

**AN EVALUATION OF THE 4-H MASTER LIVESTOCK VOLUNTEER
PROGRAM IN TEXAS**

A Dissertation

by

JOE DOUGLAS SMITH

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2008

Major Subject: Agricultural Education

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ABSTRACT

An Evaluation of the 4-H Master Livestock Volunteer
Program in Texas.

August (2008)

Joe Douglas Smith, B.S., Sam Houston State University;

M.S., Sam Houston State University

Chair of Advisory Committee: Dr. Timothy H. Murphy

The purpose of this study was to assess the perceptions of Master Livestock Volunteer program participants regarding the effectiveness of the program, their role in the county 4-H volunteer program, and the role of various stakeholders in livestock project decision making.

A census was attempted of the 242 possible participants. Using recommendations from Dillman (2000), master volunteers were contacted by email if available and via mailed questionnaire. This process yielded a 38% response rate. Follow-up methods increased the response rate to 52.4%. The volunteers indicated the programs was of high importance and effective. Findings included that volunteers perceived their most influence came in the selection of feeds. The educator role was the one most involved in the decision making process of the livestock projects, followed by the manager role, leader role, and various servant-type leadership roles. Volunteers ranked stakeholders' influence on livestock project decisions, with the youth and the parents as most

influential followed by the CEA, the volunteer, and the breeder. The average participant reported nine years of overall volunteer service and two years of service as a Master Livestock Volunteer. Participants in this study were between 38 and 47 years of age.

DEDICATION

This dissertation is dedicated to my loving and supportive wife, Tina, and our son, Tristin. Without their love and support of years attending school, this would not have been possible.

ACKNOWLEDGEMENTS

There are many people I owe a big THANK YOU to, but first I must thank my wife, Tina Smith, for her loving support and help in keeping our household running while I attended class and focused on academics. I also would like to thank my son, Tristin, for understanding why Daddy could not be at all of his functions.

I am very thankful for my parents, Joe and Mary Ann Smith, who instilled values of a quality education and its importance. I also am thankful for my in-laws, Charlie and Sharon Wyers, for the support they have provided to our family while focusing on the future.

I would like to thank my committee chair, Dr. Murphy, and my committee members, Dr. Briers, Dr. Boleman, and Dr. Ramsey for their guidance and support throughout the course of this research.

I would also like to thank my supervisor, Dr. Dale Fritz, for the support during this process as well as Mr. Kevin Chilek, who helped with guidance of my career in the 4-H and Youth Development program. Thanks also go to my friends and colleagues and the department faculty and staff for making my time at Texas A&M University a great experience.

Foremost, I would like to thank God for giving me the ability to complete this endeavor.

NOMENCLATURE

| | |
|------|---|
| CEA | County Extension Agent |
| MLV | Master Livestock Volunteer |
| 4-H | Youth Development Program of Texas AgriLife Extension Service |
| TAMU | Texas A&M University |
| TCE | Texas Cooperative Extension (Now Texas AgriLife Extension Service) |

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CHAPTER I

INTRODUCTION

Educational opportunities are abundant in the United States. One of the most recognizable educational programs in the United States is the 4-H & Youth Development Program. This youth organization relies heavily on trained adult volunteers. Volunteers are people who do something on their own free will or the act of performing an act without being compensated (Boleman & Burkham, 2005). Volunteers are a fundamental component of successful 4-H programs. Volunteers assist in the development and delivery of 4-H programs coordinated by County Extension Agents into a 4-H and youth development education program (Hange, Seevers, & VanLeeuwen, 2002). According to the 2003 statistics from the National 4-H Council (2003) there are more than 570,000 4-H volunteers nationwide. “The value of time, mileage and out-of-pocket expenses that volunteer leaders contribute annually exceeds \$2 billion. This is estimated to be five times the combined county, state, federal and private sector support” (National 4-H Council, 2003). Within the State of Texas, volunteers are one of the most valuable assets (Boleman & Burkham, 2005).

Volunteers help “reach more people in Texas; ensure that our programs are relevant; deliver education and interpret the value of programs to others” (Boleman & Burkham, 2005, p. 1).

This dissertation follows the style of the *Journal of Agricultural Education*.

“Volunteers are identified as a part of the organizational vision by stating that Extension educators recruit, and develop volunteers to multiply Extension’s efforts” (King & Safrit, 1998, ¶ 1).

Youth livestock projects in the State of Texas are a large part of the 4-H program. As indicated by a study from Texas Cooperative Extension (2003, Quality Counts Handout 9), in the year 2000 there were 71,196 projects for market swine, goats, lambs, and steers at the county level. This number does not include the non-market or commercial beef and swine project, horse projects, and poultry projects among others all of which are supported by our target audience of volunteers who received training in these large animal areas. Because there are so many, County Extension Agents sometimes cannot reach every youth who participates in raising a large animal project. Volunteers trained in each of these project areas can instruct the youth on raising their livestock project. However, if the volunteer is questioned on a topic they are unsure of, or do not feel comfortable answering, they can refer the question to the County Extension Agent. The volunteer serves as a link between the youth and the Extension Agent.

Theoretical Framework

Master 4-H Livestock Volunteers are an asset to Texas AgriLife Extension Service, helping to educate the youth and make county Extension Programs successful. The Master Volunteers receive training and then are able to disseminate information to the youth on a more personalized level than the County Extension Agent. With this study, the researchers hoped to develop baseline knowledge of the motivations of the

volunteer, the behavioral change of the volunteer, the behavioral change of youth, the individual most responsible for making decisions throughout the livestock project, how the volunteer fits into the county 4-H project, and additional needs to ensure that Texas AgriLife Extension Service is implementing the most beneficial Master Volunteer Program for all parties.

Volunteers can be helpful in many areas of Extension and especially in the 4-H program. Culp, Schwartz, and Campbell (1999) listed potential opportunities for volunteers including leading club meetings, establishing recreation events, or program planning. They can also serve as a “specialized volunteer” for such opportunities as a Shooting Sports instructor, or they can become a Master Volunteer which requires them to become certified, normally after attending specialized training that includes youth development skills as well as subject matter expertise.

Volunteers are extending the educational outreach of Extension to clientele through their teaching. Extension professionals increase program visibility and accomplish positive-image building through the use of volunteers (Wolford, Cox, & Culp, 2001). As stated by Wolford, Cox, and Culp, “Volunteers can increase the depth and continuity of basic Extension programs by relieving Extension professionals to teach other subject matter of a more advanced nature” (2001, p. 2). Many volunteers have been developed through Master Volunteer programs. Most of these programs deliver hours of instruction to the volunteer in exchange for hours of volunteer time serving clientele.

In the 1970s, master volunteer programs were initiated in programs such as horticulture and other domestic type programs (Gibby, Scheer, Collman, & Pinyuh,

2003). More recently, Master Volunteer programs have grown to include subject matter areas such as livestock, clothing and textiles, and financial management. Wolford, Cox, and Culp (2001) refer to Laughlin and Schmidt's findings from 1995 describing the advantages of master volunteer program as "multiplying expertise in a subject area; building a strong support base; permitting the agent to have time for in-depth programming; enabling Extension professionals to devote resources to issued based programs; increasing self-esteem for the participants; and providing for volunteer hour support to Extension programming" (Intro Section, ¶ 4). Hange, Seevers, and Van Leeuwen (2002) concluded that a strong volunteer program not only requires willing and capable volunteers but also professional staff who are able to direct and coordinate the program with the necessary knowledge and skills.

4-H Youth Development. The purpose of the 4-H program is to "Prepare youth to meet the challenges of childhood, adolescence and adulthood, through a coordinated, long-term, progressive series of educational experiences that enhance life skills and develop social, emotional, physical and cognitive competencies" (Texas 4-H Website, 2006, Mission Statement). Thus, preparing young people to meet these challenges requires providing them with a foundation that will give them the knowledge to make decisions promoting their own development (Perkins & Borden, 2001). Mincemoyer and Perkins (2001) state that the 4-H youth development program is being challenged to direct its programming towards youth developing life skills, establishing positive relationships with adults and other youth, and contributing to their communities.

Master Volunteer Program. The Master Livestock Volunteer program in Texas was established in 1999, and the first class of volunteers began training in the year 2000 (Angela Burkham, personal communication, August 18, 2006). One of the first training courses for the Master Livestock Volunteer Program was in swine production. Other species soon followed including sheep and goats, beef, and horse. These training programs were designed to train individuals to aid in the education of the youth in each subject matter area (livestock project area). The volunteers came from many backgrounds and education levels. They shared an interest in learning more about a particular livestock project area.

Master Livestock Volunteers are individuals who have met the certification criteria as a master volunteer for Texas Cooperative Extension. These volunteers must have completed 20 hours of training in a particular project area such as sheep and goats, horse, swine, or beef. They are able to lead an educational program in their trained subject matter and commit to providing a minimum of 50 hours of service. Master volunteers have a position description on file with the state and a copy at their local County Extension Office (Boleman & Burkham, 2005).

Master Volunteer training programs are usually held over a two and half day period beginning on Friday evening and ending Sunday afternoon. The training programs start with a meal and introduction on Friday evening. The participants receive an overview of the next two days, with an introduction of the speakers, and a discussion of the purpose for the training and the expectations after the training is complete. Within each species, the participants are trained in the following areas: What is a Master

Livestock Volunteer?; Overview of the Industry; Websites/ Curriculum Resources; Facilities; Project Visitation Checklist; General Health; Feeding and Nutrition; Selection; Showmanship; Grading and Carcass Evaluation; and Quality Assurance. In addition, training is provided in the area of youth development focused on: Basics of Youth Development; General 4-H Information; Role of the 4-H Volunteer; 4-H Project components; Effective club management/Activities; Scholarships; Public Speaking/ Influential Presentations; Record Keeping and Record Books; Developing People of Character; and Risk Management and Liability (Texas Extension, Texas 4-H Clover, 2000).

Volunteers receive high quality educational training provided by experts in the livestock and youth development fields. Once the training is complete, the volunteers are asked to provide a minimum of 50 hours of educational outreach efforts in order to become a certified Master Livestock Volunteer.

Volunteers are typically individuals from the community who are already involved with 4-H families seeking assistance in raising their livestock projects. The information provided to these individuals is focused around the project area. The purpose of the MLV program is to extend the outreach of the Extension program throughout the state of Texas. The Master Livestock Volunteer programs have three goals:

- 1) To teach 4-H project subject matter to members and volunteers in a county;
- 2) To provide support to 4-H members and volunteers; and
- 3) To give leadership to learning opportunities for members, parents, and

volunteers in the county” (Texas Extension, MLV guide 2005).

Each volunteer has a job description. The major responsibilities of a volunteer are as follows:

- Help 4-H members realize the benefits of developing a sound, well-rounded project
- Review 4-H project record forms with 4-Hers
- Inform members and parents of educational sessions, recognition, contests, and scholarships available
- Coordinate project learning opportunities for 4-H members
- Identify local resources for 4-Hers to use
- Involve junior/teen leaders and other volunteers assisting younger members in project completion
- Serve as judge/superintendent at various levels of competition
- Encourage members and parents to attend county, district, and state workshops.

Volunteers are instrumental in helping an Extension program succeed in the county.

The major value to programs like these is that “recognizing the volunteers as an acknowledged link in the land-grant system that’s working to discover and help other apply research-based knowledge” (Long & Hackett, 1985, ¶ 30).

Motivation for Volunteers. Volunteers may be looking for a reputation boost or position, friendships, or possibly just wanting to be affiliated with a program. Volunteers can be motivated by power, affiliation or achievement. A person motivated by Power likes to have an impact or influence on others; an Affiliation motivated person, likes

being with someone else and developing mutual friendship; or an Achievement motivated person wants to achieve success in a situation that requires excellent or improved performance (Atkinson & Birch, 1978; Extension, MLV guide, 2005). “Henderson (1981) found most 4-H volunteers to be motivated by affiliation” (Culp & Schwartz, 1999, Introduction section, ¶ 3). Culp and Schwartz describe the relationship between the volunteers and the organizations as dictated by the motivation of the volunteer and the needs of the organization. Motivation is different for each individual volunteer. Finding a good fit between organizational needs and volunteer motivation is the challenge. With understanding possibilities of why volunteers might be involved in various programs, why would we need to conduct a study of the volunteers and that is where this study began to surface.

The purpose of this study was to assess the perceptions of 4-H Master Livestock Volunteer(MLV) program participants regarding the effectiveness of the program, their role in the county 4-H volunteer program, and the role in livestock project decision making of various stakeholders. The specific objectives are:

1) To identify the factors motivating participation in the MLV training and those influencing volunteers to complete the 50 hours of post-training service. A secondary objective was to assess the effectiveness of the MLV program in meeting these motivational goals.

2) To measure participant perceptions of changes in the behavior of the youth in the following curricular areas: 1) signs of health problems; 2) facility management; 3) show ring etiquette; 4) teaching the rules; 5) helping others, and; 6) goal setting.

3) To describe volunteers' perceptions regarding the role of stakeholders in livestock project decision making. Who is responsible for making decisions at various stages of the livestock project? Is it the youth, the parents, the volunteer, or the County Extension Agent? Stakeholder roles were examined for the following livestock project decisions:

- a) Project Specie
- b) Genetics (Selection of the animal).
- c) Nutrition (Type, Brand, Amount, and Timing of Feed supplied).
- d) Facilities (Type, Design, . . .)
- e) Exhibitions (Show or Shows where the project will be exhibited)
- f) Fitting (Grooming, etc.)
- g) Exhibitor (Identify individual exhibiting the animal)

4) To identify participants' perceptions of their leadership role in the county 4-H program from among the following four options:

1. Servant
2. Educator
3. Manager
4. Leader

5) To conduct an evaluation of the curricular areas in the MLV program, assessing the relative strength of the sixteen curricular areas and identifying programmatic strengths, weaknesses, opportunities, and threats.

6) To describe MLV participants on the following demographic variables:

- a) Year trained
- b) Species type trained
- c) Location of training attended
- d) Number of hours provided
- e) Certification status
- f) Age
- g) Occupation
- h) Education Level
- i) Activity Level

7) To examine relationships among the demographic and programmatic variables to refine program planning.

By accomplishing these objectives, this study will provide information for programmatic review and improvement of the MLV program, and through those volunteers create a more effective educational program for the youth of Texas.

CHAPTER II

REVIEW OF LITERATURE

This study was rooted in four major subject matter areas. These areas were adult learning theory, evaluation, volunteerism, and related studies.

Adult Learning Theory

Until the 1970s, many educators accepted pedagogy as the only teaching theory. Pedagogy, the theory and practice of teaching children, had been widely used by adult educators for the education of adults. Researchers, teachers, and practitioners assumed adults learned the same way as children. Malcolm Knowles developed a theory of educating adults. Knowles (1978) built upon the work of Thorndike to describe a scientific base for the field of adult learning. Knowles described interests and abilities of adults and how they were different than those children. Knowles, Holton and Swanson (1998, p. 40) identified five key assumptions for adult learning theory:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.

4. Adults have a deep need to be self directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
5. Individual differences among people increase with age; therefore, adult education must make an optimal provision for differences in style, time, place, and pace of learning.

Knowles formulated a theory of adult learning referred to as “andragogy,” a name borrowed from Alexander Kapp, a German grammar teacher, who used it to describe Plato’s educational theory (Fidishun, 2000, ¶ 2). According to Knowles, the term “adult” can be defined from various standpoints such as legal, biological or social. The legal definition refers to the age at which an individual can obtain a driver’s license, vote, or get married without consent. The biological definition is referred to the standpoint in which adults can reproduce. The social definition refers to the period in which adults start performing roles as full-time worker, as a parent or spouse, and as a voting citizen. Knowles (1998) finds the psychological definition as the most crucial. This refers to the time when adults arrive at a self-concept of being responsible for their own lives. Most people do not achieve this self-concept until they leave college, get a full time job, get married or start a family.

Knowles, Holton, and Swanson (1998) developed an andragogical model for adult learning set aside from the pedagogical model based on six assumptions that are as follows (p.64-68):

1. *The need to know.* Adults need to know why they need to learn something before undertaking to learn it. Tough (1979) found that when adults undertake to learn something on their own, they will invest considerable energy in probing into the benefits they will gain from learning it. Consequently, one of the new aphorisms in adult education is that the first task of the facilitator of learning is to help the learners become aware of the “need to know.”
2. *The learners’ self-concept.* Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at this self-concept they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situations in which they feel others are imposing their wills on them.
3. *The role of the learner’s experiences.* Adults come into an educational activity with both a greater volume and different quality of experience from youths. By virtue of simply having lived longer, they have accumulated more experience than they had as youths. But they also have had a different kind of experience. This difference in quantity and quality of experience has several consequences for adult education. One of which is that in any group of adult there will be a wider range of individual differences than is the case with a group of youths. The difference in quantity and quality of experience has several consequences for adult education. It assures that in any group of adults there will be a wider range of Individual differences than is the case with a group of youth. But fact of greater experience also has some potentially negative effects. As we

accumulate experience, we tend to develop mental habits, biases, and presuppositions that tend to cause us to close our minds to new ideas, fresh perceptions, and alternative ways of thinking.

4. *Readiness to learn.* Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations. An especially rich source of “readiness to learn” is the developmental stage to the next. The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks.
5. *Orientation to learning.* In contrast to children’s and youths’ subject centered orientation to learning (at least in school), adults are life-centered (or task centered or problem-centered) in their orientation to learning. Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations.
6. *Motivation.* While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desires for increased job satisfaction, self-esteem, quality of life, and the like). Tough (1979) found in his research that all normal adults are motivated to keep growing and developing, but this motivation is frequently blocked by such barriers as negative self-concept as a student, inaccessibility of

opportunities or resources, time constraints, and programs that violate principles of adult learning.

Another noted individual in the Adult learning theory is Patricia Cross. Cross described the Characteristics of Adults as Learners model in her book titled, “Adults as Learners” (1981). This model incorporated Knowles’ framework for andragogy and Rogers ideas regarding experiential learning, respectively. Also she incorporated information regarding lifespan psychology. Cross’s model included two classes of variables, personal characteristics and situational characteristics. Personal characteristics refer to aging, phases of life, and developmental stages. Situational characteristics included part time learning versus full time learning and voluntary versus compulsory learning. Cross’s Characteristics of Adults as Learners is widely used to provide guidelines for adult education program development. The model is based on four principles:

1. *Adult learning programs should capitalize on the experience of participants.*
2. *Adult learning programs should adapt to the aging limitations of the participants.*
3. *Adults should be challenged to move to increasingly advanced stages of personal development.*
4. *Adults should have as much choice as possible in the availability and organization of learning programs.*

Gerald Grow's Staged Self-Directing Learning Model has been important in adult education program development. In this model, Grow (1991) differentiates four levels for the students and four roles for the teachers. Figure 1 describes this model.

| | Student | Teacher | |
|---------|---------------|-----------------------|---|
| Stage 1 | Dependent | Authority, Coach | Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance. |
| Stage 2 | Interested | Motivator, guide | Inspiring lecture plus guided discussion. Goal-setting and learning strategies. |
| Stage 3 | Involved | Facilitator | Discussion facilitated by teacher who participates as equal. Seminar. Group projects. |
| Stage 4 | Self-directed | Consultant, delegator | Internship, dissertation, individual work or self-directed study-group. |

Note. Adapted from Knowles, Holton, and Swanson. (1998). *The Adult Learner*. 5th Ed.

Figure 1. Grow's staged self-directing learning model.

As the stage number increases, the student becomes more interested and more knowledgeable in the subject matter while the teacher becomes more of a facilitator to enhance the knowledge of the student. The role of the teacher in Stage 1 is very different than that of a teacher in Stage 4. The Stage 1 teacher is the subject matter authority, whereas the stage 4 teacher is helping guide the student. These individuals play an important part in developing adult education programs.

Program Evaluation

This study relies heavily on an evaluation of a program. Formal evaluation is still maturing as a field, but has traces that go back to as early as 2000 B.C., when Chinese officials were conducting a civil service exam for a position in government. In the education field, Fitzpatrick, J.L, Worthen, B. R. & Sanders, J. R. describe Socrates use of a verbal evaluation as part of the learning process (2004). In the Master Livestock Volunteer program, there are several evaluation approaches that are relevant to this type of program. Evaluation approaches such as Stufflebeam's CIPP (context, input, process, and product) model, Scriven's Goal-free model or Tyler's Goals oriented/ objective based model could be used to evaluate this program. The researcher chose to use Kirkpatrick's 4-Level model to evaluate the program.

Kirkpatrick Model

Donald Kirkpatrick (1994) first formulated his four-level educational model out of his doctoral work at the University of Wisconsin in 1959. The four levels within Kirkpatrick's Model are (p.21):

Level 1- Reaction

Level 2- Learning

Level 3- Behavior

Level 4- Results

Kirkpatrick believed that evaluation was more than just the four components by themselves, but rather a joint effort by all of the components. The following is the description of Kirkpatrick's model (1994).

Evaluating reaction is measuring the feelings of participants. It is a measure of “customer satisfaction.” Because reaction is so easy to measure, it is the most common type of evaluation performed (Kirkpatrick, 1983). If participants are going to learn from a training, they must react favorably to it. Otherwise, they will not be motivated to learn. Kirkpatrick (p. 28-41) proposes the following eight guidelines for evaluating reaction:

1. *Determine what you want to find out.* It is imperative to get reactions to both the subject and to the leader (trainer). And it is important to separate these two ingredients.
2. *Design a form that will quantify reactions.* The ideal form provides the maximum amount of information and requires the minimum amount of time.
3. *Encourage written comments and suggestions.* Quantitative responses do not provide the reasons for those reactions or suggest what can be done to improve the program.
4. *Get 100 percent immediate response.* Having participants turn in their reaction form(s) before leaving the program increases the response rate as opposed to having participants return them at some point in the future.
5. *Get honest responses.* Not requiring participants to put their name on reaction forms increases the likelihood of getting honest responses. Also, have participants place their reaction forms in a pile rather than leaving them at their seat.

6. *Develop acceptable standards.* Scaled responses can be used to derive mean ratings for each item on a reaction form. These mean ratings can then be used to develop standards to measure against.

7. *Measure reactions against standards, and take appropriate action.* Once realistic standards have been established, you should evaluate the various aspects of the program and compare your findings with the standards.

8. *Communicate reactions as appropriate.* Program coordinators must deal with two factors with respect to communicating reaction forms: who wants to see them and with whom program coordinators want to communicate. Instructors should be shown these reactions, especially if they request it, as well as those who make decision about staffing, budgets, salary increases, etc.

Evaluating learning comprises measuring changes in knowledge, skills, and attitudes. Changes in behavior cannot be expected if no learning takes place.

Kirkpatrick offers four guidelines for evaluating learning (p. 42-51):

1. *Use a control group if practical.* Control groups can provide better evidence that change has taken place. If a training program is conducted for managers in a large organization, there would be enough managers that using a control group would be practical. For a small organization, a control group may not be practical.

2. *Evaluate knowledge, skills, and/or attitudes both before and after the program.*

Pre and post-tests are recommended as a means of measuring changes in

knowledge and attitudes. For measuring skills, a performance test is recommended.

3. *Get a 100 percent response.* Anything less than a 100 percent response rate requires a carefully designed approach to selecting a sample group and analyzing the results statistically.

4. *Take appropriate action.* This item refers to taking action to improve the instruction component of a program. It is important to remember that we are measuring our own effectiveness as instructors when we evaluate participants' learning. If it is discovered that instructors have not been successful, it needs to be determined how to be more effective in the future.

Evaluating behavior is aimed at determining the change in behavior that resulted from the training program or experimental treatment. Participants cannot change their behavior until they have had a chance to do so. They may decide to change their behavior the first opportunity they have, or they may never change their behavior. As a result, it is impossible to predict when a behavioral change will occur. The following are seven guidelines for evaluating behavioral changes offered by Kirkpatrick (p. 53-61):

1. *Use a control group if practical.*
2. *Allow time for behavior change to take place.* Give participants time after they return to their work environment to consider the new practices or suggested behaviors, and try it out.
3. *Evaluate both before and after the program if practical.*
4. *Survey and/or interview persons who know the behavior.* Evaluators

should survey and/or interview one or more of the following: trainees, their immediate supervisor, their subordinates, and others who are knowledgeable about their behavior.

5. *Get 100 percent response or a sampling.*
6. *Repeat the evaluation at appropriate times.* The purpose of repeating the evaluation is because some participants may change their behavior, then later revert back to their original behavior.
7. *Consider cost versus benefits.* Just with other investments, evaluators should compare the cost of evaluating change in behavior with the benefits that could result from the evaluation.

Kirkpatrick offers a familiar set of guidelines for evaluating results (p. 63-69):

1. *Use a control group if practical.*
2. *Allow time for results to be achieved.*
3. *Measure both before and after the program if practical.*
4. *Repeat the measurement at appropriate times.*
5. *Consider cost versus benefits.*
6. *Be satisfied with evidence if proof is not possible.*

External factors can affect results and make it difficult to determine how much of the result was due to the training program or experimental treatment.

Volunteerism

Volunteerism is an integral part of this study. Without the participants who are volunteers, there would be no study participants for evaluation. There are many

variations of volunteerism models in the field at present time. The following two are ones that can be identified for this study.

L-O-O-P Model

The L-O-O-P model was developed after research work on volunteers was done in Indiana. The acronym stands for Locating, Orienting, Operating, and Perpetuating that is a structured way for Extension educators to guide volunteers (Penrod, 1991).

Locating- The selection process of identifying volunteers to do particular jobs within the organization. This activity can be based on various criteria such as the group needs, the volunteer's skills, interests or ambitions, and specific task requirements. This process involves obtaining a volunteer agreeing to undertake a specific task for the organization. In Locating, several steps are taken such as portraying a positive organizational image, approaching the volunteer for an opportunity, learning about the needs of the volunteer and matching the needs and interests with the appropriate tasks, and finally getting the volunteer to participate.

Orienting- This piece of the process requires guiding and inspiring volunteers to get things done effectively and efficiently. The role of the educator in this instance is to initiate the volunteer into more information about the organization and the intent of the project. The orientation will describe to the volunteer how their skills and energy will be invested. There can be an informal and formal orientation of the volunteer concerning the project. The informal orientation is the collection of varied information from other than a structured environment. The formal orientation is the structures and focused set of teaching and learning which will help prepare the volunteer for a specific role. This

phase allows leaders to articulate the vision, mission, and goals at the beginning of a volunteer's involvement.

Operating- The process continues with helping the volunteers learn new knowledge and skills, and acquire new attitudes and aspirations. For some volunteers, an opportunity to learn and grow is a large part of their satisfaction and a strong motivating factor. The accomplishment part of this process is important as well because the volunteer feels important if they have had the chance to accomplish a goal or help someone. Some accomplishments include developing plans or programs, implementing programs, completing evaluations, conducting meetings, fundraising, completing projects, and improving lives. Volunteers must know that something meaningful happened because they were involved (Penrod, 1991, Operating with Volunteers Section).

Perpetuating- This part of the process is continuing of the projects until it is complete or a transfer of personnel has occurred. In this part of the process, evaluation and recognition of the volunteers is needed. Evaluation is needed because volunteers want to know how they are doing. Recognition is needed because the volunteers need to know the work they do is appreciated. Perpetuating the involvement of the volunteers is important for the growth of the organization. Both feedback and recognition are parts of this process (Penrod, 1991, Perpetuating the Involvement of Volunteers Section).

The L-O-O-P model is one way of working with volunteers and engaging them in the process of working with people in the organization.

ISOTURE Model

The ISOTURE Model is another design in working with potential volunteers. The following is the acronym and the description for each part of the process (Dodd & Boleman, 2007):

- I- *Identification*- The process of locating the individuals with the competence and attitudes essential to filling a position. This is identifying the volunteer and the type of volunteer needed. When recruiting or identifying, speaking to their motivation is an essential asset to getting them involved.
- S- *Selection*- This is part of the process completed by getting to know the person by interviewing, volunteer applications, and background screenings. This section of the process gives opportunity to match the volunteer with their interests, talents, and available time to the position.
- O- *Orientation*- The process of orienting the volunteer to the organization, the position, and the projects. This allows for them to know how they fit into the mission and vision of the organization.
- T- *Training*- The process of stimulating and preparing volunteers to acquire knowledge and to develop attitudes and skills necessary to enable them to be successful in their volunteer roles. Each volunteer has their own style of learning so educators must be aware of this as an educational training is occurring.
- U- *Utilization*- The process of allowing the volunteers to put to use their newly

learned knowledge and skills. Volunteers can concentrate their time and efforts. This phase requires the motivation of the volunteers. If the volunteers are under utilized they will find something else to occupy their time. The volunteers need the support to carry out their responsibilities.

- R- *Recognition*- The process of recognizing and rewarding volunteer performance. Recognition goes a long way. The two forms of recognition are the formal and informal. A formal recognition would be an annual recognition dinner or party, a pin, certificate, roll of volunteers displayed in a high traffic area. Informal recognition would items such as providing a comfortable work environment. The opportunity for an experienced volunteer to train a new volunteer is a form of recognition. A simple “thank you” goes a long way.
- E- *Evaluation*- The process of determining the results of the volunteer performance and giving feedback. The evaluation was conducted for the process which is examining the process for improvement. The evaluation can also be conducted over the outcome of the program questioning the impact of the program. Also an economic impact may be assessed in what impact on the economy was the volunteer. Feedback can be done on a continuous basis or in an annual review of the volunteer and the work they may be conducting (Dodd & Boleman, 2007).

Related Research Studies

Several research studies have been conducted surrounding the 4-H and Master Volunteer programs. Some of those studies have beneficiary material to the study

presented here. Although not exactly alike, the material from previous studies is quite educational as well as insightful to this study.

Volunteers

In a study conducted by King and Safrit (1998, ¶ 4), the researchers asked the Extension agents within the Ohio Extension System to rate their “perceptions of the importance and their perceived competence with selected volunteer competencies.” In this study, with a 98% return rate, their findings where all nine competencies were identified as somewhat to very important. The agents surveyed identified utilizing, supervising, and recognizing 4-H volunteers as very important. The somewhat important competencies were identified as “identifying 4-H volunteer opportunities, and recruiting, selecting, orienting, training, and evaluating 4-H volunteers” (King & Safrit, 1998, Findings Section, ¶ 2). Many of the agents gave reference to the pressures of success or failure such as; the accomplishments of the 4-H members, smoothly run activities, a successful livestock sale and many others rather than the importance of working with the volunteers. The volunteers accepted the way the agents carried out these activities because they work closely beside them. The agents suggested the volunteers are important to accomplishing the pressures of the position (King & Safrit, 1998, Findings Section, ¶ 4). “The researchers would argue that if the OSU Extension 4-H Youth Development Agents only believe the competencies to be somewhat important, then they are not likely to be motivated to become very competent in each area. The researchers suggest that a conceptual gap exists between agents’ perceptions of the importance of and their competence with them” (King & Safrit, 1998). This information gave insight to

the training needs for the training of the agents. Snider (1985) stated the strongest Extension programs result from a balance of ownership and responsibility between agents and key volunteers. Ellis and Noyes (1990) stated that volunteers cannot contribute to an organization successfully without the visibility and attention from the staff of the organization. “Volunteers contribute much, in areas such as hours; knowledge, skill, and teaching, but coordination and motivation and management are needed (Walker & Young, 1989)”(King & Safrit, 1998, Implications ¶).

Master Volunteer Programs

Beginning in the early 1960s, Master Volunteer programs are the outreach arm of the Cooperative Extension system to add the personal touch to the educational programs. Laughlin and Schmidt developed the following figure as describing the pros and cons of Master Volunteer Programs as an Extension Delivery Method.

| PROS | CONS |
|--|---|
| Multiplies Expertise | Time Involved in training |
| Builds Support Base | Time in Maintenance |
| Frees agent time for Depth programming | Increased resources in volunteer Management |
| Truly educates empowered volunteers | Liability in use of volunteers |
| Enables Extension Faculty To devote resources to issue Based curriculums | May deliver inaccurate Information |
| Self-Esteem for participant | Reduced program control for Extension faculty |
| Volunteer hours for Extension | Less time for direct clientele contact By Extension Faculty |

Figure 2. Pros and Cons of Master Volunteer Programs as Extension Delivery Method

“Trained volunteers are taking on the responsibility of delivering educational programs in their communities. Risks in this system include losing touch with clientele and the liability of program delivery” (Laughlin & Schmidt, 1995 ¶ 10). As mentioned previously, several examples of master volunteer programs are in the area of “Horticulture, Livestock, Forestry, Clothing and Textiles, Food Safety, Food Preservation, Youth Development, Leadership Development, and Water Quality” (Laughlin & Schmidt, 1995 ¶ 10). This whole process is consistent with the land grant institutions and may be one of the best opportunities Cooperative Extension has in taking education to the people (Laughlin & Schmidt, 1995).

Extension agents rely on volunteers to assist them in reaching the public. The volunteers aide the Extension agent in reaching audiences that might not be able to be reached. The youth are reached by the volunteers in educating the youth on how to properly care for their projects. In a study done in Nebraska, the parents of participants that had participated in the Quality Assurance program were given a retrospective pre-test where the parents would rate the child’s gain of knowledge, their attitude about quality assurance practices, and care of their livestock projects. Fifteen knowledge items were grouped into five categories that consisted of quality assurance concepts, feeding and watering, identification, housing and facilities, and prevention management. A Likert scale was used by the researchers for the parents to rate the level of knowledge and understanding by the youth as definitely knows/understands, probably knows, probably does not know, or definitely does not know. Also three attitude items were

addressed in regards to the quality assurance concepts. The parents could rate the children's improvement knowledge as definitely agree, probably agree, probably did not agree, or definitely did not agree. Also the parent would rate behavior or practice items grouped in four categories that were feeding and watering, identification, housing and facilities and prevention management. A scale was used for the parents rating the child as if their child almost always implemented, often implemented, sometimes implemented, or almost never implemented the practice (Fassett, Nold, & Rockwell, 2005). In this study, 400 youth were chosen with their parents receiving the instrument mailed to them. The return rate from the parents was 40%. The researchers invited the children to assist the parents with answering the questionnaire. The parents did indicate the children did help with the completion of the instrument by a group of 59%. Analysis revealed that the participants had an increase in knowledge of the subject areas of quality assurance concepts, feeding and watering, animal identification, housing and facilities, and prevention of problems. The greatest increase in knowledge was in the area of quality assurance concepts. Their attitudes changed also in relation to the quality assurance concepts. In the practice implementation area, the parents' observations of the youth "indicate a significant increase in youth conducting practices that were consistent with quality assurance standards taught in the program"(Fassett, Nold, & Rockwell, 2005, Knowledge Gained Section). The largest change in mean scores from the practices was in the subject area of identification followed by prevention of problems. The least amount of change was in the feeding and watering subject matter area. The primary goal

for the program was to help youth understand what is involved in raising livestock projects for food (Fassett, Nold, & Rockwell, 2005, Attitudes Changed Section).

A similar study to this one was conducted by McCorkle in 2005 of the Master Marketer program in Extension and the Marketing clubs surrounding these programs. “The purposes of the study were to measure change in knowledge, adoption of practices, and economic impact, and to investigate relationships between selected personal and business parameters, and satisfaction, knowledge, adoption of practices, and economic impact of the Master Marketer program and marketing clubs”(McCorkle, 2005, p. iii). He surveyed the attendees of the Marketing program and members of the marketing clubs years after they had attended the training.

CHAPTER III

METHODS AND PROCEDURES

This chapter describes the research design used in the study, selection of participants, instrument design, data collection process, and methods used to analyze the data.

Research Design

The study was primarily a descriptive-correlational study. The purpose of this design was to assess the impact of the Master Livestock Volunteer program on the participants' self-perceived levels of knowledge, attitudes, and impact on the youth in their counties. For the Master Livestock Volunteer program, all participants from 2000 to 2007 were included in the study.

Selection of Participants

The Master Livestock Volunteer data included respondents from graduates of all 10 classes with the 2000 Swine class being the first and the 2007 Sheep and Goat class being the most recent. The total number of participants in all 10 classes was 242.

A census was attempted for all the participants in the Master Livestock Volunteer program. Sampling error, the extent to which the sampling does not account for the entire population, was present in the data collection process due to the death of some participants after their participation, and participants whose mailing address was not accurate in the database. These participants were removed from the database as they were discovered.

Dillman (2000) identified four key sources of error associated with collecting survey data: coverage error, sampling error, non-response error, and measurement error. Coverage error exists when the list from which the sample is drawn does not include all elements of the population. As a result, each element of the population does not have an equal chance of being included in the sample. Because this study used a census, coverage error was controlled.

Sampling error results from surveying some, but not all the elements of a population (Dillman, 2000). Since a census was used in this study, sampling error was controlled.

Dillman (2000) describes non-response error as when a significant number of people do not respond to the survey, the non-responders have different characteristics than those who did respond, and when those characteristics are important to the study. Lindner, Murphy, and Briers (2001) recommend the following three procedures for controlling non-response error: (1) compare early respondents to late respondents, (2) use “days to respond” as a regression variable, and (3) compare respondents to non-respondents by sampling non-respondents.

“Measurement error occurs when a respondent’s answer to a question is inaccurate, imprecise, or cannot be compared in any useful way to another respondent’s answers. Measurement error results from poor question wording and questionnaire construction” (Dillman, 2000, p. 9). To control for measurement error in this study, the questionnaires were administered following the guidelines of the Tailored Design

Method (Dillman, 2000), and the questionnaires were developed using experts in the fields of extension program evaluation and of 4-H and Youth Development.

Instrumentation

An online instrument was developed to collect data for this study. The same survey instrument was printed and mailed to prospective participants. Participants who had valid email addresses received an email with the link for their access and those without email addresses received a mailed copy. The purpose of this survey was to collect data pertaining to the following primary areas:

1. Logistics of the courses and area that participated.
2. Participants' perception of the relevance of the 16 specific areas that they were trained at the various programs.
3. Participants' perceptions of the reasoning for their participation in the program.
4. Participants' perceptions of the motivating factors reached by attending the course.
5. Participants' perceptions of the change of behaviors in the youth with whom they are working with on their livestock projects.
6. Participants' perceptions of decision making regarding the livestock project from selection of the animal to how the animal will be exhibited.
7. Participants' perceptions of the program's strengths and weaknesses.
8. Participants' perceptions of the role in which they provide guidance for a project.

9. Demographic information for participants including age, occupation, miles traveled due to the program, level of education, years as a master volunteer, and years as a volunteer.

Master Livestock Volunteer Survey Instrument

The 4-H Master Livestock Volunteer Survey instrument (Appendix A) was developed primarily by the researcher with input and guidance from two faculty members in the Agricultural Education Department (TAMU), one who specializes in Distance Education and the other who specializes in volunteer development as well as evaluation. When designing a testing or evaluation instrument, it is important to maintain content validity. Tuckman (1999) states that a test has content validity if the sample of situations or performances it measures is representative of the set from which the sample was drawn, and about which the research will make generalizations. To maintain content validity, the survey was reviewed by the two faculty members as well as two other faculty from the 4-H and Youth Development program at Texas AgriLife Extension Service. Also important in research is the overall reliability of the instrument. The reliability for this survey was .90 .

The Master Livestock Volunteer survey instrument, found in Appendix A, had 9 sections. The purpose of Section 1 (Questions 1-3) was to gather information about the training that the participant attended. These three questions addressed the location of the training, month and year of the training program, and which species they were trained.

Section 2(question 4 in Appendix A) focused on the issues covered in the training courses. This section addressed the concepts included in the T of the ISOTURE

Model and the Orienting portion of Penrod's L-O-O-P Model. Participants were asked to indicate the importance of each of the 16 topics that were discussed in the training program. The response options available were *Very Low Importance*, *Low Importance*, *Moderate Concern*, *High Importance*, and *Very High Importance*. The reliability (Internal consistency) for this section of the survey instrument was .91. The topics being evaluated were: The Role of a Master Volunteer, Value of Livestock Projects; Public Speaking and Educational Presentations, Texas 4-H Recordkeeping and Scholarship Program, Live Evaluation, Quality Counts, Overview of the Industry, Resources for Project Leaders, Major Show Updates, General Health, Facilities and Project Visits, Feeding and Nutrition, Exercising Livestock, Preparing for Show, and Fitting at the Show. These issues were covered at each of the 10 training classes.

Section 3 (question 5 in Appendix A) was designed to explore why the volunteers attended the training program. This section contained 6 statements describing various motivations for attendance, and the participant was asked to indicate the importance of each statement based on their needs. The possible responses for each statement were *Not Important*, *Low Importance*, *Moderate Importance*, *High Importance*, and *Very High Importance*. The statements were: Gain a Competitive Advantage, Learn a New Skill, Help youth in the Community, Recognition among Peers, Win a Championship, and Meet other people with the same Interest.

In Section 4 (questions 6-13 in Appendix A), participants were to rate their influence on the youth after attending the training program. This section explored the Evaluating concept of the ISOTURE model and the Operating concept of the LOOP

model. Section 4 examined how the volunteers were operating and getting the information across to the constituents of their county 4-H program. The possible responses to the 8 questions were provided with a three-response option format (*Yes/No/Unsure*). The first question in the section examined the volunteer's motivation for attending and whether that need was met by attending the training program. The second question asked whether or not the volunteer had completed the required hours of service to become a Master Livestock Volunteer. The remaining six questions asked the volunteer to describe changes in the youth they worked with on specific issues including identifying health problems, daily cleaning of the livestock facility, showing respect to others in the show ring, following and adhering to the show rules, change of attitude in assisting other showmen, and developing and setting goals for their projects.

Section 5 (questions 14 in Appendix A) examined the participants' involvement in many of the decisions made during the typical livestock project. The responses to these statements indicated how closely involved the Master Volunteer was with livestock project decision making process. The possible responses for each of the 9 decisions ranged from *No Involvement*, *Low Involvement*, *Some Involvement*, *High Involvement*, and *Very High Involvement*. The statements addressed their involvement in Species Selection for Exhibition, Selecting the Individual Animals, Selecting the Facilities and Locations for the Project, Selecting the feeds and additives to be fed to the project, conducting daily activities such as feeding and exercise, Training and Breaking the animal for Exhibition, Selecting the shows where the project would be exhibited,

determining who fits the animal for exhibition, and finally who chooses the method of exhibition.

In Section 6 (question 15 in Appendix A), participants were asked to rank the relative importance of various stakeholders in the livestock project decision making process. The participants were asked to rank, from 1 to 5, the individual who had the most influence on each decision regarding the livestock project. The stakeholder ranked 1 was the person with the most influence. The five livestock project stakeholders were: the youth, the parents, the CEA or County Extension Agent, the Master Livestock Volunteer, and the breeder of the animal. The decisions ranked in this section were the same as those in Section 5, namely: Species Selection for Exhibition, Selecting the Individual Animals, Selecting the Facilities and Locations for the Project, Selecting the feeds and additives to be fed to the project, conducting daily activities such as feeding and exercise, Training and Breaking the animal for Exhibition, Selecting the shows where the project would be exhibited, determining who fits the animal for exhibition, and finally who chooses the method of showmanship.

Section 7 (questions 16-21 in Appendix A) contained the open ended questions providing an opportunity for participants to elaborate on their motivation for attending, the program's strengths, weaknesses, subject areas or topics that needed greater detail, additional training that maybe needed, and the most significant item that the respondent learned from the 4-H Master Livestock Volunteer program. The purpose for this section was to examine the strengths and weaknesses of the program.

The purpose of Section 8 (question 22) was to determine leadership role the volunteer in their local county program. The question asked the respondent to select a statement that best describes their role in the local program. The question stem states “I am the person:” the participants then chose one of the following responses: behind the scenes making sure the program runs smoothly that describes the *Servant* role, leading groups in learning new information that describes the *Educator* role, overseeing the groups and developing new opportunities that describes the *Leader* role, or suggesting new opportunities and looking for growth in the program that describes the *Manager* role (Rutledge, 2005).

Section 9 (questions 23-28 in Appendix A) gathered demographic data about the participants in the Master Livestock Volunteer Program. The first question asked the respondents to select an age group. Each age group spanned 10 years beginning at age 18 and ending with 67+. The first age range was from 18 to 27, then 28 to 37, 38 to 47, 48 to 57, 58 to 67, and finally 67+. The second question of the section was an open-ended question that asked volunteers to describe their occupation. The third question asked the participants to report the miles traveled due to the program. . The intent was to determine the miles traveled for all aspects of the program including attendance at the training program, making project visits, and attending livestock shows. The fourth question asked the participants to select their level of education from a list of statement that included *Some High School, High School or GED, Some College, Associate Degree, Bachelor, Master, or Doctorate*. The next question asked the number of years the

respondent had served as a 4-H Master Livestock Volunteer. The last question asked the number of years they had served as a volunteer of any type.

Data Collection Procedures

The Master Livestock Volunteer survey instrument was developed by the researcher and two faculty members from the Department of Agricultural Leadership, Education, and Communications. The instrument was built online using the software from Zipsurvey.com. The sampling frame for this survey was a database of 242 former MLV participants with a frame error of 30% due to inaccurate contact information. This resulted in 162 accessible respondents. The database of participants was compiled from current and past Volunteer Specialists for Texas AgriLife Extension Service. The MLV participants with valid information received an email and postcard introducing the survey, and a request for their participation. One week later, those with valid email addresses received an email with the link to the survey instrument and a mailed copy of the survey instrument so they could choose to respond via the internet or by completing the exact same survey instrument on paper. Two weeks later, all of the participants who had not responded received a postcard with a reminder. Two weeks later, an email was sent to all who had not responded.

From the 162 members of the accessible sample, 85 usable surveys were returned, yielding a response rate of 52.4 %.

Analysis of Data

Data were analyzed using SPSS version 13.1 for Windows. To describe the data for the 4-H Master Livestock Volunteer Program, frequencies, and measures of central tendency in the demographic data were calculated.

Non-response Error

Because the researcher was unable to acquire 20 reluctant responders, he compared early to late respondents by dividing the data in half as described by Lindner, Murphy, and Briers (2001).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was conducted to gain a better understanding of the perceptions of 4-H Master Livestock Volunteers regarding the 4-H Master Livestock Volunteer Program. The 4-H Master Livestock Volunteer program has been in place for approximately eight years with limited evaluation of the program from the participants' perspective. The purpose of this assessment was to: assess the perceptions of the 4-H Master Livestock Volunteer program participants regarding the effectiveness of the program, describe their role in the overall county 4-H volunteer program, and identify the roles of the livestock project stakeholders most responsible for various decisions in conducting a livestock project.

The findings of this study are presented in the following order: respondent demographics, the importance of subject major provided, motivation of volunteers, perceptions of how their teaching affected the lives of the youth, and the role respondents had related to important decisions of a livestock project. Then, the researcher asked the volunteers to rank the decision makers with the most influence on project decisions, and describe their leadership role in their respective County 4-H livestock program. Finally, the researcher explored relationships between these variables of interest.

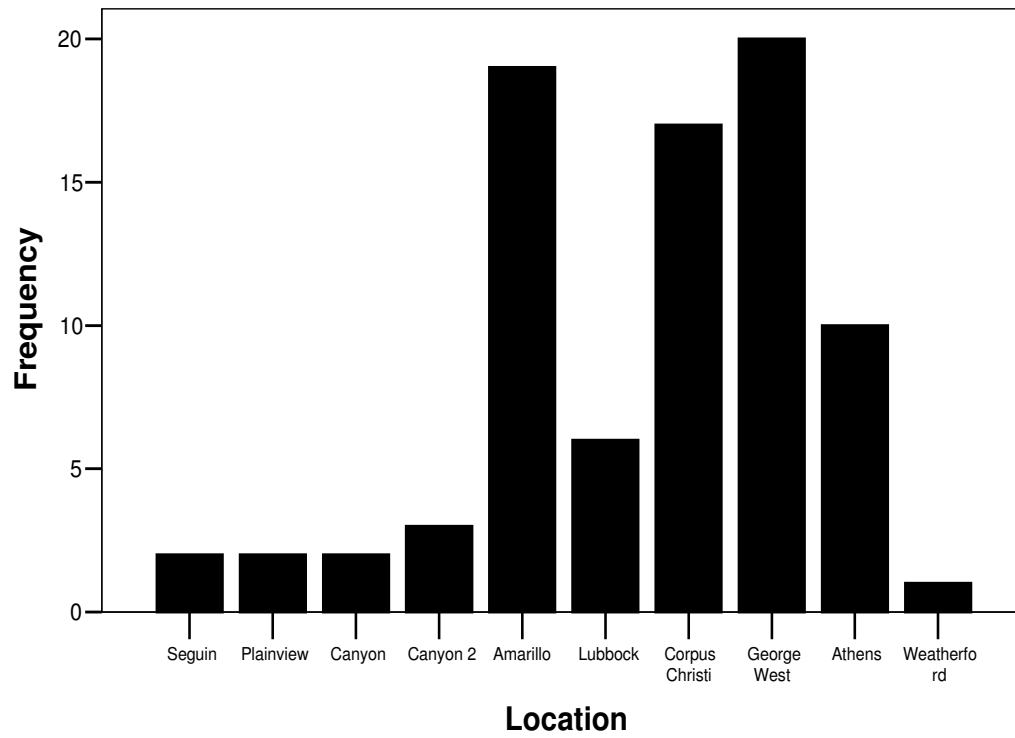


Figure 3. Frequency of participants in one of the ten 4-H Master Livestock Volunteer programs.

A Profile of Respondents

Useable instruments were received from a total of 84 respondents representing ten 4-H Master Livestock Volunteer classes (response rate of 52.4%). The programs represented were conducted in the following Texas locations: Seguin, Plainview, Canyon, Lubbock, Amarillo, Corpus Christi, George West, Athens, and Weatherford. The number of respondents varied between programs. Two people responded who had participated in the very first class held in 2000. There were 20 respondents from the most recent class held in 2007.

The age of the respondents was distributed as follows: 60.7% (51) in the age range between 38 and 47, 17.9% (15) fell between 48 and 57, 11.9% (10) were between 28 and 37, 2.4% (2) in the 18-27 age range, and 1.2 % (1) were between 58 and 67 years of age.

The number of years as a volunteer was also ascertained. The average respondent had been a 4-H Master Livestock Volunteer for two years ($M = 2.01$; $SD = 1.60$), and had spent nine years ($M = 8.76$; $SD = 6.01$) as a 4-H volunteer. The occupations of the participants is described in Appendix H.

Master Livestock Volunteer programs are designed to provide training for a specific livestock project (swine, beef, sheep, goats, and horse). The respondents were distributed across the specie-specific training programs as illustrated in Figure 4.

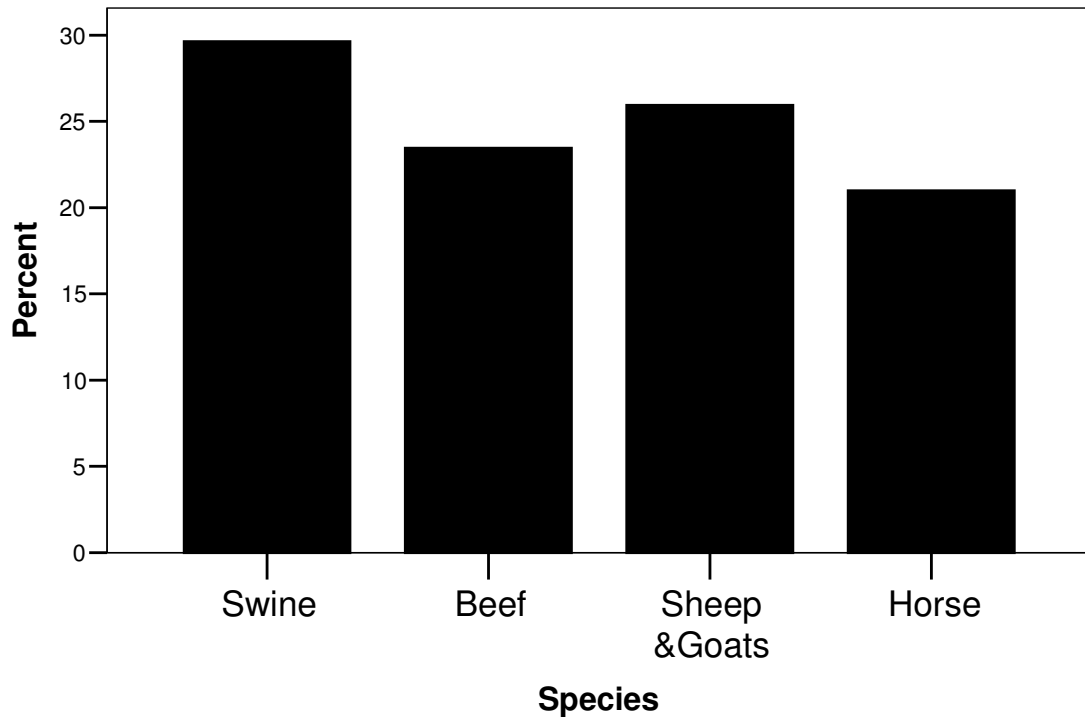


Figure 4. Frequencies of responses for the type of specie training attended for 4-H Master Livestock Volunteer programs.

From Figure 4, Swine represented 28.6% (24) of the respondents that were trained. Sheep and Goats were represented by 25% (21) of the total number of respondents. Beef cattle were represented by 22.6% (19) of the respondents. Horse volunteers had the response rate of 20.2% (17). This response total represents 96.4% of the respondents. Three individuals did not provide usable data because two individuals were trained in multiple projects and one individual responded without indicating which specie was the focus of the program they had attended.

The majority of respondents (85.7%) were trained in the last three years. The highest frequency subject matter area was Swine (27) followed by Sheep and Goats (22), Beef (19) and Horse (16). It is worth pointing out that only a single course was offered in the horse species while multiple courses were offered in other species.

Table 1

Education Level of Master Livestock Volunteer Respondents

| Education Level | Frequency | Percentage |
|--------------------|-----------|------------|
| Some College | 27 | 32.1 |
| Bachelors Degree | 25 | 29.7 |
| Associates Degree | 12 | 14.3 |
| High School or GED | 11 | 13.1 |
| Masters Degree | 5 | 6.0 |
| Some High School | 2 | 2.4 |
| Doctorate | 2 | 2.4 |
| Total | 84 | 100 |

Over 97% (82) of these Master Livestock Volunteer respondents possessed a High School diploma or higher. A majority had completed post-secondary programs,

51% (44) indicated they held an Associate's Degree or higher, while 36.9% (32) indicated they had completed a Bachelors degree or higher.

The most frequent category for age was between the ages of 38 and 47. Seventy-eight percent of the respondents had some college education or higher level of education. There were two pharmacists with doctorate degrees. The mean number of years as a Master Volunteer was two ($SD = 1.60$) while the mean number of years as a volunteer was 8.76 years ($SD = 6.01$).

The Role in the County Program

Respondents were asked to determine what they thought their role was in the county 4-H program related to 4-H livestock projects. There choices for role determination included: "I am a person behind the scenes making sure the program runs smoothly" that best describes the *Servant* type volunteer leadership; "I am the person leading groups in learning new information" that refers to the role of an *Educator*; "I am the person overseeing the groups and developing new opportunities" that best describes the *Leader* type of role; and "I am the person suggesting new opportunities and looking for growth in the program" that best describes the role of a *Manager*(Rutledge, 2005). Respondents were allowed to choose more than one leadership style. The following table summarizes the MLV's leadership style in the county 4-H Program.

Table 2

Role in the County 4-H Program Perceived by 4-H Master Livestock Volunteers

| Volunteer Role | Frequency ¹ | Percent |
|-------------------|------------------------|---------|
| Servant | 38 | 45.2 |
| Manager | 33 | 39.3 |
| Leader | 21 | 25.0 |
| Educator | 14 | 16.7 |

Note. ¹- dual choices were provided by 22 individuals.

All four of these common leadership roles were chosen by volunteers as descriptive of their roles in the county 4-H livestock program. *Servant* leadership role was chosen by 38(45.2%) volunteers. *Manager* leadership role was chosen by 33 (39.3%) volunteers. *Leader* leadership role was selected by 21(25.0%) volunteers. *Educator* leadership role was selected by 14(16.7%) volunteers. Vast majority of the volunteers chose both *Servant* and *Manager*.

The Training Program

The 4-H Master Livestock Volunteer Program required a minimum of 20 hours of training and consists of sixteen subject areas selected to assist volunteers in guiding youth through their project area. The specific content of each subject area may change due to the species or project area. The following table summarizes the mean ratings of each subject area. The response scale used for this question was 1= *Very Low Importance*, 2 = *Low Importance*, 3= *Moderate Concern*, 4 = *High Importance*, 5 = *Very High Importance*.

Table 3

Ranked mean values of topic importance from 4-H Master Livestock Volunteers (n=84)

| Topic | Mean ¹ | SD |
|---|-------------------|-----|
| Feeding and Nutrition | 4.49 | .61 |
| Showmanship | 4.37 | .67 |
| General Health | 4.36 | .65 |
| Values of Livestock Project | 4.32 | .64 |
| Quality Counts | 4.32 | .67 |
| Resources for Project Leaders | 4.27 | .71 |
| Fitting at the Shows | 4.23 | .66 |
| Preparing for the Shows | 4.21 | .72 |
| Role of Master Volunteer | 4.14 | .71 |
| Texas 4-H Recordkeeping | 4.11 | .81 |
| Facilities and Project Visits | 4.10 | .77 |
| Exercising | 4.10 | .95 |
| Overview of the Industry | 3.99 | .70 |
| Public Speaking and Educational Presentations | 3.93 | .81 |
| Major Show Updates | 3.85 | .82 |

Note.¹Scale 1= *Very Low Importance*, 2= *Low Importance*, 3= *Moderate Concern*, 4= *High Importance*, and 5= *Very High Importance*.

Respondents selected “Feeding and Nutrition” as the most important topic. Over half of the respondents, 54.8% (46) said this topic was of *Very High Importance*. The mean for feeding and nutrition topic was the highest at 4.49 ($SD = .61$) thus indicating *High Importance* for this training topic. “Feeding and Nutrition” in the Master Livestock Volunteer training taught feeding and nutritional requirements for each particular species. Each species has varying nutritional needs for function and development and those requirements results in different feeding programs.

The respondents indicated “Showmanship” was *High Importance* with a mean of 4.37($SD=.67$) by 46.4% (39) of the respondents while 45.2% (38) indicated the topic to be of *High Importance*. *Moderate concern* was selected by 7.1% (6) while 1.2% (1) indicated Showmanship as *Low Importance*.

“General Health of Livestock” was another topic included in all of the trainings ($M= 4.36, SD=.65$). The topic was indicated of *Very High Importance* by 44% (37) of respondents. The health topic received a *High Importance* mark by 48.8% (41) of the respondents while 6% (6) thought it to be of *Moderate Concern* choice, and 1.2% (1) indicated a *Low Importance*.

The “Value of Livestock Projects” was rated the next highest($M= 4.32, SD = .64$). The topic was indicated by 90.4 % (76) respondents as *High Importance* or greater. This topic was designed to educate the volunteers about why the projects are an educational tool as well as a character building experience for the youth. Forty one and seventh tenths percent (35) indicated the value of livestock projects as *Very High Importance* whereas 48.8% (41) indicated it was of high importance. Eight respondents

(9.5%) indicated the Value of Livestock Projects topic was a subject matter of Moderate Concern or less.

“Quality Counts” was a session of the training program that yielded a *High Importance* rating ($M= 4.32, SD= .67$). The Quality Counts program focuses on Character Education and Quality Assurance in the Livestock Projects. The respondents’ perceptions of this section indicated 44% (37) of the individuals felt Quality Counts was of *Very High Importance*. An equal amount of 44% (37) indicated the session was of *High Importance*. *Moderate Concern* for the session was indicated by 12% (10) of the respondents.

“Resources for the Project Leaders” was a session held to discuss the variety of options of educational materials and resources. The mean of Resources for the Project Leaders was 4.27 ($SD = .71$). *Very High Importance* was indicated by 41.7% (35) of the respondents for this session while 45.2% (38) indicated *High Importance*. *Moderate Concern* was indicated by 11.9% (10) for the session with 1.2% (1) indicating *Low Importance*.

“Fitting at the Show” was a topic covered at each of the trainings for the volunteers. The mean for this training topic was 4.23 ($SD =.66$). The respondents for this topic indicated the session to be of *Very High Importance* at 35.7% (30) and High Importance at 51.2% (43). *Moderate Concern* was indicated by the respondents at 13.1% (11).

Thirty eight percent (32) of the respondents designated “Show Preparation” as *Very High Importance* on the scale while 45.2% (38) indicated *High Importance*. This

topic had a mean of 4.21 ($SD = .71$). Of the respondents, 16.7% (14) chose the *Moderate Concern* choice. Preparing for a show discusses animal's hair coat, clipping and fitting the animal for exhibition.

“Live Evaluation” was also a session held at Master Livestock Volunteer trainings that had a mean of 4.21 ($SD = .72$). The respondents indicated this portion of the session was of *Very High Importance* by 36.9% (31) volunteers. Exactly, 50% (42) indicated *High Importance* for the Live Evaluation session. Ten and seven tenths percent (9) indicated a *Moderate Concern* while 2.4% (2) of the individuals indicated *Low Importance* for this session.

Respondents indicated “The Role of a Master Volunteer” was of *Very High Importance* by 32.1% (27) to have the subject matter included in the training. The mean of the importance for the Role of a Master Volunteer was 4.14 ($SD = .71$). *High Importance* was indicated by 51.2% (43) respondents. *Moderate Concern* was indicated by 15.5% (13). One individual (1.2%) indicated the session was of *Low Importance*.

Respondents were asked to rate the importance of the “Texas 4-H Recordkeeping and Scholarship Program” instruction session. The mean for this topic was 4.11 ($SD = .81$). The indication by 40.5% (34) of the respondents was that Texas 4-H Recordkeeping was of *High Importance* while 30 of the 84 (35.7%) respondents indicated it was *Very High Importance*. A 20.2% (17) response indicated the session was of *Moderate Concern* while 2.4 % (2) indicated it was of *Low Importance* for the training program.

Responses for “Facilities and Project visits” subject matter area were as follows: 32.1% (27) indicated *Very High Importance*; 47.6 % (40) indicated *High Importance*, 17.9% (15) indicated *Moderate Concern*, and 2.4% (2) indicated *Low Importance*. This educational topic discussed the facilities for each species and what to check for when a volunteer made a project visit to the youth’s facilities. The mean for this topic was 4.10 ($SD = .77$).

The mean for “Exercising” livestock as a training topic was 4.10 ($SD = .95$). Thirty-nine and three tenths percent (33) indicated a *Very High Importance* of the topic of “Exercising”, while 40.5% (34) indicated *High Importance*. The respondents indicated the topic as of *Moderate Concern* with 11.9% (10) responding in this category. Seven and one tenth percent (6) designated a *Low Importance* on the topic whereas 1.2% (1) indicated a *Very Low Importance* for the topic of Exercising Livestock.

An Extension Specialist in each livestock area provided a presentation on the “Overview of the Industry.” The mean value was 3.99 ($SD = .70$). Eighteen respondents (21.4%) indicated the overview was of *Very High Importance* for the session while 58.3% (49) of the respondents indicated the session was of *High Importance*. *Moderate Concern* was indicated by 17.9% (15) of the survey responses while two percent (2) indicated the overview was of *Low Importance* to them.

“Public Speaking and Educational Presentations” was another area of education and respondents indicated the importance from the scale of *Low Importance* to *Very High Importance*. The mean for “public speaking and educational presentations” was 3.93 ($SD = .81$). Responses indicated by 61 individuals that the Public Speaking and

Educational presentations session was of *High Importance* (40; 47.6%) to *Very High Importance* (21; 25%). Respondents said the session was of *Moderate Concern* indicated by a response of 19 people (22.6%) while four (4.8%) of the respondents indicated the session had *Low Importance* to the training program.

At each training session, it was customary for a representative from each of the Major Livestock Shows in Texas such as Houston Livestock Show, San Antonio Livestock Show, Star of Texas and possibly Southwestern Exposition in Fort Worth to give any updates and changes in the rules for the respective training which was occurring. The mean for the Major Stock Show Updates was the lowest mean at 3.85 ($SD = .82$). The results from the survey indicate 21.4% (18) of the respondents found this subject the subject to be *Very High Importance* while 46.4% (39) indicated a *High Importance*. Respondents responded with 28.6% (24) of *Moderate Concern*, 2.4 % (2) indicated *Low Importance*, and 1.2% (1) suggested *Very Low Importance* for the Major Show Updates.

Reason for Attending

The respondents were asked to rate the importance of six statements of why they attended the training. The possible responses for each statement were 1= *Not important*, 2=*Low Importance*, 3=*Moderate Importance*, 4=*High Importance*, and 5=*Very High Importance*. The results are noted in Table 4.

Table 4

Mean Values for Reasons for Attending a Master Livestock Volunteer Program

| Reason | n | Mean ¹ | SD |
|------------------------------|----|-------------------|------|
| Help Youth | 82 | 4.60 | .60 |
| Learn a New Skill | 83 | 4.04 | .90 |
| Meet Other People | 83 | 3.90 | .87 |
| Gain a Competitive Advantage | 83 | 3.39 | 1.05 |
| Win a Championship | 82 | 2.84 | 1.12 |
| Recognition among Peers | 83 | 2.71 | 1.19 |

Note. ¹: Scale of 1= *Not Important*, 2= *Low Importance*, 3= *Moderate Importance*, 4= *High Importance*, and 5 = *Very High Importance*.

As illustrated in Table 4, “Helping Youth” and “Learning a New Skill” were the highest ranking motivations for attendance ($M=4.60$, $SD = .60$; and $M= 4.04$; $SD = .90$; respectively). “Meeting other people” with the same interests and “Gaining a Competitive Advantage” were of Moderate Importance with their respective means of 3.90; $SD = .87$; 3.39; $SD = 1.05$). “Winning a Championship” and “Recognition” among peers were two topics of Low Importance with their respective means at 2.84($SD = 1.12$) and 2.7($SD = 1.05$). The scale was referenced as follows: 1= *Not Important*, 2= *Low Importance*, 3= *Moderate Importance*, 4= *High Importance* and 5 = *Very High Importance*.

The Volunteer's Perception

Respondents were asked eight questions about the training and their perceptions of affecting the lives of the youth after attending the Volunteer training program. The first question in this section was in regards to the six statements that referred to gaining a competitive advantage, meeting other people, winning a championship, recognition, helping youth and learning a new skill. The question asked, was their motivating factor that brought them to the training met? The respondents had choices of *Yes/No/ Unsure*. Of the 82 respondents, 85.7% (72) of the individuals indicated *Yes* that the motivational factor was met by the training. Three and six tenths percent (3) of the individuals indicated *No* the training did not meet their motivational needs. *Unsure* was indicated by 8.3% (7) of the respondents. The second question in this section of the survey was to determine if the volunteers had met all requirements to become a Certified 4-H Master Livestock Volunteer. Of the 82 responses, 60.7% (51) of the respondents indicated they had met all of the requirements to become certified. *No* was indicated by 25% (21) which they had not met all of the requirements. *Unsure* was designated by 11.9% (10) of the individuals.

The following 6 questions were designed to gain the volunteers' perception of the response from youth they work with, once the volunteer returned to the county. The respondents could answer *Yes, No* or *Unsure*. Table 5 displays the statistics around each aspect of the training program.

Table 5

Subject Areas 4-H Master Livestock Volunteers Teach Youth after Master Livestock Volunteer Training

| Subject Areas | n | Frequency of <i>Yes</i> | Percent |
|-------------------------|----|-------------------------|---------|
| Assisting Other Showmen | 80 | 69 | 82.1 |
| Showing Respect | 80 | 62 | 73.8 |
| Show Rules | 81 | 58 | 69.0 |
| Set Goals | 82 | 53 | 63.1 |
| ID Health Problems | 81 | 48 | 57.1 |
| Daily Cleaning | 82 | 43 | 51.2 |

The question “After teaching the youth, did you see a change in the attitude of the youth assisting other showmen?” was asked. Of the 80 respondents, 82.1% (69) indicated *Yes*, they did see a change in attitude assisting other youth. Two individuals (2.4%) indicated *No* as not seeing a change in attitude. *Unsure* was the response provided by 10.7% (9) of the respondents for this question.

The next question asked to the respondents was “After teaching youth, did you see a change in the youth showing respect to others in the show ring?” Of the 80 responses, 73.8% (62) of the respondents said *Yes* there was a change in the youth showing respect to others in the show ring. *No* was noted by 6% (5) of the respondents.

Thirteen respondents (15.5%) indicated they were *Unsure* if any change was made in showing respect to others in the show ring.

The next question asked to the volunteers was “After teaching the youth, did you see change in the youth following and adhering to the show rules?” Of the 81 responses, 69% (58) said *Yes* there was a change in the youth following and adhering to the show rules. *No* was indicated by 2.4% (2) suggesting no change in following and adhering to the show rules. *Unsure* was provided by 25% (21) of the respondents if any change in following the show rules had been observed.

The following question for the section was “After teaching the youth, did the youth develop and set goals for their project?” Of the 82 respondents, 63.1% (53) of the respondents indicated *Yes* the youth developed and set goals. *No* was indicated by 15.5% (13) of the respondents as to developing and setting goals. Nineteen percent (16) indicated *Unsure* as the response to change in youth setting goals.

The following question was asked “After teaching the youth, did you see a change in the youth identifying health problems in livestock?” With *Yes/No/Unsure* as the responses, of the 81 responses, 57.1% (48) indicated *Yes* the youth was able to identify health problems. Three individuals (3.6%) indicated *No* they were not able to identify health problems. Thirty-five and seven tenths percent (30) of the respondents were *Unsure* if the youth could identify health problems once they were trained.

The next question asked the volunteers, “After teaching the youth, did you see a change in the daily cleaning of the livestock facility by the youth?” Of the 82 respondents, 51.2% (43) of the individuals indicated *Yes*, there was a change in daily cleaning. *No* was indicated by 11.9% (10) of the respondents as there was not a change in the daily cleaning of the livestock facilities and *Unsure* of a change in the daily cleaning of the livestock facility by the youth was indicated by 34.5% (29) of the volunteers.

Decision Making

In the process of raising livestock projects, youth, families, County Extension Agents, Volunteers, and Breeders help to make decisions that impact the outcome and experience for each project. In this section of the survey, the 4-H Master Livestock Volunteers were asked to indicate their level of involvement in nine decisions made for all species. The possible responses were 1= *No Involvement*, 2=*Low Involvement*, 3= *Some Involvement*, 4=*High Involvement*, and 5= *Very High Involvement*. These results are summarized in Table 6.

Table 6

Level of Involvement of the 4-H Master Livestock Volunteers in Decision Making Process

| Decisions | n | Mean ¹ | SD |
|----------------------------|----|-------------------|------|
| Selects Feeds | 81 | 3.27 | 1.16 |
| Selects Individual Animal | 81 | 2.96 | 1.21 |
| Chooses Showmanship Method | 81 | 2.88 | 1.31 |
| Conducts Daily Activities | 81 | 2.78 | 1.35 |
| Trains Animals | 81 | 2.77 | 1.35 |
| Selects Facilities | 81 | 2.74 | 1.13 |
| Species Selection | 81 | 2.74 | 1.25 |
| Selects Shows | 80 | 2.71 | 1.26 |
| Determines the Fitter | 80 | 2.75 | 1.35 |

Note. ¹-Scale of 1= *No Involvement*, 2= *Low Involvement*, 3= *Some Involvement*, 4= *High Involvement*, and 5 = *Very High Involvement*.

The mean for Selection of Feeds was 3.27(*SD* =1.16) indicating volunteers had some involvement in the selection of feeds and additives to be fed. The survey posed the decision to the respondents in this manner “Selects Feeds and Additives to be fed.” Of the 81 respondents, 14.3% (12) responded with *Very High Involvement* and 26.2% (22) indicated *High Involvement* in feed selection. The respondents indicated *Some Involvement* at 39.3% (33) while 4.8% (4) suggested *Low Involvement* leaving 11.9% (10) having *No Involvement* in the selection of Feeds and Additives to be fed.

Selecting the individual animal was ($M= 2.96$, $SD =1.21$) selected higher than other decisions, however; this decision stayed in the *Low Involvement* category. Of the 81 respondents, 9.5% (8) indicated *Very High Involvement* and 21.4% (18) indicated *High Involvement*. *Some Involvement* was indicated by 40.5% (34) with 6% (5) indicating *Low Involvement* and 19% (16) designating *No Involvement* in the selecting of the individual animal.

Showmanship ranked third ($M=2.88$, $SD =1.31$) indicating *Low Involvement* in the decision making. Of the 81 responses, 10.7% (9) indicated *Very High Involvement* in the decision on showmanship where 22.6% (19) indicated *High Involvement* and 29.8% (25) responded with *Some Involvement*. Ten and seven tenths percent (9) of the responses were for *Low Involvement* and 22.6% (19) designated *No Involvement* in choosing the showmanship Method for the exhibition.

The mean for conducting daily activities involvement from the volunteers was 2.78 ($SD =1.35$) that indicated there was *Low Involvement* in the decisions of daily activities of the projects. The survey posed the question as “Conducts Daily activities such as feeding and exercise.” The 81 respondents indicated *Very High Involvement* by 13.1% (11) volunteers while 17.9% (15) responded to both *High Involvement* and *Some Involvement*. *Low Involvement* received 22.6% (19) of the responses while 21.4% (18) indicated *No Involvement* in Conducting Daily activities with the livestock projects.

The mean for training or breaking involvement was 2.77($SD =1.35$) indicating *Low Involvement* in the decision making. The question was posed in the survey as “Trains, Breaks the animal for Exhibition.” Of the 81 responses, 13.1% (11) volunteers

selected *Very High Involvement* in this topic area while 16.7 % (14) chose *Highly Involved*. *Some Involvement* was selected by 23.8% (20) by the volunteers. *Low Involvement* received 20.2% (17) of the selections while 22.6 % (19) indicated *No Involvement* in this subject area.

The Facilities and Locations decision ranked sixth ($M=2.74$, $SD =1.13$) indicating *Low Involvement* in the decision making. The decision was posed as “Selects Facilities and Locations for the Project.” Of the 80 respondents, 7.1% (6) indicated *Very High Involvement* while 15.5% (13) marked *High Involvement*. The respondents designated 32.1% (27) of *Some Involvement* while *Low Involvement* was indicated by 26.2% (22) and *No Involvement* was indicated by 14.3% (12) of the respondents.

The Species Selection decision was ranked seventh ($M= 2.74$, $SD = 1.25$) indicating that the 4-H Master Livestock Volunteers possess *Low Involvement* in the Species Selection for Exhibition. Of the 81 respondents, 9.5% (8) designated *Very High Involvement* while 14.3% (12) indicated *High Involvement*. *Some Involvement* was selected by 36.9% (31) in the Species Selection for Exhibition whereas, 13.1% (11) indicated *Low Involvement* and 22.6% (19) indicated *No Involvement* in this part of the process.

The Selection of Shows ranked eighth with a mean of 2.71 ($SD = 1.26$) that indicated *Low Involvement* in the deciding where to exhibit the project . The decision was posed to the respondents as “Selects Shows where the project will be exhibited.” Of the 80 responses, 8.3% (7) indicated a *Very High Involvement* while 20.2 % (17) selected *High Involvement*. *Some Involvement* was indicated by 23.8 % (20) volunteers and *Low*

Involvement received 23.8% (20) for the decision of shows to be exhibited. *No Involvement* was determined by 20.2% (17) of volunteers on the topic of selecting shows of where to exhibit the livestock projects.

The mean for determining who fits the animal was 2.66 ($SD = 1.20$) that was indicating the lowest in the decision making. The question was posed in the following manner, “Determines who fits the animal for exhibition.” Of the 80 responses received, 6% (5) volunteers selected *Very High Involvement* whereas 19% (16) chose *High Involvement*. *Some Involvement* was indicated by 27.4% (23) of the volunteers and 22.6% (19) of the respondents chose *Low Involvement* and 20.2% (17) selected *No Involvement*.

The Influence on Decisions

As in the previous section, the volunteers were involved in various decisions concerning the livestock projects. The purpose of this section was to identify the individual with the most influence on the decisions from the point of view of the volunteer. For each decision, the participants were asked to rank the five people with the most influence from one to five with one having the greatest influence. The stakeholder with the lowest mean score in this section would be have the most influence on the decision. Participants read a statement describing a decision such as selecting feed. Participants then indicate with a *1* the stakeholder with the most influence. Participants ranked five stakeholders; the youth, the parents, the County Extension Agent, the 4-H Master Livestock Volunteer, and the Breeder of the animal. These 1-5 rankings were different than the other sections of the instrument. The following table summarizes the

rankings of the volunteers describing the stakeholder with the most influence in the livestock project.

Table 7

The Decision Making Person with the Most Influence

| Decision | Youth | Parents | CEA | MLV | Breeder |
|---------------------------------|-------|---------|------|------|---------|
| Species for Exhibition | 2.00 | 2.14 | 3.36 | 3.69 | 3.80 |
| Selects Individual Animal | 2.63 | 2.47 | 3.12 | 3.23 | 3.53 |
| Selects Facilities and Location | 2.22 | 2.13 | 3.03 | 3.10 | 4.56 |
| Selects Feeds and Additives | 3.07 | 2.95 | 3.14 | 2.93 | 2.92 |
| Conducts Daily Activities | 1.31 | 2.01 | 3.59 | 3.62 | 4.49 |
| Training, Breaking the Animal | 1.60 | 2.05 | 3.61 | 3.47 | 4.26 |
| Selection of the Shows | 2.17 | 1.96 | 2.93 | 3.45 | 4.42 |
| Determines the Fitter | 2.47 | 1.93 | 2.96 | 3.43 | 4.15 |
| Choosing Showmanship Method | 2.58 | 2.34 | 2.81 | 2.94 | 4.28 |

Note. The lowest mean had the most influence as perceived by the Master Livestock Volunteer using a ranked scale of 1= *Most Influence* to 5= *Least Influence*.

The first decision opportunity was the “Species Selection for Exhibition” that is referring to identifying the actual species the youth would raise for the 4-H Livestock project such as Beef cattle, sheep, goat, swine, or horse. The youth were identified as

most influential with a mean ranking of 2.00 ($SD = 1.06$). The parent was the next most influential stakeholder with a 2.14 ($SD = 1.30$) followed by the County Extension Agent with a 3.36 ($SD = 1.21$). The Master Volunteer had the fourth most influence with a mean ranking of 3.69 ($SD = 1.13$) and completing the decision of Species Selection is the breeder with a mean of 3.80 ($SD = 1.21$).

The second decision for the 4-H Master Livestock Volunteers to rank was selecting the individual animal referring to choosing the animal to be exhibited. The decision was posed as “Selects Individual Animals.” The parents were ranked as having the greatest influence with a mean of 2.47 ($SD = 1.22$). The stakeholder with the next most influence on the decision was the youth with a mean of 2.63 ($SD = 1.50$). The County Extension Agent followed in influence with a 3.12 ($SD = 1.42$) mean. The Master Volunteer had some influence with a 3.23 ($SD = 1.30$) mean. The breeder had the least influence with a 3.53 ($SD = 1.17$).

The next possible decision was the “Selection of Facilities and Locations for the Projects.” Selecting where the animal project will be kept. The stakeholder with the most influence on this decision was the parents with a mean of 2.13 ($SD = .49$). The youth followed with a 2.22 ($SD = 1.24$) mean and third was the CEA with a mean of 3.03 ($SD = 1.33$). The Master Volunteer was the next most influential with having a mean of 3.10 ($SD = 1.33$) and the breeder having the least amount of influence with a mean of 4.56 ($SD = .96$).

4-H Master Livestock Volunteers had the most involvement in the Selection of feeds and additives to be fed. The most influential stakeholder in this decision was the

breeder with a mean of 2.92 ($SD = 1.58$) followed by the Master Volunteers with a mean of 2.93 ($SD = 1.57$). The parent was the next most influential in selecting feed with a 2.95 ($SD = 1.29$) mean. The youth followed with a 3.07 ($SD = 1.18$) mean influence on the selection of feeds. The CEA had the least amount of influence with a mean of 3.14 ($SD = 1.40$).

Conducting Daily Activities, such as feeding and exercise, was most influenced by the youth with a mean score of 1.31 ($SD = .73$). The parents followed with a mean of 2.01 ($SD = .60$). The CEA followed with a mean of 3.59 ($SD = .81$). The Master Volunteer came next in influence with a mean of 3.62 ($SD = .84$) and the breeder had the least influence on daily activities with a mean of 4.49 ($SD = 1.00$).

The training and breaking of the animals was ranked as follows. Youth had the most influence with a mean of 1.60 ($SD = 1.17$). The parents followed with a mean score of 2.05 ($SD = .95$). The Master Volunteers had the third most influence demonstrated by the 3.47 ($SD = .73$) mean. The CEA had a mean of 3.61 ($SD = 1.05$) and the breeder had a mean of 4.26 ($SD = 1.02$) thus having the least influence on training and breaking of the animals.

The selection of the shows attended was the next decision. The Parents had the lowest mean score indicating the greatest influence, with a mean ranking of 1.96 ($SD = 1.19$). The youth followed with a mean of 2.17 ($SD = .79$). The CEA had the next most influence with a mean ranking of 2.93 ($SD = 1.36$) followed by the Master Volunteer with 3.45 ($SD = 1.10$). The breeder had the least amount of influence represented by a mean ranking of 4.42 ($SD = 1.01$).

In preparation for the shows, someone will determine who will fit the animal for exhibition. In this decision, the parents had the most influence with a mean of 1.93($SD = 1.09$). The youth followed with a mean of 2.47 ($SD = 1.07$). The CEA was the next most influence with a mean of 2.96 ($SD = 1.21$). The Master Livestock Volunteer influence was represented by the mean of 3.43 ($SD = 1.26$) indicating the fourth most influence on fitting of the animal. The breeder had the least amount of influence represented by a mean of 4.15 ($SD = 1.29$).

“Choosing the Showmanship Method” for exhibition was a decision. The volunteers’ perception was the parent had the most influence represented by a mean of 2.34 ($SD = 1.35$). The Youth had the next most influence with a mean of 2.58 ($SD = 1.15$) followed closely by the CEA with a mean of 2.81 ($SD = 1.20$). The Master Livestock Volunteer came in fourth with a mean score of 2.94 ($SD = 1.29$) and the Breeder had the least amount of influence on the showmanship method demonstrated by the mean of 4.28 ($SD = 1.14$).

As the involvement and influence of the 4-H Master Livestock Volunteers on the livestock projects has been evaluated, the role as the volunteers in the County 4-H Program and how they fit together would possibly be great information.

Role in the County 4-H Program with Decision Making

An Analysis of Variance was used to compare self designated role of the volunteer (*Servant, Educator, Manager, or Leader*) to the decisions they made with the people they help. The following table summarizes the findings of the analysis of role and decisions.

Table 8

The Roles of the 4-H Master Livestock Volunteer on Specific Decisions Based on Type of Perceived Volunteer Role

| Decisions | Servant (n=38) | Educator (n=8) | Manager (n=18) | Leader (n=12) |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|
| Selection of Feeds | 2.97 ^a | 3.50 ^a | 3.67 ^a | 3.85 ^a |
| Selection of Individual Animals | 2.82 ^a | 3.25 ^a | 3.17 ^a | 3.08 ^a |
| Choose Showmanship Method | 2.79 ^a | 3.75 ^a | 2.72 ^a | 2.72 ^a |
| Selects Shows | 2.55 ^a | 3.63 ^a | 2.67 ^a | 2.85 ^a |
| Selects Facilities | 2.53 ^a | 3.38 ^a | 3.06 ^a | 2.75 ^a |
| Species Selection | 2.53 ^a | 3.38 ^a | 3.17 ^a | 2.62 ^a |
| Determines Fitter | 2.47 ^a | 3.38 ^a | 2.83 ^a | 2.83 ^a |
| Trains Animals | 2.39 ^a | 3.38 ^a | 3.17 ^a | 3.31 ^a |
| Conducts Daily Activities | 2.34 ^a | 3.38 ^a | 3.22 ^a | 3.46 ^a |

^aMeans in rows having letter designations in common are not significantly different at the .05 level using Tukey=s HSD post hoc analysis method. Scale: 1 = *No Involvement*, 2 = *Low Involvement*, 3 = *Some Involvement*, 4 = *High Involvement*, and 5 = *Very High Involvement*.

As summarized in Table 8, the mean values for each decision, based on the four leadership roles (*Servant*, *Educator*, *Manager*, and *Leader*) were calculated and compared. In the educator role, choosing the showmanship method had the highest mean ranking with 3.75. Other than this, mean values for feed selection were the highest for all

four leadership roles, Servant (2.97); the Educator (3.50); Manager (3.67), and Leader (3.85). The Leader had the highest mean score of the four. These differences were not statistically significant ($p < 0.05$) across the nine decisions analyzed.

Even though the differences were not statistically significant, the data is useful in understanding the influence of leadership roles on the decisions made surrounding the livestock project experience. Collectively, the *Educator* role has the highest means, that indicating this small group influences the decisions made on the livestock projects. The *Manager* and *Leader* are instrumental in a few of the decisions (with the means in parentheses) such as selection of the animal (3.17, 3.08) selection of the facilities (3.06, 2.75) training the animal (3.17, 3.31), and conducting the daily activities (3.22, 3.46). The *Servant* leadership role has its most influence in two areas other than selection of feed. These two areas are selection of individual animal (2.82), and Choosing Showmanship Method (2.79). The *Educator* leadership role has the most influence on the decisions, but each one has some influence on the decisions.

Qualitative Information and Open Ended Responses

Six open-ended questions were asked pertaining to the motivation, program strengths, program weaknesses, which topic or topics should receive greater detail, additional training needs, and the most significant item the volunteer learned while at the training. All of the responses for each of the questions can be found in Appendices B, C, D, E, F and G.

The first open ended question on the survey was “What was your motivation for attending the MLV training?” The responses fell into three theme areas these were

Helping Youth, To gain more knowledge, and because my County Extension Agent asked me to come. The totals to this question were: 44 to Help Youth; 23 to Gain More knowledge; 10 because the County Extension Agent asked me to; and 3 others for a total of 80 with 4 not responding. All of the responses can be found in Appendix B. Some of the responses to this question typical of each category were: Helping youth; “To learn to help the local youth”; “To give back to the livestock community and 4-H, because it has given so much to me and my family.” Also some were there to learn more about the industry. They made comments such as: “To gain additional knowledge in order to pass on and assist local youth with beef projects”; “To become more educated in the meat goat industry as a whole and to help new families who are feeding/raising these projects.” The MLV were also there because the County Extension Agent asked them to come. Some of those responses were as follows: “I was asked to attend by the CEA” or “Asked to attend by CEA to help kids in our County.”

The next question we asked was “What are the program strengths?” The most frequent theme in response to this question was the people/speakers at each program. The three other areas that were mentioned were the Resources, Specific Subject Areas, and just complements to the program. All of the responses can be found in Appendix C. The speakers were identified as a strength in 24 comments, the resources had 19 comments, the subject areas had 17 comments, and the 11 respondents provided general complements. Some typical responses concerning the speakers were as follows: “The program offered great speakers with an abundance of information;” and “Had lots of very interesting people to speak to us. Professors and professionals in the beef business.

I really learned more from the hands on professionals. The professors did an excellent job with the technical end.” Some of the responses about the resources were as follows: “Well rounded educational information”; and “resource notebook & reference info.” Some of the comments on the subject matter area were just referring to particular subjects at the various trainings such as these: “Health & Nutrition;” and “Feeding & Selection.” Some of the comments for the question on program strengths were complements concerning the program. A few of those complements are here such as these: “They are very educational;” and “Very good program. Strength in knowledge of personnel conducting workshops. High level of information. Networking opportunities throughout statewide 4-H program.”

Along with program strengths, we wanted to identify weaknesses. The following question was asked “What are the program’s weaknesses?” Several of the responses were positive and stating there were no weaknesses; however, many of the responses (21) stated the training was too short, and tried to compress too much information into a short amount of time. Others suggested more hands on activities (7); No follow-up or refresher courses (7); and other reasons (9). All of the responses can be found in Appendix D. The volunteers thought the training needed to be extended such as comments like these: “Too much in too short of time”; “Lots of information for a very short time period; “Spending more time on each topic”; and “The program gave too much info in too compact of time. Information overload (I was on tilt at the end of training) Not enough information given for real 4-H horse training.” The volunteers said they would like to have more hands on training such as comments like these: “MORE

HANDS ON!...actually demonstrate giving shots!;" and "Would like to had more hands on clipping of different cattle. More tricks of Trade." Some of the volunteers suggested a refresher or additional training programs with comments such as this; "The follow up. I felt that the only follow up was the turning in of hours. I do not turn in separate hours anymore just regular volunteer hours to local CEA. I was hoping for more networking and sharing of information on a regular basis"; and "Trying to cover too many topics, spending just an hour or less on some topics that were very well received and you could tell some people wanted even more information but the class was cutting into another topics time slot."

The volunteers expressed their opinions on overall programmatic strengths and weaknesses, then they were asked "Which topic or topics would you like to see discussed in greater detail?" The question yielded responses mainly revolving around the feeding (10), health (9), selection (8), fitting (8), and showing (4) the animal projects. All of the responses can be found in Appendix E. Several of the comments on feeding were as follows: "I would like to see more in depth training on Feeds and additives;" and "More time spent with feeding in general, not each individual ingredient, but how you can mix each to achieve the desired goal." Some of the comments on the health topic were as follows; "Health"; or "I would like to see more on health problems." Some of the other comments on selection and fitting are as follows: "Selection of the project, fitting the animal at the show;" "Animal Selection - maybe have access to young animals and have an evaluation course in selection;" and "hands on with livestock showmanship and project selection." With asking the question of "Which topic or topic would you like

to see discussed in greater detail?, the next question that was asked was “ What additional training is needed?”

The next question, “ What additional training is needed?,” was to determine if additional training was needed, or if a specific topic might need to be added. The responses to this question varied from having more Hands On workshops (10); working with people (families and youth) (9); None- No additional training (7); Some type of follow-up (5), and more on Selection (4). All of the additional training needed responses can be found in Appendix F. Some of the comments on additional Hands on training are as follows; “More hands on show day preparation/fitting;” and “I would like to see more hands on with the horses.” On working with people, here are some of the comments: “Help improve the master volunteers communication with youth;” and “Training is needed for relating with youth.” The volunteers also felt some type of follow up was needed such as these comments; “Follow up every few years so that we can keep up with new information as it becomes available. Networking and sharing experience of reaching the members and keeping them motivated; or “I would like to see a mid-year check up with the group to make sure things are going well and make any adjustments to individual programs as needed.” Several other comments were made such as having additional training in Quality Counts, terminology, record books and quiz bowls.

The final question was “What is the most significant item you learned from the Master Volunteer Program?” The most common response was the resources (7), the kid is the project (7), Live evaluation (5), Feeding (5) and the Quality Counts program (3). The Quality Counts program emphasizes the character education and quality assurance

of the 4-H livestock projects. All of the responses to the Significant items learned can be found in Appendix G. Some of the comments of the most significant item learned from the MLV were: “Working with the youth;” “That the "kid" is the project. The show animal is their project;” and “Quality Counts.” From these questions, valuable information was gained for the development of the program.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this survey was to assess the perceptions of Master Livestock Volunteer program participants regarding: the effectiveness of the program, their role in the county 4-H volunteer program, and the role in decision making of livestock project stakeholders. The specific objectives were:

1) To identify the factors motivating participation in the MLV training and those that influenced the volunteers to complete the 50 hours of post-training service. A secondary objective is to assess the effectiveness of the MLV program in meeting these motivational goals.

2) To measure participant perceptions of changes in the behavior of the youth participating in their MLV training in the following MLV curricular areas: 1) Signs of Health problems; 2) Facility Management; 3) Show Ring Etiquette; 4) Teaching the Rules; 5) Helping Others, and; 6) Goal Setting.

3) To describe the volunteers' perceptions regarding the relative influence of stakeholders in livestock project decision making. Who is responsible for making decisions at various stages of the livestock project? Is it the youth, the parents, the volunteer, or the County Extension Agent? Stakeholders' relative responsibility was examined for the following livestock project decisions:

- a) Project Specie Selection
- b) Genetics (Selection of the animal).

- c) Nutrition (Type, Brand, Amount, and Timing of Feed supplied).
- d) Facilities(Type, Design...)
- e) Exhibitions (Show or Shows where the project will be exhibited)
- f) Fitting (Grooming, etc.)
- g) Exhibitor

4) To identify the participants' perception of their leadership role in the county 4-H program from among the following four:

- A. Servant
- B. Educator
- C. Manager
- D. Leader

5) To conduct an evaluation of the curricular areas in the MLV program, assessing the relative strength of the six curricular areas and identifying programmatic strengths, weaknesses, opportunities, and threats.

6) To describe MLV participants on the following demographic variables:

- a) Year trained
- b) Species type trained
- c) Location of training attended
- d) Number of hours provided
- e) Certification status
- f) Age
- g) Occupation

h) Education Level

i) Activity Level

7) To examine the relationships among the demographic and programmatic variables to refine program planning.

A census was attempted of the 224 possible volunteers; however, 162 were reachable by email or mail. From the base of 162, we received 85 responses which yielded us a 52.4% response rate.

Conclusions

This study was intended to help determine the usefulness and effectiveness of the Master Livestock Volunteer training program. The volunteers had little contact from the state since the time of their training. Therefore, there was no quantifiable data as to their perception of the training or to what they have completed since the training. Some of the 4-H Master Livestock Volunteers had completed their required hours of service. The information gathered during this survey should be helpful to those administering the program. Several conclusions and recommendations arise from the findings of this study.

In examining the curricular areas in the MLV program, assessing the relative strength of the sixteen curricular areas and identifying programmatic strengths, weaknesses, opportunities, and threats. Thirteen areas of the curriculum were considered of *High Importance* by the volunteers. These being The Role of a Master Volunteer, Value of Livestock Projects, Texas 4-H Recordkeeping and Scholarship Program, Live Evaluation, Quality Counts, Resources for Project Leaders, General Health, Facilities and Project Visits, Feeding and Nutrition, Exercising Livestock, Preparing for Show,

Fitting at the show, and Showmanship. Those with a *Moderate Concern* rating were Public Speaking and Educational Presentations, Major Show Updates, and the Overview of the Industry. From this information, we concluded that all of the curriculum areas were important to the education of the Master Livestock Volunteers.

The training program was rated by all respondents as necessary and useful information on level of importance, but several of the sessions could be enhanced. The Public Speaking and educational presentations, the Texas 4-H Recordkeeping, and Major Show Updates are sessions that should be considered for improvement. The Public Speaking and Educational presentations should have an example of a method demonstration or illustrated talks for the volunteers to fully grasp the concept. The other areas have demonstration and interactive parts of the presentations to get the volunteers involved in the program. The Major Show Updates is an area that could probably be done via paper copy of the rule changes. The recommendation for improvement of the recordkeeping session would be to have examples of state winning record books for the volunteers to view and gather ideas of how to instruct the youth that they will be working with in the future. Many of the additional training requests come from the area of youth development asking for more time to learn how to work with people especially youth. The other areas of instruction have resounding support from the volunteers as important to the program.

In reference to the first objective to identify the motivational factors of attending and continuing with the program, six factors had some affect on attending the training program. The foremost motivational factor was to help the youth. From the data the

researcher received, the factor of helping youth was identified by 64.3% (54) of the participants. Learning a new skill was the second leading factor and meeting people with the same interests was third. A conclusion from these results is that volunteers attend to help the youth in their local community. In examining the completion of hours after attending the training, 85.7% (72) of the participants reported that the training met their motivational needs, but only 60.7% (51) had completed the number of hours required to become a Certified 4-H Master Livestock Volunteer. A majority had completed the required 50 hours of service after training. The majority of volunteers are in the program for the right reason. Some participants hope to gain a competitive advantage, increasing the possibility of winning a championship.

In this study, we asked the volunteers their perception of the change in the youth in cleaning of facilities, identifying health problems, showing respect to others, following the show rules, and assisting others. As in Fassett, Nold, & Rockwell's study (2005), there was an increase in identifying health problems and taking care of the facilities. In this study, there was a perceived increase in the youth assisting others, following the show rules, and showing respect to others. Fassett, Nold, and Rockwell study did not address these issues.

Volunteers were asked if their teaching affected the youth in the six identified areas. The highest affect on the youth perceived by the volunteers was on assisting other showmen. The volunteers perceived their teaching had affected all six areas, but getting the youth to work and assist other showmen had the highest response followed by showing respect to each other and following the show rules. It is concluded that the

volunteers helped the youth work with other youth and better follow the rules. The area with the lowest response was the daily cleaning of the livestock facilities; however, a 51% improvement was found after the volunteer discussed this topic. Based on these responses, it can be concluded that the volunteers are having a positive affect on the youth.

The intriguing parts of the survey instrument were the decision making aspects of the assessment. From these data, we can conclude that the most influence the volunteers have is on the feed and additives that are being fed to the livestock projects. This information was slightly different than that found by Fassett, Nold, & Rockwell (2005). Parents did not see a change in the feeding and watering of the livestock projects. The stakeholders were the Youth, the Parents, the County Extension Agent, the Master Volunteer, and the Breeder of the animal.

The third objective of the study was to gain information on the volunteer's involvement in nine decisions that the youth would make surrounding the livestock project. It was also important to gather information as to which stakeholder most influential in this process. The Master Livestock Volunteers highest involvement was in the selection of the feed and feed additives. The volunteers had high to very high involvement in this particular area. Therefore, we can suggest that the volunteers have influence on the feeding program of the livestock projects and have some involvement in other areas of the project.

Selection of the species to raise as a project is a fundamental decision. The youth had the most influence on this choice. When determining which specific animal would

be chosen for the project, the parents had the most influence on the decision. The decision the type of facility and the location where the animal or animals would be housed was most influenced by the parents. Some 77% (65) of the volunteers' response ranked the parents as most influential on facilities and location. Due to the responses on the first three decisions, we can conclude the parents have a large amount of influence on the decision making in livestock projects. Even though the volunteers determined their highest level of influence in the process was in the selection of the feed or feed additives to be fed, they also indicated that the breeder held the strongest influence in this particular area. The Master Volunteers ranked themselves second in influencing decisions of what feed will be fed to the livestock project. On the topic of Conducting Daily Activities, the youth was the most influential decision maker. The youth were identified as the number one decision maker in this area by 60% (51) of the volunteers. Thus, indicating the youth has the most influence on what happens with the daily care of the livestock project. The parents were second in the category. The youth had the most influence on training and breaking of the animal in preparation for competition. The parents were second in this category as well to the youth. This decision could be combined in the daily activities because it is a function of this process. In selecting the shows to attend, the parents had the most influence followed by the youth. In both determining who would fit the animal in preparation for the show and the showmanship method, most influence came from the parents followed by the youth. From these responses, we can conclude the parents have the most influence on the livestock projects

followed by the youth, the County Extension Agent, the Master Volunteer, and finally the breeder.

As for the demographic data gathered, if the focus of recruitment will be on those 2nd year volunteers and in the age range from 38 to 47 we will have a sustainable program. The volunteers need to have continuing education in their field of interest. Some of the information gathered noted once they were certified as volunteers; there was no additional training to keep them up to date with the subject matter. As industry changes, the views of how the livestock should appear at market change, it is the responsibility of the MLV program to educate the volunteers. Continuing education would assist the volunteers as well as retain them in the program. The volunteers come from many different backgrounds and knowledge levels. The main focus should be to get them involved, get them trained and refresh them to new industry standards as needed. This will help enhance the knowledge of the 4-H Master Livestock Volunteers.

This study shows that the 4-H Master Livestock Volunteer Program is a vital tool in working with the youth in the Livestock Project Area. Also this study indicates the information gained by the volunteers is of great value and can assist them in working with the youth and adults in their respective counties.

An interesting part of the study was a comparison of means between the leadership role in the county 4-H program and the decisions that the volunteers might be influencing. The *Servant* type leadership had the least amount of involvement in the decisions while working with the youth. The *Educator* leadership role was the most influential in the decision making process. Also in the section of the survey determining

who influenced most of the decisions, it was quite interesting to see the youth and parents still hold the most influence on the decisions concerning the youth's 4-H projects. The CEA and volunteers play a role, but do not influence as much as first thought. We can conclude the parents and youth still make the decisions in the livestock project area .

Meaning-The So What?

After completing this review of literature, some might ask so what does this information mean? When looking at previous studies, and what has been discovered, here, this research finds that the 4-H Master Livestock Volunteer program closely follows what Knowles established in his adult learning theory. Knowles (1978) described adults as self-directed in selecting what they are learning. The 4-H Master Livestock Volunteers would not have attended the training program if they were not interested in the particular species. Knowles, Holton, and Swanson (1998) suggest that adults are motivated to learn to solve current problems. The adults in the MLV program are motivated to help the youth in their local community and also would like to learn a new skill. So the volunteers are attending due to their intrinsic motivation to help others and eagerness to learn. Knowles posited that adults are life centered and are looking for a new experience. During the 4-H Master Livestock Volunteer training, the volunteers get to learn something new and they are learning for help the youth in their local program. Many times the volunteers have youth of their own and end up helping other youth in their community. Knowles, Holton, and Swanson (1998) described adults need to be self-directing, as does Grow. Grow's Staged Learning starts, in stage 1 with a

dependent person, the goal of MLV training is to move the dependent person to be more self-directed. The MLV program begins with those dependent volunteers who work closely with the Extension agents and then provides a lot of information and support to guide them to become more self-directed in the education in the county program.

Knowles(1978) adult learning theory ties closely with the way the MLV program is set-up. Knowles, Holton, and Swanson(1998) six assumptions tie closely to this training program. Adults in the program need to know more about 4-H, the livestock species, and how to work with youth. The adults need to develop a self-concept accepting the responsibility to work with the youth and be responsible for their education. The MLV training is built around the volunteer's need for information about a particular livestock species. These trainings programs are designed to orient the volunteers to learning and prepare them to educate and learn with the youth.

Similarly, Cross (1981) describes capitalizing on the adult's experiences. The MLV training programs are adapted to the experience level of the adults, to better assist them and insure the youth have the opportunity to learn and gather knowledge. Adult learning theory grounds the practice of the MLV program, as does the literature on program evaluation and volunteerism.

Volunteerism has been related to the LOOP model by Penrod (1991) and the ISOTURE model described by Dodd and Boleman (2007). To be successful in volunteer management, one must utilize a model of identifying, utilizing, educating, and recognizing those volunteers. One job of the Extension program needs to be taking the volunteers past the servant leader role if the intention is still to give the volunteer the

greater ownership and influence in the county situation. These data tell us that if they remain in the perceived influence the servant role is the lowest. Without the volunteers, the 4-H Master Livestock Volunteer program would not be possible. Improving programs for the volunteers requires being able to understand program evaluation. Understanding Kirkpatrick(1994) model describing levels of program evaluation is a necessity.

Kirkpatrick (1994) had several ideas on using evaluation tools. This study examined results, or Kirkpatrick's second level, and to a lesser extent, changes in the behavior of both the volunteers and the youth they support. Measuring change in behavior is difficult. This study did not include a control group. There was insufficient time for a behavioral change. To assess results or learning, Kirkpatrick would recommend a pre and post evaluation, but in this instance one was not possible since all of the participants had already completed the training course.

The qualitative assessment indicated the need for more advanced information and follow-up after the programs. The program can be expanded and further developed if the follow-up was well maintained.

Recommended Research

After conducting this study, it is recommended that there are questions we would ask to the volunteers pertaining to some of the same questions asked during this study. A new study would ask the volunteers:

- How many of them actually attend one of the major livestock shows

- How is the communication between the Master Livestock Volunteer, Youth, Parents, and CEA?
 - Who measures the feed for daily consumption?
 - What types of trainings were attended previously?
- Also information could be gathered to learn how:
 - the volunteer learned about the program
 - who invited them to attend
 - the subject matter areas effected the people such as on fitting and preparation for show.
- Did the 4-H Master Livestock Volunteer title deter you in anyway from coming?
 - If a different name was used, do you think more people would attend the trainings?
- “Do you feel you have the knowledge when you left the MLV training to best support the youth of your county?”
- The study could also focus more on the animal science information and ask questions regarding the specific species.

There are many different opportunities to develop further research from this group of volunteers.

Program Recommendations

From the findings of this study, it is recommended that the MLV programs include more time for the training program. The training program has a lot of

information in a short period of time. Many of the participants enjoyed the classes; however, they indicated there was too much information to grasp in a short period of time. Also more technology could be used in the training. Some of the trainings topics could be provided using distance technology for the volunteers. Technology could be used for training over the non-species specific material such as record books, educational presentations, and scholarships. Reporting the hours of service should be established online event, instead of turning in paper copies of the volunteer service. Less emphasis could be placed on the name of the group. Changing the name could possibly draw more volunteers into participating in the trainings and assisting the agents.

There could also be multiple trainings to get in all of the information. The training program could be more on a localized basis. Some of the volunteers indicated they had traveled hundred of miles just to get to the training and that did not include doing the hours of service once they returned to their home counties.

A new type of training model could also be devised for the volunteers by developing a multi-tier program to provide quality education to the 4-H Master Livestock Volunteers. There could be a tier program of the education levels of the volunteers and be a better way to make sure the volunteers are kept up to date on industry changes as well as stay in touch with other volunteers.

This program was established to assist youth and it has done so, but a few slight changes and the program would be more effective and efficient.

This study indicates the 4-H Master Livestock Volunteer program is a sustainable and valuable asset to Texas AgriLife Extension Service.

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APPENDIX A

Master Livestock Volunteer Program Evaluation

Please answer the following questions as completely as possible.

1. Location of Training: _____

2. Month and Year of Training: _____

3. Species Trained in: _____

4. Please place an (X) designating the importance of the specific segments of the Master Livestock Volunteer training Program.

| Issue | Very Low Importance | Low Importance | Moderate Concern | High Importance | Very High Importance |
|--|------------------------|-------------------|---------------------|--------------------|-------------------------|
| The Role of a Master Volunteer. | | | | | |
| Value of Livestock Projects. | | | | | |
| Public Speaking and Educational Presentations | | | | | |
| Texas 4-H Recordkeeping and Scholarship Program | | | | | |
| Live Evaluation | | | | | |
| Quality Counts | | | | | |
| Overview of the Industry | | | | | |
| Resources for Project Leaders | | | | | |
| Major Show Updates | | | | | |
| General Health | | | | | |

| | | | | | |
|--------------------------------------|--|--|--|--|--|
| Facilities and Project Visits | | | | | |
| Feeding and Nutrition | | | | | |
| Exercising Livestock | | | | | |
| Preparing for Show | | | | | |
| Fitting at the Show | | | | | |
| Showmanship | | | | | |

5. Please place an **X** designating the importance of the specific statement “ Why did you decide to be a Master Volunteer? concerning the Master Livestock Volunteer Program.

| Statement | Not Important | Low Importance | Moderate Importance | High Importance | Very High Importance |
|---|----------------------|-----------------------|----------------------------|------------------------|-----------------------------|
| Gain A Competitive Advantage | | | | | |
| Learn a New Skill | | | | | |
| Help youth in the community | | | | | |
| Recognition among peers | | | | | |
| Win a Championship | | | | | |
| Meet other people with same interest | | | | | |

Please circle YES or NO or UNSURE which best corresponds to the questions.

6. Was the motivation met by the training?

YES

NO

UNSURE

7. Are you certified Master Livestock Volunteer?

YES NO UNSURE

8. After teaching the youth, did you see a change in the youth identifying health problems?

YES NO UNSURE

9. After teaching the youth, did you see a change in the youth in daily cleaning of the livestock facility?

YES NO UNSURE

10. After teaching the youth, did you see a change in the youth showing respect to others in the showring?

YES NO UNSURE

11. After teaching the youth, did you see a change in the youth following the show rules?

YES NO UNSURE

12. After teaching the youth, did you see a change in the youth change their attitude in helping other showmen?

YES NO UNSURE

13. After teaching the youth, did you see a change in the youth concerning goal setting for their livestock projects?

YES NO UNSURE

14. As you think about the families you work with, Please rate your involvement in the decisions.

| Decision | No Involvement | Low Involvement | Some Involvement | High Involvement | Very High Involvement |
|---|-----------------------|------------------------|-------------------------|-------------------------|------------------------------|
| Species Selection for Exhibition | | | | | |
| Selects Individual Animals | | | | | |
| Selects Facilities and Locations for the Project | | | | | |
| Selects Feeds and additives to be fed. | | | | | |
| Conducts day-to-day activities, feeding and exercise. | | | | | |
| Trains, breaks the animal for exhibition | | | | | |
| Selects Shows where the project will be exhibited. | | | | | |
| Determines who fits the animal for exhibition | | | | | |
| Chooses the Showmanship method for the exhibition | | | | | |

15. As you think about the families you work with, Please rank from 1 to 5 the person who has the most influence on the Decision in the column. 1 = Person with most influence and 5= Least influence on the decision.

For example, if, in most of the families you work with, the Youth selects the Specie then you would place a "1" under Youth and then "2" under the second most influencing person such as the example which follows. Then, indicate the 3rd person with a "3" and so on to the number "5" person with influence on the decision.

| <u>Decision</u> | Youth | Parents | Master Volunteer | CEA | Breeder |
|---|--------------|----------------|-------------------------|------------|----------------|
| <u>Example</u> | | | | | |
| Species Selection for Exhibition | 1 | 2 | 5 | 4 | 3 |
| Species Selection for Exhibition | | | | | |
| Selects Individual Animals | | | | | |
| Selects Facilities and Locations for the Project | | | | | |
| Selects Feeds and additives to be fed. | | | | | |
| Conducts day-to-day activities, feeding and exercise. | | | | | |
| Trains, breaks the animal for exhibition | | | | | |
| Selects Shows where the project will be exhibited. | | | | | |
| Determines who fits the animal for exhibition | | | | | |
| Chooses the Showmanship method for the exhibition | | | | | |

Please answer questions completely as possible.

16. What was your motivation for attending the Master Livestock Volunteer training?

17. What are the programs strengths?

18. What are the program's weaknesses?

19. Which topic or topic would you like to see discussed in greater detail?

20. What additional training is needed?

21. What is the most significant item you learned from the Master Volunteer Program?

22. Please place a check mark by the response which best describes you.

- The person behind the scenes making sure the program runs smoothly.
- The person leading groups in learning new information.
- The person overseeing the groups and developing new opportunities.
- The person suggesting new opportunities and looking for growth in the program

Information which we would like to collect.

23. Age 18-27
 28- 37
 38- 47
 48- 57
 58- 67
 67+

24. Occupation_____

25. Miles traveled due to this program. 0-100
 101- 250
 251- 400
 400+

26. Level of Education Completed.
 Some High School
 High School or GED
 Some College
 Associate's Degree
 Bachelor's
 Masters
 Doctorate

27. Years as a Master Volunteer_____

28. Years as a Volunteer_____

APPENDIX B

Responses to the question: What was your motivation for attending the Master Livestock training?

A desire to make a difference for youth participating in the Swine project.
To learn to help the local youth.

To gain more knowledge and understanding of the swine project.
Because we enjoy volunteering @ local show, working w/swine & youth.
first to help my own kids next to help other kids in community
To be better equipped to help the youth

More education, information, and opportunity to help kids in our area with horse project.
To bring opportunities in 4-H horse program to more kids in our area.
I wanted to learn more as a parent to help my children and other children that might have
asked.
To help the youth in our county to learn as much as possible about swine. To help with
projects.

To improve my knowledge to better serve the youth and community I work with.
To gain a network to share information within the 4-H system. To learn different
methods for reaching the members. To stay informed.

Obtain an understanding of what is available for the horse projects in 4-H. Be able to
help the youth in our area show and exhibit their animal in their interests

I wanted to learn more about the specific of horse care from the A&M stand point
To gain a better understanding of livestock production for show and to help my kids as
well as the neighbors.
Daughter's involvement in project
To become a better qualified leader

our horse club group had gone through 3 leaders in 4 years and I wanted to stop the
change and help as much as I could

TO BE ABLE TO LEARN MORE ABOUT THE 4-H HORSE PROGRAM SO I
COULD SHARE THE KNOWLEDGE. TO MEET MORE LEADERS FROM
AROUND THE STATE AND SEE HOW THEIR PROGRAMS/SHOWS ARE
CONDUCTED.

To help the youth of the community.

The County Agent suggested that it would be a good idea to attend.
High

I have been a horse project leader for 17 years and this was the first real training for horse leaders other than Horse Judging. I wanted to help at the regional level as well as the county level.

To better our youth in our county

There are many kids in our county that would like to be involved with horses, and don't know enough about them or do their parents. I understand the County Agents can't do every thing and I wanted to help where I could.

I run the Horse Program for TCE in Bexar County

To give back to the livestock community and 4-H, because it has given so much to me and my family.

learn more about the beef cattle projects to help the youth

Asked to attend by CEA to help kids in our County

To Learn

Chance to learn

I enjoy helping and giving back to a program that has given to me so much.

To be able to assist the youth in a more informed manner.

To gain additional knowledge in order to pass on and assist local youth with beef projects.

To learn more about the swine project, so I can help the youth in our county if they want it.

to better understand the swine industry.

Learn more about the swine so I can Teach it to the youth.

County Agent

I was asked to attend by the CEA.

Youth Development.

To Better the Youth of my County.

Have been raising cattle for 29 yrs but been around them my 46 yrs. I have the Highest respect for CEA. Rachel Bauer (Caldwell County) and when she asked me because of my past with raising/showing cattle I was Honor

Wanting to learn more ways to be involved and help the youth

To find out more information about swine and how I could help other families in the industry.

THE LACK OF HELP NEW FEEDERS HAVE TO HELP THEM IN THEIR PROJECT. I LOVE TO SEE THE KIDS HAVE FUN AND LEARN AND TO WATCH AS THEY ACOMPLISH THEIR GOALS.

To help the children of our county & other counties too.

Help families with children wanting to exhibit swine. My daughter exhibited swine for 6 years, I acquired a lot of knowledge. She showed at Major shows, at jackpot shows and county shows all year long. A lot of experience in a short time. Experience & knowledge.

To learn more to help youth in the community and surrounding area.

To become more educated in the meat goat industry as a whole and to help new families who are feeding/raising these projects.

to be able to help kids with their goat projects and maybe with their future life.

To learn more about sheep and goats.

to learn more to help students of the area

To learn more about the goat industry and to be able to help kids and their families in the community with their projects. To be able to teach kids and their parents how to raise a top quality show goat.

Helping the Youth, learning more for personal knowledge.

To be able to help my children and the children of my 4-h club

To learn more in depth information and develop a better understanding of the 4H livestock project goals, specifically the sheep and goat species. I wanted to help the newcomers whom I see struggling, often without any assistance.

We have no one to ask questions of other than other advet hadns. Hoped to learn a lot & did.

Because the goat projects are growing in numbers in our club & county and my daughter loves showing them more than anything else. I was interested in learning more. Due to competition other families in our county where willing to share limited info. & our

To Learn more about goats in all aspects -Feeding -Showmanship -General Health - working with youth

To learn more about subject to be able to help others

To better understand ways and means to help our youth participate in the 4-H experience and not concentrating on just winning but on learning to do things the right way.

Wanted to know everything I could about goats, so I can better understand so I can help properly.

To learn more @ Goats-

I was close to where we live & I wanted to know more about the projects

To help the youth of our county

I really enjoy working with the youth that show Beef Projects. I wanted to get as much knowledge as possible to be able to pass the "right" information on the the youth and parents.

To learn how to help more kids, more efficiently.

To catch up on new trends in the show industry. Had been out of Beef Projects for 20 yrs. Daughter was old enough to show. And didn't want to depend on someone Else.

Family, project interests

To help the county agent.

I enjoy helping kids with there projects when they have problems, or need encouragement.

To increase my knowledge on showing cattle

To be able to help other kids, who might not have the opportunities which my kids have

To gain knowledge to help in the development of youth in my community.

Want my 4-H kids get Better

I wanted to gain more knowledge about the 4-H goat project to help my own children as well as others in our county.

To learn material that would help me contribute more as a leader in our horse program.

Learn proper selection and feeding methods

Learn as much as I could about showing steers

APPENDIX C

Responses to the question: What are the programs strengths?

The Master Volunteer program provides valuable information about the resources available through extension and the swine industry itself. It was also beneficial in defining the role of the CEA in the livestock project area.

Learning from experts & Also learning from other leaders with years of experience.

Teach leaders to help all the kids.

resource notebook & reference info

Health & Nutrition

To help us help others

Very good program. Strength in knowledge of personnel conducting workshops. High level of information. Networking opportunities throughout statewide 4-H program.

The program meets randomly and that is about it.

this is a very good program

Well rounded educational information.

The presenters were very well informed and open to questions. It moved quickly and kept interest. Frank discussion was encouraged.

Very knowledgeable people give the class. The class covers a lot of important information. Brought together a lot of people with experience in 4-H horse project. There was a lot of information given that was helpful in making sure that the youth are following the rules for state and district horse show. As a leader it gave me information that helped me inform the parents correctly.

Quality COunts is good, although the problem is not with the kids, it is with the CEAs and ag teachers and breeders.

Well organized good presentations

Volunteers

public speaking, horse,

STATISTICS

Gaining knowledge

The speaker which you choose.

Networking with other leaders from your region/district.

Resources

Strong volunteer group / Bexar 4-H horse Leaders Committee

Good basic knowledge, and networking with other master volunteers and CEA's within my area.

I thought the program was very good

Increase volunteers knowledge of beef industry & show cattle

Education

Volume of information Hands-on feel

Support from Agents to assist the youth

Information, the program provides the information of how to select, feed, and exhibit animals. It also provides the knowledge to properly raise an animal that is safe for consumers to eat.

The pannel of experience assembled and networking for future problem solving.

We had a swine clinic each year.

the speakers that are involed.

All of it All programs had a lot of insight on traning and involving with the youth

Meet Other People

The program offered great speakers with an abundance of information. We were also able to tour some excellent facilities and see an operation first hand.

Subject matter expertise.

Group meeting, training, selection & showmanship.

The amount of masters in the different areas. Major show classifing, Feed, showmanship ETC

It really Shows you ways to get involved and teach the youth nd information to back it up

Explains how you can become more involved.

THE AMOUNT OF HELP YOU CAN GIVE ON KNOWING PROPER WAYS OF RAISING A PROJECT.

HANDS ON!

The variety of speakers

The people and their knowledge

All presentation were very worthwhile.

All of the info that is provided to you as a master vol.

This program was strong on all subjects.

Lots of information. Teaches that the kids come before winning.

Great training.

The speakers, spoke specifics on each subject

The balance of classroom and follow-on "field" work provides for exceptional reinforcement. The Laid-back but packed full of information atmosphere made learning a joy. Emphasis on the "blue ribbon kids" not projects(quality counts) and how these projects

Lots of great info & exposure to experts in the goat program in the State of Texas

I benefited most from the hands on segments about facilities, exercise & showmanship. I also enjoyed the info about the history of the goat industry and all of the printed resources provided and the health segment given by the veterinarian. Being able to help youth and parents that are needing help in understanding health and nutrition, showmanship

The total immersion style of having everyone in one location. Long hours but with several breaks, food was provided that kept everyone on site, no wasted hours

going to lunch, dinner and whatnot. The instructors just kept coming and working through the wh

Knowledge of information for goats from selection to health and exercise.

Resources - People you bring to help us.

Health & Nutrition

Knowledgeable programs and networking opportunities

Had lots of very interesting people to speak to us. Professors and professionals in the beef business. I really learned more from the hands on professionals. The

professors did an excellent job with the technical end.

Talking about why. I think most people who volunteer at that level , know why!

Active in showing 2 to 3 wks of the month. Youth are plugged into daily chores.

Speakers, information available

Steers

It takes some load off CEA's who are often over taxed.

Learn where to find help and answers

For Me maybe the grooming pointer were more helpful. But, the whole program was helpful. I feel that I was pretty well versed on must subjects before going But it never hurts to get with others there several there and I think all enjoyed it and came

away

They are very educational

Feeding & Selection

Good hands on exhibits

Lots of great information given in a comprehensible manner by approachable professionals. It also highlights the resources available.

APPENDIX D

Responses to the question: What are the program's weaknesses?

Similar to other volunteer training programs, not enough leaders are willing to commit.

Of those that do attend, how many openly share the information and complete the certification process? How long do the Master Volunteers stay active? Are there any fol

Each training is different, IE, in my case, there was emphasis on records & scholarship. I recommended the program to a friend & he said no one spoke about scholarship at his training.

In my case our county is very weak in 4-H project. I have never been ask to help even after offering my help.

Some of the panel- don't always follow same advice as what was given. Most of panel don't support TX Breeders.

Picking out young animals What to look for
N/A

Could be a little more interactive and hands on.

Many, too many chiefs and not even enough educated chiefs for the indians.

Lots of information for a very short time period.

The follow up. I felt that the only follow up was the turning in of hours. I do not turn in separate hours anymore just regular volunteer hours to local CEA. I was hoping for more networking and sharing of information on a regular basis. Perhaps quarterly The program gave too much info in too compact of time. Information overload (I was on tilt at the end of training) Not enough information given for real 4-H horse training. More ideas of programs. Our kids want to do something that will develop their skill There was alot of information in such a little amount of time. And it was a long drive for me.

follow up is not very helpful. Although I realize that follow up is difficult from a state wide perspective.

Very general information. Need more specifics
NOT ENOUGH SHARING OF IDEAS OF THOSE OF US THAT ACTUALLY WORK WITH THE KIDS. RE: PROGRAMS, SHOWS AND TRAININGS.
not fully explaining the usefulness of Master Vol's to the clubs that they are trained to assist.

Spending more time on each topic

this opportunity came to late for me to help my children but we did help those younger.

A lot of information to get out in a short time. Some leaders there that were beginners, ie first year that asked very basic questions and held up the classes.

Need more training more time

Expense, I think it is so hard for families to justify the cost of any show animals and the cost of fuel to get to the shows. I think there should be a CAP put on the price of the show animals for the kids.

The program itself had no weaknesses, but could be an extra day longer to give information on the breeding stock. Even though most of the 4-Hers deal with steers, there are some that do commercial and breeding cattle.

Some of the knowledge/topics were over my head as I am new to the show cattle projects (2nd year)

Not in depth enough in some areas

Too much in too short of time

Details on livestock selection; Clipping; health issues. For a person to teach 1 hour it takes 3 hours of Prep. We go 30 min./ topic and need to go teach? Felt it was a just not enough time for the topics.

The program should provide more information concerning how to deal with troubled youth and how the 4-H experience can benefit the youth.

The facilities and time constrained. The master beef program I attended needed to have more live animals to demonstrate differences between the breeds.

Getting people to attend the clinics.
need more hands on.

My first time at a meeting none at this time

There needs to be more hands on training and evaluation techniques.

Unsure.

Parent involvement.

Would like to had more hands on clipping of different cattle. More tricks of Trade.
**NOT ENOUGH PEOPLE WANTING TO DO THIS EXTRA TRAINING TO HELP
OTHER KIDS OTHER THAN JUST THEIR OWN.**

Needs more hands on training

The misconceptions of what 4H is all about!

N/A

MORE HANDS ON!...actually demonstrate giving shots!

Not enough volunteers.

not enough help from some co. agents.

Not enough time spent on sheep, seems like everybody wants to talk about goats only.

none

Lots of information.

in class time needs to be shorten, spread out over more days

Working with "the average project from experience - start to finish" scenarios...what to expect, lessons from the past.

Depending on the Agent to do any thing Wilson County
Some of the selection information would have been easier to grasp if they would have had some goat with imperfections to compare to the structurally correct wethers.
Not knowing who the families are who need help, a couple of bids that I helped in the past did not receive information on feeding and general heath.

Trying to cover too many topics, spending just an hour or less on some topics that were very well received and you could tell some people wanted even more information but the class was cutting into another topics time slot.

I feel the program needs to be more hands on then textbook.

Did not see one.

N/A

Documentation of hours, etc.

Lots of information crammed into 2 days!

I would like to see more hands on fitting and animal care.

Training Sessions are to short.

Follow up

Personal relas.

Need to get more people involved.

not enough emphasis on quality counts

I see no weaknesses any time you can get people together for a good cause. It is a good program.

No refresher courses

No Sure of any

not enough volunteers

I would have liked to have had more hands-on experiences as far as showmanship and selection of animals.

Perhaps too much information in too little time to really digest, but it would probably be more difficult for people to attend if it was a longer program.

APPENDIX E

Responses to the question: Which topic or topic would you like to see discussed in greater detail?

Success stories of 4-H participants and how what they learned with the swine project helped them achieve that success.

Ethics

Health issues and feeding plus touch on selection

Ethics- Stress importance of showmanship "you can't always have the best pig but you can be the best showman!"

Health

I thought it did well on all topics

Tack and bits.

Leadership or education with accepted feedback from the chapter instead of one way and the only way.

Better ways to get more people involved

If time allowed each topic could have been covered in more detail.

I would like to learn more about Hippology and Horse Bowl, so that I could guide the start up of project.

More real training in horse riding. How to set up a roping club; drill team; putting on barrel clinics; horse showing. Record Book Training. Face it everybody wants a little bit of help later on in college tuition and Record Books supply that if it's done

none

animal selection, nutrition and nutritional additives.

Nutrition Selection of Animal 4-H related projects

What else you can do in your project besides show

horse judging

HOW OTHER COUNTIES RUN THEIR SHOWS. HOW TO KEEP KIDS IN 4-H
INSTEAD OF THEM LEAVING AFTER 1 YEAR OF PARTICIPATION.

I would like to see more on health problems and Nutrition feeds for older horses

I thought all the basics were covered, if any were in greater detail the class would have lasted too long. But if there were more time, dealing with parents in the every day project would be a good topic.

Showmanship, feed and nutrition, where to go for more programs

Sportsmanship and showmanship, then feeds and nutrition.

Body conditioning

Clipping and Fitting.

maybe feeding, nutrition and ideas concerning feeding. uch as hay, amounts of feed, how to determine which to adjust, etc.

Selection

Daily Animal Care

Really need to incorporate Stierwalts Clinic along with this..... Need more training on the "fittin" Clipping is a major issue. Also, need to have more detailed training on selection. Look at 100 head and work with the MBV in education. Health Issu

Showmanship

Breed classification rules and showmanship demonstration.

Selection of the project, Fitting the animal at the show.

the different ingredients in feed and what they do to the animals growth.

General Health Species Selection

Drug with drawls

Selection of animals

Selection of project.

Clipping, Feeding

Quality Counts I think this is the most important thing facing the livestock show Industry
today
Quality Counts

Difference in the feeds out on the market ie: Morans, Lyssy Eckel etc
Breed Characteristics

SELECTION and knowing how to determine finish on live animal...just more of it!

Finale fitting ie. drenches, etc. for the show ring.
showing.

Everything was covered very well.

Nutrition, disease, general health care.

hands on with livestock showmanship and project selection
Working with the youth and through, each youth & project is unique there are some ways
to approach youth and families that guarantee success...What are they? Recognition of
the most common ailment of sheep & goats.

Ways to help families on limited finances set functional facilities and places available to
purchase reasonably priced animals.

Animal Selection - maybe have access young animals and have a evaluation course in
selection
General Health

Veterinarian medicine, showmanship, facility construction

How to better help the youth with how to pick, train, showmanship and Brace your goat.
Health
Major show

More time spent with feeding in general, not each individual ingredient, but how you can
mix each to achieve the desired goal. Showmanship techniques and hands on fitting
demonstrations.
Fitting and detail

Feed, Nutrition, Supplements. Selection

More of the county agents involvement.

I would like to see more in depth training on Feeds and additives.

Selection Clipping & filling

Maybe Grooming

No change

Selection Feeding

I would have liked to have spent more time on health/disease related issues.

None, really. I felt that every topic got its due!

Feeding and fitting

importance of preparing animals to show ie. walking, standing, hauling

APPENDIX F

Responses to the question: What additional training is needed?

How to mentor with teen project leaders.

None, just keep training current

Discussion of where the industry is going.

NA

N/A

Make a continuing program with different topic focus each time, so volunteers can continue to increase their level of education and information. Keep up with new resources.

The M program has died. It needs structure with over communication for participation.
Stay current on the trends in the how pig industry

I would like to see a mid year check up with the group to make sure things are going well and make any adjustments to individual programs as needed.

Follow up every few years so that we can keep up with new information as it becomes available. Networking and sharing experience of reaching the members and keeping them motivated.

Most of the club managers didn't want to share their findings. Such as in quiz bowl, nobody wanted to help out another county on quiz bowl information. We are just starting in our county and I got the feeling that nobody wanted to give input on how to get

I would like to see more hands on with the horses.

Record Book Quiz Bowl
RULES CLARIFICATION

Teaching us to teach reining, work cow horse, western pleasure pattern to kid a horseback.
project managers

I thought the training in Canyon was very good and detailed. May need to have a refresher course every 2 or 3 years, instead of the 50 hours volunteer work, which everyone does if they are involved at all. The 50 hours is just added paper work.

More hands on show day preparation/fitting.

I would like to have seen some terminology or maybe an extra 1/2 day for "new" volunteers that haven't been around cattle that much

Selection is greater detail

Animal Appraisal

See above.

Help improve the master volunteers communication with youth.

Training is needed for relating with youth.

Fitting the swine projects weeks before the show and at show time.
more in depth training on selection.

All I can get with are about swine

more Hands on

None

Staying circuit on new

future clinics on Quality Counts

A ONCE A YEAR UPDATE ON NEW TRENDS THAT ARE GOING ON AND
CHANGES THAT HAVE BEEN MADE

Treatment of ill swine

Just more of what I listed in #27.

none.

in showing

Maybe more work with hoof trimming.

health, more time on what to do in different situations, (sickness, healthy animals

Recognition of the most common ailments of youth and parents and how to encourage change. Follow up training.. I have met several "older volunteers" who are focused on making blue ribbon projects.

New County agent

The training was great. I just need more time in my life personally to spend with the kids in our club.

an evaluation coarse for selection of animals

Basic first aid

How about an advanced course in addition to the Master course. Less topics and more in depth analysis and instruction.

It was a very well informed program, no additional needed.

Personally, I feel I can not get enough.

N/A

More time spent with how to approach a family to suggest help without offending them.

How to present in \$ amounts to make come agents see how thins-work.
Communication skills

More in depth and on hands workshop on selection and fitting

More hands on, learn by doing or seeing some refresher courses would be nice

More Quality Assurance

I can't think of any.

making sure the hard working kids get the rewards

APPENDIX G

Responses to the question: What is the most significant item you learned from the Master Volunteer Program?

That the "kid" is the project. The show animal is their project.

How other leaders interacted with the exhibitor, parent, & agent or Ag Teacher.

Teach the youth so they can learn and one day help others

Information sites for reference

It was 6 years ago

Doing all we can to work with the Industry as we provide what works to the public

No one thing. Came away with a variety of information about 4-H opportunities, resources for more info, and equine knowledge.

I learned to strength and numbers of the beef program in the top of Texas

That there are so many opportunities to improve my knowledge and the knowledge of the youth and the community.

Planning and guidance to members that are interested in scholarship opportunities.

Record Book Training, but there wasn't enough information on that.

How to properly educate the youth and the parents for horse care and being ready for a horses shows.

I met other adult leaders who had the same interests as me.

Available Resources

How to be more prepared for project meeting & education on horses

feeding and supplements

ALL OF THE HORSE LEADERS HAVE THE SAME GOAL IN MIND

the different aspects of 4-H and how projects can be included in them.

About scholarships
resources

The different activities the kids can be involved in without owning an animal.

Body Conditioning

Even though we are raising and feeding these animals for the show ring, and competition, we are still producers, and must maintain the standard that the beef industry sets for the production of good quality beef to the consumer.

live evaluation and the changes in the major shows (breed classification)

We went out to a live evaluation and talked about structure. We talk about correctness in structure, but it was awesome to "look" and see structure, good & bad.

Availability of helpful resources

Names and contact information for individuals for more information to help the youth.

Selection of swine and breed classification

The networking of CEAs and Volunteers.

How to select a better show pig.

how to work closer with the family of exhibitors.

Working with the youth

The record keeping

None

Some of the tricks that can be done

Quality Counts most important

Swine Industry as a whole!

what to look for when picking swine Re-Gorced what I was looking for.

how much impact show hogs have on the total swine market. Did not realize the number of show hogs exhibited in the state and nation.

health/nutrition and understanding of what the judges are looking for on the live animal when compared to the carcasses.

Quality Counts.

feeding

Feeding and exercise programs.

how to help the children of our club to be more active with their projects and have more input on their outcome at shows

It is my responsibility to encourage, coach and counsel the youth to develop quality character through the development and growth of a quality livestock project.

Carcass Comparison - it was fascinating to see the live animal & be able to observe the carcass

Showmanship tips & training practices.
feeding and nutrition and general health.

Different training techniques
showmanship techniques, and contacts with people of the industry.

I learned the most on the selection of a goat

how to help the kids show & what they need to do at home w/animals

What judges are looking for

That there are lots of people in the A&M system to assist us with help. Along with the people is a whole knowledge base to work from.

Just that the industry has not changed that much since I was doing it except cattle are more moderate in Frame Score

how its important to volunteer time for kids.

I have learned that our children exhibiting Livestock helps them Learn responsibility and keeps them out of trouble.

Updates on up coming major shows

Learned a lot and enjoyed it all
Quality Assurance

The exercise programs discussed had the greatest impact for me.

I was very happy to see that, with all the information and resources given, the focus of the program was on helping make our 4-H programs enrich the youth involved.
how to get help with projects

APPENDIX H

Occupations of Master Livestock Volunteers:

manager system operations

Sales

sales

Treasury Management officer in a Bank/ Breeder

Banker

County Commissioner - Used to be Farmer

self

Chemical Plant operator Specialist

Utility Forester

Sales and Marketing

Homemaker

Horse Professional

Self Employed, Retail

Pharmacists

Housewife

librarian

HOUSEWIFE/SUBSTITUTE TEACHER

homemaker/ assistant business owner

Field officer

Self Employed

911 Coordinator

Layout/Design

Power Plant Operator

TCE - Bexar County AG Program Tech - 4-H Livestock

Cytotechnologist/ Supervisor of Anatomic Pathology

Grain elevator owner, raise cattle

Juvenile Probation Officer

Farmer

Farmer/ Rancher

Information Technology

Livestock Husbandry

Project Controls Manager for Petrochemicals

Welding Supplies and gases Salesman

machinist

Lineman Victoria Electric CO-OP

Estimator

Educator
 Manager of a Trucking Company

Austin Firefighter, Ranching - Husband, Dad

Conservation contractor/ Farming Ag
 Self-employed
 SERVICE ADVISOR

foreman for gas construction at City Public Service Energy

Management in Agri-Business
 Business Manager for TEEX
 retired

Pest control technician
 nurse, volunteer
 Registered Nurse
 Firefighter/Paramedic
 Maintenance tech.

Energy Management, USAF (Civilian)

Pharmacist
 Supervisor
 Draftsman

Federal Law Enforcement
 Member Service Rep for a Credit Union.

Dental Hygienist & Teacher
 Housewife
 Educator

Cattle Rancher
 Insurance agent and rancher
 Oil Field Worker

Energy Technician (Fancy word for lineman (electric))

Ranger + FT worker
 Rancher

Transportation Director/ IPM Coordinator for ISD

Sales and ranching
 Stay at home mom who home schools
 Elections Administrator
 teacher
 homemaker/rancher
 Loan Officer
 Farmer

VITA

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