

THE DUTIES AND RESPONSIBILITIES OF THE
KANSAS COUNTY AGRICULTURAL AGENT

by

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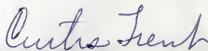
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The author's most sincere appreciation is expressed to his wife, Geraldine and his daughters Linda Kay and Judy Lynn for their encouragement and understanding while the author was doing graduate work.

AUTOBIOGRAPHY

The writer was born near Happy, Texas December 13, 1928. He received his elementary and secondary education in Oklahoma, graduated from Alex High School, Alex, Oklahoma. After graduating from high school the author served in the United States Army. He was awarded a Bachelor of Science Degree in Agricultural Education from Oklahoma State University in 1951.

His professional experience has consisted of the following: one year as instructor of Veterans on-the-Farm Training, Morrill, Nebraska; four years as Vocational Agriculture Teacher, Jennings Rural High School, Jennings, Kansas; one year as Assistant County Agricultural Agent, Norton County, Kansas; and since July, 1957, County Agricultural Agent in Wallace County, Kansas.

The author married Geraldine Denson of Alex, Oklahoma in July, 1949. The family now includes Linda Kay, age nine and Judy Lynn, age six.

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CHAPTER I

INTRODUCTION

I. PURPOSE AND NEED

This study was initiated in an attempt to clarify the duties and responsibilities of the Kansas County Agricultural Agent through the process of role analysis.

This study was a part of a larger study being conducted by the Kansas Agricultural Extension Service to assist with writing job descriptions for Kansas Agricultural Extension Service personnel. The overall study attempted to define the jobs of Extension Administrators, Supervisors, Specialists, and County Extension Agents.

The specific purpose of this study was to clarify the role of the County Agricultural Agent as perceived by himself, the District Agricultural Agents, and a sample of County Extension Council Executive Board members.

Trent stated: "In an organization it is important that individuals have a clear understanding of their own duties and responsibilities."¹ He further noted: "They should also have some understanding of the duties and

¹Curtis Trent, "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception." Unpublished Ph. D. thesis, Cooperative Extension Administration, University of Wisconsin, 1961, p. 6.

responsibilities of others with whom they work."²

The findings of this study will be useful in assisting with writing job descriptions for County Agricultural Agents. Also the Kansas Agricultural Extension Service spends a large amount of time and money each year to orient and train the newly employed County Agent. It seems logical that this study will help furnish guide lines for this orientation and training. The data on which the study was based was obtained through a structured mail questionnaire submitted to all County Agricultural Agents, District Agricultural Agents, and selected members of County Executive Boards in the State of Kansas.

II. BACKGROUND

The foundation for the Agricultural Extension Service was laid almost two hundred years ago. The first agriculture society was organized in 1785, and was called the Philadelphia Society.³ Nearly sixty years later the New York Society suggested that a practical and scientific farmer be hired with the duties of giving lectures throughout the

²Ibid.

³Alfred Charles True, A History of Agriculture Extension Work in the United States 1785-1923 (Washington: United States Printing Office, 1928), p. 3.

State.⁴ This could have very well been the first employed County Agricultural Agent in the United States.

The enactment of the Smith-Lever Act of 1914 officially created the Cooperative Extension Service. The purpose of the Extension Service is defined by this law as: "In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture . . . and encourage the application of the same."⁵

To describe the transformation of the early day agent to the present, Baker stated:

The county agent who began work as an itinerant teacher, going on foot or horseback from one farm to another to spread the gospel of good farming, has passed through a number of important transitions. The automobile, modern office equipment, the assistance of a secretary, a four year college education, and the assistance of college subject-matter specialists modernized his work and made him a teacher of scientific agriculture subject matter as it applied to individual farmers' operations.⁶

The Scope report noted that the Extension Service joins with people in helping them to:

Identify their needs, problems, and opportunities.
Study their resources. Become familiar with specific methods of overcoming problems. Analyze alternative solutions to their problems where alternatives exist.

⁴Ibid., p. 4.

⁵Smith-Lever Act of Congress, 1914.

⁶Gladys Baker, The County Agent (Chicago: The University of Chicago Press, 1939), p. 207.

Arrive at the most promising course of action in light of their own desires, resources and abilities.⁷

The report further noted that the County Extension Agent, "takes to farm people the results of research and practical experience from all pertinent sources available."⁸

III. THEORETICAL ORIENTATION

The theoretical frame of reference for this study was based on role theory.

Trent stated:

Many definitions of "role" are found in the literature; however, most of them can be traced back to Linton's work in the field of anthropology, Parsons' work in sociology, and Newcomb's and Sarbin's work in social psychology.⁹

He further noted:

Most of the concepts of role that have been advanced contain at least two basic ideas: (1) the location of the individual within a social system or institution, and (2) the behavior of the individual occupying a position within a social system or institution.¹⁰

Further elaboration of role theory and the influence of certain research studies on the theoretical approach to this study will be found in the review of literature.

⁷A Statement of Scope and Responsibility (The Cooperative Extension Service Today) U. S. Department of Agriculture, April, 1958, p. 4.

⁸Ibid.

⁹Trent, op. cit., p. 10.

¹⁰Ibid.

IV. DEFINITION OF CONCEPTS

1. County Agricultural Agents: All County Agricultural Agents, Assistant County Agricultural Agents, and Male Assistant Extension Agents are referred to as County Agricultural Agents.
2. Role: A set of evaluative standards applied to an incumbent of a particular position.
3. Role Expectation: That which is expected of an individual occupying a particular position within an organization.
4. Consensus: Agreement.
5. District Agricultural Agent: The person responsible for the supervision of all County Agricultural Agents within an administrative district in Kansas.
6. Agriculture Extension Council: A group of elected people from each county charged with the duties and responsibilities of planning and administering the Extension program in their county.
7. Executive Board: A group of nine people elected from and by the Agricultural Extension Council for the purpose of supervising the Extension program in their county.

8. Respondents: County Agricultural Agents, District Agricultural Agents and a sample of Agricultural Extension Council Executive Board.

V. STATEMENT OF OBJECTIVES

1. To determine the order of importance of the functions of the County Agricultural Agents in Kansas as perceived by the (1) County Agricultural Agents, (2) District Agricultural Agents, and (3) a sample of County Executive Board Members.
2. To determine the degree of agreement or consensus among County Agricultural Agents, District Agricultural Agents, and a sample of County Executive Board Members as to the order of importance of the functions of County Agricultural Agents.
3. To determine if there was a difference in the order of importance of functions of the County Agricultural Agents as they are currently being performed, and the order of importance respondents feel they should be performed.
4. To determine if there were associations between the ranking of County Agricultural Agents' functions as they should be performed and:

(1) the formal educational level of the County Agricultural Agents, and (2) whether or not the County Agricultural Agent has completed induction training.

5. To determine if there were associations between the ranking of County Agricultural Agents' functions in the order Executive Board Members feel they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agricultural Extension Council, and (5) major source of family income.

VI. STATEMENT OF HYPOTHESES

1. There is no consensus among the County Agricultural Agents, District Agricultural Agents, and sample of County Executive Board Members as to the order of importance of County Agricultural Agents' functions.
2. There is no difference in the order of importance of functions of the County Agricultural Agents as they are currently being performed and the order in which they should be performed as perceived by respondents.
3. There is no association between the ranking of County Agricultural Agents' functions as they

should be performed and: (1) the formal educational level of the County Agricultural Agent, and (2) whether or not the County Agricultural Agent has completed Induction Training.

4. There is no association between the ranking of County Agricultural Agents' functions as they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agriculture Extension Council, and (5) major source of family income of Extension Council Executive Board Members.

VII. SCOPE AND PROCEDURE

The research design

Selltiz et al. defines research as "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevances to the research purpose with economy in procedure."¹¹

They indicate that research design differs according to each specific research purpose. They stated:

Each study, of course, has its own specific purpose, but we may think of research purposes falling into a number of broad groupings: (1) to gain familiarity with a phenomenon or to achieve new insights into it, often in

¹¹Claire Selltiz, et al., Research Methods in Social Relations (New York: Henry Holt and Company, Inc., 1959), p. 50.

order to formulate a more precise research problem or to develop hypotheses; (2) to portray accurately the characteristics of a particular individual situation, or group (with or without specific initial hypotheses about the nature of these characteristics); (3) to determine the frequency with which it is associated with something else (usually, but not always with a specific initial hypothesis); (4) to test a hypothesis of a casual relationship between variables.¹²

This study was designed with a combination of two categories from the above groups--exploratory and descriptive, with a major emphasis on descriptive. Items (1), (2), and (3) above were given major consideration.

Selltiz et al. sanctioned this method when they noted:

Any given research may have in its elements of two or more of the functions we have described as characterizing different types of study. In any single study, however, the primary emphasis is usually on only one of these functions, and the study can be thought of as falling into the category corresponding to its major function.¹³

Selltiz et al. noted that a considerable array of research interests have been grouped under the heading of descriptive studies. These were grouped together because, from the view of research procedures, they share certain important characteristics.¹⁴ They further stated:

The investigator must be able to define clearly what it is he wants to measure and must find adequate methods for measuring it. In addition, he must be able to specify who is to be included in the definition of a 'given community' or a 'given population'. In

¹²Selltiz, et al., op. cit., p. 50.

¹³Ibid.

¹⁴Ibid.

collecting evidence of this sort, what is needed is not so much flexibility as a clear formulation of what and who is to be measured, and techniques for valid and reliable measurements.¹⁵

Source of the data

Data were collected from three different sources. All data were collected from these three sources by a mail questionnaire. The three sources are listed below:

1. County Agricultural Agents in Kansas,
2. District Agricultural Agents in Kansas,
3. Executive Board Members of County Agricultural Extension Councils, from twenty selected counties in Kansas. A stratified random sample of Executive Board Members in Kansas was taken.

Development of the data collecting instrument

Young stated:

The questionnaire is designed to collect data from large, diverse, and widely scattered groups of people. It is used in gathering objective, quantitative data as well as in securing the development of information of a qualitative nature. Sometimes it is the only research tool utilized.¹⁶

The data gathering instrument for this study was a group developed, structured mail questionnaire developed by

¹⁵Ibid., p. 66.

¹⁶Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 308.

a group of Kansas Agricultural Extension Service personnel and graduate students in Extension education. The instrument was used to collect information from all members of the Kansas Agricultural Extension Service, and selected members of County Agricultural Extension Council Executive Boards in Kansas. This study utilized only a part of the data collected. The part of the questionnaire used for this study was designed to reflect the degree of importance the respondents believed should be placed on fourteen pre-listed County Agricultural Agents' functions and the degree of importance they believed was presently placed on these functions. The respondents were asked to rate on a five point scale the importance of each function in the two categories from one to five, five being the most important and a ranking of one indicating the least important. The fifteen prelisted functions were identified from research conducted by Griffith,¹⁷ Wilkenning,¹⁸ Biever,¹⁹ and others.

¹⁷Paul W. Griffith, "Formula Feed Operators' Perception of the Kansas Agricultural Extension Service" (unpublished Ph. D. thesis, Cooperative Extension Administration, University of Wisconsin, 1961).

¹⁸Eugene A. Wilkenning, "The County Extension Agent in Wisconsin", University of Wisconsin Research Bulletin 203, 1957.

¹⁹Lawrence J. Biever, "Roles of the County Extension Agents as Perceived by County Agriculture Committee Members in Wisconsin" (unpublished Ph. D. thesis, University of Wisconsin, 1957).

Factors such as formal education, years of experience in present job and age were variables included in the questionnaire. A copy of the questionnaire is included in the Appendix of this thesis.

All County Agricultural Agents and District Agricultural Agents in Kansas were surveyed. Young noted: "from an ideal standpoint a complete count of all the relevant cases would probably be considered preferable to a sample."²⁰ Twenty counties in the state of Kansas were selected by means of a stratified random sample to secure the respondents from the Executive Board Members. The sample was collected in areas of the state according to Extension Districts. Young noted: "If the composition of the universe is known, it is possible to select a sample by taking subsamples usually proportional to size of the significant elements of the subdivision in the universe."²¹ Young further stated:

The main objective in stratification is to secure a more reliable sample. . . . If the various strata are so chosen that the variable under consideration is relatively homogeneous within the strata and heterogeneous between strata, variance will be reduced.²²

The questionnaire was pretested with a small number of County Agricultural Extension Agents, District Agricultural Agents, and other state staff members.

²⁰Young, op. cit., p. 302.

²¹Ibid.

²²Ibid., p. 308.

The number and positions of respondents are shown in Table I.

TABLE I
NUMBER OF RESPONDENTS, BY POSITION

Position	Potential Respondents	Responding	
		Actual	Percent
County Agricultural Agents	117	109	93.16
District Agricultural Agents	5	5	100.00
Executive Board Members	180	120	66.66
Total	302	234	77.48

Collecting and Assembling the data

The data from the three groups of respondents were collected by a structured mail questionnaire. The questionnaires were precoded and all data punched and verified on IBM cards. The data were sorted by use of the equipment in the Kansas State University Statistical Laboratory.

The selection of respondents was based on recommendations proposed by Jacobson, Charters and Lieberman. They stated: "the definition of role in terms of shared expectations must take account of the questions of whose expectations

are relevant."²³ They further noted:

In hierarchical organizations at least three groups should receive consideration. One is composed of persons who occupy like positions. Another is composed of persons who have a high degree of functional interdependence with the position in question (superiors and subordinates). A third is composed of persons who do not have direct functionally interdependent relationships with the position, but who nevertheless are related to it through a concern with the formulation and implementation of the broader process of the organization (the superordinate persons in the organization including those who are in a position to initiate or apply sanctions in the event that an individual's behavior deviates from that required by the purposes of the organization).²⁴

Selltiz et al. point out the importance of selecting respondents occupying different positions when they noted:

Selection of individuals who represent different positions in the social structure helps to produce a rounded view of the situation they are reflecting. In almost all social groups, one finds variations in social status and specialization of social roles or functions. Individuals occupying these different positions are likely to see any diversity is productive of insights.²⁵

Presentation and Analysis of the data

Selltiz et al. stated that in giving an adequate description of a mass of data, we usually wish to do one or another, of several, of the following things:²⁶

²³Eugene Jacobson, W. W. Charters, Jr., and Seymour Lieberman, "The Use of the Role Concept in the Study of Complex Organizations," Journal of Social Issues, VII, No. 3 (1951), p. 20.

²⁴Ibid.

²⁵Selltiz, op. cit., pp. 63-64.

²⁶Ibid., pp. 410-411.

1. To characterize what is typical.
2. To indicate how widely individuals in the group vary.
3. To show other aspects of how the individuals are distributed with respect to the variables being measured.
4. To show the relation of the different variables in the data to one another.
5. To describe the difference between two or more groups of individuals.

The statistical analysis of this study was conducted using the following procedures: (1) mean weighted scores, (2) rank difference coefficients of correlation, and (3) coefficient of concordance.

Limitations of the Study

There will be no attempt to generalize the findings of this study beyond the Kansas Agricultural Extension Service.

CHAPTER II

REVIEW OF LITERATURE

I. DUTIES AND RESPONSIBILITIES OF AGENTS

The purpose of this study was to clarify the duties and responsibilities of the County Agricultural Agent in Kansas. In order to define these duties and responsibilities it was necessary to find out from the agents and the people to whom they are responsible, what they saw as the role of the Agricultural Agent. The District Supervisors, County Extension Council Executive Board Members, and the agents themselves were selected as the role definers.

To see what others had accomplished in the area of defining the role of the Extension Agent, a review was made of the available literature.

Kansas Agricultural Extension Service

The handbook for Kansas County Agriculture Extension Councils states: "the County Agriculture Agent has been designed as the director of the county extension service by the Director of the Kansas Extension Service."¹ The handbook further notes that the duties and responsibilities of

¹Kansas Extension Service "Handbook for County Extension Councils 1963" (Manhattan: Extension Service Kansas State University), p. 24.

the County Agriculture Agent include:

The development of all extension activities as outlined and approved by the county agriculture extension council. He is responsible for the coordination of the work of all agents in his county with the home economics agent and the 4-H club agent taking the lead in their phases of the county program. More specifically, the County Agriculture Agent is responsible for office management and reports, recommends employment of office personnel and directs their activities, arrangement of office space, purchase of supplies and equipment as approved by the executive board, proper expenditure of funds, and he presents the financial needs of the county program at the budget making time. The County Agriculture Agent is responsible for the development of a well-balanced unified program for the county and coordinates the work of all agents in the execution of the program. He also reports to the director of Extension those specific problems which may arise in the county.²

The employment agreement made between the County Agricultural Agents of Kansas and the Executive Boards of the County Agriculture Extension Council states that the agent will "use his time for the purpose of giving instruction in agriculture . . . to the people of said county through practical demonstration and otherwise."³

Harold E. Jones, Director of the Kansas Extension Service defined the duties of the County Agricultural Agent as being broadly responsible for the development of all extension activities as outlined and approved by the County Agriculture Extension Council and set forth in the annual

²Ibid.

³Form 1959 K. S. U. 1-2 (Rev) 10M-5-59 Agreement, Manhattan: Kansas State University, 1959.

plan of work. Jones further charged the County Agricultural Agent with the responsibilities of: (1) office management and reports, (2) finances and budgets, (3) program planning and execution, (4) administrative communication with State Office, and (5) administrative leadership.⁴

Kelsey and Hearne listed the following items as some of the duties and responsibilities of the County Agriculture Agent.

1. Represents the State Land-Grant Institution and the U. S. D. A. in the county in carrying on an educational program to improve rural life.
2. Studies the county, its people, and its agriculture and rural life to ascertain its problems and possibilities.
3. Develops or aids in maintaining the necessary organization of rural people to help determine and carry out the county extension program.
4. Develops rural leadership.⁵

Literature Related to the Study

There have been many studies designed to determine what various groups and individuals perceive as the duties of Cooperative Extension Personnel. A few of these are reviewed in this study.

Biever conducted a study to determine how the County

⁴Harold E. Jones, Organization Plan and Duties for Kansas Extension Service, Extension Service, Kansas State University, Revised, January, 1960, p. 17. (Mimeographed.)

⁵Lincoln D. Kelsey and Cannon C. Hearne, Cooperative Extension Work (Ithaca, New York: Comstock Publishing Associates, 1955), p. 76.

Agriculture Committee members in Wisconsin perceived the role of the County Extension Agent. In a structured questionnaire the committee members ranked the duties of the Extension Agent in order of importance as: "(1) providing information directly, (2) program planning, and (3) coordinating University and U. S. D. A. program."⁶ In determining how closely the agents and the committee members agreed on the duties of the agent they were each asked to rank from one to nine in order of importance nine prelisted Extension jobs. "The Agriculture Agents and the Agriculture Committee members agreed on only one activity out of nine."⁷ Biever noted that "some of the people see the agents as teachers while others think of the agents as advisors or organizers."⁸ Biever further stated that "the success of an Extension program in a county or the success of an agent in a county may be dependent upon the kind of role the agent or agents assume."⁹

Wilkening designed a study to describe among other things the role of the County Extension Agent in Wisconsin as perceived by himself. He noted that "agriculture agents

⁶Lawrence J. Biever, "Roles of the County Extension Agents as Perceived by County Agriculture Committee Members in Wisconsin" (unpublished Ph. D. thesis, University of Wisconsin, 1957), p. 16.

⁷Ibid., p. 112.

⁸Ibid., p. 16.

⁹Ibid., p. 2.

tend to view themselves as generalists,"¹⁰ and that "over half of the agricultural agents feel they should have a general interest in all areas of subject matter affecting farm people."¹¹ He stated further:

The county extension agent is influenced strongly in what he does by local interest, although these interests are not necessarily compatible with his ideal definition of his role. While most feel that teaching the underlying principles of farming and homemaking and consulting in the analysis and management of the farm and home enterprise should receive most emphasis, they feel that farm people want information on specific farm and home practices and assistance with community services such as health, recreation, safety, art, etc.¹²

On the basis of time spent, the agricultural agents in Wisconsin ranked the following types of activities highest out of a total of nine, "providing information directly, training local leaders, and program planning."¹³

Lawson's study in California was designed to determine how commercial cotton farm operators perceived the California Extension Service. The respondents selected by a stratified random sample were asked to make unstructured statements of what they considered Extensions' job to be. The results indicated the following jobs in order of importance: (1) provide farmers with specific answers to problems

¹⁰Eugene A. Wilkening, "The County Extension Agent in Wisconsin," University of Wisconsin Research Bulletin 203, September, 1957, p. 46.

¹¹Ibid.

¹²Ibid.

¹³Ibid.

as they arise, (2) interpret and bring results of research to farmers, (3) help farmers operate their farm more profitably and/or efficiently, and (4) serve as a source of authoritative information.¹⁴

In a similar study, Amburgey attempted to determine the perception the commercial fertilizer distributors in Arizona held of the Arizona Extension Service. Based on weighted scores, respondents ranked the following five jobs as the top five out of thirteen extension program activities.

1. Providing information directly to the farmer.
2. Representing and coordinating University and USDA programs in the county.
3. Providing information and training assistance to agricultural industry groups.
4. Program planning.
5. Advising and consulting with farm groups on their program development.¹⁵

A study by Griffith was designed to determine the perception the Formula Feed Dealers, mixers, and manufacturers who operate in Kansas have of the Kansas Extension

¹⁴Winferd M. Lawson, "Commercial Cotton Farm Operators' Perception of the California Agricultural Extension Service" (unpublished Ph. D. thesis, University of Wisconsin, Madison, 1959).

¹⁵L. R. Amburgey, "Review of Extension Research, 1962," U. S. Department of Agriculture, Federal Extension Service, October, 1962, pp. 4-6.

Service. Griffith noted that this "group was selected because they are the major suppliers of farmers and ranchers not only for feed but also of seed, fertilizer, petroleum products, and agriculture chemicals."¹⁶ He personally interviewed one hundred and sixty formula feed operators in Kansas. In answer to an open end question "approximately one-half of the formula feed operators expressed an opinion that Extension's purpose was: "to provide farmers with specific answers to problems as they arise."¹⁷ When the same formula feed operators were asked to rank four functions of Extension, "the feed operators chose the function of providing information on specific farm and home problems as the most important."¹⁸ When they were asked to rank the relative importance of the major activities of the agents they answered "providing information directly to the farmer."¹⁹ Griffith stated that "formula feed operators believe that the Kansas Agriculture Extension Service should help farmers solve their immediate problems."²⁰ Griffith further noted that "formula feed operators in general,

¹⁶Paul W. Griffith, "Formula Feed Operators' Perception of the Kansas Agricultural Extension Service," (unpublished Ph. D. thesis, Cooperative Extension Administration, University of Wisconsin, Madison, 1961), p. 157.

¹⁷Ibid., p. 159.

¹⁸Ibid., p. 160.

¹⁹Ibid., p. 161.

²⁰Ibid., p. 168.

consider the Kansas Agriculture Extension Service to be a valuable source of information and help to the farmers in Kansas."²¹

In a study by T. C. Blalock a different group of people were selected to express their views on the Agriculture Extension Service. One hundred and forty-five members of the state legislature of the state of North Carolina were contacted by personal interview to determine their views of the North Carolina Agriculture Extension Service. The opinion of the legislators "indicated they saw Extension in its historical and traditional setting--that of an agency concerned primarily with rural problems relating directly to farming and homemaking."²²

Blalock states that "just under fifty per cent were opposed to local Extension staffs assisting in activities designed to recruit industry as a means of increasing off-farm employment opportunities."²³

When the legislators were asked to rank the nine areas of the Scope Report in order of importance marketing was number one. In contrast the Agents were asked to

²¹Ibid., p. 172.

²²T. C. Blalock, Journal of Cooperative Extension, (Extension Journal, Inc., University of Wisconsin, Vol. II, Number 2, Summer, 1964), p. 77.

²³Ibid.

report their time spent in these areas. The activity of marketing was ranked seventh by the agents as to the amount of time spent on activities.²⁴

II. THEORETICAL ORIENTATION

Role Theory

In an attempt to clarify the job of the Kansas County Agricultural Agents a role theory approach was used.

Jacobson, Charters, and Lieberman have stated:

The search for insight into the functioning of complex organizations has led to the development of a variety of systematic frameworks within which organizations may be described and measured. One of the approaches used stems from the common observation that people in organizations tend to have relatively uniform expectations about the behavior of persons in various positions and that the behavior of persons is interpreted in terms of such expectations. These observations suggest the usefulness of some of the concepts developed in connection with role theory.²⁵

Role Concept

Linton defines role as:

A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect he is performing a role. Role and status are

²⁴Ibid.

²⁵Eugene Jacobson, W. W. Charters, Jr., and Seymour Lieberman, "The Use of the Role Concept in the Study of Complex Organizations," Journal of Social Issues, VII, No. 3 (1951), p. 18.

quite inseparable and the distinction between them is of only academic interest. There are no roles without statuses and no statuses without roles.²⁶

Linton further notes that:

Every individual has a series of roles deriving from the various patterns in which he participated and at the same time, a role, general, which represents the sum total of these roles and determines what he does for his society and what he can expect from it.²⁷

Sarbin notes that:

Roles are defined in terms of the action performed by the person to validate his occupancy of the position. In sum, all societies are organized around positions and persons who occupy these positions perform specialized actions or roles. These roles are linked with the position and not with the person who is temporarily occupying the position.²⁸

Trent used the term role to refer to what an individual does as an occupant of a position within an organization.²⁹ Jacobson, Charters, and Lieberman defined role as "a set of expectations which others share of the behavior an individual will exhibit as an occupant of a position, or

²⁶ Ralph Linton, The Study of Man (New York: Appleton-Century, 1936), p. 114.

²⁷ Ibid.

²⁸ Gardner Lindzey, Handbook of Social Psychology (Cambridge: Addison-Wesley Publishing Company, Inc., 1954), p. 224.

²⁹ Curtis Trent, "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception" (unpublished Ph. D. thesis, Cooperative Extension Administration, University of Wisconsin, Madison, 1961), p. 31.

status category."³⁰ Webster defined role as "a character assigned or assumed."³¹ Trent states: "most of the concepts of role that have been advanced contain at least two basic ideas: (1) the location of the individual within a social system or institution, and (2) the behavior of the individual occupying a position within a social system or institution."³²

Wilkening says: "the concept role is also used in a social psychological sense to refer to the expectations of persons occupying a position."³³

Role Consensus

Wilkening in his study of the County Extension Agent in Wisconsin noted that:

Role consensus refers to the amount of agreement in the role definition of the county extension agent. One aspect of role consensus is the agreement among the agents of one type, i. e., agriculture agents; while another is the amount of agreement among agents of different types, i. e., agricultural, home economics and 4-H; and finally, another refers to the agreement in role definition between agents of one type and persons in other positions, such as county agricultural committeemen or state extension personnel.³⁴

³⁰Jacobson, et al., op. cit., p. 19.

³¹Webster, Seventh New Collegiate Dictionary, Springfield, Massachusetts: G. and C. Merriam Company, 1963, p. 745.

³²Trent, op. cit., p. 10.

³³Wilkening, op. cit., p. 2.

³⁴Ibid., p. 3.

Jacobson, Charters, and Lieberman have this to say about role consensus:

The system of shared expectations in a formal organization can be looked upon as the basis for the behavior of individuals in the organization and for their interpretations of the behavior of others. This, the degree of integration existing within an organization at any time stems in part from the degree of consensus or sharing of expectations about the behavior of people who occupy various positions.³⁵

Trent noted two major categories related to role consensus:

1. The degree of agreement as to the perceived ideal and actual role.
2. The extent of disagreement or variability among the position groups as to the perceived ideal and actual role.³⁶

Role Definers

In this study the County Agricultural Agents, the District Supervisors, and the County Agricultural Extension Council Executive Board Members were selected as the role definers. Jacobson, Charters, and Lieberman point out that:

In hierarchical organizations, at least three such groups should receive consideration. One is composed of persons who occupy like positions. Another is composed of persons who have a high degree of functional interdependence with the position in question. A third is composed of persons who do not have direct functional interdependent relationships with the position, but who nevertheless are related to it through a concern with the formulation and implementation of

³⁵Jacobson, et al., op. cit., p. 20.

³⁶Trent, op. cit., p. 36.

the broader purpose of the organization.³⁷

Studies Related to Role

Gross, Mason, and McEachern used role theory in determining how one hundred and five New England school superintendents and their school boards perceived the superintendents' role.³⁸ There have been many other studies conducted based on the use of the role theory. Trent³⁹ employed role theory in defining the administrative role of the state 4-H club leader. Griffith,⁴⁰ in his study of formula feed operators perception of the Kansas Agricultural Extension Service made use of role theory. Norby⁴¹ conducted a study using role perception to define the extension supervisors' job.

³⁷Jacobson, et al., loc. cit.

³⁸Neal Gross, Ward S. Mason, Alexander W. McEachern, Exploration in Role Analysis (New York: John Wiley and Sons, Inc., 1958).

³⁹Trent, op. cit.

⁴⁰Griffith, op. cit.

⁴¹Oscar W. Norby, "Role Expectations and Performance of State Agents in the Missouri Cooperative Extension Service" (unpublished Master's thesis, Cooperative Extension Administration, University of Wisconsin, Madison, 1959).

CHAPTER III

THE DUTIES AND RESPONSIBILITIES OF KANSAS COUNTY AGRICULTURAL AGENTS AS PERCEIVED BY RESPONDENTS

I. INTRODUCTION

The data for Chapter III were derived from a structured questionnaire submitted to the three groups of respondents listed below:

1. Kansas County Agricultural Agents
2. District Agricultural Agents
3. A stratified random sample of Kansas Agricultural Extension Council Executive Board Members.

A mean weighted score was computed for each function from the three groups of respondents. The function with the highest mean weighted score was given a rank of one the next highest was given the rank of two and so on throughout the fourteen functions. When ties were observed in the rankings the bracket-rank method was used. "In the bracket-rank method the items with the same value are assigned the same rank, and the next item after the ties is given the rank it would have had in case there had been no

ties."¹

The coefficient of rank correlation was determined by using the Spearman rank correlation coefficient (r_s) or rho to illustrate the agreement between two groups of functions or respondents. The formula is:

$$r_s = 1 - \frac{6 \sum d_i^2}{N^3 - N}$$

The coefficient of concordance (W) was used to show the agreement among more than two groups of respondents. The formula for the coefficient of concordance is:

$$W = \frac{S}{1/12 k^2 (N^3 - N)}$$

Each analysis begins with an objective. Hypotheses were accepted or rejected through the use of descriptive statistical techniques. The author accepted the null hypothesis when the association was below .500.

II. ANALYSIS AND INTERPRETATION OF DATA

Objective 1

To determine the rank order importance of the functions of the County Agricultural Agents in Kansas as perceived by the (1) County Agricultural Agents, (2) District

¹Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 294.

Agricultural Agents, and (3) a sample of County Executive Board Members.

Table II shows the rank order importance of the fourteen functions as perceived by the respondents. The functions are ranked both by how the respondents perceive they should be performed and how they are currently being performed by County Agricultural Agents.

All three groups of respondents ranked the same four functions among the first five in order of importance for both categories. The four functions are as follows:

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
3. Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people.
4. Performing administrative functions, including budgeting, reporting, coordinating, office management, etc.

Developing and maintaining good public relations was ranked number one by the County Agricultural Agents and the District Agricultural Agents in both categories. The board members ranked the function keeping up to date in subject matter and teaching methods number one as should be performed and number five as currently being performed.

TABLE II
RANK ORDER IMPORTANCE OF COUNTY AGRICULTURAL AGENT FUNCTIONS AS PERCEIVED
BY RESPONDENTS

Functions	Rank by respondents					
	How functions should be performed			How functions are currently performed		
	CAA	DAA	Exec. Board	CAA	DAA	Exec. Board
Developing and maintaining good public relations.	1	1	3	1	1	3
Keeping up to date in subject matter and teaching methods.	2	3	1	4	3	5
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	2	5	2	3	3	1
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	4	1	5	2	3	1
Training leaders.	5	5	9	6	10	13
Relaying needs of the people to the University.	6	9	6	8	12	7
Planning annual and long-time programs.	7	7	4	5	1	4
Assisting in the development of the community and its resources.	8	9	8	10	10	9
Coordinating University and USDA programs at the county level.	9	12	7	8	7	6

TABLE II (continued)

Functions	Rank by respondents					
	How functions should be performed			How functions are currently performed		
	CAA	DAA	Exec. Board	CAA	DAA	Exec. Board
Evaluating quality and quantity of county staff performance.	10	11	13	12	7	14
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	11	12	11	13	13	10
Reporting program progress and accomplishments.	12	3	12	7	3	8
Organizing and coordinating clubs, units, and/or special interest groups.	13	8	10	11	7	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	14	14	11

Objective 2

To determine the degree of agreement or consensus among County Agricultural Agents, District Agricultural Agents, and a sample of County Executive Board Members as to the order of importance of the functions of County Agricultural Agents.

Table II shows the ranking of the fourteen functions as perceived by the three groups of respondents for both categories.

The agreement between groups of respondents as they perceived how the functions should be performed, determined by coefficient of rank correlation, is listed below:

County Agri. Agents-District Agri. Agents	$r = .716$;
County Agri. Agents-sample of Board Members	$r = .884$;
District Agri. Agents-sample of Board Members	$r = .598$.

The agreement among the three groups of respondents as determined by coefficient of concordance was $W = .841$.

Among the first five functions listed by the three groups of respondents, four functions were included by all groups of respondents. The four functions are listed below.

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
3. Providing specific information on agriculture,

and/or home economics and/or club work and related subjects to the people.

4. Performing administrative functions, including budgeting, reporting, coordinating, office management, etc.

The greatest amount of disagreement between the Agricultural Agents and the District Agents was on the function: "Reporting program progress and accomplishments". The Agricultural Agents ranked this function number twelve and the District Agents ranked it number three. The greatest amount of disagreement between the Agricultural Agents and a sample of the board members was on the function "Training leaders". The Agents ranked the function number five, while the Board Members ranked it number nine.

The District Agents disagreed with the sample of the Board Members most on the function "Reporting program progress and accomplishments". The District Agents ranked this function number three and the Board Members ranked it number twelve.

The agreement among the three groups of respondents was high for the category of how they perceived the functions currently being performed. The amount of agreement as determined by coefficient of rank correlation is listed below:

County Agri. Agents-District Agri. Agents $r = .763$;

County Agri. Agents-sample of Board Members $r = .800$;

District Agri. Agents-sample of Board

Members

$r = .609$.

The amount of agreement among the three groups of respondents as determined by the coefficient of concordance was $W = .889$.

Generally, there was more agreement between the County Agricultural Agents and the Board Members as to how the functions are currently being performed than between any other two groups of respondents.

The same four functions listed in the category of how the functions should be performed were ranked by the three groups of respondents in their first five rankings.

The Agricultural Agents and the District Agents disagreed most on the function: "Evaluating the quality and quantity of the county staff performance". The Agricultural Agents ranked it number twelve and the District Agents placed it seventh. The area of greatest difference between the Agricultural Agents and Board Members was on the function: "Training leaders". This function was ranked number six by the Board and number thirteen by the Agents. The largest difference between the District Agents and the Board Members was on the function: "Evaluating the quality and quantity of the county staff performance". The District Agents ranked this function number seven and the

Board Members ranked it number fourteen.

Hypothesis number one stated below was rejected.

Hypothesis 1. There is no consensus among the County Agricultural Agents, District Agricultural Agents, and a sample of County Executive Board Members as to the order of importance of County Agricultural Agents' functions.

Objective 2

To determine if there is a difference in the order of importance of functions of the County Agricultural Agents as they are currently being performed, and the order of importance respondents feel they should be performed.

Table II shows the rank order importance of how the respondents perceived the functions as currently being performed and how they perceive they should be performed. Agreement was high between the two categories as perceived by the respondents. The rank correlation coefficient is given below for the respondents in the two categories.

Agricultural Agents	$r = .869;$
District Agricultural Agents	$r = .769;$
Executive Board Members	$r = .818.$

The four functions listed below were included by all groups of respondents in both categories within their first five rankings.

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and

teaching methods.

3. Providing specific information on agricultural, and/or home economics and/or club work and related subjects to the people.
4. Performing administrative functions, including budgeting, reporting, coordination, office management, etc.

The greatest difference for the Agricultural Agents in the two categories was the function: "Reporting program progress and accomplishments". This function was ranked number twelve for should be performed and number seven for currently being performed. The area of greatest difference for the District Agents was the function: "Planning annual and long-time programs". They ranked the function number seven as should be performed and number one as currently being performed.

Hypothesis number two listed below was rejected.

Hypothesis 2. There is no difference in the order of importance of functions of the County Agricultural Agents as they are currently being performed and the order in which they should be performed as perceived by respondents.

Objective 4

To determine if there are associations between the ranking of County Agricultural Agents' functions as they should be performed and: (1) the formal educational level

of the County Agricultural Agents and (2) whether or not the County Agricultural Agents have completed induction training.

Of the one hundred and nine County Agricultural Agents responding, eighty-four held B. S. degrees and twenty-five held M. S. degrees.

Table III shows the rank order of the functions as perceived by both groups of respondents.

The agreement between the two groups of agents was very high. The rank order correlation coefficient was .963. There was perfect agreement between the two groups on eight of the fourteen functions and a rank difference of only one rank on four other functions. The greatest difference between the two groups of respondents was on the function: "Planning annual and long-time programs". The Agricultural Agents with B. S. degrees ranked the function number seven and the Agents with M. S. degrees ranked it number four.

Part (2) of the objective, the association between the ranking of the functions as perceived by Agents who had completed induction training and those who had not, is shown in Table IV.

Of the one hundred and seven County Agricultural Agents responding, forty-two had completed induction training and sixty-five had not completed the five-week Kansas

TABLE III

RANK ORDER OF AGRICULTURAL AGENT FUNCTIONS AS THEY SHOULD BE PERFORMED PERCEIVED BY AGENTS WITH B. S. AND M. S. DEGREES

Functions	Respondents	
	B. S. Degree	M. S. Degree
Developing and maintaining good public relations.	1	1
Keeping up to date in subject matter and teaching methods.	2	3
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	3	2
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	4	6
Training leaders.	5	5
Relaying needs of the people to the University.	6	6
Planning annual and long-time programs.	7	4
Assisting in the development of the community and its resources.	8	8
Coordinating University and USDA programs at the county level.	9	9
Evaluating quality and quantity of county staff performance.	10	11
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	11	10
Reporting program progress and accomplishments.	12	12
Organizing and coordinating clubs, units, and/or special interest groups.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

TABLE IV

RANK ORDER OF COUNTY AGRICULTURAL AGENT FUNCTIONS AS THEY SHOULD BE PERFORMED PERCEIVED BY AGENTS WHO HAVE AND THOSE WHO HAVE NOT COMPLETED INDUCTION TRAINING

Functions	Respondents	
	Comp. I. T.	Not Comp. I. T.
Developing and maintaining good public relations.	1	1
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people.	2	3
Keeping up to date in subject matter and teaching methods.	3	2
Training leaders.	4	5
Performing administrative functions, including budgeting, reporting, coordinating, office management, etc.	5	4
Planning annual and long-time programs.	6	7
Relaying needs of the people to the University.	7	6
Assisting in the development of the community and its resources.	8	8
Evaluating quality and quantity of the county staff performance.	9	10
Coordinating University and USDA programs at the county level.	10	9
Organizing and coordinating clubs, units, and/or special interest groups.	11	13
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	12	11
Reporting program progress and accomplishments.	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

Extension Service Induction Training program. The agreement between the two groups of respondents was very high with a rank order correlation coefficient of .969. Among the fourteen functions there was perfect agreement on three by the respondents. On ten of the functions there was a difference of only one rank. The greatest difference observed was on the function: "Organizing and coordinating clubs, units and/or special interest groups". The Agents who had completed induction training ranked this function number eleven and the group who had not completed induction training ranked it number thirteen.

Hypothesis number three stated below was rejected.

Hypothesis 3. There is no association between the ranking of County Agricultural Agents' functions as they should be performed and: (1) the formal educational level of the County Agricultural Agent and (2) whether or not the County Agricultural Agent has completed induction training.

Objective 5

To determine if there are associations between the ranking of County Agricultural Agents' functions in the order Executive Board Members feel they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agricultural Extension Council, and (5) major source of family income.

Data related to item (1) are presented in Table V.

TABLE V

RANK ORDER OF COUNTY AGRICULTURAL AGENT FUNCTIONS AS THEY
SHOULD BE PERFORMED PERCEIVED BY MALE AND FEMALE
EXECUTIVE BOARD MEMBERS

Functions	Respondents	
	Male	Female
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	1	2
Developing and maintaining good public relations.	2	2
Planning annual and long-time programs.	3	4
Keeping up to date in subject matter and teaching methods.	4	1
Performing administrative functions, including budgeting, reporting, coordinating, office management, etc.	5	6
Relaying needs of the people to the University.	6	7
Assisting in the development of the community and its resources.	7	8
Training leaders.	8	9
Organizing and coordinating clubs, units, and/or special interest groups.	9	13
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10	12
Coordinating University and USDA programs at the county level.	11	5
Reporting program progress and accomplishments.	12	10
Evaluating quality and quantity of county staff performance.	13	11
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

Of the one hundred and twenty Board Members who responded, sixty-nine were male and fifty-one female. The rank difference coefficient of correlation between the two groups was .826. This indicates that there was high agreement between the male and female board members as to the rank order importance of how County Agricultural Agents' functions should be performed. There was perfect agreement between the two groups on two functions and a difference of only one rank on six others. The greatest disagreement was on the function: "Coordinating University and USDA programs at the County level." The male respondents ranked this function number eleven and the female respondents ranked it number five.

The first three functions listed by the male Board Members in order of importance were:

1. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.
2. Developing and maintaining good public relations.
3. Planning annual and long-time programs.

The first three functions listed by the female respondents in order of importance were:

1. Keeping up to date in subject matter and teaching methods.
2. Developing and maintaining good public relations.

2. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.

A tie was observed for the second and third ranking by the female respondents.

In item (2) of the objective the respondents were divided into two age groups, those being forty-five years old and younger and those over forty-five years of age. Of the one hundred and twenty respondents, sixty-six were in the younger age group and fifty-four were in the older age group.

Table VI shows the rank order importance of the fourteen functions as perceived by both groups of respondents. There was very high agreement between the two groups as determined by a rank difference coefficient correlation of .903.

The function "Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people", accounted for the largest disagreement between the two groups. The younger groups ranked this function number one and the older group ranked it number five.

The older group ranked the following three functions in order of importance.

1. Keeping up to date in subject matter and teaching

TABLE VI

RANK ORDER OF COUNTY AGRICULTURAL AGENT FUNCTIONS AS THEY
SHOULD BE PERFORMED PERCEIVED BY EXECUTIVE
BOARD MEMBERS BY AGE

Functions	Respondents	
	45 and older	Under 45
Keeping up to date in subject matter and teaching methods.	1	2
Planning annual and long-time programs.	2	4
Developing and maintaining good public relations.	2	3
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	4	6
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	5	1
Relaying needs of the people to the University.	6	5
Coordinating University and USDA programs at the county level.	6	8
Training leaders.	8	9
Assisting in the development of the community and its resources.	9	7
Organizing and coordinating clubs, units, and/or special interest groups.	10	12
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	11	11
Reporting program progress and accomplishments.	12	10
Evaluating quality and quantity of county staff performance.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

methods.

2. Planning annual and long-time programs.

2. Developing and maintaining good public relations.

A tie was observed for the second and third ranking.

The younger group ranked the following three functions in order of importance.

1. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.

2. Keeping up to date in subject matter and teaching methods.

3. Developing and maintaining good public relations.

For part (3) of the objective the respondents were divided into two groups by formal education. One group had a formal education level consisting of high school education and less. The second group's formal education consisted of more than high school education including college degrees.

Of the one hundred and twenty Board Members, sixty-six were high school graduates or less and fifty-four had some college work including degrees.

Table VII shows the rank order of the fourteen functions as perceived by the two groups of respondents. The agreement between the two groups was very high with a rank difference coefficient correlation of .905.

TABLE VII

RANK ORDER OF COUNTY AGRICULTURAL AGENT FUNCTIONS AS THEY
SHOULD BE PERFORMED PERCEIVED BY BOARD MEMBERS BY
EDUCATIONAL LEVEL

Functions	Respondents	
	H. S. More Educ. than and H. S. less Educ.	
Keeping up to date in subject matter and teaching methods.	1	3
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	2	1
Developing and maintaining good public relations.	3	2
Planning annual and long-time programs.	4	4
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	5	6
Training leaders.	6	10
Coordinating University and USDA programs at the county level.	7	7
Relaying the needs of the people to the University.	8	5
Assisting in the development of the community and its resources.	8	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10	11
Reporting program progress and accomplishments.	11	12
Organizing and coordinating clubs, units, and/or special interest groups.	12	9
Evaluating quality and quantity of county staff performance.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

There was perfect agreement between the two groups on five of the functions and a difference of only one rank on five other functions. The greatest difference between the two groups was on the function "Training leaders". The groups with the least formal education ranked the function number six and the group with the most formal education ranked it number ten.

The group with the lesser amount of formal education listed the following three functions first in order of importance.

1. Keeping up to date in subject matter and teaching methods.
2. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.
3. Developing and maintaining good public relations.

The group with the greater amount of formal education listed the following functions as the most important in order of importance.

1. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.
2. Developing and maintaining good public relations.
3. Keeping up to date in subject matter and teaching methods.

In part (4) of the objective the respondents were divided into two groups according to their tenure on the Agriculture Extension Council. Those who had served three or less years were placed in one group and those who had served a longer period of time were placed in the other group. Of the one hundred and twenty respondents, sixty-six were in the group who had served the fewer number of years and fifty-three in the group who had served the greater number of years. Table VIII shows the rank order of the functions as perceived by the two groups of respondents. There was very high agreement between the two groups as to the rank order importance of how County Agricultural Agents' functions should be performed. The rank difference coefficient correlation was .907. There was perfect agreement on only two functions but a difference of only one rank on seven other functions.

The three functions listed below were ranked in order of importance by the group with more than three years of service.

1. Keeping up to date in subject matter and teaching methods.
2. Planning annual and long-time programs.
2. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.

TABLE VIII

RANK ORDER OF AGRICULTURAL AGENT FUNCTIONS AS THEY SHOULD BE
PERFORMED AS PERCEIVED BY BOARD MEMBERS ACCORDING TO
TENURE ON THE EXTENSION COUNCIL

Functions	Respondents	
	Served More than 3 yrs.	Less than 3 yrs.
Keeping up to date in subject matter and teaching methods.	1	2
Planning annual and long-time programs.	2	5
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.	2	3
Developing and maintaining good public relations.	4	1
Relaying needs of the people to the University.	5	6
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	6	3
Assisting in the development of the community and its resources.	7	8
Training leaders.	8	9
Coordinating University and USDA programs at the county level.	9	7
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10	12
Organizing and coordinating clubs, units, and/or special interest groups.	11	10
Reporting program progress and accomplishments.	12	11
Evaluating quality and quantity of county staff performance.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

A tie was observed for second and third place.

The first three functions in order of importance ranked by the respondents with three years or less service are listed below.

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
3. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.

In part (5) of the objective the respondents were divided into two groups to determine if there was agreement between the groups on importance of the functions in regard to the respondents' source of family income. The groups were those whose family income came primarily from farming and ranching and those whose income came from other sources.

Farming and ranching was the major source of family income for one hundred and seven of the one hundred and twenty respondents. Thirteen families had income from other sources.

Table IX shows the rank order importance of the County Agricultural Agents' functions as perceived by the two groups of respondents. The agreement between the groups was high with a rank difference coefficient correlation of .793. This was the lowest agreement observed between any

TABLE IX

RANK ORDER OF AGRICULTURAL AGENT FUNCTIONS AS THEY SHOULD BE
PERFORMED PERCEIVED BY BOARD MEMBERS ACCORDING TO
MAJOR SOURCE OF FAMILY INCOME

Functions	Respondents	
	Farm and ranch	Other
Keeping up to date in subject matter and teaching methods.	1	1
Developing and maintaining good public relations.	2	4
Providing specific information on agricultural and/or home economics and/or club work and related subjects to the people.	2	5
Planning annual and long-time programs.	4	2
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	5	2
Relaying needs of the people to the University.	5	8
Coordinating University and USDA programs at the county level.	7	9
Assisting in the development of the community and its resources.	8	9
Training leaders.	9	5
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10	13
Reporting program progress and accomplishments.	11	11
Organizing and coordinating clubs, units, and/or special interest groups.	12	7
Evaluating quality and quantity of county staff performance.	13	11
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

two groupings of board members. The greatest difference between the two groups was with the function "Organizing and coordinating clubs, units, and/or special interest groups". The groups with income from farming and ranching ranked this function number twelve and the other group ranked it number seven. There was perfect agreement on only two functions.

The three most important functions, listed in order of importance by the group with income from farming and ranching, are listed below.

1. Keeping up to date in subject matter and teaching methods.
2. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.
2. Developing and maintaining good public relations.

A tie was observed for second and third ranking.

The group with income from other sources ranked the following three functions in order of importance.

1. Keeping up to date in subject matter and teaching methods.
2. Performing administrative functions including budgeting, reporting, coordinating, office management, etc.
2. Planning annual and long-time programs.

A tie was observed for second and third ranking.

Hypothesis number four stated below was rejected.

Hypothesis 4. There is no association between the ranking of County Agricultural Agents' functions as they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agricultural Extension Council, and (5) major source of family income of Extension Council Executive Board Members.

III. SUMMARY

There was slightly high to high agreement among the three groups of respondents as to the rank order importance of how the fourteen County Agricultural Agents' functions should be performed. The coefficient of rank correlation between the different groups of respondents were as follows:

1. Position

- a. Agri. Agents-District Agri. Agents $r = .716$
- b. Agri. Agents-Sample of Executive
Boards $r = .884$
- c. Dist. Agri. Agents-Sample of
Executive Boards $r = .598.$

2. How functions are currently being performed compared to how respondents perceive they should be performed.

- a. Agricultural Agents $r = .869$

- b. District Agricultural Agents $r = .769$
 - c. Sample of Executive Boards $r = .818$.
3. County Agricultural Agents with B. S. degrees compared to those with M. S. degrees, and whether or not the Agents had completed induction training.
- a. B. S. - M. S. $r = .963$
 - b. Comp. Induc. Trg. - Noncomp. of Induc. Trg. $r = .969$.
4. How various categories of Board Members perceive the functions should be performed.
- a. Male - Female $r = .826$
 - b. Education $r = .905$
 - c. Age $r = .903$
 - d. Tenure on Agricultural Extension Council $r = .907$
 - e. Major source of family income $r = .793$.

The coefficient of concordance (W) among the three groups on how they perceived the functions should be performed was .841. The coefficient of concordance (W) among the three groups on how they perceived the functions are currently being performed by County Agricultural Agents was .889.

The County Agricultural Agents ranked the following three functions as the most important functions that

should be performed.

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
3. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.

The District Agricultural Agents ranked the following functions as the most important functions that should be performed.

1. Developing and maintaining good public relations.
1. Performing administrative functions including budgeting, reporting, coordinating, office management, etc.
3. Keeping up to date in subject matter and teaching methods.
3. Reporting program progress and accomplishments.

A tie was observed for both first and third place.

The sample of the Agricultural Extension Council Executive Boards ranked the following three functions as the most important functions that should be performed.

1. Keeping up to date in subject matter and teaching methods.
2. Providing specific information on agriculture and/or home economics and/or club work and

related subjects to the people.

3. Developing and maintaining good public relations.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to clarify the role of the Kansas County Agricultural Agent as perceived by himself, the District Agricultural Agent, and a sample of the County Extension Council Executive Board Members.

The specific objectives of the study were:

1. To determine the order of importance of the functions of the County Agricultural Agents in Kansas as perceived by the (1) County Agricultural Agents, (2) District Agricultural Agents, and (3) a sample of County Executive Board Members.
2. To determine the degree of agreement or consensus among County Agricultural Agents, District Agricultural Agents, and a sample of County Executive Board Members as to the order of importance of the functions of County Agricultural Agents.
3. To determine if there was a difference in the order of importance of functions of the County Agricultural Agents as they are being currently performed and the order of importance respondents

feel they should be performed.

4. To determine if there were associations between the ranking of County Agricultural Agents' functions as they should be performed and: (1) the formal educational level of the County Agricultural Agents and (2) whether or not the County Agricultural Agents had completed induction training.
5. To determine if there were associations between the ranking of County Agricultural Agents' functions in the order Executive Board Members feel they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agricultural Extension Council, and (5) major source of family income.

The respondents in this study were the Kansas County Agricultural Agents, District Agricultural Agents, and a sample of County Extension Council Executive Board Members.

The data used in this study were collected by a structured mail questionnaire submitted to all Kansas County Agricultural Agents, District Agricultural Agents, and a stratified random sample of County Extension Council Executive Board Members. The questionnaire consisted of a face page designed to secure information about the respondent. The remaining part of the questionnaire was a list of fourteen County Agricultural Agents' functions identified from

research. The respondent was asked to indicate how important he perceived the function to be by scoring it from one to five--five being the most important and one the least important. The data were precoded and punched on IBM cards. The IBM machine in the Kansas State University Statistics Department was used in the processing of the data.

The data were presented in the form of tables and were analyzed by means of rank order coefficient of correlation and coefficient of concordance in order to accept or reject the null hypotheses.

CONCLUSION

Hypothesis 1: There is no consensus among the County Agricultural Agents, District Agricultural Agents, and a sample of County Executive Board Members as to the order of importance of County Agricultural Agents' functions.

The hypothesis was rejected because of the high agreement among the three groups as determined by the coefficient of concordance. The coefficient of concordance was .889. The rho values between the various groups of respondents as determined by the coefficient of rank order correlation are listed below.

Co. Agri. Agents - Sample of Board Members	.800
Co. Agri. Agents - Dist. Agri. Agents	.763
Dist. Agri. Agents - Sample of Board Members	.609.

Hypothesis 2: There is no difference in the order of importance of functions of the County Agricultural Agents as they are currently being performed and the order in which they should be performed as perceived by the respondents.

The hypothesis was rejected because the coefficient of rank correlation indicated high agreement between how the County Agricultural Agents' functions are currently being performed and how they should be performed as perceived by the respondents. The coefficient of rank correlation for each group of respondents is listed below.

Sample of Extension Council Executive Boards	.818
County Agricultural Agents	.869
District Agricultural Agents	.769.

Hypothesis 3: There is no association between the ranking of County Agricultural Agents' functions as they should be performed and: (1) the formal educational level of the County Agricultural Agent and (2) whether or not the County Agricultural Agent has completed induction training.

Hypothesis number three was rejected because of the high agreement between the two categories of agents as determined by coefficient of rank correlation. In part (1) of the hypothesis the agents were divided into two groups those with B. S. degrees and those who hold M. S. degrees. The coefficient of rank correlation between the two groups

as to how they perceived the functions should be performed was .963. In part (2) the Agents were divided in two groups, those who had completed induction training and those who had not. The agreement between these two groups of agents on how the functions should be performed determined by coefficient of rank correlation was .969.

Hypothesis 4: There is no association between the ranking of County Agricultural Agents' functions as they should be performed and: (1) sex, (2) age, (3) education, (4) years served on County Agricultural Extension Council, and (5) major source of family income of Extension Council Executive Board Members.

Hypothesis number (4) was rejected because of the high agreement as determined by coefficient of rank correlation for the categories outlined in the hypothesis.

In part (1) the board was divided into two categories, male and female. The agreement between the two groups was very high as indicated by a coefficient of rank correlation of .826.

In part (2) of the hypothesis the respondents were divided by age groups, those being forty-five years old and younger and those over forty-five years of age. The coefficient of rank order correlation for these two groups was .903. This indicates a high agreement between the two

groups as they perceived how the functions should be performed.

The same respondents were divided into two groups by level of formal education for the third part of the hypothesis. One group had a formal educational level consisting of high school and less. The second groups' formal education consisted of more than high school including college degrees. The agreement between these two groups as they perceived how the functions should be performed was very high as indicated by a coefficient of rank correlation of .905.

In part (4) of the hypothesis the respondents were divided into two groups according to tenure on the Agricultural Extension Council. Those who had served three or less years were placed in one group and those who had served a longer period of time were placed in the other group. There was high agreement between the two groups as they perceived how the County Agricultural Agents' functions should be performed. The coefficient of rank order correlation was .907.

In part (5) of the hypothesis the respondents were divided into two groups to determine the amount of agreement on the ranking of functions in regard to the Board Members' source of family income. The two groups were those whose family income came primarily from farming and

ranching and those whose family income came from other sources. The agreement between the two groups was high as indicated by a coefficient of rank correlation of .793. This was the least amount of agreement observed between any groupings of the sample of the Executive Board Members.

The three most important functions of the County Agricultural Agents as perceived by the various categories of respondents are listed below.

County Agricultural Agents:

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
2. Providing specific information on agricultural and/or home economics and/or club work and related subjects to the people.

A tie was observed for second and third place.

District Agricultural Agents:

1. Developing and maintaining good public relations.
1. Performing administrative functions including budgeting, reporting, coordinating, office management, etc.
3. Keeping up to date in subject matter and teaching methods.

3. Reporting program progress and accomplishments.

A tie was observed for first and third place.

Sample of Executive Board Members:

1. Keeping up to date in subject matter and teaching methods.
2. Providing specific information on agricultural and/or home economics and/or club work and related subjects to the people.
3. Developing and maintaining good public relations.

The study showed that there was more agreement among the respondents on how the functions of the County Agricultural Agent should be performed than was anticipated. Basically there was a high agreement among the respondents as to the rank order of importance of the fourteen functions. The variables, age, sex, education, tenure on the Extension Council, source of family income, and completion of induction training seemed to have had little effect on how the respondents perceived the functions should be performed.

The study showed that, generally, the respondents felt that the functions were currently being performed as they should be performed. The greatest agreement between how they were currently being performed and should be performed was with the County Agents, this was indicated by a rho value of .869. The greatest disagreement was with the

District Agricultural Agents with a rho value of .769.

The respondents felt that County Agricultural Agents should give major emphasis to the five listed below:

1. Developing and maintaining good public relations.
2. Keeping up to date in subject matter and teaching methods.
3. Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people.
4. Performing administrative functions including budgeting, reporting, coordinating, office management, etc.
5. Planning annual and long-time programs.

RECOMMENDATIONS

Based on the findings of this study the author recommends the following concerning the duties and responsibilities of the Kansas County Agricultural Agent:

1. That the findings of this study be made available to all groups of respondents involved in the study.
2. That the findings of this study be made available to those responsible for teaching "duties and responsibilities of Agricultural Agents" in the Induction Training program.

3. That a joint training session be held for the County Agents, District Agents, and Executive Board Members to more thoroughly explain to them the duties and responsibilities of the County Agricultural Agent.
4. That the County Agents be given training on how to develop and maintain good public relations.
5. That training be continued in subject matter and teaching methods.
6. That an effort be made by all groups of respondents to bring about closer agreement between people with incomes primarily from farming and ranching and those with incomes from other sources.
7. That a study be initiated to determine what people outside of farming and ranching perceive as the duties and responsibilities of the Kansas County Agents.

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BIBLIOGRAPHY

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APPENDIX

COOPERATIVE EXTENSION SERVICE

IN

AGRICULTURE AND HOME ECONOMICS

74

KANSAS STATE UNIVERSITY
Division of Extension
Office of Director, Umberger Hall
MANHATTAN, KANSAS 66504

November 14, 1964

TO: Kansas Cooperative Extension Service Staff Members

RE: "The Role of Cooperative Extension Personnel in Kansas"

Dear Colleagues:

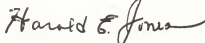
Attached to this letter is an Opinion Survey designed to give you the opportunity to express your feelings regarding certain functions of Extension Personnel.

Please respond conscientiously to all items on all pages.
No attempt will be made to identify individual respondents.

You should be able to complete the questionnaire in 20 to 30 minutes.

Please return the completed questionnaire to my office not later than December 15, 1964.

Sincerely yours,



Harold E. Jones
Director

HEJ:sf

Attachment

THE ROLE OF COOPERATIVE EXTENSION PERSONNEL IN KANSAS

Purpose of the Study

This study represents one step in the attempt to define more clearly the various jobs of Cooperative Extension Personnel in Kansas. The results of the study will be made available to committees working on job descriptions during 1965.

The study deals with certain identified functions of staff members. The primary purpose is to determine the degree of consensus among members of the Extension staff and among members of county executive boards as to the order of importance of these functions, now and in the future.

The data will be analyzed by graduate students in Extension Education at Kansas State University.

General Instructions

- a. Please do not sign the questionnaire.
- b. There are no "right" or "wrong" responses to the statements. Your own feelings and opinions, based on your knowledge and experience, as of now are important.
- c. Please disregard IBM numbers in the margins as they are to be used for tabulation purposes only.
- d. Please re-check the total questionnaire after you have completed it to make sure you have responded to all items on all pages.

QUESTIONNAIRE

I. B. M.
Col. No.

1. ____
2. ____
3. ____

4. Please check the category into which your present position falls:

1. ____ Administration (includes all people in Project 1 plus State Leaders, Associate State Leaders, and Academic Department Heads)
2. ____ District Agricultural Agent
3. ____ District Home Economics Agent
4. ____ Specialist (includes Associate and Assistant Editors, Section Leaders, District Economists, F.M. Fieldmen, Area Agriculturalists, Area and District Foresters, Area Engineers, Assistants to State Leaders, and 4-H Club Specialists)
5. ____ Agricultural Agent (includes County Agricultural Agents, Assistant County Agricultural Agents and Male Assistant County Extension Agents)
6. ____ Home Economics Agent (includes County Home Economics Agents, Assistant County Home Economics Agents, Female Assistant or Associate County Extension Agents)
7. ____ 4-H Club Agent (includes County Club Agents and Assistant County Club Agents)

5. Please indicate your Extension project number (county workers check Project 8):

- | | |
|---|---|
| 1. ____ Project 1 (Extension Administration) | 5. ____ Project 5 (Home Economics) |
| 2. ____ Project 2 (Information) | 6. ____ Project 6 (4-H) |
| 3. ____ Project 3 (Agricultural Production, Management and Natural Resources) | 7. ____ Project 7 (Community Public Affairs) |
| 4. ____ Project 4 (Marketing) | 8. ____ Project 8 (County Extension Operations) |

6. Sex:

- | | |
|--------------|----------------|
| 1. ____ Male | 2. ____ Female |
|--------------|----------------|

7. Age - as of December 1, 1964:

- | | |
|---|---|
| 1. <input type="checkbox"/> Under 25 years | 4. <input type="checkbox"/> 45 & under 55 years |
| 2. <input type="checkbox"/> 25 & under 35 years | 5. <input type="checkbox"/> 55 & under 65 years |
| 3. <input type="checkbox"/> 35 & under 45 years | 6. <input type="checkbox"/> 65 years & over |

8. Number of years experience as a county Extension worker as of December 1, 1964:

- | | |
|--|---|
| 1. <input type="checkbox"/> None | 5. <input type="checkbox"/> 11 years but less than 16 |
| 2. <input type="checkbox"/> Less than 1 year | 6. <input type="checkbox"/> 16 years but less than 21 |
| 3. <input type="checkbox"/> 1 year but less than 6 | 7. <input type="checkbox"/> 21 years and over |
| 4. <input type="checkbox"/> 6 years but less than 11 | |

9. Number of years experience in your present type of Extension work as of December 1, 1964:

- | | |
|--|---|
| 1. <input type="checkbox"/> Less than 1 year | 4. <input type="checkbox"/> 11 years but less than 16 |
| 2. <input type="checkbox"/> 1 year but less than 6 | 5. <input type="checkbox"/> 16 years but less than 21 |
| 3. <input type="checkbox"/> 6 years but less than 11 | 6. <input type="checkbox"/> 21 years and over |

10. What is the highest degree you hold as of December 1, 1964?:

1. ☐ Bachelor
2. ☐ Master's
3. ☐ Doctor's

11. Have you done graduate work beyond degree checked above?:

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

12. Have you completed the 5 week Kansas Extension Service Induction Training Program?:

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

13. (If a county worker) in which Extension District do you work?:

- | | |
|---------------------------------------|---------------------------------------|
| 1. <input type="checkbox"/> Central | 4. <input type="checkbox"/> Northwest |
| 2. <input type="checkbox"/> Northeast | 5. <input type="checkbox"/> Southwest |
| 3. <input type="checkbox"/> Southeast | |

14. (If a county worker) would you classify the economy of your county as rural or urban?:

- | | |
|-----------------------------------|-----------------------------------|
| 1. <input type="checkbox"/> Rural | 2. <input type="checkbox"/> Urban |
|-----------------------------------|-----------------------------------|

15. Have you ever taken a college course in Extension Education?:

- | | |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

SPECIFIC INSTRUCTIONS

On the following pages are lists of functions identified from the literature and research studies which are performed by individuals in various job categories of the Cooperative Extension Service. Please evaluate the functions listed for each of the job categories included in this questionnaire. There are two sets of rating scales for each function. On rating scale I, please indicate the degree of emphasis you believe should be given to each function by circling the appropriate number.

On rating scale II, circle the number indicating the degree of emphasis you feel is currently given to each function.

If you feel important functions have been omitted, please add and indicate the degree of emphasis.

Definitions:

- ⑤ Major Emphasis - A function which receives (or should receive) a great deal of attention and top priority of time.
- ④ Important Emphasis - A function which is seldom (or seldom should be) neglected, but might be postponed for top priority work.
- ③ Intermediate Emphasis - A function which is done (or should be done) but might be postponed for more urgent work.
- ② Minor Emphasis - A function which might be (or might ought to be done) but only if a person finds time.
- ① No Emphasis - A function on which no time is (or ought to be) spent.

PLEASE RESPOND TO ALL ITEMS ON ALL PAGES

FUNCTIONS OF COUNTY AGRICULTURAL AGENTS
(Includes County Agricultural Agents, Assistant County Agricultural Agents and male County Extension Agents.)

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16 Deck No. 3

Functions of County Agricultural Agents	I Emphasis should be given					II Emphasis currently being					
	function					given function					
	Major	Important	Intermed	Minor	No	Major	Important	Intermed	Minor	No	
17. <u>Planning annual and long-time programs.</u>	5	4	3	2	1	5	4	3	2	1	18.
19. Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.	5	4	3	2	1	5	4	3	2	1	20.
21. <u>Developing and maintaining good public relations.</u>	5	4	3	2	1	5	4	3	2	1	22.
23. <u>Coordinating University and U.S.D.A. programs at the county level.</u>	5	4	3	2	1	5	4	3	2	1	24.
25. <u>Training leaders.</u>	5	4	3	2	1	5	4	3	2	1	26.
27. <u>Relaying needs of the people to the University.</u>	5	4	3	2	1	5	4	3	2	1	28.
29. Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people.	5	4	3	2	1	5	4	3	2	1	30.
31. Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	5	4	3	2	1	5	4	3	2	1	32.
33. <u>Assisting in the development of the community and its resources.</u>	5	4	3	2	1	5	4	3	2	1	34.
35. <u>Organizing and coordinating clubs, units, and/or special interest groups.</u>	5	4	3	2	1	5	4	3	2	1	36.
37. <u>Helping specialists evaluate projects that have been carried out in specific subject matter areas</u>	5	4	3	2	1	5	4	3	2	1	38.
39. <u>Reporting program progress and accomplishments.</u>	5	4	3	2	1	5	4	3	2	1	40.
41. <u>Evaluating quality and quantity of county staff performance.</u>	5	4	3	2	1	5	4	3	2	1	42.
43. <u>Keeping up to date in subject matter and teaching methods.</u>	5	4	3	2	1	5	4	3	2	1	44.
45. <u>Other (specify)</u>	5	4	3	2	1	5	4	3	2	1	46.

COOPERATIVE EXTENSION SERVICE
IN
AGRICULTURE AND HOME ECONOMICS

80

KANSAS STATE UNIVERSITY
Division of Extension
Office of Director, Umberger Hall
MANHATTAN, KANSAS 66504

November 23, 1964

TO: Certain County Agricultural Agents

RE: Questionnaires for County Executive Board Members

Dear Colleagues:

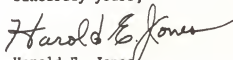
As a part of the process of developing job descriptions, we would like to give county Extension councils an opportunity to express themselves regarding the job of county Extension agents.

Your county was one of those selected to be included in the sample.

Attached are 9 questionnaires. I would appreciate it very much if you would have each member of the present County Executive Board complete one of the questionnaires and see that they are returned to my office by December 15.

Thank you for your cooperation in this study.

Sincerely yours,


Harold E. Jones
Director

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Attachments

QUESTIONNAIRE

81

I. B. M.

No.

1. _____
2. _____
3. _____

Name of your county? _____

4. Which group do you represent on the County Agricultural Extension Council?
(check one)

1. _____ Agriculture
2. _____ Home Economics
3. _____ 4-H

5. How many years have you served on the County Agricultural Extension Council?
(check one)

- | | |
|---------------|--------------------|
| 1 year _____ | 4 years _____ |
| 2 years _____ | 5 years _____ |
| 3 years _____ | Over 5 years _____ |

6. Age? (check one)

- | | |
|--------------------------------|--------------------------------|
| 1. _____ Under 25 years | 4. _____ 45 and under 55 years |
| 2. _____ 25 and under 35 years | 5. _____ 55 and under 65 years |
| 3. _____ 35 and under 45 years | 6. _____ 65 years and over |

7. Sex? (check one)

- | | |
|---------------|-----------------|
| 1. _____ Male | 2. _____ Female |
|---------------|-----------------|

8. Education completed (check one)

- | | |
|--------------------------------|----------------------------|
| 1. _____ Less than high school | 3. _____ Some college work |
| 2. _____ High school graduate | 4. _____ College graduate |

9. Have you ever been a 4-H Club Member? (check one)

- | | |
|--------------|-------------|
| 1. _____ Yes | 2. _____ No |
|--------------|-------------|

10. Marital Status? (check one)

- | | |
|-----------------|------------------|
| 1. _____ Single | 2. _____ Married |
|-----------------|------------------|

11. Do you have children? (check one)

1. ☐ Yes

2. ☐ No

12. Are any of your children 4-H Club Members at the present time?

1. ☐

2. ☐ No

13. Were any of your children 4-H Club Members in the past?

1. ☐ Yes

2. ☐ No

14. How often does the Extension Advisory Committee of which you are a member meet?
(Agriculture, Home Economics, 4-H)

1. ☐ Weekly

4. ☐ Yearly

2. ☐ Monthly

5. ☐ Twice a year

3. ☐ Twice a month

6. ☐ On call

15. Major source of family income? (check one)

1. ☐ Farming or Ranching

2. ☐ Other

FUNCTIONS OF COUNTY AGRICULTURAL AGENTS
(Includes County Agricultural Agents, Assistant County Agricultural Agents and male County Extension Agents.)

83

16 Deck No. 3

Functions of County Agricultural Agents	I Emphasis should be given function					II Emphasis currently being given function						
	Major	Important	Intermed	Minor	No	Major	Important	Intermed	Minor	No		
17. <u>Planning annual and long-time programs.</u>	5	4	3	2	1		5	4	3	2	1	18.
19. <u>Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.</u>	5	4	3	2	1		5	4	3	2	1	20.
21. <u>Developing and maintaining good public relations.</u>	5	4	3	2	1		5	4	3	2	1	22.
23. <u>Coordinating University and U.S.D.A. programs at the county level.</u>	5	4	3	2	1		5	4	3	2	1	24.
25. <u>Training leaders.</u>	5	4	3	2	1		5	4	3	2	1	26.
27. <u>Relaying needs of the people to the University.</u>	5	4	3	2	1		5	4	3	2	1	28.
29. <u>Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people.</u>	5	4	3	2	1		5	4	3	2	1	30.
31. <u>Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.</u>	5	4	3	2	1		5	4	3	2	1	32.
33. <u>Assisting in the development of the community and its resources.</u>	5	4	3	2	1		5	4	3	2	1	34.
35. <u>Organizing and coordinating clubs, units, and/or special interest groups.</u>	5	4	3	2	1		5	4	3	2	1	36.
37. <u>Helping specialists evaluate projects that have been carried out in specific subject matter areas</u>	5	4	3	2	1		5	4	3	2	1	38.
39. <u>Reporting program progress and accomplishments.</u>	5	4	3	2	1		5	4	3	2	1	40.
41. <u>Evaluating quality and quantity of county staff performance.</u>	5	4	3	2	1		5	4	3	2	1	42.
43. <u>Keeping up to date in subject matter and teaching methods.</u>	5	4	3	2	1		5	4	3	2	1	44.
45. <u>Other (specify)</u>	5	4	3	2	1		5	4	3	2	1	46.

THE DUTIES AND RESPONSIBILITIES OF THE
KANSAS COUNTY AGRICULTURAL AGENT

by

RAY H. MANN

B. S., Oklahoma State University, 1951

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

Purpose and Procedure

The purpose of this study was to clarify the duties and responsibilities of the Kansas County Agricultural Agents as perceived by themselves, the District Agricultural Agents, and a sample of the Extension Council Executive Board members through the process of role analysis.

The data gathering instrument was a group developed, structured questionnaire submitted to all Kansas County Agricultural Agents, District Agricultural Agents, and a sample of Agricultural Extension Council Executive Board members. The instrument contained in addition to personal information about the respondent, fourteen prelisted Agricultural Agents' functions which they were asked to rate on a five point scale the importance of each function. The method used in the analysis were: mean weighted score, rank difference coefficient of correlation, and coefficient of concordance.

Results

1. There was greater agreement among the respondents as they perceived how the functions should be performed than was anticipated.
2. Basically there was high agreement among the County Agricultural Agents, District Agricultural Agents, and Executive Board members as to the rank order importance of the County

Agents' functions.

3. Generally the respondents felt that the County Agricultural Agents were currently performing the functions as they should be performed.
4. None of the six variables tested in the study showed marked relationship to the ranking of functions of the County Agricultural Agent. The variables were: (1) age, (2) sex, (3) education, (4) tenure, (5) source of income, and (6) training.
5. Generally it can be concluded that the respondents perceive that the first five functions performed by the County Agricultural Agent should be in the order listed below:
 1. Develop and maintaining good public relations.
 2. Keeping up to date in subject matter and teaching methods.
 3. Providing specific information on agricultural and/or home economics and/or club work and related subjects to the people.
 4. Performing administrative functions including budgeting, reporting, coordinating, office management, etc.
 5. Planning annual and long-time programs.

Recommendations

1. That the results of this study be made available to all groups of respondents involved in the study.
2. That the results be used by those responsible for teaching the "duties and responsibilities of County Agricultural Agents" in the induction training program.
3. That training be provided for agents, District Agents and County Executive Board members on the duties and responsibilities of the County Agricultural Agent.
4. That inservice training for County Agricultural Agents be concentrated in the areas of:
Public Relations, Agricultural Subject Matter,
Teaching Methods, Administration, and
Program Planning.