

**SELF-PERCEPTIONS OF VOLUNTEER MANAGEMENT:
A TEXAS 4-H VOLUNTEER NEEDS ASSESSMENT**

A Thesis

by

JODI LYNN TOROCK

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

December 2008

Major Subject: Agricultural Education

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Approved by:

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ABSTRACT

Self-Perceptions of Volunteer Management: A Texas 4-H Volunteer Needs Assessment.

(December 2008)

Jodi Lynn Torock, B.S., The Pennsylvania State University

Chair of Advisory Committee: Dr. Scott R. Cummings

The purpose of this study was to assess the management of volunteers through self-perceptions of Texas 4-H volunteers. This research was an on-line questionnaire designed to assess volunteers' attitudes toward recruitment, orientation, training, resources, utilization, motivations for continuation of service, and recognition.

The population was volunteers enrolled in the Texas 4-H Program during the 2007-2008 program year. The census included 711 Texas 4-H volunteer respondents. This study used a questionnaire designed by the researcher and a team of faculty and staff at a major land grant university and a demographics questionnaire. SPSS® 16.0 for Windows® was used to analyze the data.

The study revealed that most Texas 4-H volunteers are oriented and trained in their roles and responsibilities as a volunteer, have additional opportunities for training in their role as club managers or project leaders, have the resources necessary to fulfill their role, and are recognized for their contributions to the Texas 4-H Program. However, as with any program, there is room for improvement.

Respondents indicated a need for curriculum development in volunteer and club management. Additionally, 83% of volunteers began volunteering because they had children or family enrolled in the 4-H program; however, volunteers are motivated to continue to serve as volunteers because they want to help youth and support youth development, the 4-H program, agriculture, and family and community development. Respondents indicated they chose to discontinue serving as a 4-H volunteer due to lack of county Extension staff support, lack of time, children aging out of the program, and burnout.

The following recommendations for action were based on the findings and conclusions of this study. Volunteer orientation and training programs should become an integral part of all county 4-H volunteer management programs. Curriculum should be developed in the areas of volunteer and club management. In addition, all volunteers should be recognized for their contributions to the program. Orientation, training, and recognition of 4-H volunteers will provide opportunities for volunteers to build an affiliation for the Texas 4-H program, and in turn, motivate volunteers to continue to serve the 4-H youth development program.

DEDICATION

To my parents, Joe and Becky;
my younger siblings, Heide and Cody;
my best friend, Lee;

and my advisor, mentor, and friend, Dr. Jackie Bruce.

Thank you for believing in me, even when I could not believe in myself, and always encouraging me to be and do more than I ever imagined. I do not know what I would have done without all of your love and support while I followed my “Texas dream” and continued my education 1,400 miles away from the only place I know as home. I am one lucky daughter, sister, friend, and mentee to have all of you in my life. Thank you.

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Also, thank you to Dr. Lepley and Ms. Courtney Dodd, and the Texas 4-H Faculty for partnering with me to complete this 4-H volunteer study. I appreciate all of the time and energy you put into assisting me with the development, administration, and reminders for the questionnaire and helping me learn more about the 4-H program in Texas. Your work has not gone unnoticed. I hope the results from the Texas 4-H Volunteer Survey prove to be helpful as you continue to “make the best better” for Texas 4-H volunteers.

To the Extension unit and everyone in the Department of Agricultural Leadership, Education, and Communications – thank you for welcoming me into the ALEC family. Your guidance and support, from course recommendations to hints for working with other departments on campus, you always sent me in the right direction, or

offered help when I was too bold to ask for it (and obviously was struggling). You have made my Texas experience even more enjoyable.

I owe a sincere thank you to the “inhabitants” and friends of Scoates 131. We may have lived in a “hole,” but we sure did have fun while we were there. How ‘bout it? Thank you Kelly for proving that rationality is relative, and ensuring I did not take life too seriously; Misty for always understanding, or at least attempting, and being my confidant; John Hall for “life coaching” when I needed it; Doug for all of the advice and guidance throughout my writing process; Amanda for ensuring me no matter how behind I thought I was, things could be worse; Debbie and Tiffany for listening and offering words of wisdom; and Amy and Kendall for helping me out when I needed it most. You all are my friends that have become family, and I thank you for making my experience at Texas A&M one I will never forget. Write that down.

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CHAPTER I

INTRODUCTION

Background of the Study

In 2000, 44% of adults volunteered, contributing 15.5 billion hours of labor valued at \$239 billion (Independent Sector, 2001). Imagine if non-profit organizations were forced to pay “volunteers” for their time. Not-for-profit organizations would not be able to survive in corporate America.

For nearly a century, Cooperative Extension has provided non-formal education to youth and adults alike through meetings, field days, conferences, and workshop series. While Extension educators have been taking information and research from the classroom and laboratory to the kitchen, field, and great outdoors to transfer knowledge and facilitate change in agriculture, they have relied on dedicated volunteers to assist them in their mission. Without volunteers, the number of clients Cooperative Extension could reach would be severely limited.

Texas AgriLife Extension Service provides non-formal, practical education to youth and adults residing in each of the 254 Texas counties. Research and information from Texas A&M University is disseminated to the public through AgriLife Extension’s 616 county Extension agents (Texas AgriLife Extension Service, 2008). Of those, a hard

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

working team of county Extension agents specialize in providing valuable youth development programs and experiences to youth ages nine to 18 through the 4-H program.

Volunteers are a valuable and integral piece of the Texas 4-H Program.

Volunteers help fulfill the Texas 4-H and Youth Development program mission 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, 2007, para. 8). During the 2007-2008 program year, each of the 43,568 volunteer 4-H leaders provided more than 30 hours of service to the program, providing opportunities for 646,248 4-H members to gain life skills, making it the largest volunteer program of any agency in Texas (Dodd and Boleman, 2007; Texas 4-H, 2007). In addition, the value of the service provided by Texas 4-H volunteer leaders exceeds \$19 million. For 100 years, the Texas 4-H Program has helped Texas 4-H youth gain leadership, citizenship, and life skills (Texas 4-H, 2007).

Two types of volunteers are essential to the educational component of the Texas 4-H Program. Club managers are those volunteers that are responsible for the organization of a specific 4-H club (Texas 4-H, 2001). They are responsible for ensuring that club members and volunteers are registered annually and organizing club meetings. Club managers truly serve as the backbone of the 4-H club. Project leaders, on the other hand, are directly responsible for providing educational opportunities for youth within

their project area. While each leader has a different role within the 4-H club, both types of volunteer leaders are necessary in an effective 4-H club.

Statement of the Problem

Each year, AgriLife Extension agents go through extensive training conferences to ensure that they are up-to-date of the policies and procedures within Texas AgriLife Extension Service. However, there is no mandatory training for volunteer 4-H leaders. Therefore, the only orientation or training volunteer leaders receive may be provided by the county Extension agent. For a 4-H club to run effectively, and maintain an active membership, trained volunteer 4-H club managers and project leaders are essential.

It is also imperative that volunteer leaders know they are an important part of the 4-H program. If volunteers do not feel as though they are making a difference, they may not continue to serve the 4-H program. Recognition and evaluation are important parts of ensuring volunteers know they are appreciated. Knowing preferences of recognition, reasons for continuing or discontinuing service to the 4-H program, and demographics of Texas 4-H volunteer leaders may help county Extension agents tailor volunteer training programs to fit the needs of volunteer leaders.

Purpose and Objectives of the Study

The purpose of this study was to identify factors relating to the recruiting, training, management, and retention of Texas 4-H volunteer leaders. The following objectives were addressed in this study:

1. Determine Texas 4-H volunteers' demographic characteristics.

2. Determine reasons Texas 4-H volunteers choose to serve as volunteer leaders, and reasons they choose to leave their volunteer role.
3. Determine if Texas 4-H volunteers have the training and resources necessary to fulfill their volunteer role, and identify potential areas for future training or project-specific curriculum development.
4. Determine if Texas 4-H volunteers are utilized and feel comfortable in their role.
5. Determine if Texas 4-H volunteers are recognized for their service, and identify ways they would like to be recognized in the future.

Research Questions

Based upon the purposes and objectives of this study and the review of literature, seven research questions were formulated:

- Q₁** = Why do adults choose to volunteer with the Texas 4-H Program?
- Q₂** = Do Texas 4-H volunteers receive the orientation and training needed to fulfill their volunteer roles?
- Q₃** = Do Texas 4-H volunteers have access to resources necessary to lead 4-H youth?
- Q₄** = Are Texas 4-H volunteers utilized effectively in their roles?
- Q₅** = Why do Texas 4-H volunteers choose to continue or discontinue to serve the program?
- Q₆** = Are Texas 4-H volunteers recognized for their service to the program, and how do they prefer to be recognized in the future?

Q₇ = Are there demographic commonalities among Texas 4-H volunteers?

Significance of the Study

Time is one of Extension agents' and volunteers' most valuable resources, next to funding. County Extension agents provide many resources and programs, and spend much of their time fulfilling their county program needs (Lepley, 2003). It takes additional time to work with volunteers – to determine the needs of volunteers, train them to do the work that would otherwise be done by the Extension agent, and continue to provide support to them throughout their volunteer experience. This study determined volunteers' perceptions of current volunteer management practices within the Texas 4-H Program. It should provide county Extension agents and 4-H staff insight related to the needs of 4-H volunteers. If agents know why adults choose to volunteer, what topics volunteers believe they need most, the resources most often used by volunteers, and how volunteers would like to be recognized, orientation and training programs may be adapted to fit those needs, and a significant amount of time can be saved. Results of this study are a valuable asset to Texas 4-H and Youth Development Specialists as they identify needs, plan, and publish future curriculum for 4-H volunteers.

Delimitations

This study was delimited to include only those club managers enrolled as Texas 4-H volunteer leaders during 2007-2008 program year, and provided a valid e-mail address on their annual enrollment form; and project leaders who were forwarded the link to the on-line survey by their club manager.

Limitations

This study is susceptible to the following limitations:

1. This study investigated only the demographics, orientation and training, resources and support, and recognition and evaluation of 4-H club managers and project leaders within the state of Texas.
2. Individuals in this study may have had different perceptions and attitudes related to orientation and training, resources and support, and recognition and evaluation based upon their personal experiences and backgrounds.
3. This study was limited to only Texas 4-H club managers whom provided a valid e-mail address on their 2007-2008 volunteer leader enrollment form.
4. This study was limited to only Texas 4-H project leaders whom were forwarded the link to the on-line survey by their club manager because e-mail addresses for project leaders were unavailable.

CHAPTER II

REVIEW OF LITERATURE

Volunteerism

What is volunteerism? In their search for a definition of volunteerism, Safrit and Merrill (as cited by Merrill, 2006) identified four tenants of volunteering: volunteering involves active participation and the giving of time, talent, and energy to a cause; volunteering is not forced – volunteers choose to volunteer for their own personal motivations; volunteering is not done for financial gain; and volunteering focuses on serving others and working toward a “common good” (p. 10).

A report by the Corporation for National and Community Service (2007) showed that while 65.4 million Americans volunteered in 2005, 20.9 of those did not continue to volunteer in 2006. This statistic shows there is a need for quality volunteer management programs within organizations - those that continue to recruit new volunteers and ensure volunteers have a positive volunteer experience, while retaining valuable volunteer veterans. By training volunteers in their roles and responsibilities and involving volunteers in an organizations’ volunteer management plan, organizations truly invest in their volunteers, ensuring those volunteers who are recruited continue to give their time, talent, and skills to the organization.

Is the increase in volunteerism a fad, or is it here to stay? Volunteerism rates have surged within the past few years as Americans have come together to help with national tragedies such as the attacks of 9/11 and Hurricane Katrina (Corporation for

National & Community Service, 2007). However, with rising costs of goods and services, there is a congruent need for more community assistance without the added costs of labor. Volunteerism is not a trend – it is certainly here to stay. In fact, the Corporation for National & Community Service has established a national goal of increasing the number of people who volunteer to 75 million by 2010.

The Cooperative State Research, Education, and Extension Service (CSREES) stated that “Leadership development can build the capacities of individuals, groups, and organizations to resolve community issues. Volunteer development can enhance the potential for community service” (Cooperative State Research, Education, & Extension Service, 2008, para. 1). These definitions are the foundation upon which volunteer development programs within Cooperative Extension have been founded, including that of the Texas 4-H Program. Texas 4-H volunteer leaders are just that – leaders within their communities. By serving as volunteers, they educate youth, helping them to gain leadership, citizenship, and life skills necessary to be productive members of their communities and future leaders.

What is a 4-H volunteer leader? Texas AgriLife Extension Service defines an Extension volunteer as someone who “helps us reach more people in Texas; ensure that our programs are relevant; deliver Extension education; and interpret the value of Extension to others (Boleman & Burkham, 2005). Texas 4-H volunteers give their time, knowledge, and talent to the program by providing educational programs for youth. Volunteers choose to give their time and talent by applying to serve as a volunteer leader. Volunteers are then screened, and placed in their role within the 4-H program,

whether it is within county, region, or state. It is then the responsibility of the volunteer administrator – or county 4-H Extension agent – to ensure that volunteer leaders receive the orientation, training, motivation, evaluation, and recognition they need and deserve.

Models of Volunteer Administration

Volunteers are essential to any successful non-profit organization, but how do organizations manage volunteers? Managing volunteers is an art. For decades, volunteer administrators have been developing models that identify steps within the volunteer management process. Culp, Deppe, Castillo, and Wells identified six volunteer administration models used by non-profit organizations; however, not all of these models are used by 4-H programs (1998). Although each model is different, their implications are similar: volunteers need to be identified, selected, managed, and evaluated.

What was first introduced as a leadership development model by Dr. Robert Dolan in 1969, Boyce (1971) later identified as a training model to be used for managing 4-H volunteers, the ISOTURE model. ISOTURE serves as an acronym for the *identification, selection, orientation, training, utilization, recognition, and evaluation* of volunteers. At the time this model was developed, Boyce indicated the goal of the 4-H program was to double its educational effort, and suggested the best way to do this was by also doubling the number of 4-H volunteers. He suggested the way to increase the educational efforts of the 4-H program was to invest in those doing the educating; hence, the need for a volunteer administration model. This ISOTURE model was practical, and the first to clearly outline essential components that should be considered when

managing 4-H volunteers. Many state 4-H programs continue to encourage their county 4-H Extension agents to use this model in the administration of volunteers, including Texas (Diem, 2005; Dodd & Boleman, 2007; K-State Research & Extension, n.d.; Lesmeister, 2003; McKinley, 2005; University of Wisconsin-Extension, 2008).

Years later, Kwarteng, Smith, and Miller identified a new model for volunteer development based on their research of Ohio 4-H agents' and volunteer leaders' perceptions of volunteer leadership development (1988). The 4-H agents and volunteer leaders both agreed that *recruiting, training, motivation, recognition, retention, and supervision* were all important components of volunteer leadership development. From this, the authors developed a cyclical model suggesting that although recruiting, training, motivation, recognition, and retention occurs one-step after the other, supervision is a key component that should occur throughout the entire five-step process.

Purdue Extension Specialist Dr. Kathryn Penrod suggested that Extension educators employ the L-O-O-P model for managing volunteers (1991). She identified the L-O-O-P model, standing for *locating, orienting, operating, and perpetuating*, as a guide for Extension agents managing volunteers. During the locating phase, volunteers are recruited and selected to fill volunteer roles. Volunteers learn more about the vision, mission, and goals of the organization, and their role as a volunteer - both formally and informally - during the orienting phase. Continuing education and feelings of accomplishment occur during the operating phase. Volunteers continue to gain knowledge and skills that will help them fulfill their role, and a feeling of accomplishment arises from helping others. In the perpetuating stage, volunteers are

evaluated and recognized for their volunteer efforts. The L-O-O-P model is cyclic in nature, and the phases are not separate activities. Instead, the phases “blend together” to create the continuous process (Penrod, 1991, para. 5).

The GEMS Model (Culp, Deppe, Castillo, & Wells, 1998) of volunteer administration is another model that is commonly used. The GEMS model is a spiral shaped model outlined by four key concepts: generating, educating, mobilizing, and sustaining. Within each of these key concepts, there are subcategories that further define essential elements for volunteer administration. During the generating phase, a *needs* assessment is conducted to identify roles that should be filled with volunteers, and *job descriptions* are created to outline what the person in each role should accomplish. Potential volunteers are identified, and then *recruited*. Those potential volunteers are then *screened* to ensure the image of the organization will be retained, and then *selected* based on their interests and abilities to fill the needed roles. Within the educating phase, volunteers are *oriented* to the organization and their new role within it. Risk management for the organization and the volunteers ensures all participants are *protected*. Needed resources are shared with the volunteer during the *resource* stage, and volunteers are offered additional training or in-services on their roles or familiarized with new information about the organization during the *teaching* phase. During the mobilizing stage, volunteers are *engaged* in their volunteer role, and are *motivated* and *supervised* by their volunteer administrator. The final key concept is the sustaining phase. During this phase, volunteers are *evaluated* on their work for the organization, *recognized* for their efforts, and either *redirected*, *retained*, or *disengaged*. Redirection

occurs if the volunteer administrator feels the volunteer would be best suited in another volunteer role within the organization, while disengagement is the “letting go” of a volunteer who has served in their role, but should move on from serving the organization. The authors suggested although previous models provided a good basis for leading volunteers, they did not include a few essential elements: screening, protecting, resourcing, redirecting, and disengaging.

The Role of the 4-H Volunteer

Volunteers play a critical role in the 4-H program, and the Extension program as a whole, as they help carry out national Extension initiatives of disseminating information and research to the public (Patton, 1990). 4-H volunteers are responsible for assisting in the development and implementation of 4-H activities on all levels, from local and regional, to national events (4-H Web Network, 2008a). According to National 4-H Headquarters, each recognized club must be “advised by adult staff or volunteers who have been screened and trained” (2008, p. 1).

There are a variety of types of volunteers that are essential to the successful implementation of 4-H programs in Texas. However, two of the most recognizable types of volunteers are club managers and project leaders. Club managers are responsible for advising and managing a 4-H club (Texas 4-H, 2001). They are responsible for reserving a meeting place, ensuring that 4-H members and volunteers are registered annually - working with 4-H club officers to run meetings, organizing club activities, and serving as a liaison between the county 4-H staff and 4-H members and volunteer leaders.

Project leaders are responsible for transferring subject-related knowledge to 4-H members through experiential learning (Texas 4-H, 2001). While all learning is experiential (Dewey, 1938), there are a variety of learning methods that are effective for 4-H project leaders. This may include readings, projects, field trips, guest speakers, skill-a-thons, or teaching younger members.

Volunteer Management

People choose to volunteer for a variety of reasons, ranging from wanting to help others to the desire to learn something new (Ellis, 2008). A 2003 study showed adults chose to volunteer with the 4-H program to make a difference in the lives of youth, to gain self-satisfaction from helping others, and because they had children in the program (White & Arnold, 2003). A study of Latino Extension volunteers indicated they choose to volunteer for the same reasons others volunteer: wanting to give back for help they have received, to help their communities, and to learn skills or gain experience that could help them get better jobs (Hobbs, 2001). Culp and Schwartz (1999) found volunteers were not only motivated to serve because they had family involved in the program. In fact, that response only ranked fourth. Volunteers were motivated to serve because they believed 4-H was a good organization, they enjoyed working with people, and they wanted to help people and contribute to their community. A national 4-H volunteers website advertised that while people volunteer for many different reasons, people choose to volunteer with 4-H to help the county's future leaders learn (4-H Web Network, 2008b).

Smith and Bigler found that volunteers who stayed involved in the 4-H program received continual training (1985). Cook, Kiernan, and Ott proposed that most volunteer turnover occurred due to a lack in volunteer training (1986). They also stated a lack in leadership training would lead to a lack of learning by 4-H youth members, and unhappy volunteers – causing volunteers and youth to discontinue their involvement with the 4-H program. Morris, director of 4-H Youth Development with Iowa State University Extension had a similar view; when asked about the new Iowa 4-H on-line volunteer training, he said, “Great training leads to great clubs” (Koehn, 2008). In addition to training, 4-H volunteers need to know about the resources available to them, including opportunities for additional training, and professional development. In their survey, Cook, Kiernan, and Ott found 80% or more surveyed volunteers desired training in the following topics: events and opportunities for both leaders and members, county and national award applications, project or subject related materials, teaching tools and methods, and project completion and scoring (1986).

Wolford, Cox, and Culp found volunteers stayed involved in an organization primarily because they had a sense of achievement in learning new things, and felt an affiliation, and desired to serve a good organization (2001). A 2003 study indicated 4-H Extension educators needed to ensure they were building relationships with 4-H volunteers and gave volunteers opportunities to share and use their skills (White & Arnold). Volunteers also continued to serve the 4-H program because they felt as though they were making a contribution to their community. Giving volunteers more opportunities to share their knowledge and skills with 4-H youth and the community

helped them build a stronger affiliation to the program, and in turn, potentially retained more volunteers.

Volunteers were also motivated to continue to serve the 4-H program if they were recognized – recognized for club, program, or individual member accomplishment, member recruitment, and years of service (Culp & Schwartz, 1999). Effective volunteer management programs recognized their volunteers for the time, services, and dedication to the organization. Most volunteers enjoyed intrinsic rewards more than public recognition (Fritz, Karmazin, Barbuto, & Burrow, 2003; Wolford, Cox, & Culp, 2001). Preferred recognition included achieving a personal goal, being asked their opinion by others, feeling as though they are part of a group, and receiving compliments. A study comparing preferred methods of volunteer recognition between rural and urban 4-H volunteers found that both groups preferred a letter from a 4-H member thanking them for their contributions (Fritz, Karmazin, Barbuto, & Burrow, 2003). Urban 4-H volunteers also ranked letters from Extension agents, phone calls from 4-H members, and letters from parents, and coverage in the newspaper as preferred methods. Phone calls from 4-H members; coverage in the newspaper; receiving plaques, pins, or certificates; and visits from 4-H members were preferred methods of recognition by rural 4-H volunteers. Therefore, it may be in the best interest of the 4-H Extension agent to actively involve 4-H members in the volunteer recognition program.

To effectively recruit, train, and utilize volunteers, it is important to be knowledgeable of why volunteers decide to leave their roles, and adjust volunteer management strategies accordingly. Smith and Bigler found that 4-H volunteers who

discontinue service are not oriented to their roles and responsibilities, do not receive adequate volunteer training, and were not recognized for their contributions (1985). Physical impairment or death, a feeling of being unneeded, a program or philosophy change in 4-H, lack of time, and family members no longer involved in the program were reasons tenured volunteers chose to discontinue service to 4-H (Culp & Schwartz, 1999). A team of researchers from Oregon found similar results, stating the top five reasons 4-H volunteers leave the program were children leaving the program, time demands increased, required too much time, level of project members' commitment, and level of cooperation from parents (White & Arnold, 2003). Research has shown that if volunteer training, utilization, and recognition needs are met, more often than not, volunteers will stay involved with the 4-H program.

4-H Volunteers in the Future

Texas 4-H celebrated its 100th birthday with more than 43,000 dedicated volunteers who provided educational experiences for more than 646,000 4-H members (Texas 4-H, 2008). The 4-H program in Texas is sure to remain a popular youth development program well into its next century.

What the future holds for the Texas 4-H program is uncertain, but what is certain is that as long as there are knowledgeable, caring volunteers, there will be youth willing to learn. However, in order to maintain an active membership of volunteer 4-H leaders, "It seems prudent to understand more the: factors involved in an adult becoming a volunteer leader, factors that contribute to the leader's positive experience, and factors that cause a leader to end his or her role" (White & Arnold, 2003, para. 2). To continue

providing a quality youth development program for Texas youth, it is essential that more research be completed to determine the needs and attitudes of the volunteer leaders, and training programs created to fulfill those needs.

Statement of the Problem

Kwarteng, Smith, and Miller found while literature identified volunteers are vital to the 4-H program, there were still two concepts that require further research: determination of why people choose to volunteer, and development of an effective volunteer management program (1988). This study will explore reasons Texas 4-H leaders become volunteers, and reasons why they continue or discontinue volunteering. Although this study will not develop an effective model for volunteer management, it will identify areas of volunteer management that are successful within the Texas 4-H program, and suggest areas of volunteer administration that may need additional attention or improvement.

In order to ensure the success of the Texas 4-H Program well into its next century, it is imperative more time and resources are invested into the management of the Texas 4-H volunteers. This study will evaluate the current condition of the volunteer development program in across the State of Texas, identify areas of success, and offer suggestions for areas of the volunteer development program that may need elaboration or improvement, or potential areas for new curriculum development.

CHAPTER III

METHODOLOGY

Method of Investigation

The intent of this study was to assess the training and resource needs of Texas 4-H volunteers. A survey instrument was designed to allow 4-H volunteer leaders to share if they had received volunteer leader training when they became a 4-H leader, the effectiveness of that training, and their perceptions of volunteer management and curriculum needs within the Texas 4-H Program.

The survey was divided into six primary constructs. These constructs were: volunteer identification and selection, volunteer training, resources utilized by volunteers, utilization of volunteers, continuation of service, and volunteer recognition.

Population and Sample

The population for this study was all 4-H volunteers within the state of Texas. A census was the most ideal sample for this study because the purpose of the study was to determine the needs of all Texas 4-H volunteer leaders. Due to time and money constraints, the instrument was distributed to the population via an on-line survey. The only e-mail addresses available for this study were those of 4-H club managers. Therefore, the sample for this study was limited to Texas 4-H volunteer leaders whom shared a valid e-mail address on their 4-H volunteer application. However, the researcher requested each 4-H club manager forward the survey link to their respective 4-H project leaders. Although only the 4-H club managers were used to determine the

response rate of this study, data from both the 4-H club managers and the 4-H project leaders were included in the study results.

This census included all Texas 4-H volunteers enrolled as volunteers during the 2007-2008 program year. Before the instrument was dispersed, an introductory e-mail was sent to each of the Texas 4-H volunteer leaders whom shared an e-mail address on their application informing the subjects of the intent to collect data from the 4-H leaders. The data collection period took place April 8, 2008, through May 25, 2008.

The Texas 4-H Program provided 1,248 e-mail addresses of 4-H club managers for the on-line survey; 133 of the e-mails were returned as invalid addresses. Therefore, the population included 1,115 Texas 4-H volunteers. Of those 1,115 volunteers, 711 respondents began the on-line survey. Although 711 volunteers began the survey, only 559 completed the entire questionnaire. Partial responses were included in the findings for this study. Therefore, the number of responses was different for each of the questions, and the number of respondents was reported for each question in the study.

Four-hundred and forty-eight of the 711 total respondents were club managers. The response rate was calculated by the number of club manager respondents (448) divided by the number of potential respondents in the population (1,115 club managers). Therefore, the response rate for this study was 40.18%. Babbie (1992) suggested although a response rate of 50% is adequate in social research, this figure is merely a guideline. Because the responses rate of this on-line questionnaire was less than 50%, there was a greater risk of response bias.

Instrumentation

This study used an on-line self-perception and demographics questionnaire to determine the needs of current Texas 4-H volunteers. The instrument was developed by a team consisting of the researcher, an Extension program specialist in volunteerism, a 4-H and Youth Development Specialist, an Extension program specialist in evaluation, and a faculty member at a major land grant university. It was composed of six constructs consisting of questions based upon the proposed research questions. The survey included a variety of question types to most appropriately answer the questions within each construct, and included a total of 52 questions. The survey was included in Appendix A.

The first section of questions in the on-line instrument related to personal information. The questions asked the county in which the leader volunteered; whether they currently served as a club manager, project leader, or served in both capacities; and for project leaders, the primary project for which they volunteered. The county of the participant was only used to determine individual county resource and curriculum needs, and was not used for the purpose of this study. The researcher coded the counties by district; location of volunteers responding to the survey was reported by district.

Following the questions related to personal information, the first construct was introduced – volunteer identification and selection. This construct consisted of only one question. Participants were asked to identify why they chose to serve as a volunteer. Several possible responses were provided, and if the appropriate answer was not available, the respondent was asked to share why they chose to begin volunteering with

Texas 4-H using the category “other.” “Other” responses were open-ended responses, and therefore coded by the researcher by category.

The second construct was volunteer training. Using yes/no responses, the participants were asked if they were oriented to the purpose of the 4-H program and Extension, if their volunteer roles and responsibilities were ever explained to them, and if they had opportunities to participate in trainings that focused on their role as a 4-H club manager or project leader. The respondents used yes or no responses to answer these three questions. If the participant had not received any training, they were asked to identify how they learned their roles and responsibilities as a volunteer. Potential methods of learning more about the role of a 4-H volunteer were provided; however, if an appropriate answer was not available, participants were asked to write in how they learned their responsibilities under the category “other.” Responses under the “other” category were coded by the researcher, and reported by category.

Participants that had received training related to their roles and responsibilities were asked questions related to the quality of their training experience. This section of 11 questions employed a five-point Likert-type scale of: 1 = *not at all*, 2 = *slightly*, 3 = *somewhat*, 4 = *quite* and 5 = *extremely*, to determine the helpfulness and quality of the training. The statements are listed in Table 1. At the end of this section, participants were asked to briefly share the topic they found most beneficial within their volunteer training. Because this was an open-ended question, the researcher coded the responses and reported the most beneficial topics by category.

Table 1. 4-H Volunteer Leader Training Statements

Scale	Item #	Statement
Training	1.	How helpful was the training that you received?
	2.	Helped me understand my responsibilities and roles as a 4-H volunteer.
	3.	Helped me gain a better understanding of the 4-H program.
	4.	Showed me resources I could use within the 4-H program.
	5.	Provided me with opportunities to learn from other 4-H volunteers.
	6.	Helped better prepare me to serve as a 4-H volunteer.
	7.	Provided me networking opportunities with other new 4-H volunteers.
	8.	Opened lines of communication with the county Extension staff and 4-H volunteers.
	9.	Helped me gain confidence by participating in new leader training with other 4-H volunteer in my same position.
	10.	Helped me gain knowledge about the youth development process and preparing youth for the future.
	11.	Helped me gain knowledge about the life skills that 4-H teaches

The third construct related to resources utilized by volunteers. Participants were asked what materials or resources they used in their role as a 4-H volunteer. Potential responses included: 4-H curriculum; Texas AgriLife Extension Service handouts or brochures; publications by Cooperative Extension from other states; materials from the Internet; field trips; guest speakers at club/project meetings; skill-a-thons and/or quiz bowl events; hands-on, interactive projects and activities; or attending meetings/trainings offered by other organizations/clubs. If the participants used other resources, they had an opportunity to list those under the category “other.” “Other” responses were coded by the researcher and reported by category.

Participants were then asked to rate statements pertaining to resources available for them as a volunteer. The rating scale used for these five questions was a five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and

5 = *strongly agree*. The statements are listed in Table 2. Participants were also asked to list areas of curriculum they would like to see the Texas 4-H Program develop for 4-H volunteers in the future in an open-ended response. Responses were coded by the researcher and reported by category.

Table 2. Statements Related to Available Resources as a 4-H Volunteer

Scale	Item #	Statement
Resources	1.	I have access to a 4-H curriculum that pertains to my role as a 4-H volunteer.
	2.	The 4-H curriculum within my project/subject matter area is up-to-date.
	3.	I am able to get more up-to-date information from other sources through the Internet.
	4.	The resources I use help 4-H members gain knowledge about the subject being taught.
	5.	Texas 4-H provides curriculum resources for me to be an effective 4-H volunteer.

In the fourth construct, utilization of volunteers, participants were asked to share their perceptions of how they were utilized as volunteers, and if they perceived they were supported by their fellow volunteers, county Extension agents, and regional 4-H specialists. Participants responded using the five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. The statements for this section are listed in Table 3.

Table 3. Statements Related to Utilization of Volunteers

Scale	Item #	Statement
Utilization	1.	My county Extension agent gives me opportunities to fulfill my role as a 4-H volunteer.
	2.	I am supported by other 4-H volunteers in my club.
	3.	I am supported by my county Extension agents.
	4.	I am supported by my Regional 4-H Specialists.
	5.	It is easy to contact my county Extension agent if I have a question or need assistance.
	6.	I am comfortable asking for help when I need it.

The fifth construct within this study was continuation of service. Participants were asked to respond to this section including five statements related to service to the Texas 4-H Program using a five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*. Participants were also able to use the response “not applicable” for this section of questions. The statements are listed in Table 4. Using a short answer response, participants planning to continue serving as 4-H volunteers were asked to identify motivating factors that drove them to continue to serve; those planning not to continue serving as a 4-H volunteer were asked what influenced their decision to no longer serve the 4-H program. Because the motivating factors were shared using a short answer text field, the researcher coded each of the responses, and they were reported by category.

Table 4. Statements Related to Continuation of Service

Scale	Item #	Statement
Continuation	1.	I enjoy serving as a 4-H volunteer.
	2.	I will continue to serve as a 4-H volunteer in the future.
	3.	By serving as a 4-H volunteer, I see myself helping my community.
	4.	I serve as a 4-H volunteer because my children or family members are a part of the 4-H program.
	5.	I plan to continue to serve as a 4-H volunteer after my children or family members are no longer involved in the 4-H program.

The final construct was volunteer recognition and evaluation. Participants were then asked if they received recognition for serving as a 4-H volunteer leader, and what type of recognition they preferred to receive. Participants were asked how they would like to be recognized by selecting from a list of 14 responses. If participants preferred an additional method of recognition that was not listed, they were asked to share their ideas by listing their response under the category “other.” “Other” responses were coded by the researcher and reported by category.

The final section of the on-line questionnaire consisted of questions related to demographics. Participants were asked to identify their sex, ethnicity, if they were a former 4-H member, the number of years they have served as a 4-H volunteer leader, and on average, the number of hours per month they contributed to serving as a 4-H volunteer. These data were used to determine similarities among respondents.

Many of the questions throughout the survey were answered via an open-ended response. For reporting purposes, the researcher coded each of the responses and placed them into categories. Because of this, there were many categories that had only one or two responses. For the purposes on this study, single and double response categories

were omitted from the tables. A complete list of categorized responses for each open-ended question within the study was included in Appendix D.

To complete research at Texas A&M University, approval must be granted by the Institutional Review Board at Texas A&M University. The research for this study was collected by the Texas 4-H Program. Because the researcher used secondary data from Texas 4-H, this study was exempt by the Institutional Review Board. A copy of the exemption letter was included in Appendix B.

Data Collection

The on-line instrument was administered to all Texas 4-H club managers for which an e-mail address was provided during the 2007-2008 program year on April 8, 2008. An initial e-mail was sent to all participants the day the study began; the e-mail was included in Appendix C. Participants were informed the results from the study would remain strictly confidential, and these data would be used to determine future curriculum development areas within the Texas 4-H Program. The on-line instrument was distributed to participants through an e-mail requesting their participation because e-mail requests gain higher response rates than web-posted requests (Hewson, Yule, Laurent, & Vogel, 2003). One e-mail was sent to participants before the close of the on-line questionnaire reminding them to consider completing the on-line questionnaire on May 13, 2008; this e-mail was included in Appendix C.

Lindner, Murphy, and Briers (2001) identified three acceptable methods for addressing non-response in social science research: comparing early to late respondents, using “days to respond” as a regression variable, and comparing respondents to non-

respondents. For the purpose of this study, non-response was handled by comparing early and late respondents on the scaled mean values calculated on training, resources, utilization, and continuation variables. By using an independent t-test, the researcher was able to determine if late respondents were representative of the non-respondents within the population. Early respondents were identified as those who responded to the questionnaire prior to receiving the final reminder e-mail on May 13 ($n = 494$). Those who responded to the survey after the e-mail was sent were considered late respondents ($n = 217$).

Using the cutoff date as the independent variable, and then scaled means for the constructs training, resources, utilization, and continuation as the dependent variables, an independent t-test revealed no significant difference ($p < .05$) between respondents scaled mean scores for training, resources, and utilization. However, the independent t-test revealed there was a significant difference ($p < .05$) for the construct continuation. Caution should be used when generalizing the results of this study to the population, because late respondents may not be representative of the non-respondents for the construct of continuation.

Data Analysis

The data, both descriptive and comparative, were generated by the instrument, which was created using InstantSurvey™, and analyzed using SPSS® 16.0 for Windows®. Research questions were tested using frequencies and descriptive statistics.

Descriptive statistics were generated by the SPSS® procedure FREQUENCIES to report the results of the research questions. The frequencies and percentages were calculated for all variables.

The SPSS® procedure RELIABILITY was used to determine the interval consistency of the instrument. Cronbach's Coefficient Alpha was computed for each of the six questionnaire constructs, and the overall instrument. The results of the reliability tests are shown in Table 5. Cronbach's Coefficient Alpha for the Texas 4-H Volunteer Leader Survey was .840.

Table 5. Reliability Coefficients (Alpha)

Construct	N	n	Alpha
Volunteer Identification and Selection	9	301	.143
Volunteer Training	11	382	.954
Resources Utilized by Volunteers	15	509	.467
Utilization of Volunteers	6	528	.853
Continuation of Service	5	535	.775
Volunteer Recognition and Evaluation	16	483	.629
Complete Texas 4-H Volunteer Leader Survey	69	95	.840

Although the respondents were asked to identify their county within the on-line questionnaire, the counties were coded by the researcher according to district, so as to not identify specific or sensitive issues within a particular county. The researcher also coded responses recorded in the "other" categories throughout the survey for ease of tabulation and reporting.

CHAPTER IV

FINDINGS AND DISCUSSION

Purpose of the Study

The purpose of this study was to evaluate the management of Texas 4-H volunteers related to recruitment, training, resources, utilization, and retention. To evaluate the self-perceptions of current Texas 4-H volunteers related to 4-H volunteer management was also a purpose of this study. Ultimately, this study provided valuable information related to the current volunteer management system within the Texas 4-H Program, and unveiled areas of volunteer management needing improvement, and potential areas for future curriculum development.

Objectives

1. Determine Texas 4-H volunteers' demographic characteristics.
2. Determine reasons Texas 4-H volunteers choose to serve as volunteers, and reasons they choose to leave their volunteer role.
3. Determine if Texas 4-H volunteers have the training and resources necessary to fulfill their volunteer role, and identify potential areas for future training or project-specific curriculum development.
4. Determine if Texas 4-H volunteers are utilized and feel comfortable in their role.
5. Determine if Texas 4-H volunteers are recognized for their service, and identify ways they would like to be recognized in the future.

Research Questions

Based upon the purposes and objectives of this study and the review of the literature, seven research questions were formulated:

Q₁ = Why do adults choose to volunteer with the Texas 4-H Program?

Q₂ = Do Texas 4-H volunteers receive the orientation and training need to fulfill their volunteer role?

Q₃ = Do Texas 4-H volunteers have access to resources necessary to lead 4-H youth?

Q₄ = Are Texas 4-H volunteers utilized effectively in their role?

Q₅ = Why do Texas 4-H volunteers choose to continue or discontinue to serve the program?

Q₆ = Are Texas 4-H volunteers recognized for their service to the program, and how do they prefer to be recognized in the future?

Q₇ = Are there demographic commonalities among Texas 4-H volunteers?

Findings Related to Early and Late Respondents

Non-response was addressed using a comparison of early to late respondents (Lindner, Murphy, and Briers, 2001). Using the cutoff date as the independent variable, and then scaled means for the constructs training, resources, utilization, and continuation as the dependent variables, an independent t-test revealed no significant difference ($p < .05$) between respondents scaled mean scores for training, resources, and utilization. However, the independent t-test revealed there was a significant difference ($p < .05$) for the construct continuation.

Caution should be used when generalizing the results of this study to the population. No significant difference was found between early and late respondents for the constructs of training, resources and utilization; therefore, the late respondents may be representative of non-respondents for these constructs. However, late respondents may not be representative of the non-respondents for the construct of continuation, because an independent t-test revealed there was a significant difference ($p < .05$) between early and late respondents for this construct. Caution should be used when using the results for this construct when generalizing to the entire population of Texas 4-H volunteers.

Findings Related to Research Question One

Respondents were asked why they chose to serve as a 4-H volunteer. Possible responses included: asked by another 4-H leader, asked by a 4-H member, asked by a 4-H alumni, had children/family participating in the program, recruited by the county Extension agent, or saw a need in the county and wanted to help. Respondents had the opportunity to write in an additional response using the category “other.” Six-hundred and seventeen respondents answered this question ($n = 617$). The results indicated most ($N = 512$; 83.0%) adults chose to volunteer because they had children or family enrolled in the 4-H program. Other common responses included: saw a need in the county and wanted to help ($N = 230$; 37.7%), asked by another 4-H leader ($N = 182$; 29.5%), recruited by county Extension agent ($N = 100$; 16.2%), asked by a 4-H member ($N = 49$; 7.9%), and because they were a past 4-H member ($N = 37$; 6.0%). An additional

response arose: respondents wanted to serve because they were 4-H alumni (N=15; 2.4%). Summaries of these results are found in Table 6.

Table 6. Reasons for Becoming Texas 4-H Volunteers (*n* = 617)

Scale	N	Percent
Had children/family in the 4-H program	512	83.0
Saw a need in the county and wanted to help	230	37.3
Asked by another 4-H leader	182	29.5
Recruited by county Extension agent	100	16.2
Asked by a 4-H member	49	7.9
Was a past 4-H member	37	6.0
Asked by a 4-H alumni	15	2.4

Findings Related to Research Question Two

Related to the orientation construct, respondents were asked if they were oriented to 4-H, Extension, their roles and responsibilities as a leader, and if they had opportunities to participate in trainings. Most 4-H volunteers were oriented to the 4-H program and Extension (N = 440; 72.6%), their roles and responsibilities as a volunteer (N = 500; 82.6%), and have had opportunities to participate in trainings focused on their volunteer role (N = 500; 83.1%), indicating that 4-H volunteer management programs are already in place throughout Texas. Findings from these questions are summarized in Table 7.

Table 7. Orientation of 4-H Volunteers

Scale	n	N	Percent
Oriented to purpose of 4-H program and Extension	606	440	72.6
Volunteer roles and responsibilities have been explained	605	500	82.6
Opportunities to participate in trainings focused on volunteer role as club manager/project leader exist	602	500	83.1

The second construct related to research question two was training. Respondents who did not have opportunities for training were asked to identify how they learned their roles and responsibilities as a volunteer. Possible responses available for this question were: another 4-H leader, a 4-H member, other 4-H parents, the county Extension agent, and understood from past 4-H experiences. Respondents had the opportunity to list other methods of learning their volunteer role under the category “other.” “Other” responses were coded by the researcher and reported by category. Sixty-eight respondents shared methods they used to learn their volunteer role if training was not available ($n = 68$). The most common response among the 68 total respondents that answered this question was read and researched their roles and responsibilities, including using 4-H publications ($N = 15$; 22.1%). The second most common response arose from the “other” category, “learn by doing” ($N = 13$; 19.1%). Other responses included: previous experience including school organizations and current employment ($N = 11$; 16.2%), researched on-line resources ($N = 9$; 13.2%), asked questions and received support from county Extension agent ($N = 9$; 13.2%), and the club manager handbook ($N = 3$; 4.4%).

Because this question required an open-ended response, there were many instances when a coded category only received one response. For the purposes on this study, single and double response categories were omitted from the tables; hence, only 88.2% of all responses related to learning volunteer roles if training was not available are summarized in Table 8. A complete list of categorized responses for each open-ended question within the study was included in Appendix D.

Table 8. Avenues for Learning Volunteer Role If Training Was Not Available ($n = 68$)

Scale	N	Percent
Read and Researched (including 4-H publications)	15	22.1
Learn by doing	13	19.1
Previous experience (including school organizations and current employment)	11	16.2
Researched on-line resources	9	13.2
Asked questions and received support from county Extension agent	9	13.2
Club manager handbook	3	4.4
Total	60	88.2 ^a

^aDouble and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

Respondents who had opportunities for training were asked to reflect on their experiences. This section of 11 questions employed a five-point Likert-type scale of: 1 = *not at all*, 2 = *slightly*, 3 = *somewhat*, 4 = *quite*, and 5 = *extremely*, to determine the helpfulness and quality of the training. Of all the potential responses related to training, respondents most agreed the training opportunities opened lines of communication with Extension staff and 4-H volunteers (N = 426; Mean = 4.05). Other responses included: helped volunteer gain a better understanding of the 4-H program (N = 421; Mean = 3.87), helped volunteers understand their responsibilities and roles as a 4-H volunteer (N = 426; Mean = 3.82), helped volunteers gain knowledge about the life skills that 4-H teaches (N = 416; Mean = 3.82), helped better prepare volunteers to serve as a leader (N = 422; Mean = 3.80), showed resources that could be used within the 4-H program (N = 425; Mean = 3.79), was helpful overall (N = 423; Mean = 3.78), provided opportunities to learn from other 4-H volunteers (N = 414; Mean = 3.72), helped volunteers gain knowledge about the youth development process and preparing youth for the future (N = 419; Mean = 3.69), helped volunteers gain confidence by participating in

new leader training with other 4-H volunteers in my same position (N = 417; Mean = 3.53), and provided networking opportunities with other new 4-H volunteers (N = 423; Mean = 3.51). Findings of the training construct questions are summarized in Table 9.

Table 9. Descriptive Statistics for Training of Texas 4-H Volunteers

The training received...	N	Mean	SD
Was helpful	423	3.78	.829
Helped volunteers understand their responsibilities and roles as a 4-H volunteer	426	3.82	.820
Helped volunteers gain a better understanding of the 4-H program	421	3.87	.829
Showed resources that could be used within the 4-H program	425	3.79	.947
Provided opportunities to learn from other 4-H volunteers	414	3.72	1.03
Helped better prepare volunteers to serve as a leader	422	3.80	.904
Provided networking opportunities with other new 4-H volunteers	423	3.51	1.13
Opened lines of communication with the county Extension staff and 4-H volunteers	426	4.05	.950
Helped volunteers gain confidence by participating in new leader training with other 4-H volunteers in my same position	417	3.53	1.11
Helped volunteers gain knowledge about the youth development process and preparing youth for the future	419	3.69	1.04
Helped volunteers gain knowledge about the life skills that 4-H teaches	416	3.82	.951

Note. Scale: 1 = *not at all*; 2 = *slightly*; 3 = *somewhat*; 4 = *quite*; and 5 = *extremely*.

Respondents who received training related to their roles and responsibilities were asked to identify the topic discussed in their training that was most beneficial to them as they served in their volunteer role. Two-hundred and twenty respondents identified their

most beneficial training topic ($n = 220$). Because respondents answered the question using a short answer response, the researcher coded the responses and placed them into categories. Of those, the most common responses included project-related materials ($N = 29$; 13.2%) and resources available to volunteers ($N = 28$; 12.7%). Findings from this question are summarized in Table 10.

Because this question required an open-ended response, there were many instances when a coded category only received one response. For the purposes on this study, single and double response categories were omitted from the tables; only 79.5% of all responses related to most beneficial topics within leader training programs are summarized in Table 10. A complete list of categorized responses for each open-ended question within the study was included in Appendix D.

Table 10. Most Beneficial Topics within Leader Training Programs ($n = 220$)

Scale	N	Percent
Project-related materials	29	13.2
Resources available	28	12.7
Club management	16	7.3
Networking with other leaders and parents	15	6.8
Role of 4-H and youth development	15	6.8
4-H Opportunities	14	6.4
Record books	13	5.9
Shooting sports courses	13	5.9
Meeting management	12	5.5
Role of 4-H volunteer	9	4.1
Required paperwork	6	2.7
Leadership	5	2.2
Total	175	79.5^a

^aDouble and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

Findings Related to Research Question Three

The third research question related to the resources construct. Do Texas 4-H volunteers have access to the resources they need in order to share their knowledge and skills with 4-H youth? Respondents were asked to select resources they used in their volunteer role from a list including: 4-H curriculum, Texas AgriLife Extension Service handouts or brochures, publications by Cooperative Extension from other states; materials from the Internet; field trips; guest speakers at club/project meetings; skill-a-thons and/or quiz bowl events; hands-on, interactive projects and activities; and attending meetings/trainings offered by other organizations/clubs. Respondents had the opportunity to list other resources they found helpful under the category “other.” “Other” responses were coded by the researcher and placed into categories.

The most common resources used by volunteers included the Internet (N = 392; 72.3%) and hands-on, interactive projects (N = 386; 71.2%). Other resources used by volunteers included:

Because this question required an open-ended response, there were many instances when a coded category only received one response. For the purposes on this study, single and double response categories were omitted from the tables. A complete list of categorized responses for each open-ended question within the study was included in Appendix D. Findings related to resources used by volunteers are summarized in Table 11.

Table 11. Resources Used by Volunteers ($n = 542$)

Scale	N	Percent
Internet	392	72.3
Hands-on, interactive projects	386	71.2
AgriLife Extension handouts and brochures	335	61.8
Guest speakers	331	61.1
4-H Curriculum	298	55.0
Attend meetings or trainings	220	40.6
Field trips	181	33.4
Other Cooperative Extension materials	162	29.9
Skill-a-thons	67	12.4
Trainings provided by other organizations	7	1.3
Previous experience	5	0.9
Networking with other leaders and agents	5	0.9

Note. Double and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

Respondents were asked to rate statements pertaining to resources available for their specific role as volunteer. The rating scale used for these five questions was a five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. Most respondents indicated they agreed the resources available to them were useful in helping 4-H members gain knowledge in their particular subject area ($N = 534$; Mean = 4.12). Respondents also were neutral or agreed that more up-to-date resources were available though the Internet ($N = 537$; Mean = 3.92), they had access to a 4-H curriculum that pertained to their roles as a 4-H volunteer ($N = 546$; Mean = 3.88), Texas 4-H provided curriculum resources so that volunteers could be effective ($N = 539$; Mean = 3.77), and that their project or subject matter curriculum was up-to-date ($N=539$; Mean = 3.60). Findings from the resources questions are summarized in Table 12.

Table 12. Descriptive Statistics for Resources Utilized by Volunteers

Scale	N	Mean	SD
Access to a 4-H curriculum that pertains to role as 4-H volunteer	546	3.88	.878
Project/Subject matter curriculum is up-to-date	539	3.60	.977
More up-to-date resources are available through the Internet	537	3.92	.818
Resources are helpful in helping 4-H members gain knowledge in subject area being taught	534	4.12	.648
Texas 4-H provides curriculum resources so that volunteers can be effective.	539	3.77	.890

Note. Scale: 1 = *strongly disagree*; 2 = *disagree*; 3 = *neutral*; 4 = *agree*; and 5 = *strongly agree*.

Respondents were also asked to list areas of curriculum they would like to see the Texas 4-H Program develop for 4-H volunteers in the future. This was an open-ended response question; therefore, the responses were coded by the researcher and placed into categories. One-hundred and seventy-four respondents completed this question ($n = 174$). For the purposes of this study, categories that received only one or two responses were omitted from tables within the text. A complete list of all response categories was included in Appendix D.

Respondents identified the most need for additional training curriculum in volunteer training including volunteer roles and responsibilities, orientation to the 4-H program and Extension, and the recruitment of both 4-H members and volunteers ($N = 16$; 9.2%). In addition, it was determined there are curriculum needs for club meeting management related to officer training, meeting management, creative ideas for club meetings, and teaching parliamentary procedure ($N = 15$; 8.6%). Other multiple responses included: horse and horse judging ($N = 11$; 6.3%), leadership ($N = 9$; 5.2%),

project related materials (N = 6, 3.5%), livestock judging (N = 6; 3.5%), clothing and textiles (N = 6; 3.5%), parliamentary procedure and officer training (N = 6; 3.5%), shooting sports (N = 5; 2.9%), animals and animal nutrition (N = 4, 2.3%), parent management and involvement (N = 4; 2.3%), public speaking (N = 4; 2.3%), rabbits (N = 4; 2.3%), record books (N = 4; 2.3%), and scholarships (N = 4; 2.3%). Findings from this open-ended question are summarized in Table 13.

Table 13. Recommended Areas for Curriculum Development or Improvements (*n* = 174)

Scale	N	Percent
Volunteer training – Recruitment, definition of roles, ethics, management, and retention	16	9.2
Club manager training – Club management, meeting management and activities, updated handbook, more detailed guidelines	15	8.6
Horses and horse judging	11	6.3
Leadership	9	5.2
Projects – Lists of projects available, how-to guides for new projects, project meeting management, and project supervision guidelines	6	3.5
Livestock judging	6	3.5
Clothing and textiles – Master Sewing Leader, updated curriculum, more specific guidelines	6	3.5
Parliamentary procedure and officer training	6	3.5
Shooting sports	5	2.9
Animals and animal nutrition	4	2.3
Parent management and involvement	4	2.3
Public speaking	4	2.3
Rabbits	4	2.3
Record books	4	2.3
Scholarships	4	2.3
Total	104	60.0^a

^aDouble and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

Findings Related to Research Question Four

Research question four related to the construct of utilization – do Texas 4-H volunteers perceive that they are utilized effectively? Respondents used a five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*, to identify if they had opportunities to serve the 4-H program, were supported by fellow club volunteers, county Extension agents, and the regional 4-H specialist, and ease of contacting county Extension agents and requesting help when needed.

Results indicated volunteers agree they have opportunities to fulfill their volunteer roles and feel as though they are supported. Respondents most agreed they feel comfortable asking for help when needed (N = 550; Mean = 4.42). Respondents also agreed it was easy to contact the county Extension agent for questions or assistance (N = 552; Mean = 4.34), they are supported by their county Extension agents (N = 548; Mean = 4.21), they are supported by other 4-H volunteers within their club (N = 549; Mean = 4.17), and their county Extension agent provides opportunities to fulfill their role as a volunteer (N = 553; Mean = 4.13). Respondents were more neutral in their feeling of support by their regional 4-H specialists (N = 536; Mean = 3.39). Findings from the utilization questions are summarized in Table 14.

Table 14. Descriptive Statistics for Utilization of Volunteers

Scale	N	Mean	SD
County Extension agent provides opportunities to fulfill role as volunteer	553	4.13	1.00
Supported by other 4-H volunteers within the club	549	4.17	.907
Supported by county Extension agents	548	4.21	.965
Supported by Regional 4-H Specialists	536	3.39	.969
It is easy to contact the county Extension agent for questions or assistance	552	4.34	.913
Volunteer feels comfortable asking for help when needed	550	4.42	.845

Note. Scale: 1 = *strongly disagree*; 2 = *disagree*; 3 = *neutral*; 4 = *agree*; and 5 = *strongly agree*.

Findings Related to Research Question Five

Research question five required respondents to consider reasons they chose to continue or discontinue serving as a Texas 4-H volunteer. Respondents were asked to respond to this section including five statements related to service to the Texas 4-H Program using a five-point Likert-type scale of: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*. Respondents were also able to answer “not applicable” to any question within this section.

Most volunteers agreed they enjoy volunteering, feel as though they are helping their community (N = 548; Mean = 4.60). Respondents also agreed they enjoy serving as a 4-H volunteer (N = 553; Mean = 4.58), serve because they have children or family members involved in the 4-H program (N = 536; Mean = 4.50), and will continue to serve the 4-H program in the future (N = 549; Mean = 4.45). In addition, most respondents indicated they agreed or were neutral in their plan to continue serving as a 4-H volunteer after their children or family members are no longer in the 4-H program (N = 552; Mean = 3.79). Findings from these questions are summarized in Table 15.

Table 15. Descriptive Statistics for Continuation of Service

Scale	N	Mean	SD
Volunteer enjoys serving as a 4-H volunteer.	553	4.58	1.00
Volunteer will continue to serve as a 4-H volunteer in the future	549	4.45	.907
By serving as a 4-H volunteer, they are helping their community.	548	4.60	.965
Volunteer serves because their children or family members are part of the 4-H program	536	4.50	.969
Volunteer plans to continue serving after their children or family members are no longer involved in the 4-H program.	552	3.79	.913

Note. Scale: 1 = *strongly disagree*; 2 = *disagree*; 3 = *neutral*; 4 = *agree*; and 5 = *strongly agree*.

Short answer questions were used to determine specific reasons Texas 4-H volunteers chose to continue or discontinue serving the program. Short answer response was used so the respondent could offer a more detailed response. Responses were coded by the researcher and placed into categories for reporting purposes. A complete list of coded responses was included in Appendix D.

Results indicated volunteers continue to serve the 4-H program to help youth (N = 111; 23.8%), support youth development (N = 55; 11.8%), support the 4-H program and agriculture (N = 53; 11.4%), and support family and community development (N = 53; 11.4%). Other responses included: to fulfill a need for volunteers (N = 26; 5.6%), because the entire family is involved (N = 17; 3.6%), self-enjoyment (N = 17; 3.6%), to help youth gain skills (N = 16; 3.4%), to provide opportunities for youth (N = 14; 3.0%), to support the shooting sports program (N = 12; 2.6%), to teach youth (N = 12; 2.6%), and to build future leaders (N = 10; 2.1%). Findings related to

why volunteers chose to continue to serve as Texas 4-H Volunteers are summarized in Table 16.

Table 16. Reasons for Continuing to Serve as a 4-H Volunteer ($n = 467$)

Scale	N	Percent
To help youth	111	23.8
To support youth development	55	11.8
To support the 4-H program and agriculture	53	11.4
To support family and community development	53	11.4
To fulfill a need for volunteers	26	5.6
Because the entire family is involved in 4-H	17	3.6
Self-enjoyment	17	3.6
To help youth gain skills	16	3.4
To provide learning opportunities for youth	14	3.0
To support the shooting sports program	12	2.6
To teach youth	12	2.6
To build future leaders	10	2.1
Total	396	84.9^a

^aDouble and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

On the contrary, 4-H volunteers indicated they will discontinue serving the 4-H program because they lacked support from county Extension agents and administration (N = 21; 15.6%), lacked time (N = 19; 14.1%), their children aged out of the program (N = 18; 13.3%), and burnout (N = 18; 13.3%). Other responses included: lack of parent involvement (N = 13; 9.6%); administrative reasons including lack of organization, training, communication, and increase paperwork and reporting (N = 11; 8.2%); age or health (N = 9; 6.7%); decrease in participation or support (N = 8; 5.9%); county 4-H politics (N = 7; 5.2%); and conflict with parents and other volunteers (N = 5; 3.7%).

Findings related to why volunteers chose to discontinue serving the Texas 4-H Program are summarized in Table 17.

Table 17. Reasons for Not Continuing to Serve as a 4-H Volunteer ($n = 135$)

Scale	N	Percent
Lack of support from county Extension agent and/or administration	21	15.6
Lack of time	19	14.1
Child aging out of the program	18	13.3
Burnout	18	13.3
Lack of parent involvement	13	9.6
Administrative Reasons (Lack of organization, training, communication; Increased paperwork/reporting)	11	8.2
Age and/or health	9	6.7
Decrease in participation and/or support	8	5.9
County 4-H politics	7	5.2
Conflict with parents or other volunteers	5	3.7
Total	129	95.6 ^a

^aDouble and single response categories were omitted from tables within the text. A complete list of responses with assigned categories was included in Appendix D.

To evaluate the overall volunteer management program, scaled means for each of the constructs were calculated for comparability. Means from each of the questions answered using the Likert-type scales were scaled to create an overall construct mean. The construct earning the highest scaled mean was continuation ($N = 492$; Mean = 4.39). The remaining constructs were utilization ($N = 528$; Mean = 4.11) and resources ($N = 521$; Mean = 3.86). The training construct had the lowest scaled mean score ($N = 382$; Mean = 3.77). Findings related to the scaled means are summarized in Table 18.

Table 18. Calculated Means of the Training, Resources, Utilization, and Continuation Constructs

Scale	N	Mean	SD
Training Construct	382	3.77	0.81
Resources Construct	521	3.86	0.62
Utilization Construct	528	4.11	0.72
Continuation Construct	492	4.39	0.62

Findings Related to Research Question Six

The final construct considered in this study was volunteer recognition.

Respondents were asked if they received recognition for serving as a volunteer leader.

Four-hundred and seventeen ($n = 417$; 78.8%) respondents indicated they received recognition for their service to the Texas 4-H Program. Respondents were then asked to identify ways in which they preferred to be recognized. If a preferred method of recognition was not available, respondents were able to write in their response under the category “other.” “Other” responses were coded by the researcher and placed into categories. A complete list of categories for this question was included in Appendix D.

The top three methods volunteers preferred to be recognized included recognition at the county level ($N = 199$; 40.4%), a thank you note ($N = 186$; 37.8%), or a certificate or plaque ($N = 144$; 29.3%). Other responses included: invitation to a special banquet or recognition event ($N = 128$; 26.0%), recognition on the club level ($N = 125$; 25.4%), recognition from an individual ($N = 110$; 22.4%), being asked to train or assist other 4-H volunteers ($N = 97$; 19.7%), awards based on years of service ($N = 82$; 16.7%), special pins ($N = 79$; 16.1%), recognition on the district level ($N = 56$; 11.4%), name in the newspaper ($N = 54$; 11.0%), payment to attend a training ($N = 52$; 10.6%), recognition

on the state level (N = 36; 7.3%), a simple thank you (N = 26; 5.3%), recognition on the regional level (N = 25; 5.1%), seeing youth succeed (N = 14; 2.8%), a feeling of helping (N = 5; 1.0%), any form of recognition (N = 5; 1.0%), seeing parent involvement (N = 2; 0.4%), and free admission to round-up and other events (N = 2; 0.4%).

Fifty-two (12.47%) of respondents indicated they do not prefer recognition. Most of these respondents also indicated they enjoyed seeing youth learn new things or succeed. Findings for preferred methods of recognition are summarized in Table 19.

Table 19. Preferred Methods of 4-H Volunteer Recognition (*n* = 492)

Scale	N	Percent
Recognition on the county level	199	40.4
Thank you note	186	37.8
Certificate/plaque	144	29.3
Invitation to special banquet/recognition event	128	26.0
Recognition on the club level	125	25.4
Recognition from an individual	110	22.4
Being asked to train/assist other 4-H volunteers	97	19.7
Awards based on years of service	82	16.7
Special Pins	79	16.1
Recognition on the district level	56	11.4
Name in newspaper	54	11.0
Payment to attend a training	52	10.6
Do not need recognition	52	10.6
Recognition on the state level	36	7.3
Simple thank you	26	5.3
Recognition on regional level	25	5.1
Seeing youth succeed	14	2.8
Feeling of helping	5	1.0
Any form of recognition	5	1.0
Seeing parent involvement	2	0.4
Free admission to round-up and other events	2	0.4

Findings Related to Research Question Seven

The final research question addressed the demographics of Texas 4-H volunteers.

Do demographic commonalities exist among Texas 4-H volunteers? The first demographic considered was identifying if 4-H volunteers were once 4-H members.

Less than half of 4-H volunteers were once 4-H members. Findings related to past 4-H experience is summarized in Table 20.

Table 20. Texas 4-H Volunteers That Are Former 4-H Members ($n = 540$)

Scale	N	Percent
No	308	57.0
Yes	232	43.0

Demographics found to be of importance when considering training delivery and implementation methods included sex, ethnicity, and age. A large majority of respondents were white ($N = 494$; 92.0%), female ($N = 449$; 83.6%), and in their 40s ($N = 270$; 51.2%). Findings for sex, ethnicity, and age are summarized in Tables 21, 22, and 23 respectively.

Table 21. Sex of Texas 4-H Volunteer Respondents ($n = 537$)

Scale	N	Percent
Female	449	83.6
Male	88	16.4

Table 22. Ethnicity of Texas 4-H Volunteer Respondents ($n = 537$)

Scale	N	Percent
White (non-Hispanic)	494	92.0
Hispanic	31	5.8
Native American	5	0.9
Asian/Asian American/Pacific Islander	3	0.6
Black/African American	2	0.4
Other	2	0.4

Table 23. Age of Texas 4-H Volunteer Respondents ($n = 527$)

Scale	N	Percent
18-24	3	0.6
25-29	7	1.3
30-34	31	5.9
35-39	91	17.3
40-44	136	25.8
45-49	134	25.4
50-54	72	13.7
55-59	31	5.9
60-64	13	2.5
65-69	5	0.9
70-74	4	0.8

Additionally, volunteers were asked the number of hours per month they spent serving in their volunteer role. This would allow Extension agents and staff to determine the amount of training volunteers need in relation to the amount of time they spent serving. Most respondents indicated they spent between ten hours or less per month volunteering with the 4-H program ($N = 315$; 58.7%). Findings for number of hours spent per month volunteering with the 4-H program are summarized in Table 24.

Table 24. Hours Texas 4-H Volunteer Respondents Volunteer Per Month ($n = 537$)

Scale	N	Percent
0-5	142	26.4
6-10	173	32.3
11-15	69	12.8
16-20	78	14.5
21-25	19	3.5
26-30	17	3.2
31 and up	39	7.3

At the beginning of the survey, respondents were asked to indicate the county in which they served as a Texas 4-H volunteer in order to identify county-specific curriculum needs. However, for the purpose of this study, only the district was needed to determine location of respondents. While the southern region (districts 9, 11, and 12) was most represented ($N = 230$; 36.68%), all 12 Texas districts were represented within the survey. Findings related to the districts represented by the Texas 4-H Volunteer Survey respondents are summarized in Table 25.

Table 25. Districts Represented by Respondents of the Texas 4-H Volunteer Survey ($n = 627$)

Scale	N	Percent
1	38	6.06
2	20	3.19
3	36	5.74
4	68	10.85
5	36	5.74
6	10	1.60
7	45	7.18
8	62	9.89
9	102	16.27
10	82	13.08
11	77	12.28
12	51	8.13

Respondents of the Texas 4-H Volunteer Survey served as leaders for 44 projects. Respondents were asked to identify the primary projects they lead. A list of 45 projects was provided. Projects having the most number of leaders respond to the survey were foods and nutrition, clothing and textiles, shooting sports, and horse program. The least number of leaders responded in the project areas of water, entrepreneurship, and biological science. No volunteers indicated they served as a leader of aquatic science. Findings related to respondents by project area are summarized in Table 26.

Table 26. Projects Represented by Respondents of the Texas 4-H Volunteer Survey ($n = 1,315$)

Scale	N	Percent
Foods and Nutrition	131	9.96
Clothing and Textiles	90	6.84
Shooting Sports	83	6.31
Horse	82	6.24
Beef	78	5.93
Leadership	78	5.93
Goats – Meat	74	5.63
Photography	66	5.02
Swine	65	4.94
Rabbits	61	4.64
Sheep	50	3.80
Poultry	43	3.27
Public Speaking	42	3.19
Citizenship	33	2.51
Livestock Judging	33	2.51
Consumer Education	31	2.36
Horticulture	28	2.13
Veterinary Science	22	1.67
Wildlife and Fisheries	22	1.67
Dog Care/Training	19	1.44
Character Education	17	1.29
Family Life	17	1.29
Recreation	15	1.14

Table 26. (Continued)

Scale	N	Percent
Companion Animals	12	0.91
Safety	12	0.91
Entomology	10	0.76
Goats – Dairy	10	0.76
Health	10	0.76
Natural Resources	10	0.76
Workshop Preparation/Careers	9	0.68
Dairy Cattle	8	0.61
Meat Science	7	0.53
Outdoor Education	6	0.46
Computer Science	5	0.38
Forestry	5	0.38
Soil and Crop Science	5	0.38
Field and Stream	4	0.30
Goats – Hair	4	0.30
Housing and Home Environment	4	0.30
Range Science	4	0.30
Sportfishing	4	0.30
Water	3	0.23
Entrepreneurship	2	0.15
Biological Science	1	0.07

Finally, respondents were asked to indicate the number of years they have served as a Texas 4-H volunteer leader. Responses ranged from zero years of service to 52 years, with the median years of service being six years. Although the most common response (mode) was two years of service, and the average years of service was 7.82.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to evaluate the management of Texas 4-H volunteers related to recruitment, training, resources, utilization, continuation or discontinuation of service, and retention. To evaluate the self-perceptions of current Texas 4-H volunteers related to their management was also a purpose of this study. Ultimately, this study provided valuable insight of the current volunteer management system within the Texas 4-H Program, and has shown areas of volunteer management that would benefit from revisions, and potential areas for future curriculum development.

Objectives

The purpose of this study was to identify factors relating to the recruiting, training, management, and retention of Texas 4-H volunteer leaders. The following objectives were addressed in this study:

1. Determine Texas 4-H volunteers' demographic characteristics.
2. Determine reasons Texas 4-H volunteers choose to serve as volunteers, and reasons they choose to leave their volunteer role.
3. Determine if Texas 4-H volunteers have the training and resources necessary to fulfill their volunteer role, and identify potential areas for future training or project-specific curriculum development.

4. Determine if Texas 4-H volunteers are utilized and feel comfortable in their role.
5. Determine if Texas 4-H volunteers are recognized for their service, and identify ways they would like to be recognized in the future.

Research Questions

Based upon the purposes and objectives of this study and the review of the literature, seven research questions had been formulated:

- Q₁** = Why do adults choose to volunteer with the Texas 4-H Program?
- Q₂** = Do Texas 4-H volunteers receive the orientation and training needed to fulfill their volunteer roles?
- Q₃** = Do Texas 4-H volunteers have access to resources necessary to lead 4-H youth?
- Q₄** = Are Texas 4-H volunteers utilized effectively in their roles?
- Q₅** = Why do Texas 4-H volunteers choose to continue or discontinue to serve the program?
- Q₆** = Are Texas 4-H volunteers recognized for their service to the program, and how do they prefer to be recognized in the future?
- Q₇** = Are there demographic commonalities among Texas 4-H volunteers?

Summary of the Literature

Volunteerism is certainly not a fad; in fact, the Corporation for National and Community Service has set a goal for America to have 75 million volunteers by the year 2010, an increase of about 10 million volunteers in the next two years (2007).

Volunteers are necessary in the 4-H program to carry out the mission and initiatives of Extension (Patton, 1990). Because of valuable volunteers, more clientele are reached, more programs are disseminated, and the value of Extension is shared with more people – in particular, Extension stakeholders (Boleman & Burkham, 2005).

Volunteers are an exceptional resource for non-profit organizations, but it is not enough to simply have volunteers – they must be managed. The ISOTURE model (Boyce, 1971), Ohio's 4-H volunteer leadership development model (Kwarteng, Smith, & Miller, 1988), the L-O-O-P model (Penrod, 1991), and the GEMS model of volunteer administration (Culp, Deppe, Castillo, & Wells, 1998) are volunteer management models that are commonly used by Extension professionals. However, the ISOTURE model is the volunteer management model of choice of the Texas 4-H Program (Dodd & Boleman, 2007). Using the ISOTURE model, county Extension agents identify, select, orient, train, utilize, recognize, and evaluate Texas 4-H volunteers.

No matter the model used, volunteers must be managed – and managed effectively – to retain them. Volunteers choose to volunteer for a variety of reasons. Although some do choose to volunteer because they have children or family active in the program, it is not the only reason, and may not be the primary reason adults volunteer (Culp & Schwartz, 1999). From the desire to learn something new to wanting to help others, volunteers give their time to benefit the program (Ellis, 2008).

Volunteers that are oriented and trained in their roles and responsibilities are more likely to continue to volunteer (Smith & Bigler, 1985). In addition to learning about roles and responsibilities, volunteers perceive they need training in events and

opportunities for volunteers and 4-H members, award opportunities, and project-related training such as teaching methods, materials, completion, and scoring (Cook, Kiernan, & Ott, 1986).

Volunteers may not be looking for personal gain in return for their services, but recognition is an important part of the overall volunteer management model. Most volunteers seek intrinsic reward for their contributions, such as obtaining a personal goal, having others ask their opinion, or receiving compliments (Fritz, Karmazin, Barbuto, & Burrow, 2003; Wolford, Cox, & Culp, 2001). Volunteers prefer to be recognized or thanked directly by the 4-H members for their contributions.

To keep a successful volunteer program going, successful volunteers must be retained. Although children leaving 4-H is one reason volunteers discontinue serving the program, it is not the only - or top - reason (White & Arnold, 2003). Volunteers who are not oriented to their roles or responsibilities, not trained, or not recognized often chose not to continue volunteering (Smith & Bigler, 1985). In order to build a successful volunteer program, it is critical volunteer administrators help their volunteers build a personal affiliation, feeling as though they are needed and helping a good organization (Wolford, Cox, & Culp, 2001).

Methodology

The purpose of this study was to assess self-perceived volunteer management practices of the Texas 4-H Program. The intent was to determine if the needs of Texas 4-H volunteers were being met during the recruiting, training, utilization, and recognition stages of volunteer management. A survey instrument was designed to allow

Texas 4-H volunteers to share their thoughts and perceptions related to their experience as a 4-H volunteer.

Population and Sample

The population for this study was all 4-H volunteer leaders within the state of Texas. A census was the most ideal sample for this study because the purpose of the study was to determine the needs of all Texas 4-H volunteer leaders. However, due to time and money constraints, the instrument had to be distributed to the population via an on-line survey. E-mail addresses were only available for 4-H club managers. Therefore the population for this study was limited to Texas 4-H volunteer leaders who shared a valid e-mail address on their 4-H volunteer application. The researcher requested each 4-H club manager forward the survey link to their 4-H project leaders. The population for this study consisted of Texas 4-H leaders enrolled as volunteers during the 2007-2008 program year.

Instrumentation

This study used an on-line self-perception and demographics questionnaire to determine the needs of current Texas 4-H volunteers. The instrument used to collect self-perception and demographic data for this study was developed by a team consisting of the researcher, an Extension program specialist for volunteerism, a 4-H and Youth Development Specialist, an Extension program specialist in evaluation, and a faculty member at a major land grant university. It was composed to evaluate the reasons adults chose to become 4-H volunteer leaders, leader training, resources available, level of

support from 4-H volunteers, staff, and administration, methods of leader recognition, reasons for retention and loss, and demographics of 4-H volunteers.

The survey included a variety of question types including single response, multiple response, and short answer types. The questionnaire was divided into six constructs: volunteer identification and selection, volunteer training, resources utilized by volunteers, volunteer utilization, continuation of service, and volunteer recognition and evaluation. The questionnaire consisted of 52 total questions.

Summary of Findings and Discussion

This study found the volunteer management of the Texas 4-H Program is effective in introducing volunteers to their roles and 4-H, providing training opportunities and resources, utilizing volunteers, retaining, and recognizing volunteers. Volunteers offered recommendations for future 4-H curriculum development in the areas of volunteer training and club meeting management. In addition, there are demographic similarities among Texas 4-H volunteers. Most Texas 4-H volunteers perceive they are managed effectively

Conclusions Related to Demographics

Q₇ = Are there demographic commonalities among Texas 4-H volunteers?

Fifty-seven percent of respondents were not former 4-H members. This indicates most of the respondents may not be familiar with the 4-H program or Cooperative Extension, much less their roles and responsibilities as a 4-H volunteer. Because a large part of current 4-H volunteers became volunteers because they have children or family in the program (41.5%), this also suggests there are many first generation 4-H members

enrolled in Texas 4-H clubs. While it is exciting after 100 years of serving Texas youth the program is still attracting new youth to 4-H, it also indicates the importance of orienting new volunteers to the mission of 4-H and Extension and their roles and responsibilities as 4-H volunteers.

While all 12 AgriLife Extension districts were represented in this study, respondents were predominately white (N = 494; 92.0%) females (N = 449; 83.6%) between the ages of 35 and 55 (N = 499; 82.2%). Although respondents to a similar assessment completed in Maine were also females between the ages of 36 and 45 (85%) and less than half were former 4-H members (44%), this still shows a severe lack of diversity among 4-H volunteers. Efforts should be made to recruit volunteers from diverse backgrounds. Hobbs (2007) wrote volunteer programs should be culturally sensitive, and this may require a series of small changes within the volunteer organization. However, the rewards for making these culturally sensitive changes are well worth it.

Although there was a lack of ethnic diversity among respondents of the Texas 4-H Volunteer Survey, diversity in respondent projects, years of service, and location was evident. Of the 45 projects listed, respondents represented 44 of those projects. The only project not represented by volunteers was aquatic science. Years of volunteer service ranged from zero years to 52 years, and the mean years of service by respondents was 7.82. This indicates volunteers are building an affiliation for the Texas 4-H program and are being retained. In addition, all 12 Texas districts were represented in the results of the survey. This further indicates volunteer management practices are in place

throughout the entire state, and ensuring volunteer management continues and improves throughout Texas is not a district-specific goal, but a shared statewide goal.

Conclusions Related to Research Question One

Q₁ = Why do adults choose to volunteer with the Texas 4-H Program?

This study found most Texas 4-H volunteers choose to serve the 4-H program because they have children or family members involved in the program (N = 512; 83.0%). Other reasons adults volunteer with the Texas 4-H Program included seeing a need in the program and wanting to help (N = 230; 37.3%), or being asked to volunteer by another 4-H leader (N = 182; 29.5%), the county Extension agent (N = 100; 16.2%), another 4-H member (N = 49; 7.9%), or a 4-H alumni (N = 15; 2.4%). In addition, past 4-H members choose to volunteer so they may give back to the program that helped them gain citizenship, leadership, and life skills (N = 37; 6.0%). Although previous studies have identified having children or family members involved in the 4-H program as a reason adults choose to volunteer with the 4-H program (Culp & Schwartz, 1999; White & Arnold, 2003), it was not found to be the top reason for volunteering in all studies. Lobley (2008) did identify having children or family involved in the 4-H program as the top reason adults volunteer. While not in the same ranking order, however, the reasons volunteers chose to volunteer did align with those of previous studies. As Ellis (2008) wrote, volunteers choose to serve for a long list of reasons. Knowing why adults chose to volunteer may help county Extension agents target and recruit potential volunteers to assist within their county programs.

Conclusions Related to Research Question Two

Q₂ = Do Texas 4-H volunteers receive the orientation and training needed to fulfill their volunteer role?

More than 70% of Texas 4-H volunteer respondents have been oriented to 4-H and Extension, and more than 80% have had their roles and responsibilities as volunteers explained to them. However, the number of respondents oriented to 4-H and Extension does not equal the number of respondents oriented to their roles and responsibilities as volunteers. To have a successful volunteer management program, volunteers must buy into and support the shared vision – a vision that supports the goals and mission of the 4-H program and Cooperative Extension as a whole. As volunteers are trained in the roles, it is essential they also learn their position and role within the entire 4-H program puzzle and contributions to Cooperative Extension initiatives.

In addition, the same number of respondents oriented to their roles and responsibilities as volunteers had opportunities to participate in trainings that focused directly on their roles and responsibilities as either a project leader or club manager. In fact, more than 83% of respondents indicated they have opportunities to participate in specialized trainings. It is certainly a good starting point; however, it is important that all volunteers have opportunities to participate in role-related trainings so they are familiarized with their roles, and are more likely to continue to volunteer in the future.

Overall, respondents indicated the training opportunities available to them somewhat to quite helped them in their role as a volunteer. Most of all, respondents agreed the trainings available to them were quite helpful in opening lines of

communication between Extension staff and volunteers. These trainings are a key element in helping volunteers build an affiliation with the Texas 4-H Program, one reason why volunteers choose to continue volunteering with the program. Cook, Kiernan, and Ott (1986) discovered 4-H volunteers have a desire to participate in continued training programs, no matter the number of years they have served the program. These trainings not only keep volunteers up-to-date with changing policies and procedures, but also maintain open lines of communication between Extension agents and volunteers. Trainings build affiliation, and affiliation leads to continual volunteerism (White & Arnold, 2003).

Conclusions Related to Research Question Three

Q₃ = Do Texas 4-H volunteers have access to resources necessary to lead 4-H youth?

Overall, respondents indicated they do have curricula available to them, and those available are quite useful in helping 4-H youth learn more about the subject area. The respondents, not surprisingly, indicated the curriculum materials were between somewhat and quite helpful; however, they also indicated there are more up-to-date resources available on the Internet, so they are not completely left without current resources.

Most respondents indicated they use the Internet and hands-on, interactive activities to help 4-H youth learn more about their subject area. This is not surprising because the most up-to-date resources are available on the Internet, and hands-on, interactive activities are supported by the 4-H program's "learn by doing" motto.

Respondents were asked to identify areas of curriculum they most wished to see developed – those that would help them carry out their volunteer roles and responsibilities. Of the 174 total responses to this question, topics most often cited were volunteer and club manager training materials. Cook, Kiernan, and Ott (1986) found that both new and experienced volunteers desired to have training in club mechanics and program planning. Trainings in these areas should be supported with current, up-to-date curricula for future volunteer reference. Although more than 80% of respondents indicated they have opportunities for training in their roles, volunteers suggested these areas of curriculum development are most needed.

Conclusions Related to Research Question Four

Q₄= Are Texas 4-H volunteers utilized effectively in their role?

Respondents agreed they are supported in their role as volunteers. They agreed their county Extension agents give them opportunities to fulfill volunteer roles. They are supported by fellow club volunteers and county Extension staff. Most of all, respondents agreed they are comfortable asking for help when they need it. It may be easy for these volunteers to ask for help because most volunteers have opportunities for trainings in their role, which they indicated are quite helpful in opening lines of communication between volunteers and county Extension staff.

However, respondents least agreed they are supported by their regional 4-H specialists. This is likely because regional specialists are not always visible to all 4-H volunteers. Morse (2006) indicated that while regional program leaders are specialized in their field, they have an additional responsibility to support multiple counties. For this

reason, they may not always be visible to county 4-H volunteers. Although it may not be necessary for county-level volunteers to build a relationship with the regional 4-H specialist, it may be beneficial to involve regional 4-H specialists in county volunteer training programs.

Conclusions Related to Research Question Five

Q₅ = Why do Texas 4-H volunteers choose to continue or discontinue to serve the program?

Those respondents who will continue to serve as 4-H volunteers in the future were asked to indicate what motivated them to continue to serve. The most common response was to help youth. Other popular responses included supporting youth development, the 4-H program and agriculture, and family and community development. All of these motivations for continuing to serve are intrinsic in nature, and indicate the respondents have built a personal affiliation with the 4-H program.

Respondents indicated they enjoy serving as a 4-H volunteer, and feel as though they are helping their communities. Most volunteers agreed they will continue to serve as a volunteer in the future. However, most of the respondents also indicated they volunteer because they change children or family in the program, and fewer volunteers agreed they will continue to serve after their children or family members leave the program. A similar trend was found to be true in other studies relating to why volunteers choose to serve the 4-H program (Lobley, 2008; White & Arnold, 2003). Culp and Schwartz (1999) found the top reasons volunteers choose to discontinue service to the health and time related issues, other reasons for discontinuation included a change in the

program, or family not longer involved in the program. This is valuable information for recruiting and retaining volunteers. Recruiting efforts should focus on recruiting prospective volunteers that do not have children enrolled in the program, as they are most likely to have other motivations to serve, and continue to serve the Texas 4-H Program.

White and Arnold (2003) found that Oregon 4-H volunteers left their role as a volunteer when their children aged out of the program, or they no longer had the time to contribute. Twenty-one respondents in this survey indicated they would not continue because they lacked support from their county Extension agent or 4-H administration. Other popular responses included children leaving the program, lack of time, and burnout. While not all 4-H volunteers will always be happy in their role, it is critical county Extension staff and 4-H administration support 4-H volunteers, and volunteers should always feel as though they are respected for their contributions and dedication. Smith and Bigler (1985) found volunteers often left their role because they were not oriented to the program or lacked training. If volunteers were not oriented or trained in their responsibilities, or they were not clear, they may have built negative feelings toward the Extension agent. Building positive relationships through 4-H volunteer trainings is one way volunteers may be reassured they are supported.

Overall, the scaled means for the four constructs of training, resources, utilization, and continuation or discontinuation of service indicated the volunteer management practices are above average, all scoring means greater than three on a five-point scale. When compared, the scaled means for the continuation or discontinuation of

service construct had the highest scaled mean; the training construct, however, had the lowest scaled mean. Hoyle (2007) wrote that volunteers choose to serve simply because they have a passion to serve beyond one's self – a desire to serve for their children, community, or the 4-H program. This may be one reason volunteers continue to serve the Texas 4-H program, even if they do not have the training and resources they need or desire. The Texas 4-H Program needs to do its part to ensure volunteers receive the training and skills necessary to fulfill their roles effectively.

Conclusions Related to Research Question Six

Q₆ = Are Texas 4-H volunteers recognized for their service to the program, and how do they prefer to be recognized in the future?

More than 78% of 4-H volunteers indicated they are recognized for their contributions to the Texas 4-H Program. While this is a majority, there is room for improvement. Recognition is a key construct within volunteer management models, and all volunteers should be recognized for their time, knowledge, skills, and resources they share with 4-H youth (Boyce, 1971; Culp, Deppe, Castillo, & Wells, 1998; Penrod, 1991).

Fritz, Karmazin, Barbuto, and Burrow (2003) and Wolford, Cox, and Culp (2001) found the most appreciated form of recognition was one of intrinsic reward, like a simple thank you letter from the 4-H member, a parent, or the Extension agent.

Respondents of the Texas 4-H Volunteer Survey were asked to indicate how they prefer to be recognized in the future. The most popular responses were a simple thank you note and recognition at the county level. Coincidentally, not only were these preferred forms

of recognition supported by previous research, but these are currently common forms of recognition within the Texas 4-H Program. Most respondents should be pleased with how they are currently being recognized, and may not be a point of dissatisfaction.

“I do not need recognition,” was a common response that arose through write-in responses under that category “other.” Fifty-two respondents indicated they do not need recognition for their contributions. As Hoyle (2007) wrote, those volunteers having a desire to serve beyond one’s self are not looking for external reward. Although they may not require formal recognition, it is important all volunteers are recognized for their contributions, and know they are appreciated for their efforts.

Recommendations for Future Research

Based on the findings of this study, the following research recommendations were proposed:

1. A qualitative evaluation of oriented and trained volunteers’ experiences versus the experiences of volunteers lacking opportunities for orientation and training should be conducted.
2. It is recommended that a follow-up study be done in the next five to ten years to determine if changes in volunteer management have occurred.
3. Research should be conducted to evaluate the county Extension agents’ knowledge and perceptions of volunteer management.
4. This study should be replicated so that volunteers without Internet access have the opportunity to participate.

5. This study should be replicated by other state 4-H programs to validate the methodology and results.
6. Research should be conducted to determine if on-line trainings would be an effective alternative to face-to-face club manager and project leader trainings.

Future Responsibilities for a Successful Volunteer Management Program

The Texas 4-H Program successfully celebrated 100 years of helping Texas youth gain leadership, citizenship, and life skills. However, as with any great program, change is inevitable, and vital to the success and continuation of the organization. The following recommendations for action are based on the findings and conclusions of this study.

Volunteers without children enrolled in the program should be targeted in 4-H volunteer recruiting efforts. McKee, Talbert, and Barkman (2002) found volunteers are torn between upholding the mission and values of the traditional 4-H program, and developing and implementing new programs and initiatives with new audiences. The authors suggest volunteers need to be challenged to see the bigger picture. Special attention should be given to recruiting efforts, with a goal to increase the diversity among Texas 4-H volunteers. A new volunteer base may help the Texas 4-H Program continue to reach out to their traditional 4-H members, in addition to leading other 4-H initiatives, including 4-H programming in urban communities.

Orientation and training should be mandatory for all new Texas 4-H volunteer leaders, and continuing leader volunteer training opportunities should be made available. In addition to providing opportunities for orientation and training (Cook, Kiernan, & Ott,

1986; White & Arnold, 2003), these meetings open important lines of communication between 4-H volunteers and Extension agents and staff. Trainings related to specific roles should be made available, including club management and project-specific trainings.

Curriculum development is most needed in the areas of volunteer management and club management. Volunteer management curriculum should include lessons in volunteer recruiting and retention, roles and responsibilities, ethics, and resources. A helpful curriculum in club management would include lessons in club management, meeting management, meeting activities, more detailed guidelines, and an updated club manager handbook.

Foods and nutrition, clothing and textiles, and shooting sports were the most represented projects by respondents of the Texas 4-H Volunteer Survey. However, none of these projects were listed by respondents as needing an up-dated or new curriculum. Has a new curriculum been published for each of these projects in recent years? Does each of these projects have a leadership committee that evaluates the program and offers suggestions for annual improvement? If this is the case, it may be helpful to form a sub-committee for each project area that may make recommendations for the project's curriculum, implementation, and annual evaluation. If it is not the case, it may be one way Extension administration, agents, and staff can partner with volunteers to ensure adequate curriculum, training, and other resources are available to volunteers for each project area.

Furthermore, all Texas 4-H volunteers should be recognized for the significant contributions they make to help and enhance the Texas 4-H Program. Recognition is an important piece of volunteer administration models, and should be an integral part of any volunteer organization (Boyce, 1971; Culp, Deppe, Castillo, & Wells, 1998; Penrod, 1991). The Texas 4-H program would not have prospered the last 100 years without the help of the thousands of dedicated volunteers transferring knowledge and skills to 4-H members, helping them to gain the leadership, citizenship, and life skills necessary to be future leaders of their community, country, and world, and it will not be able to continue into its next century without their continued support.

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APPENDIX A
TEXAS 4-H VOLUNTEER SURVEY



2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Personal Information

Currently, you serve as a volunteer 4-H leader in what county?

Currently, you serve as a volunteer 4-H leader in what role?

Please select one answer.

- Club Manager
- Project Leader
- Both

If you are a **PROJECT LEADER**, what are the primary projects that you lead?

- Aquatic Science
- Beef
- Biological Science
- Character Education
- Citizenship

- Clothing & Textiles
- Companion Animals
- Computer Science
- Consumer Education
- Dairy Cattle
- Dog Care/Training
- Entomology
- Entrepreneurship
- Family Life
- Field & Stream
- Food & Nutrition
- Forestry
- Goats - Dairy
- Goats - Hair
- Goats - Meat
- Health
- Horse
- Horticulture
- Housing & Home Environment
- Leadership
- Livestock Judging
- Meat Science
- Natural Resources
- Outdoor Education
- Photography
- Poultry
- Public Speaking
- Rabbits
- Range Science
- Recreation
- Safety
- Sheep
- Shooting Sports
- Soil & Crop Science

- Sportfishing
- Swine
- Veterinary Science
- Water
- Wildlife & Fisheries
- Workshop Preparation/Careers

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2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Volunteer Identification and Selection

Why did you choose to serve as a volunteer 4-H leader?

Please select all that apply.

- Asked by another 4-H leader
- Asked by a 4-H member
- Asked by a 4-H alumni
- Had children/family participating in the program
- Recruited by County Extension Agent
- Saw a need in the county 4-H program and wanted to help
- Other (please specify)

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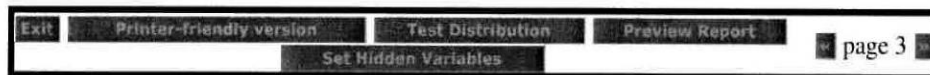
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2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Volunteer Orientation and Training

As a 4-H volunteer, were you oriented regarding the purpose of the 4-H program, and Extension?

Please select one answer.

Yes

No

Have your volunteer roles and responsibilities ever been explained to you?

Please select one answer.

Yes

No

Do you have opportunities to participate in trainings focused on your role as a 4-H club manager/project leader?

Please select one answer.

Yes

No

If you did NOT receive training, how did you learn your roles and responsibilities as a 4-H leader?

Please select all that apply.

- Another 4-H Leader
- 4-H Member
- Other 4-H Parents
- County Extension Agent
- Understood from past 4-H experiences
- Other (please specify)

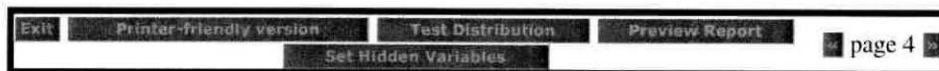
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2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

If you did receive training, how helpful was the training you received?

Please select one answer.

Not at all Slightly Somewhat Quite Extremely

The training I received:

	Not at all	Slightly	Somewhat	Quite	Extremely
Helped me understand my responsibilities and roles as a 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me gain a better understanding of the 4-H program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed me resources I could use within the 4-H program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me opportunities to learn from other 4-H volunteers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped better prepare me to serve as a 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me network opportunities with other new 4-H volunteers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Opened lines of communication with the county Extension staff and 4-H volunteers.
- Helped me gain confidence by participating in new leader training with other 4-H volunteers in my same position.
- Helped me gain knowledge about the youth development process and preparing youth for the future.
- Helped me gain knowledge about the life skills that 4-H teaches.

The topic I found most beneficial within my volunteer training was:

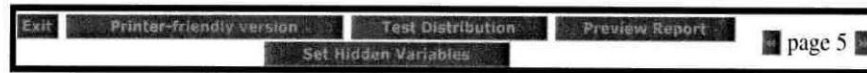
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2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Volunteer Utilization

I use the following materials or resources in my role as a 4-H volunteer:

Please select all that apply.

- 4-H Curriculum
- Texas AgriLife Extension Service handouts or brochures
- Publications by Cooperative Extension from other states
- Materials from the Internet
- Field trips
- Guest speakers at club/project meetings
- Skill-a-Thons and/or quiz bowl events
- Hands-on, interactive projects and activities
- Attending meetings/trainings offered by other organizations/clubs
- Other (please specify)

Please rate the following statements pertaining to resources available to you as a 4-H volunteer.

Strongly

Strongly

	Disagree	Disagree	Neutral	Agree	Agree
I have access to a 4-H curriculum that pertains to my role as a 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 4-H curriculum within my project/subject matter area is up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get more up-to-date information from other sources through the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources I use help 4-H members gain knowledge about the subject being taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas 4-H provides curriculum resources for me to be an effective 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What areas of curriculum would you like to see the Texas 4-H Program develop for 4-H volunteers?

Please rate the following statements in regard to support provided to you as a 4-H volunteer.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My county Extension agent gives me opportunities to fulfill my role as a 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supported by other 4-H volunteers in my club.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supported by my county Extension agents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supported by my Regional 4-H Specialists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to contact my county Extension agent if I have a question or need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable asking for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

when I need it.

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[Click here to continue this survey later.](#)

Please send any comments about this survey to the [survey owner](#).
If you encounter any technical problems, please contact [technical support](#).





2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Volunteer Recognition and Evaluation

Please rate the following statements in regard to retention and service to the 4-H program.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
I enjoy serving as a 4-H volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will continue to serve as a 4-H volunteer in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By serving as a 4-H volunteer, I see myself helping my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I serve as a 4-H volunteer because my children or family members are a part of the 4-H program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to continue to serve as a 4-H volunteer after my children or family members are no longer involved in the 4-H program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you continue to serve as a 4-H volunteer, what drives you to continue to do so?

If you will NOT continue to serve as a 4-H volunteer, what has influenced this decision?

Do you receive recognition for serving as a 4-H volunteer?

Please select one of the following.

- Yes
 No

What form of recognition do you prefer to receive?

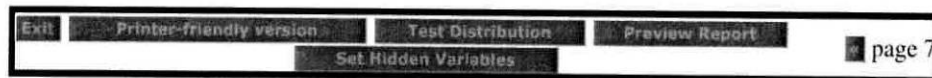
Please select all that apply

- | | |
|---|--|
| <input type="checkbox"/> Special pins | <input type="checkbox"/> Recognition from an individual |
| <input type="checkbox"/> Certificate/plaque | <input type="checkbox"/> Recognition on the club level |
| <input type="checkbox"/> Thank you note | <input type="checkbox"/> Recognition on the county level |
| <input type="checkbox"/> Name in newspaper | <input type="checkbox"/> Recognition on the district level |
| <input type="checkbox"/> Award based on years of service | <input type="checkbox"/> Recognition on the regional level |
| <input type="checkbox"/> Invitation to special banquet/recognition event | <input type="checkbox"/> Recognition on the state level |
| <input type="checkbox"/> Payment to attend a training | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Being asked to train/assist other 4-H volunteers | |

[Next](#)**Reset Answers**[Click here to continue this survey later.](#)

Please send any comments about this survey to the survey owner.
If you encounter any technical problems, please contact technical support.





2008 Texas 4-H Volunteer Leader Survey

This survey will take approximately 15-20 minutes to complete.

Demographics

In what age category do you best fit?

Please select one of the following. Choose one

You are...

Please select one of the following.

- Male
- Female

Which of the following best describes you?

Please select one of the following.

- Asian/Asian American/Pacific Islander
- Black/African American (non-Hispanic)
- Hispanic
- Native American
- White (non-Hispanic)
- Other

Are you a former 4-H member?

Please select one of the following. Yes
 No

How many years have you served as a 4-H volunteer leader?

On average, approximately how many hours per month do you contribute to serving as a 4-H volunteer?

Choose one

Finish

Reset Answers

[Click here to continue this survey later](#)

Please send any comments about this survey to the [survey owner](#)
If you encounter any technical problems, please contact [technical support](#)

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APPENDIX B
IRB EXEMPTION LETTER

TEXAS A&M UNIVERSITY
DIVISION OF RESEARCH AND GRADUATE STUDIES – OFFICE OF RESEARCH COMPLIANCE

1186 TAMU, General Services Complex
 College Station, TX 77843-1186
 750 Agronomy Road, #3500

979.458.1467
 FAX 979.862.3176
<http://researchcompliance.tamu.edu>

Institutional Biosafety Committee Institutional Animal Care and Use Committee Institutional Review Board

DATE: 23-Jun-2008

MEMORANDUM

TO: TOROCK, JODI L
 77843-3578

FROM: Office of Research Compliance
 Institutional Review Board

SUBJECT: Initial Review

Protocol Number: 2008-0339

Title: Texas 4-H Volunteer Leader Needs Assessment

Review Category: Exempt from IRB Review

It has been determined that the referenced protocol application meets the criteria for exemption and no further review is required. However, any amendment or modification to the protocol must be reported to the IRB and reviewed before being implemented to ensure the protocol still meets the criteria for exemption.

This determination was based on the following Code of Federal Regulations:
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

45 CFR 46.101(b)(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Provisions:

This electronic document provides notification of the review results by the Institutional Review Board.

APPENDIX C
E-MAILS TO 4-H CLUB MANAGERS

April 8, 2008

Dear 4-H Club Manager:

The Texas 4-H Program is celebrating 100 years of helping youth develop life skills, and we could not have done it without you – the dedicated volunteer leader!

More than 43,000 volunteers help with the delivery of the 4-H and Youth Development Program and its educational efforts each year. As the state's largest youth organization it is important that we continue to evaluate our program needs from the volunteer's perspective.

We want to hear from you! Below is a website link for a Texas 4-H Volunteer Survey. As a person holding a leadership role in your county 4-H Program, we ask that you please take 5 to 10 minutes from your busy schedule to complete the survey. **We also ask that you forward the survey link to your club's project leaders, so that they, too, may complete the survey.** The survey can be found at the following link: <http://is-nri.com/take?i=128282&h=17jNyLdr9ErH2n6JVZm1GQ>

The Texas 4-H Volunteer Survey will be available on-line until Saturday, May 25, 2008. All survey responses are strictly confidential, and will be utilized in the evaluation process of developing new volunteer training and project curricula.

Thank you for your dedication to the Texas 4-H and Youth Development Program, and helping us make the best better!

Sincerely,

Dr. Martha E. Couch
Associate Director, 4-H and Youth Development
Texas AgriLife Extension Service

May 13, 2008

Dear 4-H Club Managers:

The Texas 4-H Program is celebrating 100 years of helping youth develop life skills, and we could not have done it without you – the dedicated volunteer leader!

We want to hear from you! Below is a website link for a Texas 4-H Volunteer Survey. Please take the time to complete the survey. **We also ask that you forward the survey link to your club's project leaders, so that they, too, may complete the survey.**

The Texas 4-H Volunteer Survey will be available for you to complete until **May 25, 2008**. Your survey responses will be strictly confidential, and will aid in the development of new volunteer training and project curricula.

Thank you for your dedication to help us make the best Texas 4-H Program better!

Sincerely,

Dr. Martha E. Couch
Associate Director, 4-H and Youth
Texas AgriLife Extension Service

APPENDIX D
RESPONSES TO OPEN ENDED SURVEY QUESTIONS

Table A1. Responses to Other: Why Did You Choose to Serve as a Volunteer 4-H Leader?

Why You Chose to Serve as a Volunteer Leader	Category
Past 4-H member	past
alumni	past
my job was in 4-H office	job
Was in the program as a youth and parents were leaders for years.	Past, family
4-H Alumni	past
4-H Alumni	past
My family has been involved in 4-H since 1967	Past, family
approached 4-H to look at establishing a club at a residential facility for youth offenders	Looked for program
I enjoy it	enjoy
I was the only one who knew how to do certain tasks	need
My parents volunteered as 4-H leaders	family
school club/teacher	school
grew up in 4-H	past
4-H Alumni and wanted to help	past
saw a need to start a club	need
4-H alumni myself	past
Saw a need to insure our young people understand and get knowledge of the safety in using firearms. I feel the better educated the youth are in this area the less likely they use firearms unwisely.	need
My daughter was in 4-H and now her daughter, [NAME] joined Clover Kids which they did not have for my daughter. When [NAME] moved out of Clover Kids the Clover Kids Leader left later and I saw how much more prepared she was for 4-H and decided to jump in to help other children. I have them doing record books not like the others but it is a start. I really have found it very rewarding to see how well my past Clover Kids have done when they moved up.	need
i'm a 4-H Alumni	past
Office Secretary	job
Work with children and it made a connection	connection
previous leader	previous
Alumni/ Enjoy Volunteering	past
4-H Alumni/Scholar	past
previous leaders wanted to retire from their duty	need
I grew up in 4-H & knew its value	past
Community Outreach	need
enjoy working with kids	enjoy
Grew up in 4-H and wanted to have a chance to shape kids for the future	past
I think is a great program.	

Table A1. (Continued)	
Why You Chose to Serve as a Volunteer Leader	Category
I am Alumni over 20 years	past
former 4-Her	past
was a lifelong 4-Her myself	past
previous leader took money from club and was removed from club	need
Am 4-H Alumni	past
help share the role with other parents	need
I am an alumni	past
I am an alumni	past
sought program out for children	looked for program
I am a 4-H alumni myself.	past
Started in 4-H, never left.	past
Was 4-H'er	past
I am a former 4-Her.	past
asked by my 4-H son	asked by member
grew up in 4-H	past
was involved as a kid.	past
I thought It would be challenging for me as an adult leader and enjoyable for 4H members and potential 4H members as well.	challenge
I was in 4-H for 10 years	past
Wanted my children to experience 4-H as I did.	past
I started a club so my kids could participate in 4H	need
grew up doing 4-H	past
didn't want the club to dissipate because there was not a leader	need
4-H alumni	past
nobody else want to be a leader	need
Boys and Girls Club	another org
Enjoy working with the youth in our community	enjoy
Other Clubs not serving my children's needs	need
I am an alumni	past
4-H Office Secretary	job
I am Alumni	past
4-H Alumni	past
Just kind of fell into it years ago	need
I was a 12 year member of 4-H.	past
club was almost nonexistent wanted to build up for the future for my kids and other kids	need
I was in 4-H.	past

Table A1. (Continued)	
Why You Chose to Serve as a Volunteer Leader	Category
I am a 4-H alumni	past
nobody else wanted to be the leader	need
was in 4H as a youth	past
wanted to help fill a need in the club	need
saw a need for 4-H home school club	need
not enough of wanting to help ALL the kids, just wanting to help a certain child	need

Note. The following key was used to code these open-ended questions: *Need* = saw a need in the program; *Past* = Past 4-H member/alumni; *Job* = learned about 4-H through job; *Family* = family members involved in 4-H; *Enjoy* = enjoy serving 4-H program; *School* = became involved through school; *Connection* = connected 4-H with hobby of working with youth; *Previous* = previously served as 4-H volunteer; *Looked for program* = sought out a program for youth/children; *Asked by member* = asked to volunteer by a 4-H member; *Challenge* = wished to be challenged by serving as a volunteer; *Another org.* = learned about 4-H through another organization.

Table A2. Responses to Other: If You Did NOT Receive Training, How Did You Learn Your Roles and Responsibilities as a 4-H Leader?

Other: Learning Roles with No Training	Category
Vet Science is new to [COUNTY] Co. and we learn as we go	by doing
Club Manager Handbook	handbook
networking with other 4-H parents	parents
reading 4-H material	4-H pubs
Dist. mega meeting training	district meeting
current management position	current job
read about it	read
I learned when I was an assistant in [COUNTY] county with my older girls.	previous exp.
step-mother is an agent in another county and helps me out...and I do research to find the answers to my questions	Family, read
researched project	researched
based on Ambassador program	ambassador program
reading	read
looked it up online	online
i was in the FFA in my high school	Previous exp.
asked a lot of questions	ask
Read the handouts and called a lot	Read, ask
Read club manager guide given to me by county office	handbook
figured it out	by doing
JUST KINDA READ AND LEARNED AS I WENT	by doing, read
seeked info. for myself	research
Reading material on the web sites	online
MANUAL	handbook
We basically operated as previous meetings went and asked around on how to achieve certain goals. We worked as a team to get things done within our group	by doing, ask
Actually just go off what I have learned from trial and error	by doing
learn by doing...and helpful hints from ext. agents	by doing, ask
As a 30 year leader I have had many opportunities to learn about the roles from agents, parents, other leaders in addition to my 4-H years.	Ask, previous exp.
learn by experience	by doing
reading information	read
Read old information packets	read
Job	job
We learn as we go	by doing
[NAME]	office personnel

Note. The following key was used to code these open-ended questions: *by doing* = learned by doing; *handbook* = used the 4-H club manager/project leader handbook; *parents* = learned from other 4-H parents; *4-H pubs* = read 4-H (specifically) publications; *district meeting* = attended a district training or meeting; *current job* = learned through current job or career; *read* = read any materials; *previous exp.* = learned about roles through previous experience including high school organizations; *family* = learned from a family member; *researched* = researched about role through unidentified means (book, on-line, etc.); *ambassador program* = attended an ambassador program and learned about role there; *online* = learned by researching online; *ask* = asked for help from Extension agent or others; *job* = learned about roles through job; *office personnel* = learned about roles from a specific staff member.

Table A3. Responses to: The Topic I Found Most Beneficial Within My Volunteer Training Was

Most Beneficial Training Topic	Category
The shooting course that certified me as an instructor. It is a great program if it was not for this I would not know half as much.	Shooting course
Sharing between Leaders	networking
resources with the 4-H network	resources
The abundance of resources in my county and on the 4-H Development website.	Resources, 4-H website
purpose of 4H " Youth Development"	4-H
Scholarship training	scholarship training
Financial. Not to keep money within the club. It also made me aware of the many, many opportunities that are available for children in [COUNTY] County.	Opportunities, financial training
Ideas for successful meetings. Networking with other managers.	Meeting mgmt., networking
resources and opportunities available	Resources, opportunities
conducting meeting, keeping things interesting, ways to incorporate six learning opportunities to extend the projects for the kids	Meeting mgmt., opportunities
Shooting Sports	shooting course
Direct involvement with leaders and Extension staff--learn by doing.	networking
possible 4-H meeting programs	Meeting mgmt.
Just to have the Agents and Volunteers available to me when and if I needed to have questions. The trainings on leadership roles and specific projects where very helpful.	Projects, networking
Record Book Training	record book
process: how to get the youth to the different levels of participation in competition (County, District, etc); opportunities that are available for youth to participate in within 4-H	opportunities
RECORDBOOKS AND SHARE THE FUN.	record book
The overall aspect of how an efficient club could be ran.	club management
Dealing with the different age level of children.	ages and stages
F&N project planning by [NAME]	projects
The most beneficial topic in the volunteer/ leader training was resources available from the Extension office.	resources
Master Beef Volunteer programs	master volunteer
The resources that are provided.	resources
How to work with young people and help them with their projects.	working with youth, projects

Table A3. (Continued)	
Most Beneficial Training Topic	Category
Swine.	projects
Helped me understand my responsibilities as a manager	club management
not sure	
communication	communication
record books	record book
All the projects I am involved in	projects
Learning about 4-H because I had never been a part of it before.	4-H
The workshops are good as far as the individual disciplines go i.e. rifle, pistol, etc. Unfortunately, both workshops I attended, [ADMINISTRATION] was not there to present the 4-H material.	projects
consumer ed	projects
Projects and how to teach and find the resources	Projects, resources
All was beneficial because I knew nothing about 4-H before attending shooting sports instructor training.	shooting course
SHOOTING SPORTS SAFETY	shooting course
motivation	motivation
resources and programs within 4-H.	Resources, opportunities
How project areas worked and how to implement those ideas.	projects
4-H Opportunities/Projects Available	Opportunities, projects
Resources available and help from County 4-H Office.	resources
The record book training.	record book
None. They have all been geared completely toward raising farm animals, and my club does not do that.	
Setting up a new club and officer positions and their responsibilities.	club management
role of leader	role description
all	
It would have been trainings in the shooting sport program for coaches but the state keeps canceling the ones in our area.	shooting course
Archery Instructor Training Level One	shooting course
Developing a meeting that is interesting and beneficial.	meetings
Photography and youth leadership roles.	Projects, opportunities
It was not a training program. I learned more by helping with the record book judging at district. I then was able to take back and place it with my kids.	record book
1) Rifle and Range safety 2) Teaching techniques for the different shooting positions	shooting course, teaching techniques

Table A3. (Continued)	
Most Beneficial Training Topic	Category
Talking with and hearing from experts in the field.	networking
All of the resources available to me either on the internet or the extension office.	resources
What my responsibilities are and what each of my officers job is to do. We have the best agent in the world and she makes everything so easy for the leaders and the 4-Hers.	role description
n/a	
Talking with other leaders and getting their ideas on how to make meetings interesting for the kids.	networking
Strategies in conducting effective club meetings	Meeting mgmt.
new guidelines	new guidelines
The role of 4-H in our community	4-H
Youth protection standards and the 4-H program planning resources	youth protection, resources
offices training	club management
How 4-h works	4-H
Helped me gain confidence to better help the members.	confidence
How to complete the paperwork.	club management
How much paperwork and documentation is necessary as a leader. Many times it is overwhelming. I'm fortunate to lead a very small group. I feel sorry for large group club managers.	club management
Very very kind and helpful extension agent!	support
I really didn't have any form of training by a individual. I received a club manager guide that I read and then tried to go by my past experiences from when I was in 4-H nearly 15 years ago. The secretary in our county office is whom I have received the most help and assistance. She has always tried to help me find answers when seeking help! Club manger meetings have been helpful in knowing what is going on in the county but were not a lot of help in starting a club and getting advice on how to keep a club running in a positive way.	support
Getting more members to join and become involved.	club management
The opportunities 4-H offers	opportunities
club funds	Financial training
Building the kids up not tearing them down, helped me explain to other volunteers.	motivation
rifle instruction on safely having fun with the gun while shooting targets	shooting course
Youth development.	youth development
meat goats	projects

Table A3. (Continued)	
Most Beneficial Training Topic	Category
How to do a Record book and Membership Achievement Plan	record book, youth records
Relearning the parliamentary procedures and conducting a meeting	club management
Interaction with other leaders.	networking
I paid for and pestered my extension agent to approve my 4-H connect application for the Master Horse Volunteer training. No support from agents in my county. No support from any of the 5 clubs in [COUNY] County. I took off from my 2 jobs to drive 8 hours one way so I could learn more about what I need to do to help my child that is in the 4-H program because no one else could or would help us. So, the topic I found most beneficial in my training was KNOWLEDGE on where to look for deadlines, contests, requirements, and who in upper levels of the extension service I could call on for help.	resources
Record Book training	record book
Most of what I learned throughout the years came from common sense. We just now got a County Extension Agent who is Extremely helpful. He is one click away from helping my group out.	support
The stress relief back packs.	projects
Resources to help with the club meetings, Club toolbox, with a busy schedule it were great to have one place that had an outline and activities. That combined with a county newsletter kept us on track. Informed members and parents make an easier job for the manager.	resources
shooting sports coach training	shooting course
It was hard to take in all of the information so much to know and learn but over the years I have learned a lot.	
YOU CAN LEARN YOURSELF BY DOING RESEARCH & PARTICIAPATION, AND MISTAKES ARE FORGIVEABLE.	
Where to find resources and answers for members questions	Resources, networking
everything	
idea sharing from other volunteers - learning about available resources	Networking, resources
all of it	
Organization for forms and reports that are required by the 4-Hers	club management, paperwork
other opportunities	opportunities

Table A3. (Continued)	
Most Beneficial Training Topic	Category
Required paperwork and deadlines. Yuck.	club management, paperwork
How to be a more effective leader.	improvement
information on how the 4-H works; information on project management	projects
The first record book training I attended was in the county but done by an agent from elsewhere who had experience with state level winners, but I can't remember his name. I had known that a record book was important but could not find anyone who had ever done one who could or would help us.	record book
Helped me gain a better understanding of the 4-H program - that it was primarily aimed at youth development, also its history was interesting. I had learned some just by participating, but the class really filled in the blanks.	4-H
Working and playing with other leaders.	networking
How to develop educational curriculum at the appropriate level of the youth that I am dealing with.	teaching techniques, ages and stages
leadership	leadership
How to deal with adults that cannot deal with each other.	adult management
record book training	record book
Learning about what a project consist of. Record Book training is still difficult to understand.	record book, projects
the networking and sharing of programs with other extension agents	networking
Youth Development Process and preparing them for the future.	youth development
When I was a Club Manager, I found that training concerning managing meetings was the most beneficial.	Meeting mgmt.
Any training I've received has been from an outgoing leader passing on their knowledge. I've not participated in any training which I believe you're referring to (from agents).	networking
Leadership	leadership
My job as club leader	role
Resources available by the 4H.	resources
online information	resources
guidelines for what makes a project fun and interesting	projects
meeting preparation	meetings
It was all beneficial; it gave me a better understanding of what 4-H really does.	4-H
Delegating and Parent Volunteers	Delegation, adult management

Table A3. (Continued)	
Most Beneficial Training Topic	Category
Where to find resources for the 4-H program.	resources
Rules for filling out paperwork	paperwork
How to set up projects that go along with the project categories that our club was focusing on.	projects
My past 4-H experiences have provided much of my training. Training is beneficial if it is new info--like new financial procedures, etc. Actually, I think that county programs have gone too far away from leader trainings, etc. I feel that we really do our projects independently. New families are really limited because they do not know what to do, yet. It is difficult to manage to help my own and the others, too.	Financial, projects
Networking to see what was going on in other clubs and how they approached project meetings, MAPs and etc.	networking
Formal training has been very limited. It's mostly been "on the job" training. The little bit here and there has provided curriculum resources and some limited guidance.	resources
Hunting & Wildlife Workshop by [ADMINISTRATION]	projects
Resources available to us.	resources
National training that took place in [TOWN], Tx. last week..	national meetings
The Shooting Sports Project Leader training was very valuable because it not only covered the skills to be a project leader, but also included 4-H history and purpose, as well as program fundamentals.	shooting course
[ADMINISTRATION] "green speech"	projects
CLUB ED.	club management
resources for monthly meetings club ed. and quality counts program	Resources, projects
Suggestions on how to recruit and keep members.	members
What paperwork needs be turned in.	paperwork
community service	service
not only do we want blue ribbon goats and swine but we want blue ribbon youth, attended volunteer master swine training, it was great	projects
I would have to say the overall technical information was the most beneficial. By this I mean the project related data that helps us instruct accurately; not the lawyer talk. I have always been encouraged by attending our training sessions.	projects
Communication and resources from county Extension staff	Communication, resources

Table A3. (Continued)	
Most Beneficial Training Topic	Category
setting up club programs and the resources available for doing so	club management, resources
organizing meetings	Meeting mgmt.
The resources that are available for 4-H.	resources
Financial procedure	financial
Learning about opportunities in 4H and finding ways to access resources and information.	Opportunities, resources
the purpose of 4-H	4-H
Of all the programs that I have been involved with in 4-H shooting sports is the only one that I have had any training in.	shooting course
What other leaders and clubs were doing and learning	networking
Record Book Training	record book
all topics	
only related to projects that club members were interested in learning more about	projects
POSITIVE ATTITUDE	attitude
Leadership organization	leadership
4H Veterinary Science curriculum	projects
How to motivate other members to increase interest in 4-H programs.	motivation
What 4-H is , and what it wants to accomplish with kids.	4-H, opportunities
Learning about the bylaws of my club.	club management
All my projects, plus how important a record book is	Projects, record book
tips on more interesting meetings	Meeting mgmt.
The resources made available	resources
Explanations of how our county program worked.	4-H
Using the Internet for resources	resources
Leadership and community service activities	Leadership, service
Meeting organization	Meeting mgmt.
All the paperwork given which I keep in folders and binders that I can go back and look up whatever question I have come up.	paperwork
How to help the kids run the club.	club management
My responsibility role as a leader.	Role description
Training and seminars on 4-H policies and procedures were offered; however, because of my limited time, I was unable to take full advantage of all that was offered	club management
Shooting Sports Workshops	shooting course
General info	4-H
We are there to help and teach and mainly to make it fun for the youth.	teaching techniques

Table A3. (Continued)	
Most Beneficial Training Topic	Category
I've been a volunteer leader in 4-H for about 10 years. Early training was limited to county level manager meetings. Although opportunities for district level training were offered, there was always a conflict with kids' activities. I didn't complete any formal training until last year at my first Round-Up. I thought the Club Manager Training was very informative on various levels.	club management
My responsibilities to the club and to the county.	Role description
leader responsibilities	Role description
How to get goat ready for show	projects
Record book training.	record book
community service	service
Communication and Knowledge of 4-H	Communication, 4-H
Leader colleges	leadership
Expectations for the year	role
HOW MUCH COMMUNITY SERVICE THERE IS OUT THERE	service
the urban component emphasis	urban
activities	opportunities
program ideas; meeting ideas	Meeting mgmt.
brainstorming with other club managers	networking
Orientation to expected paperwork	paperwork
legal issues	risk mgmt
That meetings and programs should be age-appropriate for all the members--elementary to high school.	ages and stages
All trainings are usually beneficial. We all learn things and have tried things in different ways. All leaders share their experiences and ways of doing things and we learn from each other. We also have additional training from the extension staff on what is expected from each of us as given by the state or national extension service.	Role description
public speaking	speaking
Interaction with other leaders	parents
Overall training to teach the at risk children coming into the 4-H program	risk mgmt
Foods and Nutrition ideas	projects
How to make a meeting more efficient by planning out the year to be able to hit all of the areas (guest speakers, community service, events, icebreakers, etc.) that the club members needed in order to make it more exciting and interesting for the children.	Meetings

Table A3. (Continued)	
Most Beneficial Training Topic	Category
The training I received was strictly through shooting sports. My training involved shooting sports we did not discuss 4-H rules, life skills or communication with the extension office.	Shooting course
recognizing different parenting techniques	teaching techniques
opportunities and leader responsibilities within local group and also on county level	Opportunities, roles
Over all organizational structure of 4-H.	4-H
what is expected from 4-H members	4-H expectations
Youth can get more out of 4H then you think they can.	Opportunities
Watching our 4-Her's grow in life using knowledge learned at 4-H	
Network-sites that offer helpful information on many subjects	Networking, resources
mission of 4H	4-H
The resources that I could use within the 4-H program through my extension office.	Resources
I took a chicken clinic a few years back and that was the most down to earth and non complicated session I took. They really put it into everyday terms a beginner could understand.	Projects

Table A4. Responses to Other: I Use the Following Materials or Resources in my Role as a 4-H Volunteer

Other: Materials or Resources Used in Role	Category
Publications from National 4-H Supply	4-H publications
Attend any meetings the district provides to be better informed and be a good leader.	district meetings
Personal knowledge	previous experience
things i put together myself	self-made
Experience as a 4-H parent active in projects	previous experience
self-developed materials	self-made
community information workshops	community workshops
we focus on community service	service
Articles from magazines and newspapers	media
NRA Coach Training	NRA
guest horse instructors	guest speakers
Quality Counts	AgriLife curriculum
Equine professionals & breed associations	breed associations, guest speakers
Materials from other organizations	other organizations
Master gardening, Entomology.	other Ext. programs
I audit the books	
own experiences	previous experience
Gathered info from our National, State and local rabbit clubs. Attending shows and meetings with our breed organizations. Attending club Manager and Adult leader meetings for our county.	Trainings, breed associations, networking
Self Experience	previous experience
experience by self and parents	previous experience, networking
CEA's with specialization in area we need help/info	county staff
Bugle	newsletter
daisy 10-lesson curriculum, shooting practice and matches	shooting course
materials from Texas A&M Veterinary School	vet school
leaders meetings	trainings
Consumer Retreat	trainings
Club ED	trainings
Whoever wants to help me	volunteers
Leader College in my district	trainings
I'm fanatical about learning from everywhere!	
networking	networking
Ideas from other leaders from throughout the state.	networking
community service projects	service

Table A5. Responses to: What Areas of Curriculum Would You Like to See the Texas 4-H Program Develop for 4-H Volunteers?

Needed: Curriculum Development	Category
not sure	
archery	archery
continue education and training	cont. leader training
All areas need to be revised and updated. New directions and examples need to be written.	all
Personal Finance. Teach teens about checking accounts, insurance, groceries, credit cards. Not just through Consumer Decision Making but with a personal finance curriculum. Things they need to know and be responsible about when going to college.	personal finance
Recruiting new members; Officer training programs; Successful meetings	Recruiting; meeting mgmt.
easy to use photography	photography
Judging Events	judging
the rabbit project- especially ideas to use during monthly meetings such as a showmanship power point, what to do at a rabbit show, rabbit craft ideas and community service activities, etc.	rabbit
How to run a club for general proposes for an entire year to keep all 4-Hers engaged.	club mgmt.
Organizing a monthly meeting	club mgmt.
we really need help with the web design program--the book that I used was not really user-friendly as far as a curriculum.	web design
Input on livestock showing of swine and livestock judging.	Judging, swine
Most of the info is very helpful but I would like to see more up to date info on parliamentary procedures and how to teach this to younger 4-Her's.	Parliamentary procedure
leadership; other aspects to projects which are not competitively based - too much of what we do is prepare for contests	leadership
GRANTS AND SCHOLARSHIPS	Funding, scholarships
How to find resources.	resource mgmt.
more training.	leader training
More up to date hand outs and publications. Most I have found to be too far out of date for a lot a good to be gotten.	resources
Clothing/textiles; cooking; f&n	Clothing, foods
More specific guidelines for new project leaders to follow many do not volunteer due to their own intimidation and feelings of inability.	specific guidelines for new projects

Table A5. (Continued)	
Needed: Curriculum Development	Category
Not sure. I haven't seen much.	
technology	technology
guidelines for raising each kind of livestock that can be handed to families to help them decide which animal to choose to raise (space needed, money needed to purchase and feed for duration of project)	livestock - more specific guidelines
dog projects...I'll help!	dog
More advanced training in my project area. More resources on club management	club mgmt.
stronger focus of details and parameters about educational presentations. Our club is a school club and we focus on the educational presentations, photography (documentation of projects), as well as community awareness/involvement. I would like a little more help to create better speeches that are stronger and more concise--not only for our club, but for the other clubs to have stronger speeches. My background is in speech, so it makes it a bit easier for me, but I can imagine it is VERY hard for volunteers w/o public speaking experience.	public speaking
More hands on projects, leadership, life skills	leadership
I have just developed my own on an as needed basis	
Record Book keeping in depth	record book
Online training like they have for Boy Scout leaders would be a good idea (for example: Youth Protection Training, Leadership Development Training, etc.)	online leader training
Curriculum which explains the Fashion Design contest and gives examples of what is expected and a list of resources to help members understand the design process.	clothing guidelines
not sure.	
Establish or improve the relationship with the Club Managers to other Club Managers and the Extension Officers. Networking.	networking
Do not really know	
An explanation of how to start 4-H clubs in your area. A simplified curriculum that explains what 4-H is what project areas are and how to go about forming a club.	club mgmt.
More intense training for shooting sports coaches.	shooting sports
I would like to have hands on training on how to conduct a project meeting effectively.	project mtg. mgmt.
Many more that aren't farm related. They seem so limited right now. Photography, Nutrition, Horticulture. Most are really hard to get excited about.	Photography, horticulture, nutrition

Table A5. (Continued)	
Needed: Curriculum Development	Category
photograph, beef	Beef, photography
Training videos - particularly young horse training, weanlings, yearlings, 2 & 3 year olds.	horses
Public speaking, dairy judging, livestock judging	public speaking, dairy judging, livestock judging
Training for coaches in our area.	shooting sports
Vet Science, maybe a horse handbook	vet science, equine
More current information.	
I have seen very little curriculum from the Texas 4-H. There is some old curriculum that is helpful, but no development of new curriculum.	
Less paper work involving volunteers. Remember, we do volunteer our Special Time. I have to fill out so much paper work now. I am not beginning to enjoy my roll in helping. I am also the treasurer of ALPA. I got hit with double the paper work. True, [NAME] has been helpful. I had one volunteer say they were dropping out of volunteer work because they did not like the extra work and it was no longer rewarding to their family, especially when they feel like their children may not receive a scholarship. I agree concerning the paper work thing but if the youth are really taking part then they are learning. I too, hope my granddaughter wins scholarships but that too is in her ballpark because she really has to work harder each year and this she knows. Remember We Are Volunteers. We are not paid. Find a way to teach us more with less of our time being taken used.	less paperwork
Shooting info, 99% of the info we use comes from either the NRA, CMP (Civilian Marksmanship Program), or old Army manuals	shooting sports
n/a	
Our agents make sure we have everything current and our students are usually very well prepared.	
How to teach Parliamentary Procedure effectively	Parliamentary procedure
more horse projects	horse
We just need an agent that will give us the info.	
I have not been invited to attend any training for 4H leadership	leadership
How to enlist others!! We do so much by ourselves, and it is hard to get parents involved.	club mgmt.

Table A5. (Continued)	
Needed: Curriculum Development	Category
EASY RECORD BOOK INSTRUCTIONS	record book
Updated Entomology Identification; Careers that use entomology knowledge	entomology
More curriculum on animal projects. Curriculum that the volunteers can share with the parents so that the parents can teach to their kids. Especially new to the program.	animal
Horse judging is what I mainly deal with and riding. So those two would be very beneficial	horse
I'm not even familiar with a 4-H curriculum. I didn't know it existed.	
I believe they cover all the bases.	
How to get started with younger members and motivate them.	club mgmt.
financial, record books, citizenship	Financial, citizenship, record books
General knowledge. What the program is all about, what the requirements are for projects and a better way of getting information to the clubs.	club mgmt.
a simple overview of responsibilities would be a great help. Any curriculum that is current also.	volunteer training
Livestock Judging - we need to gain a team in the [COUNTY] county area!	livestock judging
Breeding Goats	goats
none	
What you should accomplish as a club manager? What you should be teaching or expressing at your club meetings? Goals	club manager handbook
Dog Care and Training	dog
Any and all kinds of curriculum I really have kind of winged it. This is my second year to do this and I am gradually learning things and kind of doing things on my own	
There is no structure for the Horse Program in [COUNTY] County. Our numbers are down due to the lack of organization and enthusiasm of our extension agent.	horse
Introducing and getting families plugged in that are not familiar with 4-H, it's concept or structure. There needs to be a effective and condense curriculum for getting families plugged in within the first 3 mos. of the 4-H year.	4-H introduction
more programs on teen leadership	leadership
More character development activities for elementary.	character development

Table A5. (Continued)	
Needed: Curriculum Development	Category
I think more info on scholarships for seniors would be great.	Funding; scholarships
More training on the areas of livestock	livestock
More on companion animals, such as DOGS. My daughter received a puppy for Christmas and they have already shown through 4-H at 1 show. We have another show next weekend. Then no more shows available until State. No local support. HIPPOLOGY. My nine year participated at the State level in hippology because there are no local or district events. This was scary for us both since I am also her coach. We were both first timers. No one in our area knew anything about hippology. Again, no support.	Dogs; hippology
I've not really thought about it. With a background in education, I'm so used to finding/making what I need, that's what I've done for the most part.	
There is so much information, that a simple approach is sometimes difficult, especially when you are just starting out. also parents are used to just dropping their children off and then picking them up that sometimes recognizing that 4-H involves the whole family (in a positive way) is difficult to explain to new members.	4-H
LIFE SKILLS; JUNIOR MASTER GARDENERS; SAFETY	life skills; JMG; safety
There may be resources available to us, but I am not aware of them. As a project leader, I have provided knowledge to my youth because of what I have found on my own, not by what my county agent has provided or failed to provide.	
Fundraising	funding
classes that teach everything from the beginning to the end. Don't assume that because someone has stepped into the role they know everything they should or have been taught properly by their successor. Knowledge is Power	training
[AGENT] has never offered anything to help either kids or volunteers. He is just here a a paycheck getter.	
Provide more instruction or guide for conducting meetings to help with the projects.	club mgmt.
livestock judging	livestock judging
As a manager and parent leader officer, I would like ideas on how to get other parents involved and participating on the county level.	parent involvement

Table A5. (Continued)	
Needed: Curriculum Development	Category
simple, fun, educational programs that can be gone into in a regular meeting as the program/games/presentation. In other words things that engages the kids that can be completed in about 30 minutes.	club management
More information about the different project available.	projects available
More downloadable info. Plus the original Horse Science and Horse and Horsemanship, need to be free to the kiddos.	horse
Sometimes I feel like there is not enough up to date material that has gotten to our Co. Agent that I have access to.	
gardening, canning, public speaking	Gardening, canning, public speaking
A curriculum that is quick and easy to use. very simple	
I have not seen any particular curriculum developed outside of the Clover and Record Development items, both of which are valuable. Many times my children want to try something they've read about, but there is not information that is readily available that can help prepare them and thus they have to jump in feet first, muddling through it, but often because of being unsure that they are doing it correctly this then impacts their confidence in presentation. I am not going to ding a curriculum that I haven't seen (if it exists) but rather the system in distributing it.	record development
Reach more young people who are in low income families and minorities.	low income
Regular continuing education for project leaders already in a leadership role to stay abreast of new trends and techniques.	continuing education
?	
I would like to see children learn the proper way to conduct a meeting. I would like to help them realize the importance of an office and what their role should be.	meeting management
Need more up to date Rabbit project info!! The books I found at the Extension office are ancient and out of date. We have put together our own workbook that we use as part of our annual Rabbit Workshop for [COUNTY] County. Need more available training for county adult leaders also. We have a LOT of young kids taking club offices and the parents are new to 4-H and DO NOT HAVE A CLUE what their responsibilities are. We have leadership training in late summer for the kids-need to do the same for their parents so they will know what their role is.	rabbit
Training for Club Managers and their duties. How to get members and parents to participate more often.	club manager training

Table A5. (Continued)	
Needed: Curriculum Development	Category
up to date meat science information	meat science
Several of the study materials needed for Horse Quiz Bowl are rather expensive to buy. It would be great if we could get it on loan or online.	horse
Leadership	leadership
Not sure will have to think about it	
Rabbits! We I started as the rabbit project leader Texas had a lot better information about the rabbit project online, than it does today.	rabbit
Effective Leadership Skills workshops	leadership
Debate	debate
Record book information is very vague. The Books need to be easier to execute. Project information needs to be more accessible and informative	record book
How to get other parents involved!	parent involvement
time management	time management
A stronger sewing curriculum. Kids do not have parents who sew. They will never learn if someone else doesn't show them. When I was in 4-H, we had a specific curriculum that taught us different embroidery stitches, how to sew on a button, different types of fabric, etc. I would like to see something like that.	clothing
Training on how to get members involved in other 4H activities besides raising animals; more information how to be a better club manager.	club manager training
Up to date dvd material and power points.	
More materials on individual animals	animals
The 4-H is trying to eliminate agriculture from its program. I feel that agriculture is vital to the future of our country and we should still continue to offer opportunities for 4-H members to learn about the future of agriculture in this country and what their role. It seems like the 4-h has made agriculture a part of its past and does not want to include in their future, I feel that is very unfortunate.	agriculture
How to effectively guide/provide time in project for some of the less focused on project areas. Perhaps general guides that can provide a jump start for leaders to give to members.	project management; leader training
Most of the info is great but the stuff on the web needs to be updated more often so that it is current.	website
Volunteer Retention	leader retention
The internet makes these readily available. Thank you!	

Table A5. (Continued)	
Needed: Curriculum Development	Category
SMALL MEETING, DIVERSE AGE APPROPRIATE, FUN MEETING SUGGESTIONS. CLUB ED DOES ALOT OF THAT BUT SOME OF THE ACTIVITIES SUGGESTED SOUND DORKY.	club management
I believe we need to continue the State office support for Shooting Sports Leadership Training to ensure that new leaders have an opportunity to attend hands-on training sessions.	shooting sports
More information on specific project areas	project management
I am unsure at this point due to county situation	
how to teach parliamentary procedures	Parli. Pro.
I really don't have an opinion on this subject.	
Robotics; Needlecraft	Robotics. needlecraft
Food and Nutrition, Clothing, Public Speaking, Food Quiz Bowl, Citizenship,	Nutrition, clothing, public speaking, food quiz bowl, citizenship
Less paperwork and record keeping; More interaction with other 4H leaders in the county	decrease paperwork; networking
interpersonal skills in dealing with parents	interpersonal skills; dealing with parents
proper methods for effective analgesic administration.	leadership
In our county it seems that there are a lot of horse clubs but not a lot of information that is accessible to leaders. More clinics on different events would be beneficial.	horse
Poultry - other than meat birds.	poultry
update and become more computer friendly	
Localized training for leaders	leader training
Getting people interested and active in the 4-H program	recruiting
I started being the club manager about 4-5 years ago and the old club manager just gave me a box of stuff with no explanation. Since then I have found information that is helpful and people to ask questions of. It would be nice for new leaders to have a "mentor" or someone at least to get a start with on how things are organized and how and where to find information. There were some educational sessions that were made available but the timing was not helpful with my work schedule at the time. I work full time plus and have found it difficult to find time do all the things that are asked of the leaders so it would be helpful to make things simple as much as possible.	online trainings; club mgmt. training

Table A5. (Continued)	
Needed: Curriculum Development	Category
I believe the 4-H Program is very well rounded.	
Officer set up and roles	Officer
Video & dvd	
Aquaculture, wildlife, photography	Aquaculture, wildlife, photography
Maybe something for horses.	horse
Resource conservation - Being Green	conservation
different activities	
More classes for show animals, locally	animals
How to recruit volunteers in a small community	recruit
leadership	leadership
training for the younger officers	officer
more up to date data, everything that we have if we have it is old and needs revamping.	
Master Sewing Volunteer training	clothing
For Consumer Decision Making, we need more sample situations in the current years classes. We have to make up our own and network with other counties. We also could use more leader suggestions on how to teach consumer decision making.	consumer decision making
For teens as well as for the younger age group. As for the horse project, the curriculum that is available only goes so far so you star having teens drop out of the program because they want to further their knowledge and the curriculum now doesn't have it to give to them.	horse
I don't know - we usually figure it out on our own since we have had no help before.	
More leadership training	leadership
I would like to see workshops that are in your County. The workshops I see are so far off that my group and I cannot go due to the travel & date (sometimes).	training
More training for new and old leaders. In separate training sessions.	leader training
clothing and textiles	clothing
New volunteer CD's. Explains the program and how they can help.	volunteer training
Financial - Banking, Consumer Credit Responsibility, Taxes, etc.; Photography - Framing, Lighting, 35mm, Digital, Computer Photo Enhancement, etc.	Financial. photography
undecided	

Table A5. (Continued)	
Needed: Curriculum Development	Category
What to look for in illnesses in goats	goats
Unfortunately there was a huge brouhaha over the exact roles of the 4-H leader versus the role of the agent. These need to be clarified before either person is put into a position of leadership.	role of volunteer; role of agent
HOW TO GET PARENTS TO GET MORE INVOLVED WITH THEIR KIDS	parent involvement
leadership	leadership
Maybe there could be some type of insensitive to attract more parental volunteers. In my small town there are only 1- 2 parent who help but we have lots of kis interested in doing projects, my first instinct is that these parent just want a babysitter, which they probably do, but with the high drop-out and pregnancy rate we have here anything I can do to keep these kids busy may denture that. I just wish there were more parents to help, we can only stretch so far. The response I get from them when I ask for help is they are too busy, (so am I doing things for all the kids, including my own) So you have any suggestions? I don't want to loose the kids they are very interested and they advance in their projects.	recruiting volunteers
Learning styles of youth	learning styles
animal nutrition for market livestock	animal nutrition
Curriculum is there but there is a lack of club level project volunteers. A few years ago the county pushed for county level projects. I believe it has taken the personalization out of the projects and parents don't see it as their responsibility anymore. New members don't have a one on one learning base anymore. If parents don't know the answers there are not club level projects like there used to be and county level projects have dropped. The agents can only stretch so far! It will be very hard to get back the club level involvement. It is too easy for them to rely on someone else to handle it. This has been the same for so many organizations. I believe the information you provide via the web will help as so much of our world is centered in that medium. I just need to be as up-to-date as possible.	projects
Club Ed is great! Still think that the 4-H website is cumbersome and not easy to navigate. We need more info--we just held officer elections and there was nothing in Club Ed (that we could find) to assist us with the correct process. A lot of volunteers (me!)were never in 4-H so it is a learning tool us as well.	website

Table A5. (Continued)	
Needed: Curriculum Development	Category
Possibly more internet accessible curriculum. Curriculum that is updated regularly	internet curriculum
Parliamentary Procedure--possibly in a game form where the members could learn in a fun way.	Parli. Pro.
It is so helpful if all publications are at the extension office for all to share. The internet is helpful and useful as an added resource, but some lessons are easier to teach with the extension publications.	print publications at office
Update curriculum. Some of the ideas/manuals are 20+ years old (at least the few I have)	
Free access to materials and publications used for project leaders, downloading would be an acceptable means without the expense of periodicals.	online curriculum
judging scorecard sheets; explanations on how to complete projects	judging
Morals of how an adult leader should be when it comes to the animal projects. For example helping ALL the children in the club, and how the leader should be an example when it comes to raising and showing animals. I think there's a problem with some leaders that raises the animal for the 4-Her and/or tags animals under other 4-hers name along with their own child and has them show it for them so they could get more money for themselves. Not only does it defeats what 4-H is it also knocks other 4-Hers out of possibly making the sale.	leader ethics
annual calendar	calendar
Anything that focuses more on the projects available to those of little income and limited space. i.e. NOT livestock!	low income
More on rabbits not just livestock.	rabbits
More training programs for coaches in the shooting sports area ; prefer close to our area	shooting sports
All of the horse information is very old!	horse
Develop for the kids what their interest are - - not volunteer.	
Computer skills?	computer skills
A better understanding about how to run project driven clubs	club mgmt
My biggest problem with 4-H volunteers is they forget that this is for EVERYONE and not just a chosen child. I have seen so many people leave 4-H because this is not being enforced	leader ethics
communication using cea's as examples	Communication
At this time I believe the resources are sufficient.	

Table A6. Responses to: If You Continue to Serve as a 4-H Volunteer, What Drives You to Continue to Do So?

Reasons for Continuing to Serve	Category
4-H is great organization with many learning opportunities for children	learning opportunities, support of program
FOR LOVE OF AG RELATED EVENTS	support agriculture
My daughter is a member of our 4-H program.	child in program
Shooting Sports	shooting sports
The Youth of our County	help youth
Help shape the adults of the future.	youth development
to educate the 4-Hers about all the opportunities available thru 4-H.	learning opportunities
My kids and I enjoy the program	child in program, enjoyment
Helping the kids	help kids
My children are 16 and 18 and I have seen them grow so much because of their involvement in 4-H. They have public speaking skills, confidence to try new things, and the ability to help other people.	skills gained, child in program
The importance of 4-H in My family. My children are 4th generation 4-H members.	4-H family
THE KNOWLEDGE THAT 4-H IS ABOUT FAMILY INVOLVEMENT AND DRAWING COMMUNITIES TOGETHER	family and community involvement
i think it is important to serve for the Kids of the county	help kids
I see the positive impact that it has on the kids.	youth development
I LOVE WORKING WITH THE KIDS IN MY AREA AND HELPING THEM MEET THIER GOALS	help kids
4-H is the greatest youth organization in contributing skills to youth. I see this as a small contribution to helping youth become good productive citizens.	youth development; support of program
Watching the children get excited about learning new things and succeeding at applying their new knowledge. I still get excited when I see one of my Consumer Decision Making Kids come home from college or from where they now live. I feel like I had a small part in their upbringing and it makes me proud.	youth development; help kids
Getting kids involved in a project. Preparing them for the future. Teaching kids to give back to the community.	help kids
outreach to kids	help kids
HELPING THE COMMUNITY	family and community involvement

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I enjoy seeing the kids gain self-confidence and excel at their project.	skills gained
A wonderful opportunity to have positive influence on youth--to make a difference with kids, and to see the fruits of the labor. A big reward is seeing the kids succeed, and it's always wonderful to see kids polish their talent. The scholarship assembly at 4-H Roundup, and Roundup in general is a real "charge," seeing the fruits of the labor.	help kids; make a difference
I've worked too hard to get this club going and don't want to see it go by the way side. There are many children that benefit from it.	help kids; need for volunteers
I enjoyed the program, when I was young. I believe it has helped me raise a very productive young man.	4-H family
To be involved with my own kids.	child in program
I BELEIVE IN THE 4-H PROGRAM AND THE POSITIVE INFLUENCE IT HAS ON YOUNG PEOPLE	support of program
Seeing our kids turn into strong, confident, and capable leaders.	build leaders
Having a part in developing youth leaders.	build leaders
My Children, now days it is hard to help people. In our county they don't want help. 4-H was not like that when I grew, everyone helped everyone.	child in program
I like working with the kids	help kids
I like helping kids and being involved with them.	help kids
I feel that 4-H benefits the entire family.	family & community involvement; support of program
I LOVE KIDS AND ANIMALS.	help kids
I believe the 4-H program is a great tool in teaching children good morals in life. I live in a small town and my 4-Her's and their families are still part of the few that teach their children good morals and their families are important to their lives. I am very fortunate that I live in a community that family life is still important. I see so many other children that their families are running so many different directions that they don't really know their family and they have to learn on their own and sometimes they don't even have any guidance and their parents don't participate in anything that they do. I volunteer so that hopefully every child that crosses over my path in 4-H knows that they are important and that someone does care about who they grow up to be.	youth development; support of program; need for volunteers

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I love to be around children and teach them respect for themselves and those around them.	youth development
Helping Others	help kids
helping youth to develop into productive members of our community	family and community involvement
TO SEE THE YOUTH CONTINUE TO GROW. ENJOYMENT TO SEE THE YOUTH SUCCEED.	help kids
The county needs volunteers.	need for volunteers
I enjoy helping out - I will be involved in something so it might as well be 4H	help kids
helping young people in character building & leadership experiences	youth development
The KIDS	help kids
my children and the lack of parents wanting to volunteer	child in program
To help get children involved in activities and community service	help kids
Giving our youth the opportunity to learn how to be responsible and caring adults with guidance.	youth development
The opportunity to help other children see their potential and discover new and exciting things they enjoy makes it all worthwhile.	help kids
The opportunity to involve youth offenders in a positive character building program.	youth development
Knowing that children/youth will always need guidance motivates me because I am here to serve and hope to help make this world better.	role model
I have a degree in ag education and enjoy informal education as opposed to formal school education. I want to help young people develop their self esteem.	youth development; support agriculture
As long as I have something to give to the youth I will keep teaching.	teaching
The love of the program.	support program
I enjoy what I do	self-enjoyment
Kids	help kids
being involved with the community	family and community involvement
The ability to be a positive influence in the lives of our future generations.	role model

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I like helping young people and enjoy seeing them be successful.	help kids
My love for youth.	help youth
Just helping the kids learn about 4-H and everything that they have to offer.	learning opportunities
Helping children.	help kids
Kids	help kids
I enjoy teaching and watching kids blossom.	teaching
I feel that I am filling a need adequately and I feel the reward from the members. I also enjoy working with all the great extension folks :o)	need for volunteers; working with county agent
being able to work with kids	help kids
to help the kids in our community and in the school	family & community development; help kids
4-H Alumni...dedicated to overall program; American Kennel Club experience...dedicated to dog project	4-H family
The ability to give back to my community and to further educate the participants in my project.	family & community involvement
I have a passion for this program. I enjoy working with youth and strongly believe in what we are teaching our children.	support program
Sometimes I feel like giving up as we can't get members, but then when a jr. competes in a project and scores perfect 100s on her interviews and receives rookie of the year, I feel I have accomplished teaching one person, and that make s the difference.	make a difference
My daughter is in 4-H	child in program
The opportunity to share my knowledge with youth and leaders.	transfer knowledge; train volunteers
knowing the value of lessons taught through 4-H makes it all worthwhile!	support program
helping kids	help kids
to see the kids succeed, see the 4-H members become a part of the community	family & community development
I believe in the project and want other kids to benefit from it.	support program
The program benefits so many kids in so many ways.	support program
I believe in the 4-H Shooting Sports program! It is very effective at assisting in the development of youth life skills.	shooting sports; support program
My family of 4-H members and their families. To be able to help just one of these young people makes it worthwhile.	4-H family
Helping my child learn important life skills through 4-H	skills gained

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I like working with the children and it gives me a good feeling when I see them succeed and learn and try new things.	help kids
A commitment to a program that helped me develop as a leader in my 4-H days. By serving as a volunteer, I feel that I can teach future leaders, help my community and make the world a better place to live.	4-H family
Watching the children grow into the 4H community and becoming future Leaders.	build leaders
4-H was a very important part of my life growing up and the experiences and education received in 4-H have benefited me in adulthood. I want my children to have the same opportunities I did.	4-H family
The need for a good organization that can produce leadership skills for young people.	build leaders
Seeing the need to help my current club and kids.	need for volunteers
I see the benefits to children going through the 4-H program.	support program
The ability to teach kids about shooting sports and traditions related to firearms.	shooting sports
Kids want to learn, I want to teach	help kids; teach
My kids' involvement, and our club.	help kids; child in program
The opportunities available to my own children and to other children in my community to learn life skills and meet people who are not in their daily life. Also, the being able to access such a variety of educational projects that I am unfamiliar with but that others in 4H are familiar with.	skills gained; child in program
I see a need for volunteers that have already raised their children, and have more time to devote to 4-H. Our biggest issue with our parents is the time commitment. Most have small children as well as older ones, and they are strapped and stressed for time as it is. Even with older kids, we are primarily a home school group, so the moms have that responsibility, and the ones in public school are busy with other extra-curricular activities. They are leading projects, but no one has the time to be the club leader. We are looking at options of team management, but the current manager and asst. mgr. (me) are in it for another year because everyone else said "No".	need for volunteers
Teaching children about the 4-H opportunities that benefit them throughout their life	learning opportunities
interest	interest

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
The need for adult leadership in my group. I love my club kids and want them to BE The Best they can be.	need for volunteers; help kids
Development of youth which in turns strengthens our communities and society.	family & community development
The children of our community	family & community development
Helping kids and promoting a sport or event that will be dropped if I do not.	help kids; need for volunteers
The need for positive recreational activities for youth.	youth development
Seeing the change in students after completing a 4H project.	youth development
I love helping people in our community and the youth always want to help out to serve the community as well.	family and community development
The fact that no one else will consider doing it and I want the kids to have something.	need for volunteers
I am a product of 4-H, a Houston scholarship winner & a "productive" citizen largely because of my 4-H experiences. I want to provide those opportunities to other children. 4-H was NOT strong in my county when I started 2 years ago, but we are steadily building a program.	4-H family
Help the county and youth.	family and community development
The need for help in small community.	need for volunteers; family and community development
I truly enjoy watching a young face light up when they enjoy learning or learning for the first time. Then seeing them put it to use as they grow. The Lord has place each of us in positions to help serve in various ways even if it is just to encourage someone and say Good Job!	learning opportunities
My children are young and watching them grow up with the same interest as I have pushes me to not only help them, but the other kids in our shooting club	shooting sports
The difference I am making in the lives of 4-H members.	making a difference
I have been active in 4-H since I was 9 years old, and I have a deep love for the program.	4-H family
I love working with the students and going to all the events.	help kids
n/a	

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I feel it is a great program for kids to learn	support program
opportunities and benefits for youth through the program	learning opportunities
I think 4-H is one of the best programs to teach children life skills and good citizenship.	skills gained; youth development
I will continue to work with the children and help them to know more about the livestock and I love to work with the animals, I will make my experience more excited for others to know that it is wonderful to be a member of the club	help kids
I enjoy working with youth in my community	self-enjoyment
the need for leadership and role models to our local youth	role model; family and community development
Helping children.	help kids
I love seeing the kids enjoy such a feeling of accomplishment when they complete their garment in fashion and textiles	help kids
The kids!	help kids
The kids are wonderful and the program helps them to become better adults	youth development
I believe it is a wonderful program to help children grow in knowledge.	youth development
kids	help kids
I enjoy helping children grow not only in shooting sports that our club does but I like watching them mature into responsible young adults.	shooting sports
I have 15 years left to participate with my children.	child in program
Just wanting to help other youth, I feel 4-H is a worthwhile program	help kids; support of program
My job is working with at risk teenage boys. And I've found that 4-H is a wonderful resource to them, to boys that might not otherwise be familiar with all that's offered.	youth development
My own children and their friends.	child in program
TO HELP THE CHILDREN OF MY COMMUNITY LEARN LIFE SKILLS AND GIVE THE A CHANCE TO DO NEW THINGS.	learning opportunities; family and community development; skills gained
The children.	help kids
Satisfactions of seeing youngsters develop into confident young adults.	youth development

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
As a former 4-H member and parent of a member, I know the benefits I and my grown daughter received from the program. I want my students and other children in the community to have the same opportunity I had.	4-H family
I love what I do.	teaching
Helping children	help kids
I manage a home school 4-H club for which there is a great demand due to the growing number of homeschoolers in Texas. 4-H and homeschoolers are a great team due to much parental involvement. Since homeschoolers see every experience as a educational one than 4-H is a great source of fun and education. I spent 9 years in 4-H as a child and was given many great opportunities through 4-H that I would like to share with my kids and hope that the will experience as well.	4-H family
I enjoy working with the youth and the many projects the 4-H has to offer. I have been serving now for 5 years and my son will just begin his first year next year.	help kids
Son is in Shooting Sports	shooting sports; child in program
seeing the kids learn new skills and gain self esteem	skills gained
my 4-H background as a youth	4-H family
I feel that I have some knowledge and interest which many parents do not have and cannot pass on to the next generation.	transfer knowledge
Helping youth	help kids
its a great program - one that I believe in whole-heartedly.	support program
I enjoy teaching children.	teaching
to help others	help kids
Keeping the club going and keeping the children involved.	need for volunteers
the need for parent participation and many children that do not have that	need for volunteers
I have continued as a leader for many years because I enjoy being with the youth and sharing the knowledge I've gained through the Extension program. My children have been out of 4-H for 20+ years.	transfer knowledge; help kids
because my children is and will be in 4-H till they graduate	child in program
helping others	help kids
I believe 4-H is important organization to teach children to find out who they are or what they are capable of becoming.	youth development; support of program
my kids	child in program
enjoyment	self-enjoyment

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I believe in all the character qualities and skills it is teaching my children.	youth development; skills gained
I enjoy teaching children new things and helping them be well round young people	Teaching; youth development
Interest in seeing that the club continues as a viable force in presenting positive, character-building activities for urban youth.	youth development; skills gained
I am an educator at heart, the 4-H program has served well the needs of our family during the 2 years (so far) we've been members, 4-H is flexible & has so many opportunities that fit almost any situation & I think it's important for children to have a place where they can be loved, taught and succeed in some area(s).	youth development; teaching
My children	child in program
I serve because of my child being involved. I try to encourage the other members to try new projects and educate their parents on various topics.	child in program
Enjoy being with the youth	help kids
Help other children utilize the opportunities available to them in 4-H.	learning opportunities
So i can spend time with my son.	child in program
Kids who do not have the means but really want to.	youth development
fun program, family oriented, teaches children responsibility and to be leaders, support the mission of 4H	skills gained; support program, youth development
The importance role in the community and the wonderful programs I will be able to offer the youth in my program.	family and community development
BEING ABLE TO MAKE A DIFFERENCE IN 4-H CHILDREN'S LIFE	make a difference
Our kids futures	youth development
It is a good program which benefits a lot of students. 4-H is not difficult and it teaches life skills of exploring what you are interested in and pursuing your dreams.	support of program
The love for 4-H and what it stands for. It is great to work with kids that have goals and learn to work hard but have fun.	support of program
Enjoy watching the kids learn	help kids; enjoyment
Being around these great kids!	help kids; enjoyment
I enjoy working with children. The 4-H program allows families to work together and gives children opportunities to excel in their lives.	family and community development

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I enjoy helping kids to learn something they enjoy and to help teach them responsibility for taking care of others.	help kids
Satisfaction. Giving children an opportunity to be a part of a group that works together.	help kids
HELPING CHILDREN LEARN	help kids
Helping children.	help kids
I enjoy working with children.	help kids
I believe it is a great program that all children should have a chance to participate in	support of program
the knowledge that I am helping many future leaders in my community	build leaders
They need someone to answer questions. We are lacking any help from the extension agent	lack of support from county agent
I believe 4-H is a great organization and is impacting the lives of our youth.	support of program; youth development
I love kids and I see 4-H as an opportunity to help them become successful, productive members of society. Since recently returning to the workforce after being a stay-at-home mom for a number of years, I have a new understanding about the precious and limited time that parents have to offer their children. If I can make a difference in one child's life...it is worth every minute I have spent volunteering.	youth development; family and community development; role model
Children in our community need a positive role model to help them find new interest and learn.	family and community development
my children	child in program
Helping the youth of our community become well rounded, responsible adults	youth development; family and community development
My kids, and teaching other members.	child in program
helping kids	help kids
4-H program is outstanding! I believe the skills learned in the program are essential for any youth. The organization provides activities, skills and lifelong friendships for the youth. They need a place to belong.	support of program; skills gained
When I connect with a participant and am able to see that I had an impact.	make a difference; help kids
the kiddos and sharing knowledge of a project	transfer knowledge
enjoy making a difference in the lives of the youth	make a difference

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
Importance to community enrichment	family and community development
The desire to continue providing support for the 4-H members in my community	support of program
Seeing the difference we make in the lives of families and preparing young people in ways that our school systems no longer have the staff or funds to do.	make a difference; youth development
This is the same county that I was raised in. I am a leader for the reasons of building the understanding the important and needs of our future. Kids these days are not raised the same as they were when I was growing up. They think you can go get EVERYTHING from the grocery store. Where does that beef, eggs, bread, etc come from? I am trying to teach responsible and for them to learn many tasks. My kids show in the same barn that I showed in. It's great!!! I love it and it is VERY important to me.	youth development
helping the kids grow and learn life resources	help kids
I want to support the organizations that my children have been a part of due to loyalty. I want to help others where I feel that we could have used help, trying to fill a void if possible.	help kids; child in program
Helping kids to learn and be successful	help kids
O served for this ling so why quit now. As long as I am needed-- ----	need for volunteers
I enjoy the shooting sports project that I lead. I think that it is very important that today's youth learn proper firearm safety, and I really get into the competitive matches that our project participates in.	shooting sports
To serve and instruct my family/members.	help kids; child in program
I know there is a great need for volunteers. I am afraid 4-H may someday fade away in my area of the state.	need for volunteers
I want the kids in [COUNTY] Co. to have the same great 4-h experience that I had here in the late 80's	need for volunteers
Kids	help kids
No one else wants the responsibility. 4H is so broad, it is overwhelming. I want the children of this small community to have a chance at life. Many days it is very demanding. It is a second job.	need for volunteers; family and community development
helping others	help others

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
My daughter is in her final year of 4-H. She is a Freshman in college, majoring in Animal Science/Ag. Education. We both intend to continue on as adult leaders for our club. We are excited to see the growth in our club over the past few years and hope to keep the momentum going. I myself was an "I Dare You Award" winner and 4-H has given my daughter and I a lot of joy over the past years, working and learning together. She is working on an Ag. Education degree and will probably be working for "the system" in some aspect in years to come.	help kids; support agriculture; 4-H family
to help our future (children) become productive adults	youth development
not sure if I will	
Fun, good people, Community service	self-satisfaction; need for volunteers
I love working with kids and seeing the look on their faces when they accomplish things on their own.	help kids
Friends	friends
I am years away from having my youngest child graduate out of the program, so I am not sure if I would continue in a club leadership position when she leaves or not. I guess it just depends on what the circumstances are at the time. I would always be available to help with presentations, etc.	child in program
Actually, I am continuing. My younger daughter graduated last year. What drives me is seeing the 4-H members grow in their areas of interest.	youth development
My children's involvement in the program.	child in program
4-H it self	support of program
Help mold young minds	Teaching; youth development
the 4-H county agent [AGENT] is outstanding to work with.	enjoy working with county agent
Watching the 4-Hers grow into young adults who are an asset to their community.	family and community development
to watch the youngsters grow in their projects. Growing productive citizens from the ground up.	youth development
I love seeing how 4-H children are molded into active, productive young people in our community!	family and community development
helping kids	help kids
Because of a need for volunteers.	need for volunteers

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I have children of my own in 4-H who enjoy it very much and I like to see other children get involved.	child in program
To continue to help our club grow and mature.	youth development
I love doing what I do to help the children of my community. And it is a lot of fun and very gratifying	family and community development
Our children learn good life skills and character from the program. 4H enables me to share what I have learned and have a passion for with the next generation	skills gained
The kids	help kids
To help the youth in our community	family & community development
I enjoy teaching children and helping them become productive members of society.	youth development; teaching
we have a great group of 4H members and parents.	working with youth and adults
Kids need to keep busy learning. Not just in school	help kids
Being involved with the kids and extension staff	working with youth and adults
To assist the youth of the Shooting Programs	shooting sports
I like helping members and being with my own children	help kids; child in program
Help children develop in areas they otherwise would not have the opportunity to do.	help kids
4-H is an excellent program with unlimited opportunities for youth.	support of program; opportunities
4-H is a pay back. Many have helped my kids and me; therefore, we plan to help others. However, my involvement will change dramatically. I will take much more of a subsidiary role--which will be OK as I will be OLD! :-)	child in program
I enjoy being a strong leader within my community. It takes a lot of time and effort preparing and collecting all the documentation needed for 4H members and parents to expedite forms and meet deadlines. I feel my time and willingness to succeed as a leader will motivate other parents to emulate the process and possibly they too can become well rounded leaders. There is also room for improvement and as leaders we need to discover innovative approaches to better understand the 4H world.	role model
Kids	help kids

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
Being involved in the lives of youth in the community	family and community development
Our young people need the constructive opportunities that 4H has to offer	learning opportunities
Watching kids grow and learn	help kids
Lack of a successor	need for volunteers
Watching the kids grow and learn. Serving in the community.	family and community development
Undecided	
Kids need to have life experiences; whether it be clothing and foods and nutrition or animal and vet care, etc. I love the kids and see how confident they become with every demo they do, bean bag they sew, animal they show or contest they enter. They learn to be a winner in life, even if they do not get 1st place. I could go on and on. briefly, one of my life goals was to be a 4-H manager and project leader after 11 years of being a 4-Her, graduating from Tarleton State, becoming a mom. I see my kids & 4-Hers growing project by project. I believe all parts of the 4-H Motto & Pledge should apply to us all. We are here on earth to help one another grow.	learning opportunities
the kids	help kids
My son just started high school and I know that 4-H will help him throughout this time and in the future. My daughters are not yet old enough to join 4-H, so I will be volunteering for a long time to come.	child in program
Teaching youth about life skills that I hope will be carried on by them as they get older.	skills gained; youth development
The positive influence it has on the youth involved in the program.	youth development
My children and a few other 4-H'ers in the club.	child in program
MY KIDS AND IT IS FUN	child in program; enjoyment
Nobody else will step up and I have a conscience that drives me to see that any kid has the opportunity to be a 4-H'er and not leave them behind.	need for volunteers
It all goes back to the 4-H pledge - hold - strive to make a difference.	make a difference
The kids..	help kids

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
My family raises show lambs, and I have found that a lot of families do not know what to do with a show lamb. The goats have taken over in our county, and I want more children to show an interest in show lambs.	increase interest in project area
The kids! They are awesome.	help kids
This program was highly beneficial to me as a youth, especially as I became older. I decided it was time to give back and plan to do so in whatever county and/ or state I live in.	4-H family
Help the children of my community.	family and community development
I believe that children benefit from being around animals. I believe that they give all people a sense of relaxation and peace of mind and soul.	help kids; 4-H family
I greatly enjoy the shooting sports and I want to help promote the shooting sports. I also appreciate the values and life skills that 4H promotes. I realize that our society needs stable adults to be examples to children.	shooting sports
Because it is a part of my life that is very rewarding and I believe that the program is a success and helps to create successful productive young men and ladies.	support of program; build leaders
The result I see from children and their projects and their growth from the learning that takes place within all the different projects	youth development
Opportunities to serve youth and encourage growth in club members that I know.	youth development; opportunities
This is a fantastic program. We all learn SO MUCH. I wish I had found this sooner for my son. I cannot tell you how much he has grown and matured.	support of program
helping to develop leadership and other positive qualities in today's youth	youth development
service to the community, contribution to the sport, to provide a worthwhile alternative for young people's recreation, maybe to prevent one injury or death through safety training.	shooting sports; family & community development
It is enjoyable.	enjoyment
helping youth	help kids
I want to help and motivate a younger individual so that they can become productive citizens of our community.	family and community development
My 4H members	help kids

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
4-H is a youth development program that creates a well-rounded youth.	support of program; build leaders
Enjoy helping 4-H members learn about different things	help kids
The fact that the kids in our county want someone to help them in as many ways as possible and the fact that I enjoy seeing the kids enjoy themselves.	family and community development
I enjoy working with the kids.	help kids
being a part of the great community I live in and to help future 4-H members strive as I have done in this great organization.	family & community development
the children	help kids
To help with the kids of 4-H and help them to grow into great leaders.	help kids; build leaders
Being involved in the community	family & community development
To keep the 4-H program strong and active in my community	support of program; family & community development
My family involvement. The desire to have good leadership in our club.	family & community development
Enjoy helping children	help kids
I would like to help the new leaders for our group so they can get oriented more quickly.	help other volunteers
I like to help the youth and I love to watch them succeed.	help kids
I love teaching	teaching
Because I love it	self-enjoyment
working with the children	help kids
4-H is a program that has been instrumental in my children's lives. My activity level will decrease, but I will still be willing to assist in programs.	child in program; help kids
THE ORGANIZATION IS SUCH A JOY. I LOVE HELPING THE KIDS WITH THEIR PROJECTS AT THE SHOWS AND BEFORE THE SHOWS.	support of program; help kids
WORKING WITH KIDS	help kids
The help I get from my other club parents. If I don't have help, I don't have time to do the volunteering.	need for volunteers
To help my child and other children grow in their projects	child in program
It is a good program that has a positive effect on our children and on our community.	family and community development

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
The main reason is that I can help 4-h members to obtain their goals. If I help a young member with a new project, and then a few years later he/she passes their knowledge to someone else. That is a great feeling. There are also a lot of kids that don't have much of a home life or their parents don't have time to work with them on their projects. I will always be around to help.	help kids
I love seeing the kids grow and gain knowledge from their experiences.	help kids
to continue the 4-h club that was developed 15 years ago.	support of program
Seeing what it did to the children that were able to join our group improving grades, attitudes...etc.	youth development
The good involved in the organization and what it stands for	support of program
The positive aspect that the club offers	support of program
I have a daughter that has been in 4-H for 9 years and next year is her Sr. yr plus I have 3 grandchildren, one which is in his 2nd year and the other upcoming members when age permits	child/grandchild in program
example of leaders who continued to be active in 4-H even when their children got too old for the program	build leaders
like helping others	help kids
Helping Kids	help kids
To keep kids active in 4-h	help kids
I see the benefits the members receive by being involved in 4-H	youth development
The Students	help kids
I enjoy having the opportunity to work with the youth in our community. I love knowing that I am helping them learn new things that they can use as they grow and so they can use the knowledge that I give them to help them sometime in there future.	family and community development
I enjoy seeing children whom might not have opportunities otherwise benefit from 4-H	learning opportunities
serving the community	family & community development
Serving my community	family & community development
My children	child in program
I love teaching the kids and helping them to become strong leaders.	build leaders; teaching
Because I love to watch as the kids learn and progress with the knowledge that I was able to pass on to them.	help kids

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
My children	child in program
Need in the community	family & community development
Children need activities such as this to keep them occupied and associated with other good kids . These are also skills that most people have lost by just being able to go to the store and get anything.	youth development
I enjoy shooting sports	shooting sports
My youngest child has been out of 4-H for six years. I continued to serve as a club manager because I continued to support the many 4-H families who still had children in the program.	support of program
I love helping the children fulfill the full potential of their abilities	help kids
to help the youth develop life skills	youth development
Working with the kids.	help kids
grandchildren's participation	child/grandchild in program
Because I like working with the youth. They are our future. These days, children need the help from adults who care. In the past - we got some children that the parents do not care. These we tried our best to help. Some turned out very good and others just stayed in 4-H till the parents quit bringing them or would not let them come anymore. The group we have know all the parents care about their own children. The parents come to all the meetings along with their own children. We even have a set of grandparents that bring their grandchildren to 4-H meetings and events.	help kids
I believe in the program.	support of program
The compassion that I have for children to learn about nature, life, society and serving in the community	support agriculture
The children, There is not enough programs in the community that serve the children	family & community development
Because of time constraints, I will not continue as a volunteer at this time; however, I would like to do so again, at some time in the future, time permitting.	
enjoy working with youth and agriculture	self-enjoyment; support agriculture
The safety part of shooting sports needs to be carried on. I plan the be that safety person for my county as long as I can.	shooting sports
i enjoy it	enjoyment

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
Watching kids learn, grow and mature in a positive program	youth development
My belief that the 4-H program is one of the best programs that our youth can be involved in.	support of program
Community Service - When my children graduated out of the program, I planned to continue my role as a leader because I have seen so many good leaders leave and so few are stepping up to take their place. Unfortunately, I also see too many kids graduating out of the program and not enough joining and worry about the future of 4-H. I have raised my concerns, but I haven't seen any action to change the course.	family and community development
Helping Children be a part of a worthwhile organization that can enhance their future.	help kids
Just helping the kids out	help kids
To help guide children to be outstanding citizens and a vital part of our community.	family & community development
The need for volunteers in our community	need for volunteers
Helping other 4-H children - so many adults do not want to give up their time to help with anything.	help kids; need for volunteers
I look forward to see the picture of accomplishment and success on the faces of the children in our club.	youth development
i want to be involved with my kids and their activities	child in program
I see a need in the community for the services and activities that 4H provides	family & community development
Working with the kids is rewarding	help kids
To guide our young people in their path to being productive and responsible citizens in our community.	youth development; family & community development
To see children given the opportunity to participate in activities that they always felt they were unable to participate in, and see them not only succeed but continue to advance. Also, hearing children talking about futures in agriculture or photography, that is very exciting.	youth development; support agriculture
helping children in the community and maintaining values of rural life	family & community development
All the new kid we enroll each years that need help with all projects	help kids
The love of children and what 4-H means.	help kids; support of program
Enjoy it.	self-enjoyment

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
The community and the kids involved.	family & community development
I really have lots of respect for the program and what young people can gain by the curriculum.	support of program
I see the benefits of the 4-H program.	support of program
raising and breeding livestock and interaction with the youth at the jr shows	share interest in program area
I was raised in 4-H and believe in the values. I may have more time when my own are not in it!	4-H family
I WANT TO HELP THE YOUTH IN MY COMMUNITY TO GO AND LEARN THAT THERE IS MORE OUTSIDE THE COUNTY AND ANYTHING IS POSSIBLE.	youth development; family & community development
my kids	child in program
I like to see the 4H chapters in my apartment communities.	support of program
To help others.	help kids
I volunteered before my kids were involved and will probably do so after. I love teaching kids!	self-enjoyment; teaching
helping these kids succeed and giving them the tools to do so; many of the youth today are super involved and they are lacking in manners--my main goal in my club is to instill respect for themselves and their peers	youth development
The love of children! Their desire to learn and open new doors. The community, members and volunteers asking me to continue to guide and help direct the young people. The love the children have to share and wanting to learn new things or sharing what they have learned with others through out the county and state. To get the word out about this great program and the benefits it has for all who are willing to learn and to share their learning.	family and community development
4-H is what helped make me a productive citizen. I want to give back.	4-H family
Helping to influence children in the skills needed to become an independent adult. Most especially those who do not have a strong family life to learn from.	youth development
The youth of our county	family & community development
I believe in the program and the values it teaches	support of program
It is the best program available to help young people develop into outstanding young people	Support of program
To give back some of the wonderful opportunities that were given to my children.	opportunities

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
I like the program for my children. If my children are going to be involved in something then I also will be involved in that, and will give it my all to make the best that I can for my children.	child in program
The Kids	help kids
The program provides and supports the values we consider important for the growth and development of our children. I enjoy the 4-H families and consider them quality people who improve our community.	support of program; youth development
the kids	help kids
Purpose and worthwhile lessons taught through 4-H	support of program
Helping kids develop life skills	skills gained
The joy on the 4-Her's face when they achieve the goals they have set for them-selves! Mainly to see them have fun!!! Even during the fun they learn and grow as unique individuals, which amazing, to me!	help kids
I enjoy helping children learn and improve their skills.	help kids; enjoyment
Kids	help kids
I believe the 4-H Program is one of the best. And I enjoy working with the 4-Her's and their projects.	support of program
I joined 4-H when I was 9 years old and continued throughout my education, I love helping kids and hope that my kids will want to be leaders when they are older.	4-H family
Seeing the benefits of 4-H	support of program
I enjoy the kids, parents and people I meet at all the shows and functions.	self-enjoyment; meeting new people
THE NEED FOR ROLE MODELS AND TEACH YOUTH TO GIVE BACK TO THE COMMUNITY	role model
Community Needs	family & community development
I have a child in 4-H, and two others coming up who will be old in enough in a few years.	child in program
Helping other children	help kids
I enjoy seeing children grow in areas that will help them in the future.(public speaking, interviewing, working with other people, helping the community and becoming a leader)	skills gained; youth development
I see the need to help the community and this is a way that I can help.	family & community development
working with the children and watching them grow and seeing the joy in their eyes when they accomplish their goals.	youth development
it is all about the kids.	help kids

Table A6. (Continued)	
Reasons for Continuing to Serve	Category
No one else to do it honestly. But I enjoy the activities with all of the kids and since my kids are involved that makes it that much more enjoyable.	need for volunteers; enjoyment; child in program
Helping others	help kids
The ability to help and encourage youth	help kids

Table A7. Responses to: If You Will NOT Continue to Serve as a 4-H Volunteer, What Has Influenced This Decision?

Reasons for NOT Continuing to Serve	Category
The constant pressures from public and parents.	lack of parent involvement
15 years of involvement	burnout
I try to volunteer in the activities that my son is involved in.	child in program
I find it hard to keep kids interested in coming to the meetings.	lack of participation
time....never enough, something must give.	Time
Tired. Conflict with older volunteers in my county who do not have children in 4-H anymore. The agents allow the older volunteers to run the 4-H program.	Conflict with other volunteers; burnout
Parent - Parents are not dedicated to 4-H, they have so many other sports going on that 4-H is not a obligation. And parents don't want to participate.	lack of parent involvement
Many times I feel that new faces and ideas are needed, so that the activities are interesting and can be related to the direction the club is going. If I decide to quit, it might be time for a change...I can judge the pulse of my kids and what gets them excited, but there may be a period of "burnout". I think that other parents would like the opportunity to be leaders; they just do not want to step on anyone else's toes. Our club is open to all ideas and I welcome suggestions. We are such a young club that none of the adults involved really know what to do, so we just try and make it a positive, fun, learning experience, and try to get as many involved as possible. In summary, many people have jobs that they hate and are miserable, but they have to work until they can retire. I don't want to get to that point and be like that. I want 4H to be one of the kids' greatest experiences ever!!!	Burnout
I have not crossed that bridge yet, so I cannot give you a definite answer yet.	
lack of support of the volunteers by the organization; lack of authority of adults (both volunteer and Extension personnel) over youth when needed; lack of consistency in the ideals of the organization; I perceive movement away from traditional values which 4-H has held in the past.	Lack of support from county agent; lack of organization/ consistency; conflict with other volunteers
I simply don't have the time.	Time
time, energy, age	Time; energy; age
When my children leave I will leave because their only about 5 families in our club that really put forth the effort to help out with anything.	Child in program; lack of parent involvement
old age	age
Possibly time	time

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
Sometimes it is frustrating that we don't get the help or attention we need from the agents, at times we feel left out when they seem to be too busy with other projects or school.	Lack of support from county agent
the attitudes of other parents. one in particular is so overbearing that it feels as if 4-h is just for her family and what resources and money can they suck out of the county.	Conflict with other volunteers or parents
All the changes in filling out forms for all meetings IRS REPORTS this is not the 4-H program I grew up with. When My children are out so am I	Child in the program; increased reporting
time	time
We will be passing the baton to younger leaders and be available to them as emeritus members.	burnout
no support or involvement from my club.	Lack of involvement
Family members moving away and about 30 years as a leader.	Moving; burnout
I'm tired and I need a break for just a little while. After a good break, I hope to come back to serve again.	burnout
I wish to spend time with my own children.	time
Lack of participation in the county by the parents and children	Lack of participation; lack of parent involvement
My husband's health would be the only reason to have any bearing and then maybe that won't stop me. Just depends on what is happening.	family health
Just because life is so hectic in general would just like to have a break	burnout
n/a	
none	
After my kids finish high school, I want to venture other community activities. This in my 10th year in 4-H. I will have 3 more years till my last child graduates	Child in program; other activities
The way agents run the program and the disorganization of the 4-H program.	Lack of organization; lack of support from county agent
Lack of additional volunteers	lack of participation
Not sure at this time. My youngest child is only 10, so I have a long time to decide. When in management, sometimes, it is good to let "new" blood run things, when needed.	child in program
If this ever happened it would have to be the lack of help or even caring by the parents. I really battle this in my club.	lack of parent involvement
Child is out of school	child in program

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
The lack of support from the county level.	lack of support from county agent
I do not feel that the program is run well. I believe that there are a lot of gaps in the system. my philosophy is that we should make the best, better and teach our children to do the same. But I feel our leadership does not feel that way, except for a few. My child does not want to be a part of this program any longer and I am not forcing him to do that, due to the circumstances.	lack of support from county agent; lack of organization/ consistency
time	time
schedules that would not permit.	time
retirement	retirement
Lack of support by the [COUNTY] County Extension Agent. It is very difficult to deal with her level of disorganization, ie she had the County Horse show ribbons in her office for one month and they were discarded. The 4-H horse kids had to re-fundraise to replace them with no assistance from her. I would consider being a leader again under a different agent.	lack of support from county agent
The structure in our county. The lack of training and support for the adult members. Our county is grossly understaffed and the self centered and self serving adults involved in clubs are allowed to run the clubs for their purpose which often leaves out the children. One county agent can't effectively oversee and effectively support 8+ 4-H clubs. I'm tired of all the adult drama and the kids asking why the adults are allowed to get away with whatever they want but the children are held to a higher standard.	lack of support from county agent; lack of organization/ consistency; too much parent involvement; lack of volunteer training
Seeing the success in my own child	
All the paperwork and local rules that are made every year. It has become a full time job instead of a volunteer job. The people on the board don't put the interest of the kids first when making decisions. We need new people; they have been on the board way too long.	self-involved board; increased paperwork
lack of club participation	lack of participation
I am unsure what I will do at that time. I really enjoy the children but my decision will totally be based on what else is happening in my life at that time.	
Taking a break and providing an opportunity for others to become involved and learn the true benefits of 4-H.	burnout
TIREED	burnout
time constraints	time

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
it is very time consuming and since my kids will not be in it for awhile I will take on the responsibilities that will follow their new activities.	Time; child in program
child has graduated from high school - have other interests now	child in program
[AGENT]	lack of support from ext. agent
Lack of support from the county agent. It is often frustrating.	lack of support from county agent
Next year, I would like to be a resource for others. After 18 years with the program, I need to let others have responsibilities and step back for new ideas and volunteers. I will never stop supporting, helping, or encouraging others to join and participate. In our county, if someone is doing a job no one wants to volunteer and take over.	burnout
Limited amount of time available.	time
"Politics" and lack of parental support will burn out a volunteer	lack of parent involvement; politics
See note above	
other activities that I would like to do.	other activities
health issues will likely prevent me from continuing	health
I get no help from the extension office in my county. If our county agent leaves that may influence I decision.	lack of support from county agent
Unable due to health and ability.	health
When I quit it will be because of poor communication from [ADMINISTRATION] down to CEA's and nearly none from there down	lack of communication; lack of support from 4-H administration
not sure if I will, time constraints would be a factor	time
The fact that our extension office treats some of our families or kids differently than other ones.	Politics; lack of support from county agent
the FCS county agent	lack of support from county agent
If there is a strong leader or set of leaders established in the club, I would see no reason to continue in the leadership role once my youngest graduates.	child in program
I move on with my children. I get involved with activities that they participate in College and church.	child in program
my health	health
Politics and backbiting among club managers at the county level.	politics

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
N/A	
Honestly, I have thought about pulling my children out of 4-H for the first time since they have joined (it has now been 5 years). Some of my children are now in the Senior age bracket and want to broaden their horizons and try new things. Of course with encouraging those to try these things this also makes me follow along since I am not a parent who dumps my children off on others. I expect to roll up my sleeves just like the rest and lend support to the agent's endeavors. This then has broadened my scope of what I see and I now wonder if I am putting my children in a program where there is less than quality adults/agents that I am subtly encouraging them to emulate. I do not want my children to set their sights so low!!! They are not seeing positive leadership when the agents stand by the wayside and let other agents do all the work; or worse yet, standing by the wayside when the volunteers are working more than they are in a specific project. Who is the one who should be setting the example here?! Then also when they should lend each other a hand they want to say, "We aren't paid extra of that." when asked to possibly help judge a room full of method demonstrations that is swamped when their own room only had a few. The lack of helping each other, wanting to work the weekends to make it more conducive to more participants in a contest, not wanting to have their number distributed to the families for what reason...because they might have to do their job? They should be working right along their volunteers, setting the example, not standing by the wayside encouraging children who are less than quality to continue to be less than quality. The volunteers are there to lend a hand to them, not the other way around when it comes to many things such as leadership camps or judging of contests. I think that the agents have forgotten that their job is there to serve the community, and if it is in 4-H specifically then they only have their jobs to lead the children. This makes me then wonder who is the	lack of support from county agent
Not sure that I am doing the best for the kids.	burnout
N/A	
My kids have graduated and waiting for my grandkids	child in program
Burn-out, too much time away from family	burnout
Undecided	
Mostly time constraints	time

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
Over 75% of the club members are there for one reason... to show at the local fair. All other times during the year, they may show up but do not participate.	lack of participation
Lack of support from parents.	lack of parent involvement
The only way I will stop is if there are no kids in our club, but we are strong and I love working with the kids and watching them meet their goals	
it isn't fun since becoming manager. too much rigmarole. THREE shooting sports clubs in fort bend competing for active members, facilities, etc. Being told that since we don't ride horses or rope goats that we are not a REAL 4-h club...	lack of club support; politics
If I quit being a Club Leader, it would be because of parents.	lack of parent involvement
I will be old by that time!	age
Bad experience with club manager and county extension agent	lack of support from county agent; conflict with other volunteers
time	time
need a break	burnout
I am burned out and tired of lack of participation by the kids and parents in my club	burnout
Not decided, but if I don't have help from other parents, I won't be able to continue.	lack of parent involvement
too much paper work and filing with IRS and sending paperwork to agents that are not even sure they get it. This is not like my 4-H club	increase paperwork
If I decide not to continue to serve, it will be because of driving distance and cost of fuel.	resource restraints
I stopped for a period of time due to family situations, but now I am back and will continue to assist other members and their families so they may achieve the outstanding achievements that are available.	
When I feel I am too old to work with young kids	age
lack of time and energy and wish to open opportunity for others to volunteer and come up with new ideas	burnout
bad guiding through the extension office	lack of support from county agent
I would be willing to if I have time at that season of my life.	time

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
the organizational hassles and lack of authority of volunteers as well as personnel	lack of organization /consistency
Because I have three kids and they are very sports oriented of which 4-H doesn't offer in their fields.	child in program
[COUNTY] County Extension Office. The CEA is never available - he always leaves before 11 a.m. Mon through Fri and seems to favor certain children over others. Problems are never resolved within this 4H community - Excuses are always made for 4H leaders behaviors, etc.	lack of support from county agent
Time constraints and the fact the parents need to get involved in their kids projects not just use us as a babysitting service.	Time; lack of parent involvement
no family involved	child in program
My business and my aging mother demand more of my time, than in the past.	Family; working
too many other obligations	other activities
The following are factors that I will consider when making further commitments to 4-H. Time required by my job, which currently consumes about 12 hours a day. Time required to keep my home running and connected to my own children. Commitment by 4-H Agents, parents and members to the club and projects I lead. Just this last year, I tried to start a club in an economically challenged community but found the commitment at all levels to be lacking. Same for a non-competitive project area. Project participation decisions are being made more often in favor of projects that will take kids to Round-Up or "look good" in their record books, rather than for social or learning experiences. I'm afraid that the 4 H's are being 4-gotten.	lack of parent involvement
Possibly my health	health
If I am not able to serve as a leader it will because I am considering going back to school and/or working full-time.	working
I will serve until my children are out and then I hope to hand off to someone else so that they can have the same experiences that I have enjoyed.	child in program
Click groups are starting to form and it cuts children out that do not have the same means as others. The click groups are parent as much as it is the children.	politics
The lack of parent support in the club.	lack of parent involvement
time restrictions	time
Time. I am self employed and sometimes time is an issue.	time

Table A7. (Continued)	
Reasons for NOT Continuing to Serve	Category
If I didn't continue, it would only be for health reasons and lack of interest in what I enjoy teaching.	health
Negative comments and resistance to a more diverse club membership from previous club manager(s).	politics
I'm tired	burnout
My children are graduating.	child in program
I will finally have time to relax for myself and my husband	time
Lack of cooperation from the parents. Lots of ideas but no support.	lack of parent involvement
I've been involved for 12 years it's time for others to step up.	burnout
There is too much paperwork and JUNK that does NOT directly have a positive effect on children. I volunteer to help and educate children. I know that extension agents are pulled between a TON of extension activities and responsibilities. I know that 4-H is only ONE of their many responsibilities, and volunteers are a MUST to make 4-H a successful extension project. BUT I AM BURNED OUT, and my children are only in middle school!!!!	burnout
n/a	
my children not in it.	child in program
Lack of support from club members.	lack of member interest
Children moving to other projects	child in program
My child will have completed the program	child in program
The lack of support from the County Extension Agent. The horrible way the County Extension Agent sweeps horrible situations under the rug. How the Texas 4-H ignores emails from our community concerning problems in our county.	lack of support from county agent; lack of support from 4-H administration

Table A8. Responses to Other: What form of recognition do you prefer to receive?

Other: Forms of Recognition	Category
I don't look for recognition	Do not need recognition
I do not do this for recognition	Do not need recognition
I don't do it for the recognition.	Do not need recognition
it is not about me, it is for the kids	Do not need recognition
A simple Thank You means more to me than anything.	Simple thank you
I don't really want any recognition for myself. I do this for the children.	Do not need recognition
I don't do it for recognition - it does not matter to me	Do not need recognition
Good feeling.	Feeling of helping
Recognition is not important to me.	Do not need recognition
just having parents show up with their youth at a project	Seeing parent involvement
I don't want any recognition.	Do not need recognition
I prefer not to receive recognition	Do not need recognition
none, I do it for the love of the kids	Do not need recognition
It really doesn't matter	Do not need recognition
none	Do not need recognition
I really don't do it for the recognition a thank you every now and then would be good.	Simple thank you
I really don't feel I need recognition a simple hug from a kid is more than any pin or plaque can say!	Simple thank you
seeing the kids doing well in their projects	Seeing youth succeed
recognition for program, not just myself	Program recognition
Hugs from my kids	Simple thank you
pictures of the kids I help	Simple thank you
a kind word of well done or you and your group work hard -	Simple thank you
thanks from the kids	Simple thank you
not necessary	Do not need recognition

Table A8. (Continued)	
Other: Forms of Recognition	Category
A simple thank you will work	Simple thank you
No recognition necessary for me, although it probably is needed to keep the program working.	Do not need recognition
I don't do it for the recognition. I do it to help better our kids	Do not need recognition
Seeing a child learn and grow	Seeing youth succeed
The respect and friendship of the kids I work with is all the recognition I'm interested in.	Simple thank you
thanks from the kids	Simple thank you
Not really in it for the recognition	Do not need recognition
Just knowing that I have helped is good enough.	Feeling of helping
just the kids saying thanks is enough	Simple thank you
Any and All of the above	any
Thank you from the kids	Simple thank you
Don't do it for the recognition	Do not need recognition
Do not want recognition. I know what I have done.	Do not need recognition
gift from the kids - that is the best	Simple thank you
Not big on receiving recognition. I don't do it to be recognized I do it for the kids. But the pins are probably something you can keep together easily.	Do not need recognition
I volunteered only to help the kids, not for recognition	Do not need recognition
no recognition is needed	Do not need recognition
Just a simple Thank You	Simple thank you
deeds not words...I do not expect to be recognized or thanked...it is nice if it occurs, but the expectation is not there...I enjoy working with youth/students	Do not need recognition
don't want recognition	Do not need recognition
none needed	Do not need recognition
None. I don't do this for recognition. I do it for the fun of it.	Do not need recognition
no recognition	Do not need recognition

Table A8. (Continued)	
Other: Forms of Recognition	Category
Thank you is all I need	Simple thank you
Don't want recognition	Do not need recognition
Kids success	Seeing youth succeed
Any Thank you is always appreciated!	Simple thank you
recognition is not necessary	Do not need recognition
Just having someone tell me that i Helped them in some way	Simple thank you
none	Do not need recognition
I don't serve for recognition, I dedicate my time because I want to	Do not need recognition
Self recognition knowing that I have helped someone	Feeling of helping
It doesn't matter, I do this for my kids	Do not need recognition
I have received recognition, but this is not why I work with the program. This actually tends to make me uneasy since it is something that I should be doing as a parent/volunteer anyway.	Do not need recognition
none	Do not need recognition
Recognition not necessary that is not why I do it.	Do not need recognition
I don't need recognition.	Do not need recognition
Smiles on the faces of 4-Hers	Seeing youth succeed
I don't care to receive recognition. That's not why I do it.	Do not need recognition
I have been this	
just being treated with respect when helping	Feeling of helping
Just a pat on the back every once in a while. I feel that if the 4-Her's are doing well in their projects that is reflected back on me.	Seeing youth succeed; simple thank you
really do not care I do this because I like it	Do not need recognition
Any type of recognition is nice	Any
Knowing the kids learned	Seeing youth succeed
All other list are good ways to recognition individuals	Any

Table A8. (Continued)	
Other: Forms of Recognition	Category
My work is NOT for recognition. It is done for my kids and others. Periodic recognition is just a bonus.	Do not need recognition
Invitation to a breakfast brunch at the Extension Office.	Brunch at Ext. Office
Working with kids and being able to help train other adults is payment enough.	Seeing youth succeed; train other volunteers
PAPER WEIGHT / PIN	paper weight or pin
This is really an unfair question. We all like to know we are appreciated now and again. But I don't do this for the recognition. I do it for the kids. To say how I want to be recognized seems rather vain and conceited. If I am chosen to be recognized at our County Banquet, that is more than enough.	Do not need recognition; recognition at county banquet
The only recognition I want is to see the smiles on the kids faces	Seeing youth succeed
that others would get engaged in the effort.	Seeing parent involvement
none	Do not need recognition
Million dollars should do it	
no recognition needed	Do not need recognition
really no recognition	Do not need recognition
Don't need to be!	Do not need recognition
If the kids are happy that's all I need.	Seeing youth succeed
no recognition needed	Do not need recognition
this is not why I do this.	Do not need recognition
Just a simple thank you	Simple thank you
at county banquet	Recognition at county banquet
it doesn't really matter	Do not need recognition
None - I just want to serve my club until my children are done with the program.	Do not need recognition; serve until children finish
any checked would work	Any

Table A8. (Continued)	
Other: Forms of Recognition	Category
none	Do not need recognition
prefer to remain low-key	Simple thank you
Don't expect any recognition	Do not need recognition
Accomplishments met by club members	Seeing youth succeed
Mostly just real appreciation from the kids	Simple thank you
The agents in my county let me know I'm appreciated but the thanks from the parents and the kids are what it is all about.	Simple thank you
free entrance to roundup	Free entrance to round-up/fair
The smiles and thank you from the members are one of the greatest rewards. I do enjoy my special pens for service over the years, but that is not what 4-H is all about. All of the recognitions are wonderful and appreciated, but this is all about the kids and what we can do to help them grow and become our future leaders.	Simple thank you; seeing youth succeed
Any of the items above are great, but satisfaction and knowing that I am impacting others lives are the best reward.	Feeling of helping
I don't really want recognition, but it would be nice to have registration paid for to attend events with the children.	Free admission to events with youth
no recognition needed	Do not need recognition
Just a thank you.	Simple thank you
4-Her's	Seeing youth succeed
Seeing the children learn and grow is my thanks.	Seeing youth succeed
Just say thank you	Simple thank you
This is not about me. Recognition is nice but not necessary for me.	Do not need recognition
anything is fine	Any
not necessary	Do not need recognition
simple thank you from the county ext. agent	Simple thank you

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