual moves. Self-concept is the psychological resultant of the attitudes of others directed toward the individual and the meanings of these attitudes assigned by the individual.

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The instruments used in this study were the Twenty Statements Test (T. S. T.) to measure self attitudes, a modification of the Twenty Statements Test designed to assess the respondent's perception of the role of 4-H leader, and a questionnaire entitled Michigan 4-H Leader Inventory.

The variables identified were: (1) Locus score, the number of consensual statements on the T. S. T.; (2) Saliency of "I am a 4-H Leader," the numerical position of this response on the T. S. T.; (3) Community orientation, the number of references to community activities and responsibilities on the T. S. T.; (4) Immediate-other, nuclear family and occupational references on the T. S. T.; (5) Role perception, number of relevant role statements made in response to the question, "What do 4-H Leaders Do?"; and (6) Effectiveness, the score derived from selected items on the Michigan 4-H Leader Inventory.

The dependent variable was leadership tenure which was defined as: Continuing leaders, those leaders in 1961 who were still leading in 1963; and Drop-out leaders, those leaders who discontinued leadership between 1961 and 1963. The sample was further dichotomized into two groups; the short tenure group was leaders with less than four years service, and the longer tenure group which included leaders with four or more years service at the time the data were collected.

Six hypotheses were tested with the following results for leaders with one through three years tenure.

1. High saliency for "I am a 4-H Leader" then continued leadership. Supported.

2. High locus then continued leadership. Not supported.

3. High community orientation then continued leadership. Not supported. Results indicate a significant inverse relationship from the hypothesis.

4. High immediate-other orientation then discontinued leadership. Not supported.

5. High role perception then continued leadership. Not supported.

6. High effectiveness then continued leadership. Supported.

Among leaders with four or more years of service there were no significant results for any of the above six hypotheses.

An exploratory investigation of the interrelated aspects of the variables among one through three year leaders resulted in the following:

1. Highly community oriented non-farm leaders tend to discontinue leadership. $p < .10$.

2. Leaders with low community orientation who are effective are slightly more inclined to continue than are leaders with low community orientation who are less effective.

3. Among leaders with high community orientation those with high saliency will tend to continue leadership, whereas leaders with low saliency will tend to discontinue leadership. $p < .01$.

4. Among leaders with low saliency, those with low community orientation tend to continue while leaders with high community orientation tend to discontinue. $p < .005$.

5. Leaders with high immediate-other orientation and high saliency for "I am a 4-H Leader" will tend to continue to lead. $p < .10$.

6. Among leaders with low saliency for "I am a 4-H Leader," those with high effectiveness will tend to continue leadership, while leaders with low effectiveness will tend to discontinue leadership. $p < .01$.

SELF CONCEPT IN RELATION TO

4-H LEADER TENURE

by

Gerald Walter Brog

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CHAPTER I

INTRODUCTION AND CONTEXT OF THE PROBLEM

The United States has long been noted for the involvement of its population in volunteer organizations and more particularly in organizations serving the youth of the country. The extent of this involvement is indicated by Allen who reports over 1.6 million volunteer adult leaders serving in eleven national youth organizations.[1]

Problems held in common by these organizations include the recruitment, training, and retention of the volunteer leaders necessary for the operation of their programs and attainment of the organizational goals. It is to the latter problem, leadership tenure, that this work addresses itself. This study centers on the identification of the personal orientations associated with continuing adult leadership, and its antithesis, leader drop-out, in one volunteer youth serving organization.

The basic argument presented in this study is that an adult volunteer leader's self identification will influence the length of his association with a volunteer program.

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[1] C. Dean Allen, "Personal Values and 4-H Club Leadership" (Unpublished Ph. D. dissertation, Dept. of Education, University of Chicago, 1963), p. 5.

Context of the Problem

Cooperative Extension work is carried on at the county, state, and national level under enabling legislation known as the Smith-Lever Act of 1914. The 4-H Club program is the youth phase of the organization.

"Four-H Clubs are social groups of boys and girls between the ages of 10 and 21, organized to furnish a vehicle for the development of their members, through self-help programs, and the improvement of farm, home, and neighborhood practices in such a way that both rural and urban youth are brought into touch with the best in each environment and helped to make of themselves efficient, public-spirited, and useful citizens."[2]

The program is a voluntary educational organization; directed by professional educators (4-H Agents); and under the leadership of local lay people (4-H Leaders) in the various communities.

In view of the goals of the 4-H program as outlined by Martin it is no wonder that leadership tenure becomes a central concern of those charged with the responsibility of administering the program.

In order to meet these goals the Cooperative Extension Service needs a staff of local leaders who are effective as

[2] T. T. Martin, The 4-H Club Leader's Handbook (New York: Harper and Brothers, 1956), p. 2.

leaders. These individuals rarely enter the 4-H Club pro-
gram with the ability to enact the role effectively. As
Dyer indicates, ". . . leaders with three or more years
tenure are more often effective than those with less than
three years."[3]

The need to study leader drop-out might be best indi-
cated with the results of two studies and a personal obser-
vation. Allen surveyed counties in Michigan and reports 27
per cent of the leaders in 1961 were no longer leading in
1962. Of those who quit, 55 per cent were first and second
year leaders.[4] Nationally, we find a similar pattern.
Sabrosky has indicated that 4-H Club leaders average between
two and three years on the job. She also notes that about
one-third of the leaders drop at the end of the first year.[5]
A check of the writer's home county in Oregon reveals that
40 per cent of the first year leaders in 1962 did not return
for a second year of leadership in 1963.[6]

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[3]Delwyn A. Dyer, "Self-Concept, Role Internalization,
and Saliency in Relation to Four-H Leader Effectiveness,"
(Unpublished Ph. D. dissertation, Dept. of Sociology and
Anthropology, Michigan State University, 1962), p. 81.

[4]Allen, Op. cit., pp. 6-7.

[5]Laurel K. Sabrosky, "Plans for the Northeastern Study
of Tenure of Local Leaders" cited by C. Dean Allen, "Per-
sonal Values and 4-H Club Leadership" (Unpublished Ph. D.
dissertation, Dept. of Education, University of Chicago,
1963), p. 25.

[6]"Annual Statistical Report of 4-H Club Work" Medford,
Jackson County, Oregon, 1963, p. 4.

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Investigators however have devoted only limited time to the study of 4-H leader drop-out. One approach has been to ask the leaders why they quit. Martin reports the major answers to be:

    a. Conflict of club work with home and occupational duties.

    b. Lack of interest and cooperation by parents and community.

    c. Ill health of parent or someone else in the family.[7]

Skelton and Clark list five broad categories of responses to this same question:

    a. One out of two said family responsibilities and lack of time caused him to drop out.

    b. One out of five stated that club members were not able to attend meetings regularly, which discouraged the leader.

    c. One out of twelve indicated lack of parental support.

    d. Some moved out of the community.

    e. A few did not consider themselves sufficiently well qualified.[8]

A different approach was used by Allen when he compared personality factors and personal values of continuing and drop-out leaders. He notes, "Those leaders who

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[7]Martin, Op. cit., pp. 59-60.

[8]William E. Skelton and Robert C. Clark, "Selection Training, and Motivating Leaders," Selected Readings and References in 4-H Club Work, (ed.) G. L. Carter, Jr., and Robert C. Clark (Madison: National Agricultural Extension Center for Advanced Study, 1961), p. 106.

discontinue their 4-H Club responsibilities place consider-
ably less emphasis upon <u>friendship</u> than do continuing
leaders. The drop-out leader probably attached less impor-
tance to <u>new experiences</u> than does the continuing leader."[9]
Sabrosky, in her January, 1964 comparison between continuing
and drop-out leaders noted that continuing leaders consis-
tently reported doing more club organization jobs, more
teaching jobs, more chore jobs, more promotional jobs, and
more willingness to perform before groups than did drop-out
leaders.[10]

Other studies, not specific to 4-H, have noted that
leaders serve only as long as they have a feeling of satis-
faction in doing a community service, or satisfying a per-
sonal need, and/or are capable of effectively helping the
group to reach its goal.[11]

Because leadership is voluntary 4-H leaders may termi-
nate their service at any time they feel these personal
satisfactions are not being met. For this reason it seems
appropriate to tap the individual's self-identification in

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[9]Allen, <u>Op, cit.</u>, pp. 163-164.

[10]Laurel K. Sabrosky, "Northeastern Region Study of
First Year 4-H Leaders, 1961-62" (Washington: Federal
Extension Service, U. S. Department of Agriculture, ER&T-9
(1-64), January, 1964), pp. 50-54.

[11]Dyer, <u>Op. cit.</u>, p. 3.

a manner that will identify those personal orientations of leaders who continue as opposed to the orientation of those who drop.

The body of knowledge which would result from such investigations may provide clues to recruitment, placement, and ways of relating to leaders so that extended tenure and a more effective program would result.

CHAPTER II

THEORY AND HYPOTHESES

The purpose of this chapter is to present the theo-
retical background upon which this work is based and to
identify specific hypotheses which may be drawn from this
body of theory and which are reported in this study.

Leadership

Social scientists have long been concerned with the
study of leadership. Theories advanced over the years range
from the "great man" theory that stated an individual was
born to be a leader to the more current views which regard
leadership as a learned social role encompassing the inter-
action of the group members and the individual or indivi-
duals attempting leadership acts.[1]

Leadership, according to Bonner, "is conceived of as
the product of the interaction between the total personality
of the leader and the dynamic social situation in which he

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[1]Hubert Bonner, Group Dynamics (New York: Roland
Press, 1959), pp. 164-171.

has his being."[2] We can more sharply define leadership as the behavior of an individual when he is directing activities of others.[3]

The 4-H Club leader can be considered a person expected to exhibit such behavior. He or she has been designated as the individual to carry the responsibility for directing the activities of the 4-H Club members.

Theoretical Orientation

By identifying the expected behavior of the leader we can view this individual as having a definable role to enact in a system of social relationships. Role, as used here, will refer ". . . to a set of behaviors which are expected of everyone in a particular position regardless of who he is."[4]

This normative definition holds that any individual occupying a given social position should behave in generally the same manner as any other individual in that position. Thus, certain behaviors are expected of the leader of a 4-H Club. If another person takes over that leadership job

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[2]Ibid., p. 164

[3]The reader is directed to the works of Hemphill, Stogdill, Cohen and Browne, Ross and Hendry, Laird, and Tannenbaum for extensive discussions of this view of leadership (full citations appear in the bibliography).

[4]Theodore M. Newcomb, Social Psychology (New York: Holt, Rinehart and Winston, 1950), p. 329.

then he or she would be expected to perform the same leader-
ship acts. Role, viewed this way, may be thought of as the
behaviors ascribed to the position and is distinct from the
identity of the individual who occupies that position.

Each social position may be viewed as being part of a
network of social positions and the network consequently in-
cludes the occupants of this positions. At any point in
time an individual is enacting a role associated with one of
his social positions. The behaviors appropriate to the role
he is playing are defined by the persons occupying the
counter social positions within this network.[5]

To illustrate this point, the 4-H Club leader will
need to take into account the expectations for his behavior
held by such relevant others as the 4-H Club members; the
members' parents; the 4-H agent; and, possibly the other
club leaders when he is determining a course of action for
a given situation. In essence these relevant others specify
what the individual leader should do.

Two kinds of role expectations are generally identi-
fied: rights and obligations. "Rights are role expecta-
tions in which the actor of the role anticipates certain
performances from the actor of the reciprocal role; e.g.
the child's right to be protected by his mother.

[5]Neal Gross, Ward S. Mason, and Alexander W. McEachern,
Explorations in Role Analysis (New York: John Wiley and
Sons, Inc., 1958), pp. 48-59.

Obligations (or duties) are role expectations in which the actor of the role anticipates certain performances directed toward the actor of the reciprocal role: e.g. the mother's obligation to provide protection for the child."[6] Rights are behaviors which are "owed" the actor of the focal position by incumbents of counter positions while obligations are behaviors directed toward the counter position.[7]

Role becomes dynamic when the incumbent of the focal position enacts the behaviors emputed by the actors in counter (reciprocal) position(s) and is in turn reacted to in terms of behavior resulting from his actions.

Some of the reciprocal actions of others will be in the form of sanctions (approval or disapproval) of the behavior of the individual. If the behaviors do not conform to the expectations imputed to that role, the reciprocal behaviors will be in the form of disapproval (negative sanctions). Conversely, if the behaviors conform to the expectations of the relevant others then reciprocal behavior will be approving (positive sanctions).[8]

[6]Theodore R. Sarbin, "Role Theory" in Handbook of Social Psychology, Gardner Lindzey (ed.) (Reading, Mass.: Addison-Wesley Co., 1954), p. 226.

[7]Gross, Mason, and McEachern, Op. cit., p. 62.

[8]Ibid., pp. 64-67.

As an individual enacts his social roles he comes to define or have meaning for himself. This definition results from the behaviors directed toward him (including positive and negative sanctions) by others in counter social positions, i.e. through the dynamics of role enactment.

The accumulation of perceptions which make up the individual's definition of himself is termed his self-concept. It is the psychological resultant of the attitudes of others directed toward that individual and the meanings assigned by the individual.

Being psychological, self-concept is not directly observable but may be inferred from behavior of the individual. "The person can communicate about the phenomenal experience of selfhood by the use of I-sentences, for example, 'I am rugged and powerful.'"[9] Keeping in mind the necessity of inferring self in this manner and the methodological problems of operationalizing this concept it will instead be referred to as "self-identification."

While the origins of self are generally agreed upon, it should be noted that ". . . the term self as used in modern psychology has come to have two meanings. On the one hand it is defined as the person's attitudes and

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[9]Sarbin, Op. cit., p. 238.

feelings about himself, and on the other hand it is regarded as a group of psychological processes which govern behavior and adjustment."[10]

The orientation presented herein is that self-identification exerts a strong influence on the individual's behavior.

The self is the psychological process the individual uses to select, insofar as possible, behaviors which will allow him to develop a positive self-identification. Such a positive self may be achieved by the individual by acquiring those statuses which are positively valued within the individual's groups and by avoiding those statuses which are negatively valued.[11]

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[10]Hall and Lindzey, Op. cit., pp. 469-474.

The authors summarize several theories of self and its relation to human behavior. Selected elements of the summaries are noted below.

Symonds--The self consists of four aspects, how the person perceives himself; what he thinks of himself; how he values himself; and how he attempts through various actions to enhance or defend himself.

Combs--The self is composed of perceptions concerning the individual and this organization of perceptions in turn has vital and important effects upon behavior of the individual.

Sherif and Cantril maintain that "When the ego (self)-attitudes are activated they energize, direct, and control the person's behavior."

[11]Carl J. Couch, "Family Role Specialization and Self-Attitudes in Children." The Sociological Quarterly Vol. III, No. 2 (April, 1962), p. 121.

The individual may further enhance his self-identification by differentially ranking the roles he enacts. The roles may be ranked in relation to the degree of positive attitude with which they are held. This ranking may be determined, in part, by the attitudes others communicate to the individual as he enacts the role.

By measuring an individual's self-identification we should gain an indication of the attitudes he holds and which organize and direct his behavior. From the foregoing we can hypothesize that an individual whose self-identification contains references to specific roles (such as 4-H Club Leader) will rank them among the roles most important to him. Further, the relative ranking of this element of self-identification, i.e. the saliency with which this role is held, should yield a measure of the tendency of that individual to continue enacting the role. From this we would expect those individuals who continue to lead 4-H Clubs to hold the role of 4-H Leader more saliently than will those leaders who drop out.

We would also expect those leaders who identify themselves with their community to be more inclined to continue their association with a community program such as 4-H Club work than will individuals whose self-identification does not include this community orientation. Conversely, individuals who strongly identify themselves with family and occupational roles (immediate-others) would be expected to discontinue leadership responsibilities more often than would those individuals who do not include this strong immediate-

other orientation in their self-identification. The reason-
ing underlying this hypothesis is that 4-H leadership re-
quires time which may be otherwise be spent with the nuclear
family (the prime source of this orientation).

We might further expect those leaders with the more
accurate perception of the role of 4-H leader to continue
leading while those with less accurate role perception
will discontinue leadership. This hypothesis arises from
the rationale that leaders more accurately perceiving the
role will perform within the range of behaviors expected
of the role and will therefore be the recipients of positive
rather than negative sanctions from incumbents of counter
positions. These supportative behaviors by relevant
others should enhance their self-identification and lead
to the desire to continue in the role.

Leaders with less accurate role perception will be
subjected to a high ratio of negative to positive sanctions
because they were not enacting the behaviors imputed by the
actors in counter positions. These negative sanctions on
the part of relevant others would tend to be inconsistant
with the individual's self-identification. These indivi-
duals would tend to drop out because the role is voluntary
and they need not subject themselves to these negative
sanctions.

We should also find that leaders who are more ef-
fective will continue to lead. Not only do they perceive
the role expectations but they are translating these per-
ceptions into behaviors directed toward the counter posi-
tions. If the leader is effective, i.e. enacting the
behaviors expected, the attitudes of incumbents of counter
positions should be supportive of these actual role behaviors.

On the basis of the foregoing theoretical framework,
the variables relevant to the study reported herein are de-
fined as follows:

Saliency--the numerical position of the response
"4-H Leader" on the Twenty Statements Test.

Locus score--the number of consensual (role-oriented)
statements made in response to the question "Who Am I?"

Community Orientation--the number of statements in
the individual's self-identification reflecting participa-
tion in community activities. (Responses to be counted in
this score include membership in organizations, officership
in organizations, neighborhood, county, or city or similar
residence references.) This variable is not the number of
organizations, etc. to which they belong--only those res-
ponses to the question "Who am I?"

Immediate-other--the number of responses made on the
Twenty Statements Test reflecting family roles, (husband,
wife, mother, tec.) and occupational roles (farmer,
mechanic, housewife, etc.).

Role perception--the number of different, independent

role aspects mentioned in response to the question "What do 4-H Leaders do?"

Effectiveness score--the score derived from selected items on the Michigan 4-H Leader Inventory.

The dependent variable in this study is leadership tenure and will be operationally defined as follows:

Continuing leaders--those leaders who were leading in 1961 and were still leading in September 1963.

Drop-out leaders--those leaders who were leading in 1961 but were not on the leadership rolls in September 1963.

This orientation would indicate a person enacting a role which was new to him would behave somewhat differently than a person accustomed to the role and with a history of interaction with incumbents in counter positions. On this basis it is deemed appropriate to further dichotomize the sample into two groups: Those leaders with up to and including three years tenure and the second group encompassing leaders with four or more years of experience.

The major concern of this study will be those leaders in the short tenure category since prior studies and personal experience indicates the percentage of drop out is highest for leaders with less than four years' tenure.

In view of our current lack of knowledge regarding the social psychological orientation of individuals who assume leadership roles in youth serving organizations and the even more sketchy knowledge of underlying reasons for early termination of leadership, it seems appropriate

to measure the individual's self-identification and compare the differences observed to determine what relationship these orientations have to whether a 4-H leader continues or drops from the leadership rolls.

Summary of Rationale

Before stating the specific hypotheses to be tested in this work the following brief summary of the rationale is offered to review basic elements:

1. Leadership is an interaction between self and others.

2. The role of leadership is a cognitive organization of expectations.

3. Role is the expected or appropriate behavior of an individual occupying a position in a social system.

4. Individual attributes are, in part, an internal organization of qualities conceptualized as the self.

5. The self develops out of the interaction of people in social systems.

6. An individual's self-identification is derived from the groups in which he holds psychological membership.

7. Human behavior is organized and directed.

8. This organization and direction is, in a large measure, supplied by the individual's self-identification.

9. The term "4-H Leader" is a definable role in a social system.

10. Role performance is partially a function of self-identification.

Hypotheses

The following major hypotheses to be tested in this work are drawn from the foregoing rationale and personal experience:

1. Continuing 4-H leaders will hold the role "4-H leader" more saliently in their self-identification than will drop-out leaders.

2. Continuing 4-H leaders will make more consensual statements in their self identification than will drop-out leaders.

3. Continuing 4-H leaders will have a stronger community orientation in their self-identification than will drop-out leaders.

4. Drop-out leaders will have a stronger immediate-other orientation in their self-identification than will continuing leaders.

5. Continuing 4-H leaders will have a more accurate perception of their role than will drop-out leaders.

6. Continuing 4-H leaders will be more effective
   than will drop-out leaders.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to present the methodology underlying the instruments used and the data collection procedures.

The writer has long been interested in the problem of the short tenure of 4-H leaders. Therefore, a study in this area seemed a natural area of investigation. Time and resources were not available to select a sample of leaders; administer tests of the nature deemed applicable to this type study; and, wait for leaders to either drop out or continue leadership.

At this point discussions were held with Dr. Delwyn A. Dyer, 4-H Program Specialist at Michigan State University, to investigate the feasibility of such a study and to consider possible alternative research designs. Dr. Dyer generously put at my disposal the data from his Ph. D. dissertation to use in this study.

What follows then is a summary of the instrument development and data collection employed by Dr. Dyer,

together with an account of the supplementary data collection done specifically for this study.[1]

Twenty Statements Test

The Twenty Statements Test was developed by Manford Kuhn and first reported in 1954.[2] This technique grew from efforts to uncover general self attitudes in respondents. Kuhn compared extended autobiographies of university students with paragraphs written in response to the question "Who are You?" Content analysis of these paragraphs yielded virtually all the items in the corresponding autobiographies. Successive refinement of the technique resulted in the present format.

This test is an open ended question in which the subject is asked to write twenty answers to the question. "Who Am I?" as if asked by, and answered for, himself. Whatever statements the respondent makes become the items of the test, and whatever scales are possible are those which emerge from a content classification of these items after they have

[1]Dyer, Op. cit., pp. 21-33.

[2]Manford H. Kuhn and Thomas S. McPartland, "An Empirical Investigation of Self Attitudes," American Sociological Review, Vol. XIX, No. 1 (February, 1954), pp. 68-76.

Manford H. Kuhn, "Self-Attitudes by Age, Sex, and Professional Training," The Sociological Quarterly, Vol. IX, No. 1 (January, 1960), pp. 39-55.

been made. The responses may be categorized into consensual and non-consensual statements.

Consensual responses refer to groups and classes whose limits and conditions of membership are common knowledge, such as student, girl, husband, Baptist, or daughter.[3] They are references to roles which are socially defined and can be validated.

Non-consensual responses refer to groups, classes, attributes, traits and other matters which would require interpretation by the respondent to be precise or to place him relative to other people. Responses might include happy, bored, pretty, good student, good wife, interesting conversationalist, etc.[4]

Scores on the Twenty Statements Test are often reported as _locus scores_. This score represents the number of responses in the consensual area which "place the individual in a social system . . . and . . . refer to social anchorage or self-identification in a social system."[5] Locus scores are reputed to have a coefficient of

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[3]_Ibid._, p. 67.

[4]_Ibid._, pp. 69-70.

[5]_Ibid._, p. 70.

reproducibility of .903 based on 151 respondents. Test-
retest reliability of the scores is reported as +.85.[6]

The Twenty Statements Test also has utility in as-
sessing the ". . . relative spontaneity with which a parti-
cular reference will be used as an orientation in the
organization of behavior."[7] The order of reference to a
specific self-identification is called salience. It is
the numerical position of the specific response (in this
case 4-H leader) in the group of responses on the page of
statements. Those statements appearing earliest in the
list are considered more salient than those appearing
further down on the page of responses.

A methodological question which may be raised re-
garding the saliency of a specific response is, "Will the
conditions under which the test is administered effect the
likelihood of the desired response being elicited?"

To test this question, Dyer pretested the instru-
ment on a group of Home Extension members attending a lay
leader training meeting. Results of this pretest showed
the response "I am a Home Demonstration member" being spread
over the range of responses including no mention of this
membership. Thus, test conditions did not seem to affect
the likelihood of this particular response being given.

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[6]Ibid., p. 71.

[7]Ibid., p. 74.

This pretest also would tend to support the contention of Kuhn and McPartland that the instrument will elicit the responses which indicate the more important elements in the individual's self-identification.

Role Internalization Instrument

This is a modification of the Twenty Statements Test entitled "What do 4-H Leaders Do?" Dyer reports no formal pretest of this instrument except trials on a few 4-H leaders.

This instrument requires the respondent to spell out what he thinks to be the role of the 4-H leader. This method was selected in preference to a questionnaire, with the main advantage being its unstructured nature. Responses called forth by this instrument would be the genuine thinking of the respondent without the cues provided by a structured questionnaire.[8]

The basic assumption in such a test is that what the leader thinks to be the role will be reflected in that individual's performance of the role. In that the responses are only one person's view of the role and no measure is available to ascertain if this reflects actual behavior, scores from this instrument will be referred to in the

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[8]Dyer, Op. cit., pp. 23-25.

study reported herein as role perception scores. Future
references to the instrument will continue to carry the
designation role internalization instrument.

Michigan 4-H Leader Inventory

The third instrument used in this study dealt with
the assessment of 4-H leader effectiveness.

The instrument constructed by Dyer was a pencil and
paper questionnaire completed by the respondent which was
designed to provide: (1) a measure of leader role perfor-
mance;(2) attitudes toward philosophies and creeds of the
organization; (3) a measure of the subject's attitudes and
actions regarding goal directedness and group integration;
and, (4) a measure of those variables shown by previous
research and/or field experience to have relationship to
effectiveness.[9]

The questionnaire devised, entitled the Michigan 4-H
Leader Inventory, also carried face data which formed the
basis of the demographic analysis. The Inventory also
contained items used in an assessment of the 4-H leadership
situation in Michigan. Only those items relating speci-
fically to the effectiveness scale were used in this study
of leadership tenure. (See Appendix C)

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[9]Ibid., pp. 25-26.

Sampling Procedure

The original sample was drawn from Michigan 4-H leader rosters in March 1961. The total sample, as drawn, equalled 252 leaders. The sample represents two counties in each of the seven Cooperative Extension Service administrative districts in Michigan in 1961.

Each county submitted a list of 4-H leaders and specific leaders were selected working from a table of random numbers. Each county supplied a representative proportion of the sample in a ratio of the number of leaders in the county to the total 4-H leaders in Michigan, with an intervening variable being the total number of subjects in the district in relation to the state population.[10] (See Table 1)

Data Collection

The original data (Twenty Statements Test, Role Internalization Test, and Michigan 4-H Leader Inventory) were collected by group interview at meetings called by the county extension agent in each county.

Tests were administered in the order, Twenty Statements followed by the Role Internalization Test and concluding with the completion of the Inventory.

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[10]Ibid., p. 31.

Table 1,--Sample Distribution and Per Cent Sample
Completed

County	Number in Sample	Number Interviewed	Schedules Completed	Per Cent of Sample
Marquette	11	10	10	99
Alger	7	6	4	57
Mason	21	17	16	76
Lelanau	5	5	5	100
Otsego	4	4	4	100
Charlevoix	13	11	9	69
Branch	22	20	19	86
Ingham	37	32	29	78
Isabella	19	17	17	89
Huron	20	17	17	85
Livingston	10	8	8	80
Monroe	21	18	18	86
Berien	21	20	20	95
Kalamazoo	41	39	32	78
Totals	252	224	208	82

Schedules not completed at the group interviews were either completed during personal visits to the subject's home or the incomplete sections of the inventory were returned by mail to the subject for completion. Of the 252 subjects originally drawn a total of 208 completed all three instruments and were included in the sample.[11]

For this specific study of leadership tenure, the list of leaders in each county who participated was sent to the extension agent responsible for 4-H Club work in that

[11]Ibid., p. 31.

county. He was requested to indicate if these 1961 leaders were still leading or if they had dropped out of 4-H leadership. If they had dropped, the agent was asked to indicate the last year of leadership as well as the total years the leader served.

This procedure resulted in data being made available for all the leaders in the sample. One leader was deleted from the sample because of death while leading.

The findings reported in this thesis, then, are based on the replies of 207 4-H leaders from 14 counties in Michigan. The sample represents approximately 1.6 per cent of the 4-H leaders of Michigan at the time the sample was drawn.

CHAPTER IV

ANALYSIS OF DATA

Demographic Data

The total sample contained 207 leaders with the divi-
sion of males to females biased in favor of women leaders.
Forty-two men (20 per cent) and 165 women (80 per cent)
make up the sample (Michigan leader rolls show approxi-
mately 3,400 men and 7,000 women at the time the sample
was drawn).

The composition of the sample in terms of tenure at
the time the data were collected is expressed in Table 2.

Table 2.--Tenure of Leaders in Sample, 1961

Tenure (years)	1	2	3	4	5	6	7	8	9	10-14	15	Total
Number Leaders	35	34	24	26	12	16	13	5	9	22	11	207
Per Cent	17	16	12	12	6	8	6	2	4	11	5	100

The one-through-three-year tenure category totaled 93
leaders, while the four years and over group numbered 114.
Of the 93 in the short tenure group, 45 leaders (48 per cent)
continued leading to September, 1963, while 48 leaders (52
per cent) dropped. In the longer tenure group, only 29

(26 per cent) dropped, while 85 leaders (74 per cent) continued to lead.

Table 3 shows the age distribution of the leaders in the sample. Other studies indicate the majority of 4-H leaders to be in the 30-50-year age range. This sample conforms to this generalization, since 82 per cent fall in this grouping.

Table 3.--Age Distribution of Sample, by Five-Year Intervals

Age 1961	Number[a]	Per Cent of Total	Per Cent Continuing[b]	Per Cent Dropping[b]
20-25	12	6	17	83
26-30	6	3	84	16
31-35	36	17	63	37
36-40	47	23	68	32
41-45	46	23	57	43
51-55	15	7	66	34
56-60	3	1	100	..
60-+	3	1	66	34

[a]Three leaders did not report age; therefore, N in this table equals 204.

[b]These percentages are in terms of the total in each age group.

Studies in the past have equated adult leadership with family members enrolled in 4-H Club work. A check of this data shows 86 per cent (172) leaders have children in 4-H. An interesting statistic to trace would be the number of leaders who quit while their children were still in club work. These data, unfortunately, were not gathered for this study.

The modal level of education was 3-4 years of high
school (the questionnaire did not carry a separate category
for high school graduates). The range was from two with
less than eighth grade education to eleven with more than
four years of college. Table 4 shows the exact number and
percentage in each schooling group, as well as the per-
centage in each group that dropped out and continued.

Table 4.--Educational Level of Leaders in the Sample

Level of Education	Number	Per Cent of Total	Per Cent Continuing[a]	Per Cent Dropping[a]
Less than 8 years	2	.9	50	50
Eight years	17	8.2	70	30
1-2 years of high school	17	8.2	76	24
3-4 years of high school	99	48.0	60	40
1 year past high school	30	14.4	60	40
2-3 years of college	20	9.0	60	40
College graduate	11	5.1	72	28
More than 4 years college	11	5.1	54	46
Totals	207	100.0	. .	. .

[a]These percentages are computed in terms of the total
in each educational level category.

The majority of the leaders were residents of farms, with the next largest group being rural non-farm residents. Table 5 gives the divisions of leaders by residence and the relationship, in percentages, of those who drop to those who continue in each residency category.

Table 5.--Leaders by Residence

Residence Type	Number	Per Cent of Total	Per Cent Continuing[a]	Per Cent Dropping[a]
Farm	111	53.2	70	30
Rural non-farm	44	21.2	75	25
Village (up to 2,500)	19	9.2	53	47
Town (2,500-10,000)	13	5.9	7	93
City (10,000+)	20	9.6	40	60

[a]These percentages are in terms of the total in each residence type.

Twenty Statements Test

The Twenty Statements Test, as pointed out in Chapter 3, is an unstructured pencil and paper test where the subject responds twenty times to the question "Who am I?" Answers are given as if to the respondent.

Data derived from the Twenty Statements Test took the form of scores in four categories corresponding to four

independent variables identified for purposes of this study.

Locus score

Consensual (role-oriented) responses made to the question "Who am I?" make up the locus score. Consensual references are those references which place the individual in a system of social relationships, i.e. husband, wife, student, farmer, etc.

Non-consensual references are those which are evaluative in nature or which require interpretation by the respondent in order to place him in relation to others. These responses include such statements as good farmer, poor cook, too heavy, etc., and were not counted in the locus score.

Frequency distributions of the locus score are shown in Appendix A. Scores ranged from 0 to 20 in both the one-to-three-year tenure group and the four-year-and-over category. The mean for the short tenure group was 10.4. For the longer tenure leaders, the mean was 11.2.

Community Orientation

This score, also derived from the Twenty Statements Test, was the responses which place the individual in self-other contexts with the referent being outside the immediate family. Evaluative references to self-identification were included in this score.

Responses coded in this score were references to membership, officership or similar statements of identification with an organization. References such as "citizen of___" as well as statements such as "neighbor," "good neighbor," and "I am a person aware of my community responsibilities" were also included in this score. It should be kept in mind that this score does not reflect actual membership, but rather it represents these elements in the self identification.

The range of scores for this variable by leaders in the short tenure group was 0 through 9. The mean score was 2.3. Leaders with four or more years tenure recorded a range of from 0 through 7 with a mean of 2.4. The distribution of scores for these two groups is given in Appendix A.

Immediate-other

The immediate-other scores were references identifying the respondent with the job and family responsibilities or preferences for family oriented activities.

Responses coded in this score include husband, wife, mother, father; occupational references such as mechanic, postmaster, housewife, homemaker, farmer, and family oriented responses such as "I am a person who puts family welfare first."

Scores of the one-through-three-year leader group for this variable ranged from 0 (two leaders fell into this

scoring bracket) to 9 with a mean of 2.7. In the longer
tenure group the scores ranged from 0 (four leaders) to 7
with a mean of 2.6. The distribution of scores in each
tenure group may be found in Appendix A.

Saliency of Statement--"I am a 4-H Leader"

The score for this variable was assigned simply on the
numerical position of this response on the page of state-
ments. If it appeared first it was given a score of 1, if
it appeared as the fourth statement it was assigned a score
of 4. The lack of this response was assigned the score of
21.

Of the one-through-three-year leader group the scores
ranged from 1 through 20 with 41 not making this specific
response. The mean score for all one-through-three-year
leaders was 11.2.

Scores for leaders in the four year and over group
also ranged from 1 through 20; however, the mean for all
leaders in this group was 8.2. Twenty-one of these leaders
did not make the response "I am a 4-H leader." (See
Appendix A)

Role Internalization

The reader will recall that this instrument is a modi-
fication of the Twenty Statements Test requiring the subject
to respond up to 20 times to the question "What do 4-H

Leaders Do?" This instrument was also scored on the basis
of content analysis. Scores derived from this instrument
are reported herein as Role Perception scores.

Coding of this instrument differs from the Twenty
Statements Test in that, unlike the T. S. T. where there
are no "correct" answers, responses to this questionnaire
were compared against a role model. This model was developed
by Dyer and the State 4-H Staff of Michigan.[1]

One point was given for each role aspect of the total
role. Each aspect was counted only once even though it
may have reoccurred in the subject's list of responses.

Scores derived from the role internalization instru-
ment were accepted as reported by Dyer. It was the feeling
of the writer that, because these were Michigan leaders and
4-H programs differ from state to state, it would be wise
to accept this role model scoring system as previously
accomplished.

Scores for the short tenure group ranged from 1 to
11 with a mean of 6.7, while the longer tenure leaders'
scores ranged from 3 to 16. The mean for the latter group was
7.6.

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[1] Dyer, Op. cit., pp. 40-41.

4-H Leader Effectiveness

Effectiveness scores were derived from nineteen
selected items on the Michigan 4-H Leader Inventory. These
questions were designed by Dyer to assess the effectiveness
of the individual leader.[2]

It should be noted that some of the items do not
measure leader behavior but rather indicate the accomplish-
ment of the group. Such group accomplishments may be con-
sidered to be attributable to the ability of the leader
as he or she directs the activities of the membership.

Scores for the effectiveness scale varied rather
widely in both leadership categories. The one-through-
three-year tenure group scores ranged from 9 through 49
with a mean of 33.3. The longer tenure group scores ranged
from 6 through 62 with a mean of 38.5. Distributions of
the scores may also be found in Appendix A.

Statistical Treatment of Data

Prior to the statistical treatment of the data the
scores for each subject were plotted in frequency distribu-
tion tables. Scores were then dichotomized into high and
low groups. The division was made, as nearly as possible,

[2]Ibid., pp. 41-47.

The individual items included in this score and the
rationale supporting each are extensively developed by Dyer
in this section.

into groups of equal size. The data did not permit exact division in some cases. The decision as to which category, high or low, a particular group of scores fell was determined by its degree of variance from the midpoint of the number of subjects in the sample.

For example, the midpoint for the four year and over group was 57 (one-half of 114). In the case of saliency 47 subjects fell into the score groups of one through four which gives a variance from the midpoint of 10. By including those leaders with scores of five the total came to 62, which varied from the midpoint by five. The later grouping, i.e. one through five, was included in the high group as a result of this operational rule.

The primary statistic used in this study was chi-square. The data were cast into two by two tables--then the following formula was applied:

$$X^2 = \frac{N\left(\left|AD - BC\right| - \frac{N}{2}\right)^2}{(A+B)(C+D)(A+C)(B+D)}$$

In essence this formula reduces the difference between the observed frequency and the expected frequency in each cell by one-half, thus improving the approximation of the computed X^2 to the chi-square distribution.[3]

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[3]Sidney Siegel, Nonparametric Statistics (New York: McGraw-Hill Book Company, Inc., 1956), pp. 107-108.

The level of confidence observed in this study was
.05 and, since hypotheses were stated in terms of direction,
a computed $x^2 > 2.71$ resulted in significance at one de-
gree of freedom, one alternative.

Contingency coefficients were computed on all signi-
ficant chi-squares as a measure of association between the
variables under test.

$$C = \sqrt{\frac{x^2}{x^2 + N}}$$

The upper limit of the value of C is .707 when it
is derived from a two by two table.[4] Since all tables
in this study were two by two tables, no correction was
made to put C values on a perfect continuum of zero to 1.

[4]Ibid., pp. 196-202.

CHAPTER V

TESTING OF HYPOTHESES

The question around which this study centers is
"What elements of an individual's self-identification are
associated with continued or discontinued leadership in
a volunteer youth serving organization?" This chapter
presents the results of statistical analysis of the data
designed to provide insights into answering this question.

The independent variables are: (1) the saliency
variable which indicates the degree with which the indivi-
dual has internalized the role "4-H Leader" into his self-
identification; (2) the effectiveness variable, derived
from selected items on the Michigan 4-H Leader Inventory,
represents a measure of the individual's ability as a
leader; (3) the community orientation score represents that
part of the individual's self-identification which iden-
tifies him with community responsibilities and activities;
(4) the immediate-other variable indicates the number of
occupational and nuclear family responses made by the respon-
dent in his self-identification on the Twenty Statements
Test. The Locus variable may be viewed as being the number

of different roles the individual thinks of himself as
occupying; (6) the role perception variable is the subject's
responses to the question, "What do 4-H Leaders Do?" and
is essentially what he perceives to be the job of a 4-H
leader.

Chi-square statistical analysis was used on these
nominal data. Such tests are not as precise as other in-
ferential statistical models, however, they do provide
indications of significant relationships between the
variables under test.

Results reported in the first section of this chapter
will be limited to the relationships of one independent
variable to the dependent variable. It is recognized that
human behavior is seldom, if ever, based on a single event
or fact but rather on a complex system of interrelated
factors. Multivariant analysis of contingency table data
is, however, almost impossible to compute. Keeping this in
mind, the second section of this chapter attempts to deal
in an exploratory way with one independent variable in re-
lation to the dependent variable with yet a third variable
held constant. Such a procedure provides an indication of
the interrelationships of two independent variables at one
time.

It will also be recalled that, although this study
is primarily concerned with leaders who are fairly new
to the program, we have two tenure groups. Those leaders

with from one through three years service are in the short tenure group, and those with four or more years of service are in the longer tenure group. Data will be presented in terms of these two groups.

Two Variable Analysis of Data

Hypothesis 1. Continuing 4-H Leaders will hold the role "4-H Leader" more saliently in their self-identification than will drop-out leaders.

Table 6 shows that with leaders of one to three year tenure there is a statistically significant association between the saliency with which they hold the role and their continued enactment of that role. This relationship is not exceptionally strong as indicated by a C value of .17.

One is permitted to say, on the basis of these data, there is a slight tendency for 4-H leaders who more saliently identify with the Club program to continue to lead. The data also indicate that leaders who do not incorporate the role into their self-identification and have less than four years exposure to the role will be more likely to drop out.

Table 6.--Saliency of "I am a 4-H Leader" in Relation to
Stay or Drop for One Through Three Year Leaders

| Tenure | Saliency | | Total |
	High	Low	
Stay	27 (22.2)	18 (22.8)	45
Drop	19 (23.8)	29 (24.2)	48
	46	47	93

$x^2 = 3.09$ $p < .05$ $C = .17$

Table 7.--Saliency of "I am a 4-H Leader" in Relation to
Stay or Drop for Leaders with Four or More Years Service

| Tenure | Saliency | | Total |
	High	Low	
Stay	50 (46.2)	35 (38.8)	85
Drop	12 (15.8)	17 (13.2)	29
	62	52	114

$x^2 = 1.49$ Not Significant

For those leaders with four or more years tenure the association is in the same direction but does not exist significantly. (See Table 7)

> Hypothesis 2. Continuing 4-H Leaders will have more role oriented statements in their self-identification than will drop-out leaders.

Operationally this hypothesis predicts leaders who continue will have higher locus scores (more role-oriented statements) than will the drop-out leaders. If one looks at the frequency distribution of the locus variable it is apparant that leaders with four or more years tenure do indeed have a higher mean score than those leaders with less than four years service (mean for the one through three year equals 10.4; mean for four years and over equals 11.2).

A contingency table for the short tenure group of leaders however confounded the writer by being a reverse from the prediction of the hypothesis! This chi-square is not significant at the five per cent level of confidence. Table 8 shows the extent of the differences of observed as opposed to expected frequencies for the short tenure group.

The same reverse directional tendency holds for leaders with four or more years of service as it did for the shorter tenure group. (See Table 9)

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Table 8.--Locus Scores in Relation to Stay or Drop for
Leaders with One Through Three Years Tenure

	Locus		Total
Tenure	High	Low	Total
Stay	16 (19.8)	29 (25.2)	45
Drop	25 (21.2)	23 (26.8)	48
	41	52	93

$X^2 = 1.7$ Not Significant

Table 9.--Locus Scores in Relation to Stay or Drop for
Leaders with Four or More Years Tenure

	Locus		Total
Tenure	High	Low	Total
Stay	38 (40)	47 (45)	85
Drop	15 (13)	14 (16)	29
	53	61	114

$X^2 = .19$ Not Significant.

The reader will recall that in chapter two it was stated that individuals may attempt to enhance their self identification by acquiring statuses which are held in positive regard by those individuals with whom they interact. The individual may also tend to reject those statuses which are negatively valued by his groups.

With this in mind one may look at these findings and offer the tentative suggestion that leadership in the 4-H Club program, and especially continued leadership, may offer opportunities for status to individuals whose self-identification does not include strong status recognition.

If we regard the locus variable as a state of being for that individual (how he defines himself now) and certain elements of behavior such as continued leadership as a state of becoming (the kinds of behaviors the individual feels will enhance his self-concept) this suggestion seems quite tenable.

Further indications of this will be considered in the second section of this chapter.

Hypothesis 3. Continuing 4-H Leaders will have a stronger community orientation in their self-identification than will drop-out leaders.

The data shown in Table 10 indicate that those 4-H leaders with a self-identification characterized by a

high number of references to community activities do not
continue leading as predicted in hypothesis 3.

Table 10.--Community Orientation of One Through Three Year
Leaders in Relation to Stay or Drop

| Tenure | Community Orientation | | Total |
	High	Low	
Stay	21 (25.6)	24 (19.4)	45
Drop	32 (27.4)	16 (20.6)	48
	53	40	93

$x^2 = 3.01$ Not Significant (inverse relationship
from hypothesis)

Continued leadership for the one through three year
tenure group is not associated with a high community
orientation in the leader's self-identification. In fact,
the reverse is indicated. Leadership in the 4-H Club
program may be one avenue these leaders perceive as open to
them to achieve a degree of self enhancement. This sugges-
tion is especially tenable if the community in which the
leaders reside and the people with whom they interact look
upon the 4-H Club program with a great deal of positive
regard.

The four year and over tenure group of leaders show no relationship between community orientation and continued leadership (See Table 11).

Table 11.--Community Orientation of Leaders with Four or More Years Tenure in Relation to Stay or Drop

| Tenure | Community Orientation | | Total |
	High	Low	
Stay	34 (34.3)	51 (50.7)	85
Drop	12 (11.7)	17 (17.3)	29
	46	68	114

x^2 = .007   Not Significant

Hypothesis 4. Drop-out leaders will have a stronger immediate-other orientation in their self-identification than will continuing leaders.

Results of this hypothesis shown in Table 12 do not permit one to reject the null hypothesis of no difference in immediate-other orientation between continuing and drop-out leaders in the one through three year category. Differences

in each cell equal .7 (observed as compared with expected frequency); therefore, a definite indication of direction as well as significance is lacking.

Table 12.--Immediate-other Orientation of One Through Three Year Leaders in Relation to Stay or Drop

Tenure	Immediate-other Orientation		Total
	High	Low	
Stay	22 (22.7)	23 (22.3)	45
Drop	25 (24.3)	23 (23.7)	48
	47	46	93

x^2 = .009   Not Significant

In the longer tenure group as shown in Table 13 the differences are in the expected direction; however, they are not significant.

The lack of support for the hypothesis may be accounted for in part by the fact that 4-H Club work is generally considered a family activity. Assuming this to be the case we might speculate that a parent could be partially fulfilling his or her family commitment by continued leadership in the club program.

Table 13.--Immediate-Other Orientation for Four Years and
Over in Relation to Stay or Drop

| Tenure | Immediate-other Orientation | | Total |
	High	Low	
Stay	36 (38)	49 (47)	85
Drop	1̶5̶ (13)	14 (16)	29
	51	63	114

$x^2 = .4$ Not Significant

Earlier the regret was expressed that data were not
gathered to indicate whether the leader had children con-
tinuing in 4-H at the time their leadership was terminated.
These data would have allowed one to test the hypothesis,
"Leaders with children in 4-H will continue to lead while
leaders with no children in 4-H will tend to drop out."

Furthermore, data on the availability of adult leader-
ship in the community might have indicated if this con-
tinuation in the leadership role was the result of a desire
to lead or the desire to provide an opportunity for the
leader's own youngsters to continue in club work. If no
other leadership was available and the leader assumed the

job in order to provide the club experiences for his
youngsters, then we could consider the high immediate-other
orientation, given that situation, to be an important
factor in continued leadership.

> **Hypothesis 5.** Continuing leaders will have a more
> accurate perception of their role than will drop-
> out leaders.

The data as shown in Tables 14 and 15 do not support
this hypothesis. In short, role perception as measured
by the responses to the question, "What do 4-H Leaders do?"
when compared with the role model used as a criteria for
this study does not appear to be associated with leader-
ship tenure for this sample.

The direction of the distribution for the short
tenure group would indicate that, given high role percep-
tion, the leaders tend to drop. This might indicate that
certain leaders accurately perceive the role, but perhaps
low group achievement would tend to discourage these
leaders and therefore they drop.

It may also be that role perception is associated
with length of tenure but that the expectations held by
relevant others such as club members, parents of members,
and other leaders will differ from the expectations held for
the role by the sponsoring organization.

Table 14.--Role Perception of One Through Three Year Leaders
in Relation to Stay or Drop

| Tenure | Role Perception | | Total |
	High	Low	
Stay	22 (24.0)	23 (21.0)	45
Drop	28 (26.0)	20 (22.0)	48
	50	43	93

x^2 = .49   Not Significant

Table 15,--Role Perception Scores of Leaders with Four or
More Years Tenure in Relation to Stay or Drop

| Tenure | Role Perception | | Total |
	High	Low	
Stay	42 (41.1)	43 (43.9)	85
Drop	13 (13.9)	16 (15.1)	29
	55	59	114

x^2 = .04   Not Significant

The activities of the 4-H Club leader are primarily on the local level, consequently the people with whom a leader works are predominately local people. It is to these people the leader must attend if he is to be accepted in his leadership role. If these relevant others define the role of a 4-H Leader to include certain jobs not normally associated with the role the leader must at least minimumally perform these jobs in order to be considered acceptable as a leader by these relevant role definers.

A parallel to this view may be seen in the Massachusetts School Superintendent studies where it was found that several categories of role definers exist for the superintendent. Each category held differing expectations for the incumbent of the position.[1]

> Hypothesis 6. Continuing 4-H Leaders will be
> more effective than will drop-out leaders.

Effectiveness was treated as a relevant independent variable in this study based on the rationale that leaders who are effective in their role enactment would receive positive sanctions from relevant others with whom they interact, and thus be more inclined to continue leading than leaders who are less effective in enacting the role.

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[1]Gross, Mason, and McEachern, Op. cit.

This hypothesis is supported at the five per cent level of confidence for those leaders in the one through three year tenure group as shown in Table 16.

Table 16.--Effectiveness in Relation to Stay or Drop for One Through Three Year Leaders

| Tenure | Effectiveness | | Total |
	High	Low	
Stay	27 (22.2)	18 (22.8)	45
Drop	19 (13.8)	29 (24.2)	48
	46	47	93

$x^2 = 3.09$ $p < .05$ $C = .17$

These data indicate that more leaders in the short tenure group who score high for effectiveness will tend to stay than to drop. It also indicates leaders in this service category who have low effectiveness scores will tend to be the leaders who drop from leadership activities.

Table 17 shows a non-significant relationship between these two variables for the data on leaders with four or more years service. The direction of the frequencies for this group is in the predicted direction.

Table 17.--**Effectiveness for Leaders with Four or More
Years Tenure in Relation to Stay or Drop**

Tenure	Effectiveness		Total
	High	Low	
Stay	44 (41.7)	41 (43.3)	85
Drop	12 (14.3)	17 (14.7)	29
	56	58	114

$x^2 = .53$ Not Significant

This section has presented six hypotheses treating the association of a single independent variable to the dependent variable--leader tenure.

No significant relationship was found for any variable when leaders with tenure of four or more years were considered.

Among the one through three year leaders it was found that saliency with which the role is held and effectiveness in enacting the role were associated with continued leadership. It was found that a low level of commitment to organizational activity was also associated with continued leadership. Furthermore, it was indicated, but not supported statistically, that a low level of social anchorage

as represented by consensual references in the leader's self identification was partially associated with leaders who continue.

No significant association was found between tenure and the frequency of immediate-other responses in the self identification of the leader nor was there a significant relationship between tenure and the leader's role perception.

These hypotheses imply a unidimensional approach to human behavior. The complexity of the human organism as well as the variations in the social systems in which he has his being indicates more than one factor may impinge upon the selection of behavior appropriate for a given situation. It is to the question of these interrelationships that we now turn.

Relationships with One Independent Variable Held Constant

At the beginning of this chapter it was indicated that we would deal in an exploratory way with the interrelationships of certain independent variables to leadership tenure with a second independent variable held constant. This method of testing interrelationships was selected because of the inability to simultaneously control for several variables in contingency table data.

This section is exploratory in nature in that no specific hypotheses are presented. The results of the two

variable analysis do however raise questions of inter-
relationships; therefore, this section seeks to explore
possible answers to these questions.

The data presented herein will be limited to com-
parisons for the one through three year leadership group.
It is also admitted that other questions germaine to this
study could have been considered and presented here. The
writer feels, however, that these findings represent a sample
of the factors which are most relevant in this study.

Community Orientation

Certainly one of the most intriguing questions to be
considered is the reversal from the prediction of the re-
lationship of community orientation to whether the leaders
continued or discontinued leadership.

The first question attacked was, "Is there a signi-
ficant difference between farm and non-farm leaders which
might effect their community orientation?" Underlying
this question was the thought that farm residents would
have restricted opportunities to interact with a wide
variety of people because of the relatively isolated aspects
of their residence and occupational duties. Non-farm resi-
dents, on the other hand, generally live in close proximity
to others and their non-farm occupational positions may
bring them in contact with more people and a wider variety
of experiences.

Contingency table data designed to investigate this question show no significant relationship (Table 18).

Table 18.--Residence on One Through Three Year Leaders in Relation to Community Orientation

Community Orientation	Residence		Total
	Farm	Non-Farm	
High	20 (19.2)	33 (33.8)	53
Low	14 (14.8)	26 (25.2)	40
	34	59	93

x^2 = .002   Not Significant

If the data do not permit us to state a difference in community orientation, another area which may logically be investigated is the relationship of community orientation to continued or discontinued leadership with residency held constant.

One would expect to find farm residents with high community oriented self-identification to remain committed to a program sponsored by the Cooperative Extension Service (traditionally a rural oriented institution) and consequently to be more inclined to continue to lead.

On the rationale that non-farm residents have more community activity alternatives available to them, and that 4-H Club work may not be sufficiently established as a non-rural program among the people with whom these leaders interact, one might further expect highly community oriented non-farm leaders to be those who terminate leadership.

Table 19 shows the results of a test of these two expectations. In both cases the results are not significant at the five per cent level of confidence.

In the case of the non-farm leaders one could accept the hypothesis, "Highly community oriented non-farm leaders will drop out," with the expectation of being in error one time in 10 (X^2 = 1.9, p $>$ .05 $<$ .10, one tailed test).

In the two variable tests it was shown there is an association between a low level of community orientation and continued leadership. There are, however, leaders with high community orientation who continue to lead.

Remembering also that we found a significant relationship between the saliency with which the role is held and continued leadership, one is then prompted to ask, "Are those leaders who hold the role '4-H Leader' at a high level of saliency the leaders with high community orientation who continue leadership?"

Table 19.--Community Orientation in Relation to Stay or Drop for One Through Three Year Leaders with Residence held Constant

	Residence					
	Farm			Non-Farm		
	Community Orientation			Community Orientation		
Tenure	High	Low	Total	High	Low	Total
Stay	10 (11.8)	10 (8.2)	20	11 (14)	14 (11)	25
Drop	10 (8.2)	4 (5.8)	14	22 (19)	12 (15)	34
	20	14	34	33	26	59

$X^2 = .8$ Not Significant $X^2 = 1.9$ $p < .10 > .05$

By holding the community orientation variable constant one can test this relationship. Table 20 shows the results of such a test.

One finds that leaders who identify themselves with community activities and responsibilities and have internalized the role of 4-H leader sufficiently to mention it saliently on a self-identification test tend to continue leadership. If the individual identifies with community activities but does not give indications of having internalized the role of 4-H leader he will tend to discontinue leadership. This relationship appears quite strong as evidenced by a contingency coefficient of .35.

By treating these same data with Saliency held constant one finds a highly significant association between community orientation and tenure within the low saliency group. This relationship is shown in the right half of Table 21.

While this result provides no definitive answer to why leaders continue, it offers an insight into who continues. Among those with low saliency one finds leaders who have low community orientation tend to continue and leaders with high community orientation tend to discontinue their leadership affiliation.

This finding, coupled with the results shown in Table 20, provides a basis to speculate that leaders with low community orientation who have not internalized

Table 20.--Saliency Scores of One Through Three Year Leaders in Relation to Stay or Drop with Community Orientation held Constant

	Community Orientation					
	High			Low		
	Saliency			Saliency		
Tenure	High	Low	Total	High	Low	Total
Stay	18 (12.9)	2 (7.1)	20	9 (7.5)	16 (17.5)	25
Drop	16 (11.1)	17 (11.9)	33	3 (4.5)	12 (10.5)	15
	34	19	53	12	28	40

$X^2 = 7.5$ $p < .01$ $C = .35$ $X^2 = .47$ Not Significant

Table 21.--Community Orientation of One Through Three Year Leaders with Saliency Constant

Tenure	Saliency of "4-H Leader"					
	High			Low		
	Community Orientation			Community Orientation		
	High	Low	Total	High	Low	Total
Stay	18 (19.9)	9 (7.1)	27	2 (7.7)	16 (10.3)	18
Drop	16 (14.1)	3 (4.9)	19	17 (11.3)	12 (17.7)	29
	34	12	46	19	28	47

$X^2 = .98$ Not Significant

$X^2 = 10.4$, $p < .005$; $C = .42$

the role perhaps define themselves as community oriented
yet are not participating in sufficient community activi-
ties to score high for the community orientation variable
by the criteria used in this study.

Leadership in the 4-H program may be an avenue these
individuals see as available to them for the fulfillment
of the personal desire to participate in community ac-
tivities and the status derived from this participation.

A search for an answer as to why these leaders con-
tinue was directed to the effectiveness of such indivi-
duals to determine if this could supply a clue.

One possible rationale would be that leaders who
are not highly community oriented but are effective will
tend to continue to lead. This would suggest the satis-
faction of meeting the expectations of the program and
a sense of accomplishment would be sufficient to per-
suade leaders to continue.

Tabel 22 shows the results of this area of inquiry.
The relationship is not significant at the accepted level
of confidence, but the direction of the distribution lends
partial support to this rationale. That is, there is a
slight tendency for the leaders with low community
orientation who stay to be more effective, while those
leaders who are less effective tend to drop.

Table 22.--Effectiveness of One Through Three Year Leaders in Relation to Stay or Drop with Community Orientation held Constant

Tenure	Community Orientation							
	High				Low			
	Effectiveness				Effectiveness			
	High	Low		Total	High	Low		Total
Stay	12 (9.9)	9 (11.1)		21	15 (12.6)	9 (11.4)		24
Drop	13 (15.1)	19 (16.9)		32	6 (8.4)	10 (7.6)		16
	25	28·		53	21	19		40
	$X^2 = .8$ Not Significant				$X^2 = 1.6$ Not Significant			

Other relationships between community orientation
and tenure, while holding the remaining variables constant,
produce no indication of association beyond that which
could be expected by chance.

Immediate-other

The rationale presented in Chapter II presented the
immediate-other variable as the orientation of the indi-
vidual toward family responsibilities and commitment to
occupational duties.

Because 4-H Leadership is voluntary it was hypothe-
sized that leaders with a high level of immediate-other
orientation, i.e., one who identifies himself highly
with these personal commitments, would drop from leader-
ship. The reasoning underlying this hypothesis was that
4-H leadership requires time which may otherwise be spent
with the nuclear family (the prime source of this orien-
tation). One will recall there was no support for this
hypothesis.

This lack of support raises the question, "If self
definition by means of immediate-other references is held
constant will the saliency of the role 4-H leader be sig-
nificantly related to whether that individual continues
or drops his leadership activities?"

One would expect that among leaders with high im-
mediate-other self definitions, those leaders with high

saliency would tend to continue while those with low
saliency would tend to discontinue leadership.

Table 23 shows these relationships are not signifi-
cant at the five per cent level for either the high or
low level of immediate-other orientation. One might be
encouraged by the fact that the results are in the pre-
dicted direction for both levels of immediate-other orien-
tation and further, that a relationship exists among
leaders with high immediate-other orientation between
tenure and saliency at the 10 per cent level of confidence.

Saliency

The saliency variable, it will be recalled, yielded
a significant relationship to tenure when considered alone.
A significant result was also found for the effectiveness
variable.

As one looks at these two variables it could be
asked, "What relationship exists between effectiveness
and length of tenure with saliency held constant?" Of
particular concern to this study are those leaders who
have low saliency scores yet continue to lead.

Among the leaders who hold role saliently there
is no significant relationship (see Table 24).

Table 23.--Saliency Scores of One Through Three Year Leaders in Relation to Stay or Drop with Immediate-other held Constant

Tenure	Immediate-other					
	High			Low		
	Saliency			Saliency		
	High	Low	Total	High	Low	Total
Stay	14 (10.8)	8 (11.2)	22	13 (11.5)	10 (11.5)	23
Drop	9 (12.2)	16 (12.8)	25	10 (11.5)	13 (11.5)	23
	23	24	47	23	23	46

$X^2 = 2.53$, $p > .05 < .10$; $C = .22$ $X^2 = .49$ Not Significant

Table 24.--Effectiveness of One Through Three Year Leaders in Relation to Drop Out with Saliency held Constant

Tenure	Saliency					
	High			Low		
	Effectiveness			Effectiveness		
	High	Low	Total	High	Low	Total
Stay	12 (14.7)	13 (12.3)	27	13 (8.0)	5 (10.0)	18
Drop	11 (10.3)	8 (8.7)	19	8 (13.0)	21 (16.0)	29
	25	21	46	21	26	47

$x^2 = .10$ Not Significant $x^2 = 7.2$, $p < .01$; $c = .36$

Among those leaders for whom the role is not an
important element of their self definition, i.e. those
with low saliency, one finds a highly significant associ-
ation between effectiveness and whether they continue or
discontinue leadership. (See right half of Table 24.)

Within the group with low saliency there is a
marked tendency for those leaders who are effective to
continue leadership while those leaders with low effec-
tiveness tend to discontinue leadership.

If the leader is effective in enacting the role he
or she is in all likelihood meeting with approval and sup-
portive reciprocal behavior from relevant others. This
kind of behavior would tend to encourage the leader to
continue leadership.

Leaders who have not internalized the role and
are not effective tend to discontinue leadership as shown
in this table. This indicates that leaders who can not
enact perscribed portions of the role and have not inter-
nalized the role terminate their leadership responsibilities
They are not meeting the expectations held for the role
nor do these leaders have a morale boosting self-image of
being a 4-H leader. Without these two supports to sus-
tain them they will tend to quit.

Summary

The following brief summary will show the results of this study directed to the question, "What elements of an individual's self-identification are associated with continuing or discontinuing leadership in the 4-H Club program?"

These data were presented first by relating each independent variable to the dependent variable which is continued or discontinued leadership. These relationships were stated as directional hypotheses and the following results reported for leaders with one through three years of service:

H_1 High Saliency for "I am a 4-H Leader" then continued leadership. Supported; $X^2 = 3.09$, $p < .05$.

H_2 High Locus then continued leadership. Not supported.

H_3 High community orientation then continued leadership. Not supported. Results were in the reverse direction from hypothesis. $X^2 = 3.01$, $p < .05$, one tailed test.

H_4 High immediate-other orientation then discontinued leadership. Not supported.

H_5 High role perception then continued leadership. Not supported.

H_6 High effectiveness then continued leadership.

Supported; $x^2 = 3.09$, $p < .05$.

No significant association was found between the variables identified and tenure for leaders with four or more years years tenure.

The second section of the chapter was exploratory in nature and reported selected questions of interrelationships between one variable and continued or discontinued leadership with yet a third variable held constant. Results of these tests applied to the <u>one through three year leaders</u> are as follows:

1. Highly community oriented non-farm leaders tend to discontinue leadership. $x^2 = 1.9$. $p < .10$.

2. Leaders with low community orientation who are effective are slightly more inclined to continue than are leaders with low community orientation who are less effective.

3. Among leaders with high community orientation those with high saliency for "I am a 4-H Leader" will tend to continue leadership, whereas leaders with low saliency will tend to discontinue leadership. $x^2 = 7.5$, $p < .01$.

4. Among leaders with low saliency for "I am a 4-H Leader," those with low community orientation tend to continue while leaders with high community orientation tend to discontinue. $x^2 = 10.4$, $p < .005$; $C = .42$.

5. Leaders with high immediate-other orientation
    and high saliency for "I am a 4-H Leader"
    will tend to continue to lead. $x^2 = 2.53$,
    $p < .10$.

6. Among leaders with low saliency for "I am a
    4-H Leader," those with high effectiveness will
    tend to continue leadership, while leaders with
    low effectiveness will tend to discontinue leader-
    ship. $x^2 = 7.2$, $p < .01$.

The results above lend at least partial support to
the rationale presented in Chapter II and hypotheses one
and six which were deduced from this theory. The results
also indicate there is a differing degree of influence of
the variables when compared one with another. Saliency,
for example, produces a marked influence in the predicted
direction on all variables except role perception. On the
other hand, role perception, when combined with each of
the other variables, produced no relationships that were
significant, nor was it significant when considered by
itself.

The writer is encouraged, however, by the significant
results in the area of saliency with which the role is held
as well as the unexpected reversal of the community orien-
tation hypothesis. Additionally, the significant relation-
ship of effectiveness to tenure provides implications
for embodyment in Extension programs of the future.

While one may be encouraged by some of the results reported herein it must be recognized that any scientific investigation produces not an unequivocal answer to a problem but one bit of evidence to be added to that previously collected. Findings for any study, these bits of evidence, may be regarded as tentative until replication confirms them. But the sum of all these bits of information, when systematically combined, yields direction for efforts to incorporate scientific findings into practical application.

One is tempted, however, to suggest direct application of results of any study, for in the final analysis the pragmatic value of scientific inquiry rests on the questions, "How can this knowledge be used?" and "Does it work?"

It is to the first question and implications for further research that the next chapter is devoted. Only time and trial can answer the last question.

CHAPTER VI

IMPLICATIONS

The purpose of this chapter is twofold. It seeks to present implications for application of the reported findings and also to suggest other areas of research along the same general theme of this work.

Implications for Further Research

We must first recognize that these findings in and of themselves do not constitute a complete answer to the problem of 4-H leader drop out. They do demonstrate elements of self identification associated with continued or discontinued leadership on the part of individuals with less than four years tenure in the area this sample represents.

The first suggestion for further research, of course, would be replication of this study. To the writer's knowledge there have been no attempts to assess the volunteer leader's self concept and relate the results to behavior. For this reason replication is deemed to be vitally important to confirm these findings and lend support to the assumptions made from this study.

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Another alternative design for a parallel study
would be to use a sample composed of only first-year
leaders. Such an investigation might yield more precise
insights into the trying period when the volunteer is
attempting to internalize the new role he is expected
to enact.

These results suggest a possible longitudinal study
of 4-H leaders designed to ascertain the effects of how,
or it, a 4-H leader's self concept is altered as a result
of interaction with certain relevant others in the local
situation.

Incorporated within such an inquiry might be an
assessment of which relevant others are the most signi-
ficant to those leaders who continue as opposed to those
who discontinue leadership.

This proposal arises from an orientation that views
personality as dynamic. Personality is looked upon as
subject to change through the enactment of new roles; the
occupation of new statuses; acquisition of new relevant
others; and, new experiences upon which the individual
bases meaning for himself.

Yet another area of investigation is the consensual
definition of the role of the 4-H leader. It would seem
that the social system in which a leader moves includes a
number of individuals who hold expectations for the 4-H
leader. For example, club members, parents of club members,

other leaders as well as representatives of the Coopera-
tive Extension Service should be considered as possible
role definers. A study of these groups of individuals
and their expectations for the leader might reveal a
lack of consensus which places a volunteer leader in a
position where he can not fulfill these expectations
without compromising his self concept.

Here also would be the opportunity to investigate
the consensual definition of "4-H Leader" as it applies
to the lay volunteer in Michigan as opposed to the term
"4-H Advisor" as used in some other states. Does the
individual designated as leader see his role as being a
more positive influence upon the club members than the
individual who is called advisor? Do the expectations
of relevant others differ for the individuals who are de-
signated with these different terms?

Any investigator needs to be concerned with the
instruments used in a research effort. In the case of
the Twenty Statements Test, would another version of the
question, "Who am I?" yield more precise statements?
Regarding the effectiveness scale, would another state's
4-H program or youth organization require a different in-
strument of behavior analysis because of differences in
program emphasis?

Implications from this Research Project

The limited studies of 4-H leader drop out noted in the literature, being primarily descriptive in nature, do not readily lend themselves to comparison with the findings reported here. Thus the suggestions for application offered here should be considered tentative and somewhat speculative until such time as replication bears out these results.

These findings suggest application in the 4-H Club program on several broad fronts: (1) training programs; (2) recruitment and placement; and (3) organizational procedures. In addition, the general result of the findings implies a possible approach which may be used by all supervisory personnel in their methods of relating to the leaders with whom they work.

This study supports the long held view that a leader needs the tools to work with if he or she is to remain a leader. Training, as extensive as time permits, provided in a systematic way as early in the leadership attempt as possible seems to be indicated. This is assuming of course that the training is done in such a manner that it will provide the leader with the tools to do the immediate job effectively.

Recruitment for continued leadership based on the findings of this study would indicate a likely source of

leaders to be those individuals who have not been extensively committed to other community activities.

If one accepts the thesis that many individuals new to leadership in the club program are seeking a new means of self enhancement then leadership may provide such opportunities. Other individuals in every community may also be seeking status for themselves and the club program could capitalize on this tendency.

This would further suggest that altruistic motives for leadership in a youth program may give way to personal motives. Viewed this way leadership in 4-H might be approached not through the guise of "service to youth" but by providing opportunities to enhance the leader as an individual. This would seem quite compatible with one of the objectives of the Extension Service which is leadership development.

The implications this study holds for organization are primarily on the local level. Identification of leadership potential would need to come from the community rather than a central county authority. It suggests the validity of the community organization used by some states. The person in charge of the community club or a recruitment chairman would have a much greater opportunity to identify the potential leaders than would an individual who is assigned the task of supervising the total county program. It also suggests that prospective leaders be

contacted by members of the community who are held in high regard when attempts are made to draw the individual into the leadership ranks.

Selection of individuals for placement in certain leadership jobs could benefit from the administration of the Twenty Statements Test. For example, the current movement toward a county project chairman system in the Michigan 4-H Club program requires individuals who are sufficiently committed to 4-H leadership to undertake such a task. The saliency with which the role "4-H Leader" is held might be utilized to identify potential county project chairmen. Leaders who have internalized the role quite highly should be more inclined to accept this job and continue in that role than would individuals who have not come to identify with the program.

The reader will recall that among 4-H leaders with up to four years service there is an association between the individual's internalization of the role and length of tenure. This suggests that Extension personnel must keep in mind that the attitudes they communicate to leaders in their day-to-day contact with them will have a profound influence upon the degree of internalization of the role. Attitudes expressed both verbally and non-verbally by the 4-H Agent may either support the efforts of the leader as he or she attempts to master the new behaviors or it may

inhibit the individual's ability to internalize the role by not lending sufficient support to the leadership attempts. This suggestion is but another way of looking at the time honored method of providing recognition for an individual in exchange for their commitment to a given course of action--continued leadership.

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APPENDICES

APPENDIX A

Frequency Distribution Tables

Table A-1.--Frequency Distribution for the Saliency Variable "I am a 4-H Leader"

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
1	2	2	11	11
2	7	9	10	21
3	11	20	14	35
4	6	26	12	47
5	8	34	15	62
6	5	39	6	68
7	3	42	2	70
8	1	43	6	76
9	3	46	3	79
10	. .	46	6	85
11	. .	46	2	87
12	1	47	. .	87
13	1	48	2	89
14	2	50	2	91
15	. .	50	. .	91
16	. .	50	1	92
17	. .	50	. .	92
18	. .	50	. .	92
19	.	51	. .	92
20	1	52	1	93
0	41	93	21	114

Table A-2.--Frequency Distribution for the Effectiveness Variable

	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
Score Value	Number	Cumulative Distribution	Number	Cumulative Distribution
6	• •	• •	1	1
9	1	1	• •	1
11	• •	1	1	2
16	1	2	1	3
17	1	3	• •	3
18	3	6	• •	3
19	1	7	• •	3
21	4	11	• •	3
22	• •	11	1	4
23	• •	11	1	5
24	5	16	• •	5
25	• •	16	1	6
26	4	20	• •	6
27	2	22	1	7
28	1	23	3	10
29	6	29	3	13
30	4	33	2	15
31	5	38	3	18
32	6	44	4	22
33	1	45	2	24
34	2	47	3	27
35	6	53	3	30
36	3	56	10	40
37	5	61	9	49
38	4	65	3	52
39	3	68	6	58
40	4	72	5	63
41	3	75	6	69
42	6	81	1	70
43	3	84	3	73
44	2	86	6	79
45	1	87	6	85
46	1	88	3	88
47	2	90	2	90
48	1	91	13	103
49	2	93	1	104
50	• •	93	2	106

Table A-2.—Continued

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
51	. .	93	3	109
52	. .	93	1	110
53	. .	93	1	111
56	. .	93	1	112
61	. .	93	1	113
62	. .	93	1	114

Table **A-3.**--Frequency Distribution for the Locus Variable

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
0	1	1	3	3
1	4	5	1	4
2	3	8	1	5
3	1	9	5	10
4	5	14	3	13
5	2	16	2	15
6	6	22	10	25
7	5	27	6	31
8	8	35	6	37
9	5	40	4	41
10	12	52	9	50
11	6	58	11	61
12	6	64	9	70
13	2	66	5	75
14	5	71	3	78
15	2	73	6	84
16	3	76	6	90
17	7	83	10	100
18	3	86	2	102
19	4	90	3	105
20	3	93	9	114

Table A-4.--Frequency Distribution for the Community
Orientation Variable

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
0	17	17	16	16
1	23	40	23	39
2	19	59	29	68
3	13	72	17	85
4	10	82	6	91
5	6	88	17	108
6	2	90	5	113
7	2	92	1	114
8	. .	92	. .	114
9	1	93	. .	114

Table A-4.--Frequency Distribution for the Immediate-other
Variable

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
0	2	2	4	4
1	13	15	12	16
2	31	46	47	63
3	23	69	27	90
4	13	82	18	108
5	5	87	1	109
6	2	89	2	111
7	1	90	3	114
8	2	92	. .	114
9	1	93	. .	114

Table A-6.--Frequency Distribution for the Role Perception
Variable

Score Value	One Through Three Year Leaders		Leaders with Four or More Years Tenure	
	Number	Cumulative Distribution	Number	Cumulative Distribution
1	2	2	. .	. .
2	2	4	. .	. .
3	5	9	8	8
4	13	22	8	16
5	9	31	16	32
6	12	43	14	46
7	15	58	13	59
8	8	66	15	74
9	10	76	8	82
10	11	87	9	91
11	4	91	8	99
12	. .	91	6	105
13	1	92	1	106
14	1	93	5	111
15	. .	93	1	112
16	. .	93	2	114

APPENDIX B

Master Lists

Table B-1.--Scores for Primary Variables by Individual Subject for Leaders with One Through Three Year Tenure

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effec- tiveness
1	S	12	5	3	4	7	46
4	D	10	3	1	2	5	40
6	D	10	2	7	2	8	31
10	S	4	.	0	2	6	30
12	D	6	.	3	5	2	30
16	D	10	.	2	4	6	32
20	S	9	1	1	1	7	35
22	D	17	.	1	1	9	42
24	S	7	3	1	2	2	21
27	S	9	2	2	2	7	37
30	S	15	1	9	5	4	32
31	S	17	.	0	5	6	38
33	D	2	.	2	1	3	42
34	D	6	.	3	2	3	24
36	D	11	6	3	4	3	26
38	D	12	.	3	1	10	30
45	D	1	7	4	2	10	39
46	D	13	2	4	4	4	21
47	S	10	14	6	3	8	33
48	D	11	5	4	2	13	24
49	S	10	.	7	3	8	34
52	D	5	.	1	3	4	37
53	D	8	.	0	4	7	31
54	D	18	9	2	3	8	18
55	D	10	.	5	3	8	29
57	D	17	.	2	3	9	42

Table B-1.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
61	S	6	5	2	3	5	16
64	S	2	.	0	2	11	42
67	D	1	13	1	2	11	29
68	S	6	6	2	2	7	35
81	D	12	5	5	4	5	35
83	S	8	3	3	2	9	34
87	S	3	.	0	3	7	37
92	D	8	6	5	2	14	39
93	D	18	.	5	4	7	41
97	D	5	4	2	4	6	40
98	D	2	.	0	1	4	28
99	S	7	.	0	1	7	41
104	D	10	4	2	1	10	21
105	S	4	.	6	1	6	45
106	S	1	.	1	1	5	49
108	D	19	19	3	6	7	38
109	D	14	9	4	2	6	44
110	D	7	.	0	2	4	43
111	S	10	3	1	2	6	31
112	D	11	.	2	8	4	9
113	S	8	3	1	1	5	48
120	D	19	5	2	3	9	44
124	S	20	8	4	8	10	38
137	S	11	.	0	3	4	30
143	S	1	.	0	2	11	41
144	S	17	4	4	4	10	47

Table B-1.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
145	D	13	6	2	2	11	49
146	D	19	6	3	9	7	38
147	S	16	4	1	3	8	35
152	D	16	.	4	4	10	21
153	S	8	7	5	4	6	32
154	S	14	3	3	3	10	40
156	S	6	2	1	2	3	18
166	S	14	7	1	3	6	37
170	S	18	.	1	4	4	37
171	D	11	3	3	2	9	42
173	S	14	5	3	5	3	17
177	S	10	.	1	3	4	27
178	S	10	3	2	3	5	31
179	S	7	.	2	1	9	36
182	D	19	2	2	3	7	47
194	S	16	3	1	2	8	26
197	S	4	2	1	2	4	32
198	D	11	3	2	2	6	29
200	S	6	21	1	3	10	39
203	S	20	5	4	2	8	43
208	S	14	14	1	3	5	31
212	D	8	.	2	4	7	18
213	D	12	.	3	2	9	24
214	D	10	2	1	7	4	29
215	D	20	.	4	2	9	29
218	D	4	3	1	2	4	29
219	S	15	12	1	3	10	36

Table B-1.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
220	S	7	.	1	2	6	42
222	D	17	.	1	3	10	26
223	D	17	.	1	5	9	32
227	S	0	.	0	0	5	35
229	S	4	.	0	3	7	36
230	D	8	.	0	3	7	43
231	D	9	.	3	0	6	27
242	D	10	.	0	3	10	32
244	D	12	.	0	2	9	24
245	S	9	4	5	2	4	40
246	D	17	3	4	6	7	19
249	D	8	5	2	1	1	35

Table B-2.--Scores for Primary Variables by Individual Subject for Leaders with Four or More Years Tenure

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
2	S	9	5	2	4	6	28
3	S	14	3	6	3	9	61
5	S	11	2	2	3	11	36
7	D	3	•	1	4	11	48
8	S	4	10	2	3	5	30
9	S	8	6	2	2	14	48
11	S	11	6	0	2	10	31
15	S	10	4	0	3	6	39
21	S	3	2	1	2	5	22
23	D	2	•	0	1	6	48
25	D	16	8	4	7	8	43
26	S	0	3	1	1	6	39
29	S	10	3	2	4	7	39
32	S	11	3	3	3	4	40
39	D	13	•	0	4	5	23
40	D	20	4	1	4	5	25
41	D	16	•	0	3	6	36
42	S	5	4	2	3	6	35
43	S	11	3	3	2	7	29
44	S	20	4	3	4	15	32
56	S	17	4	5	6	10	47
60	S	17	16	2	4	11	41
66	S	7	1	3	2	4	48
69	D	18	6	1	1	9	51

Table B-2.—Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
70	S	4	1	2	1	4	36
71	S	12	3	5	3	8	41
72	S	8	1	2	2	7	36
73	S	13	3	6	3	8	37
74	S	8	2	6	1	6	33
75	S	7	10	1	3	12	56
76	S	20	2	5	7	8	43
77	S	11	13	1	3	5	48
79	S	18	5	5	4	11	51
80	D	17	5	3	4	5	27
82	S	16	3	1	2	7	34
84	S	10	7	3	4	16	48
85	S	10	5	1	2	10	39
86	S	0	.	0	0	7	29
88	S	14	5	5	4	16	62
89	S	11	21	1	1	10	35
90	S	6	.	0	2	3	38
91	S	17	11	2	1	8	40
94	D	6	14	4	1	9	32
95	D	13	5	3	4	6	36
96	S	14	5	2	4	8	41
100	S	4	3	1	2	5	41
107	S	17	4	2	2	11	51
119	D	9	5	5	2	3	43
121	S	20	14	5	7	5	36
122	D	20	13	3	3	7	42

Table B-2.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
123	S	8	2	4	2	12	40
125	S	20	2	3	2	8	53
126	S	6	1	1	3	6	45
127	D	3	•	0	2	3	36
128	D	16	4	5	5	10	44
131	S	15	11	4	4	7	33
132	D	15	•	2	2	8	34
133	D	6	•	0	2	3	28
134	S	6	4	1	2	5	32
135	S	7	4	3	3	3	44
136	S	6	5	2	2	5	34
138	S	7	7	5	2	8	41
140	S	10	6	3	2	7	46
141	S	15	2	3	2	10	38
142	D	19	8	1	3	8	48
148	D	11	5	2	3	7	31
149	D	12	3	4	2	14	48
150	S	8	•	2	2	4	48
155	D	1	8	1	0	7	37
161	D	6	1	2	4	3	46
162	S	17	10	4	3	7	44
163	S	16	3	1	2	10	37
164	S	10	1	2	2	9	44
165	S	17	4	5	3	11	38
167	S	8	8	2	2	6	39
168	S	11	10	2	2	6	48

Table B-2.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effec- tiveness
169	S	11	3	2	2	5	28
172	S	16	6	5	3	6	47
174	S	17	5	6	3	8	45
175	D	7	•	0	2	4	6
176	S	12	5	2	4	12	52
180	S	20	1	3	3	4	37
181	S	10	1	5	2	5	37
183	S	17	4	5	3	6	50
184	D	12	1	3	6	5	36
185	S	12	4	6	2	9	31
190	S	20	•	0	2	3	45
191	S	12	•	0	0	12	37
192	S	20	2	1	2	8	44
193	S	10	8	7	2	10	45
195	S	19	9	5	2	14	49
196	S	19	5	5	2	12	48
199	D	12	10	5	4	7	36
201	S	9	1	2	2	3	41
202	S	0	•	1	2	4	16
204	S	6	1	1	2	9	11
205	S	12	•	0	2	10	40
206	D	9	8	3	3	13	45
207	D	6	10	2	1	9	37
209	S	10	2	5	1	8	35

Table B-2.--Continued

Sample Number	Stay or Drop	Locus Score	Saliency "4-H Ldr."	Community Orientation	Immediate Other Score	Role Perception Score	Effectiveness
211	S	12	5	2	2	14	46
217	S	11	5	2	3	11	29
221	D	17	·	1	2	14	48
226	D	3	·	0	3	5	44
228	S	15	9	3	2	7	50
233	S	3	·	1	2	8	32
234	S	13	6	1	1	9	30
237	D	13	3	3	4	11	36
238	S	15	·	2	3	12	37
241	S	15	9	2	3	6	37
247	S	11	·	0	1	8	39
248	D	6	2	1	0	5	45
251	S	5	·	0	2	4	48
252	S	7	4	2	2	5	40

APPENDIX C

Forms and Devices

May 28, 1964

Dear _____,

In 1961 Del Dyer interviewed 4-H leaders in your county for a study on
4-H leader effectiveness. The data from this study has been most bene-
ficial, along with that collected from other counties by Ralph Kirch and
Dean Allen, in suggesting direction for leader training and leader re-
cruitment.

Another opportunity presents itself. Mr. Jerry Brog, 4-H Agent from
Oregon, is looking still further at some of Del's research data as it
relates to leader drop outs. We are enclosing a list of 4-H leaders
on whom we need additional information. These leaders will not be con-
tacted or interviewed. For Jerry's research problem we simply need to
know if they are still active, or if not when they were last active.

Will you please have your secretary check these names against your leader
files and indicate in the appropriate column whether or not they were
still leading in September 1963. If they have dropped, please indicate
their last year of leadership and the number of years leadership they
completed.

This information is needed by June 8. Please return to:

> Carl J. Couch, Leader
> Extension Communication Research
> Room 121 Agriculture Hall
> Michigan State University
> East Lansing, Michigan

Thank you for your assistance in helping us take a further look at this
very important problem of 4-H leadership in Michigan.

Sincerely,

Carl J. Couch, Leader
Extension Communication Research

Delwyn A. Dyer
Program Specialist, 4-H

Enclosure

mb

Return to: Dr. Carl J. Couch, Leader
            Extension Com. Research
            Room 121 Ag. Hall
            Michigan State University
            East Lansing, Michigan

The following 4-H leaders from_____county partici-

pated in a 1961 study by Del Dyer. Will you please give the appropriate

information on each leader? Thank you very much.

Name	Check if Leading in Sept. 1963	Check if NOT Leading in Sept. 1963	If not leading give last year led	Number of years of leadership completed

"WHO AM I?"

There are twenty numbered blanks on the page below. Please write twenty answers to the simple question "Who am I?" in the blanks. Just give twenty different answers to yourself, not to somebody else. Write the answers in the order that they occur to you. Don't worry about logic or "importance." Go along fairly fast, for time is limited.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

11._____

12._____

13._____

14._____

15._____

16._____

17._____

18._____

19._____

20._____

TWENTY STATEMENTS PROBLEM
ROLE INTERNALIZATION

As in the previous case of "Who Am I?" there are twenty blanks on the page

below. This time, please write twenty answers to the question "What do

4-H Leaders do?" As before, write these answers as if to yourself.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

11._____

12._____

13._____

14._____

15._____

16._____

17._____

18._____

19._____

20._____

Table C-1.--Scale Values Assigned Items in Effectiveness Scale[1]*

Question Number	Responses							
	1	2	3	4	5	6	7	8
27	-1	-1	0	+1	+2	+3	+4	+5
23	-1	+2	+3	+4	+4	+4		
37	0 = -2/1 or 2 = +1/3 or 4 = +2/5-7 = +3/8+ = +4							
45	+4 for comm. activity							
56	-2	+1	+1	+2	+2	+2	+2	+2
57	+2	+2	+2	+1	+1	+1	0	0
58	/+2 if Jr.'s used in specific way							
59	+1	+1	+2	+3	+4	+4	+4	-2
61	-1	-1	-1	+3	0	+3	+3	+4 evaluate
	number 9 and score accord.							
64	+2	+2	+4	+1	+3	+2	0	+3	+2	+1
72	+1	+1	+2	+3	+3	0		
73	1-6 = +1/7-12 = +2/13-21 + +3/21+ = +4 participation score							
78	+3	+2	+1	0				
64	-2	-2	+1	+2	+3	+3	+3	-
65	+1	+1	+3	+4	-2			
11	0	0	+2	+2	+4	+4	+4	-2	+1	-3
13	-1	+3	0	+1	+3	-1	eval. "other"	
14	-1	-2	0	+2	+3	+3	+3	
19	+3	+3	+1	+1	0	-1		

*Scale values are inked in beside each question on Inventory.

[1]Dyer, Op. cit., p. 118.

MICHIGAN 4-H LEADER INVENTORY

General Information about the Michigan 4-H Leader

Section I

1-3 Schedule Number_____

4-5 County_____

Name of Local 4-H Club_____

Name of 4-H Leader (your name)_____

6 Man: 1_____ Woman: 2_____

7 How old are you? (place check below proper age group)

1	2	3	4	5	6	7	8	9
20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+

8 How do you classify yourself as a leader?

1.___Local Leader
2.___Co-leader
3.___Assistant Leader
4.___Other: Specify_____

9 What is your occupation?_____

10 Your husband's (wife's) occupation is_____

11 Is any one else in your family in 4-H?
1.___yes
2.___no

12 Is any one else in your family a 4-H Leader?
1.___yes
2.___no

13 What was the highest grade of school completed by you?
1.___Less than eighth grade
2.___Eighth grade
3.___One to two years of high school
4.___Three to four years of high school
5.___One year beyond high school
6.___Two to three years college or university
7.___Graduate of College or University
8.___More than four years of college.

Page 1--Continued

14 How Many years have you served as a 4-H Leader?
(check the appropriate box below the second row of numbers)

1	2	3	4	5	6	7	8	9	x	y
1	2	3	4	5	6	7	8	9	10 - 14	15 or more years

Page 2

15 Place of residence
1.___Farm
2.___Open Country Non-farm
3.___Village (up to 2500)
4.___Town (2500 to 10,000)
5.___City (10,000 or more)

Page 3

27 How many of the members of this club completed their projects during
the period reported above. Number:_____
Percentage of completions
-1 { 1.____0%
    { 2.____1 to 50%
0   3.____51 to 60%
+1   4.____61 to 70%
+2   5.____71 to 80%
+3   6.____81 to 90%
+4   7.____91 to 99%
+5   8.____100%

Page 4

33. How many meetings were held by the club during the past completed
project year?
-1 1.___5 or fewer
+2 2.___6 to 10
+3 3.___11 to 15
    { 4.___16 to 20
+4 { 5.___21 to 25
    { 6.___More than 26
    7.___don't remember

Page 5

37-44   What percent of your members have participated in

	Demonstrations	Judging
Local level (within the club)	_____	_____
County (at county elimination or training days)	_____	_____
District (training or eliminations)	_____	_____
State (training or eliminations)	_____	_____

45   What community activity has your 4-H Club completed in the past twelve months?

+4
if
act.
comp.

1.___Holiday gifts to needy children or families
2.___Community beautification such as planting shrubbery or painting park equipment
3.___Community service such as painting and labeling mailboxes
4.___Community beautification such as cleanup of parks or cemetaries
5.___Entertaining at veterans hospital or home for the aged
6.___Solicitation for the Red Cross or March of Dimes
7.___Other. Specify_____
8.___We have completed no community project in the past 12 months

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56   How many county-wide 4-H events did your members attend during the past twelve months? (Base your answer on all events sponsored by the Cooperative Extension Service for 4-H Members in your county. Do not include exhibit at achievement days or fairs.)

-2   1.___None of our members attending any county-wide event other than achievement days and fairs
+1   2.___Members attended one event other than achievement day and Fair
     3.___Members attended two events other than achievement day and fair
     4.___Members attended three events other than achievement day and Fair
     5.___Members attended four events other than achievement day and Fair
+2   6.___Members attended five events other than achievement day and Fair
     7.___Members attended six events other than achievement day and Fair
     8.___Members attended more than seven events other than achievement day and Fair

57   What percentage of your total membership attended at least one County-wide event during the past twelve months?

+2   1.___100 per cent (all members attended at least one county-wide event)
     2.___90 per cent (nine out of ten attended at least one other event)
     3.___75 to 90 per cent
     4.___60 to 75 per cent
+1   5.___45 to 60 per cent (about half of the membership)
     6.___30 to 45 per cent (about one third of the membership)
0   7.___15 to 30 per cent (about one quarter of the membership)
     8.___Less than one quarter of the membership

114

Page 6

58 How are 4-H Junior Leaders used in your 4-H Club?
+2 1.___As project teachers for the younger members?
if 2.___As assistant to the local leader without any specific part of the
uxd   program assigned to them (they help out where needed)
in 3.___Responsible for club programming and special events
    4.___Responsible for recreation and games
spec 5.___Responsible for the training of local club officers
way 6.___Responsible for training members in judging and demonstrations
    7.___Responsible for planning and carrying out a community project
    8.___Responsible for keeping the members in line and under control
    9.___Responsible for training in records and reports
    x.___Our club does not have a Junior Leader

Page 7

59 The yearly planned program for our club contained information on
    (Please read all items before you choose. Note that by answering any
    particular one you answer all above it.)
+1 1.___Time and place of each meeting only
    2.___Only the regular business and work meetings
+2 3.___All meetings necessary to fulfill the requirements of the 4-H
        project plus the time and place of each meeting
+3 4.___All meetings, including parties and special events, their time
        and place, plus the major topic or purpose of the meeting
    5.___All meetings, including parties and special events, their time
        and place, the major topic or purpose of the meeting, plus the
+4   members in charge of the various segments or activities of the
        meeting
    6.___All of the things mentioned above, plus special guests or acti-
        vities for each meeting
    7.___All of the above, plus inclusion of major county events of inter-
        est to the club as a whole or to its individual members
-2 8.___We did not have a yearly planned program

61 How were the majority of the 4-H Club activities and events planned or
    selected for the 1960-61 club? (How is basic planning done?)
    1.___By members of the club (without leader or agent help)
-1 2.___By the local leader
    3.___By the County Extension Agent 4-H
+3 4.___Jointly by the members and local leaders
0   5.___Jointly by the local leader and County Extension Agent 4-H
+3 6.___Jointly by the local leader and members
    7.___By committee from 4-H Club Executive committee
+4 8.___Leaders, members and parents
eval 9.___Other Specify_____

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Page 8

64-65 In your opinion what are the three most important factors that make a 4-H Club successful? After you have chosen the three items will you please assign a 1 to the most important of the three, a 2 to the next important, and a 3 to the last.

+2 { 1.___Leader who is interested in members and their progress
     { 2.___Leader who, is a good teacher, inspires interest
+4 3.___Well-rounded and varied program of project work, other educational features, social and recreational activities
+1 4.___Holds regular meetings throughout the year
+3 5.___Members interested in 4-H Club work and willing to work
+7 6.___Members get along well with each other, cooperate
0 7.___Members select their own projects
+3 8.___Members participate in management of the club
+2 9.___Parents are informed, interested and cooperative
+1 x.___Interest, cooperation, and help of 4-H Club Agent
        Other: Specify_____
        _____
        _____
        _____
        _____

Page 9

72 How many adults did you influence to become 4-H Leaders in the past three years?

+1 { 1.____One
     { 2.____Two
+2 3.____Three
+3 { 4.____Four
     { 5.____Five
0 6.____None

Page 9--Continued

73-75 To what extent have you participated in the following organized groups during the past twelve months?

Header annotations above columns: + 1 per mbr.   + 2   0   0   + 4 per   + 4 per

Name of Organization	Member during past 12 mon? (x) if yes	Attendance past 12 mon (x) one column only			Board member during past 12 months	Officer during past 12 months
		Reg	Occas	None		
Farm Bureau						
Home Demon. Group						
Agri. Council						
4-H Leaders Assoc.						
4-H Leaders Council						
Grange						
Dairymans League						
MMPA						
DHIA						
PTA or PTSA						
Church						
Sunday School						
Church Clubs						
Service Clubs (i.e., Lions, Etc)						
Breed Assoc.						
Marketing Assoc.						
Women's Clubs						
Community Assoc.						
Professional Assoc.						
Political Organ.						
Other:						

Total Participation Score_____(to be computed by researcher)

Total Board and Officership Score_____ (to be computed by re-searcher)

Page 10

78 How familiar are you with your 4-H Leaders Handbook (Michigan 4-H Club Leader's Guide)?
+ 3   1.___I am very familiar with its contents
+ 2   2.___I am fairly familiar with it
+ 1   3.___I am not very familiar with it
  0   4.___I am not at all familiar with it
      5.___I do not have a Michigan 4-H Club Leader's Guide

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Page 13

64 What are the criteria you personally use when assessing the success of
your work as a 4-H Club Leader?   (check one)
-2 {1.___Number of blue ribbon winners in your club
     {2.___Number of County, State, and National Awards won by your members
+1 3.___Percent of your members completing their projects
+2 4.___Progress made by each member in becoming skilled in their chosen
        project field
   {5.___Success you had in having each member be satisfied with their
+3 {   years work
   {6.___The value of 4-H Club work to the community and its future
   {7.___The overall change in youth development as measured by attention
        to each individual member
   8.___Other: Specify_____

Page 14

65 4-H Club Leaders should evaluate individual member progress by:
   {1.___Primarily on the excellence of the article made or project
+1 {   completed
   {2.___Primarily on the basis of the lesson learned in project com-
        pletion
+3 3.___Primarily on the basis of that individual member's over-all pro-
        gress during the project year.
+4 4.___Observation of the member's participation in all club activities,
        visitation to the member's home, examination of the project work
-2 5.___Relying on others' judgements
   6.___Other: Specify_____

Page 17

11 What part do you personally expect Parents to play in the 4-H Club
   program?   (Check only one)
0 {1.___Drive members to meetings
  {2.___Drive to special events
+2 {3.___Assist in supervising project work
   {4.___Assist with community projects and activities
   {5.___Participate in the 4-H Club meetings and activities on a regular
+3 {   basis
   {6.___Participate in the Parents Advisory committee of the club
   {7.___Assist in the program planning of the club
-2 8.___Not to come to the 4-H Club meeting, except by special invita-
        tion of the club members
+1 9.___Provide the materials for their own children in the 4-H Club and
        see that the member does his homework assigned
-3 x.___Do not encourage parents to help in the club in any way

Page 17--Continued

13 In helping the member to decide what project to do for any given year, the 4-H Club leader should: (check only one)

-1 1.___Follow the 4-H Requirement Book to the letter

+3 2.___Fit the member to the project by taking into account the back-ground, ability, interests and family situation of the member

0 3.___Let the member choose and decide for themselves

+1 4.___Leave the selection of a project up to the member and his parents

+3 5.___Assess each member on their degree of knowledge concerning the project area they have chosen and assign project work accordingly

-1 6.___Let the group select one project which everyone in the club will enroll in
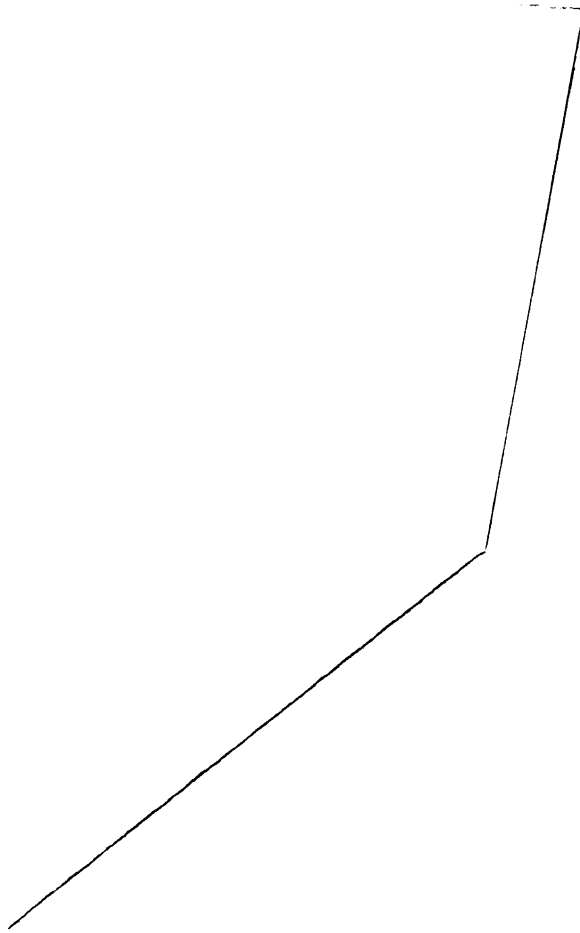
7.___Other: Specify_____

Page 18

14 I praise my 4-H Club members for their progress or achievement (check one)

-1 1.___Only when they have been publicly honored by an award

-3 2.___Only at local or county 4-H achievement programs

0 3.___Make it a habit not to praise individual members, but to always praise the club

+2 4.___When they have made substantial achievement in their work

+3 { 5.___When they have accomplished even the smallest hurdle
6.___When they have satisfactorily completed whatever the task as-signed them
7.___Use praise to encourage members, sometimes even when they don't deserve it
8.___Other

Page 19

19 The most important goal I strive for as a 4-H leader is? (Check One)

+3 { 1.___Instilling a sense of citizenship and fairplay in the members
2.___Seeing that each member has the most meaningful experience pos-sible

+1 { 3.___Teaching a skill to every member in the club
4.___Seeing that every member completes every project they undertake in the alloted time for that project

0 5.___Having our club be the top club in the county in every event we enter

-1 6.___Getting the members through to achievement day and the Fair

7.___Other: Specify_____