

THE ROLE OF THE COUNTY HOME ECONOMICS  
AGENT IN KANSAS

by 149

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

Technical developments in the field of home economics and the tendency toward urbanization have brought about a rapid change in the actual practices and functions of the home economics agent.

This study was part of the overall attempt to more clearly define the various tasks of Cooperative Extension personnel in Kansas. The rapid changes that are occurring in the field of home economics, agriculture and county club work necessitate a re-appraisal of the evolving role of the various staff members.

Under the necessity of reorganizing our social structure to meet the needs of a new technology and of a spatial mobility unparalleled in human history, our inherited system of statuses and roles is breaking down; while a new system, compatible with the actual conditions of modern life, has not yet emerged. The individual. . . is uncertain both of his own statuses and roles and of others. He is . . . compelled to make choices<sup>1</sup> but has no certainty that he has chosen correctly . . . .

Raven and Rietsema<sup>2</sup> found supportive evidence, in experimental situations, indicating that an individual in an interdependent relationship is unfavorably affected by a lack of clarity of group goals and a

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<sup>1</sup>Ralph Linton, Cultural Background of Personality (New York: D. Appleton-Century Company, Inc., 1945), pp. 75-82.

<sup>2</sup>Bertram H. Raven, and Jan Rietsema, "The Effects of Varied Clarity of Group Goal and Group Path upon the Individual and his Relation to his Group," Human Relations, (October, 1957), pp. 29-44.

lack of clear paths for reaching group goals. They found when the conditions were clear there was greater task interest and less hostility toward group goals. The individual was more willing to accept group influences and possibly the clarity of goals helped in his group and self-evaluation.

Oeser and Harary<sup>3</sup> theorize that when two persons work on the same task, unequal time allotments allowed for completing the task tend to bring about a negative relationship. Tension resulting from different time allotments may be solved by the role system or personality factors of the involved individuals. The time allotment theory points toward the need for a consensus regarding the relative importance of task functions among personnel.

Several of the functions used in this study were patterned after the list used by Eugene Wilkening.<sup>4</sup> These functions were rated for degree of importance, by agents and relevant others, both as they were being performed and as they should be performed.

The primary function of the earliest home economics agents was to provide specific information through demonstrations. Home economics agents now are expected to function effectively in a variety of jobs.

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<sup>3</sup>O. A. Oeser, and Frank Harary, "A Mathematical Model for Structural Role Theory II," Human Relations, (February, 1964), pp. 12-13.

<sup>4</sup>Eugene A. Wilkening, The County Extension Agent in Wisconsin: Perceptions of Role Definition as Viewed by Agents, Research Bulletin No. 203 (Madison: University of Wisconsin, 1957).



They must perform administrative functions and train and develop leadership as well as keep abreast of current developments in home economics and related fields.

### Need for the Study

Today many county extension agents do not appear to have a clear concept of what their job entails or of what their superiors expect of them.

The "specialist vs. the generalist" view, as studied by Wilkening, was linked to agent job frustrations in an article by Durfee.<sup>5</sup> He found many agents trying to work as generalists while the states were beginning to shift to area or regional specialists.

The need for clear organizational goals and an understanding of the conception "relevant others" have of the home economics agent's role are important because the various jobs in the Cooperative Extension Service are interrelated. Personnel are assigned tasks which must be performed in cooperation with persons in other staff positions.

Agents need to know the importance placed on their cooperative tasks by role definers. Stogdill points out the possibility of role conflict when a person acquires a role that differs from the role as defined by the larger institutional group. Contradictory expectations also result in total group role conflict as well as individual role

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<sup>5</sup> Arthur E. Durfee, "Changing Role of the Supervisor," Journal of Cooperative Extension, (Fall, 1963), p. 3.



conflict. He further suggests that "role conflict is an attribute of individuals . . . their perception of discrepancies and their reaction to it . . . not of the stimulus situation."<sup>6</sup>

The necessity of the individual's understanding his role in a group is discussed by Linton: "Role indicates the way in which the individual participates as a group member. Ordinarily, role and status are integrated within a social system, and a person acts consistently with the expectations of his fellows."<sup>7</sup>

Lindesmith and Strauss feel the requirements to become a role taker to be

. . . a clear conception of his general role as he imagines it from the points of view of all others. He also has a clear picture of how his own role fits in with the roles of each of the other men. As . . . the child eventually develops the ability; (a) to take the roles of all others in the situation, (b) to organize all these roles into an integrated whole, and (c) to view his own behavior from this standpoint.<sup>8</sup>

Statements made by Trend about State 4-H Club personnel seem equally applicable to the county home economics agent. "State Extension administrators who have attempted reorganization or modification of their

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<sup>6</sup>Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959), p. 181.

<sup>7</sup>Ralph Linton, "Concepts of Role and Status," Readings in General Sociology ed. Robert W. O'Brien et al. (2nd ed.; Boston: Houghton Mifflin Company, 1957, p. 227.

<sup>8</sup>Alfred R. Lindesmith, and Anselm L. Strauss, "The Social Self," Readings in General Sociology ed. Robert W. O'Brien et al. (2nd ed.; Boston: Houghton Mifflin Company, 1957), p. 187.

state organizations recently have been somewhat at a loss as to the assignment of responsibilities to State 4-H Club personnel."<sup>9</sup>

Later, Trent summarized the necessity of his study by stating that "It seems appropriate then that some effort be made toward clarifying the duties and responsibilities of those charged with this important phase of Extension work."<sup>10</sup>

The usefulness of role study as part of job description is stated by Mott in this way

Roles are part of social organizations; they are not persons; they are positions in organizations with which certain routinely performed combinations of activities are associated. Persons occupy these positions and perform the activities associated with them; persons occupy roles.

The role concept is useful for a second reason: roles remain relatively unchanged, even though many different people may occupy them.<sup>11</sup>

A number of studies have been completed involving the county home economics agent and her role as a member of the Cooperative Extension Service. Most researchers have designated her as a relevant other in studies of staff positions. Research of the county home economics agent's role in Kansas was non-existent. A study examining this subject was necessary to complete the series of studies undertaken by various

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<sup>9</sup>Curtis Trend, "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception," (unpublished dissertation, rough draft), p. 6-7.

<sup>10</sup>Ibid., p. 7.

<sup>11</sup>Paul E. Mott, The Organization of Society (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), p. 46.



graduate students and staff members of the Extension Division at Kansas State University.

### Definition of Terms and Concepts

Below is a brief list of definitions of terms and concepts used in this study. Certain concepts will be more fully defined in the review of literature.

1. Consensus: the sharing, by a given group, of approximately the same definition of a given situation; agreement by the group.

2. Generalist: an agent with a broad educational background in home economics.

3. Relevant others: persons important to the county home economics agent because of their formal organizational position: such as county and district home economics agents, county and district agricultural agents, county club agents, and executive board members; also included are the home economics extension specialists, who, through informal organizational positions, help act as role definers.

4. Role: the behavior of an individual within an organization.

5. Actual role: the way a job is perceived by the role definers as being currently performed.

6. Ideal role: the way the role definers perceive that a job should be performed.

7. Specialist: a term used to designate home economics extension specialists, as a group, distinct and separate from agricultural specialists.

8. Position: a location in an organization, denoting ascribed tasks or functions to be undertaken by the individual holding the title of the position.

9. Perception: the cognizance of the individual of a situation, role or position.

#### Statement of Objectives

The specific objectives of this study were as follows:

1. To determine the order of importance of fourteen selected functions of the county home economics agent as perceived by respondent groups.

2. To determine the degree of agreement of respondent groups between perceived importance of actual role tasks and the ideal role tasks of county home economics agents.

3. To determine if there were associations between personal and/or situational factors such as: age, number of years experience as a county worker, education, completion of induction training program, extension district, completion of an extension education class, and the degree of emphasis respondent home economics agents felt ideally should be and actually were being given to the selected functions of the county home economics agent.



### Statement of Hypotheses

The hypotheses were developed to guide the author in the delineation of the scope of the study. They were based on the foregone objectives.

1. There is no consensus among the various respondent groups as to the degree of emphasis they felt should be given selected functions of the home economics agent.

2. There is no consensus among the various respondent groups as to the degree of emphasis they felt was being given selected functions of the home economics agent.

3. There is no agreement between the perceived emphasis that ideally should be given and the emphasis actually given selected functions of the county home economics agent by respondent groups, as shown by rank order of functions.

4. There is no agreement between home economics agents when grouped by personal and/or situational factors such as: age, extension experience, completion of induction training program, taking of extension classes, extension district, and the degree of emphasis home economics agent respondents felt ideally should be given selected functions of the county home economics agent.

5. There is no agreement between home economics agents when grouped by personal and/or situational factors such as: age, extension experience, completion of induction training program, taking of extension classes, extension district, and the degree of emphasis home economics

agent respondents felt actually was being given selected functions of the county home economics agent.

### The Scope and Method

This study represents one part of a larger study designed to assist in the writing of job descriptions for all Cooperative Extension personnel in Kansas.

### Theoretical Orientation

The theoretical orientation for this study was based on certain aspects of role theory developed by Linton,<sup>12</sup> Parsons,<sup>13</sup> Oeser and Harary,<sup>14</sup> and Newcomb,<sup>15</sup> which will be covered in detail in the review of literature.

Trent incorporated these two basic ideas of the concepts of role, (1) the location of the individual within a social system or institution,

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<sup>12</sup>Ralph Linton, The Study of Man (New York: Appleton-Century, 1936), passim.

<sup>13</sup>Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), passim.

<sup>14</sup>O. A. Oeser, and Frank Harary, "A Mathematical Model for Structural Role Theory I, and II," Human Relations, (May, 1962; February, 1964), passim.

<sup>15</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950), passim.

and (2) the behavior of the individual occupying a position within a social system or institution.<sup>16</sup>

Simpson and Yinger point out that role behavior depends on the reference group of the person in the role. Role, a social concept, designates the expected behavior of a person in a certain situation. They go on to say "Men are role-playing creatures; they act in structured situations; to an important degree, they behave in terms of their obligations and group-defined interests."<sup>17</sup>

### Research Design

Data were obtained from a questionnaire sent to all personnel in the Kansas Cooperative Extension Service. Bibliographic data for all extension personnel were the same. The questionnaire was structured in form. Fourteen selected functions of each position were listed; the amount of emphasis actually being given and the amount of emphasis that should ideally be given the functions was indicated by respondents. Responses from home economics agents, county agricultural agents, district home economics agents, district agricultural agents, county club agents, specialists in home economics, and executive board members were used in this study. Each respondent indicated his perception of the degree of

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<sup>16</sup>Trent, op. cit., p. 9-10.

<sup>17</sup>George E. Simpson, and J. Milton Yinger, "The Sociology of Race and Ethnic Relations," Sociology Today ed. Robert Merton et al. (New York: Harper and Row, 1959), pp. 379-380.



emphasis that was given and that should be given the functions of the home economics agent.

A stratified random sample of executive board members received questionnaire sheets on the county home economics agent and other extension personnel. The bibliographical data for the executive board members differed from that of the staff. (Appendix A contains a copy of the questionnaire.) The sample of twenty counties, four selected by random sampling methods from each of the five Kansas districts, consisted of nine board members from each county.

The questionnaire was developed by members of the group working on the total study.<sup>18</sup> Geographic districts were identified although the anonymity of the county within the district and of the individual agent was retained. The questionnaire was pretested with a small number of county agents and state staff members.

#### Method of Analysis

Techniques used in the analysis of data were (1) Rank order of emphasis founded upon the mean weighted score of each function; (2) Spearman's Coefficient of Rank Correlation ( $\rho$ ); (3) Kendall's coefficient of concordance, ( $W$ ).

Questionnaires were pre-coded and the data were punched and verified on IBM cards. The data were sorted and tabulated through the

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<sup>18</sup>Paul Griffith, Oscar Norby, Wilber Ringler, Curtis Trent, John Strickler, Ray Mann, William Hundley, Gene Whaples, John Slusher and Carol Kinsinger.

use of the equipment in the Computer Center at Kansas State University. Table I shows the number of respondents in each of the seven positions.

TABLE I  
GROUPS RESPONDING TO QUESTIONNAIRES ON  
FOURTEEN SELECTED FUNCTIONS OF  
HOME ECONOMICS AGENTS IN  
KANSAS, 1964

Area of extension represented	Total population	Number of respondents	Per cent
County home economics agents	108	88	88
County club agents	31	26	84
County agricultural agents	117	106	90
District home economics agents	4	4	100
District agricultural agents	5	5	100
Specialists in home economics	21	17	81
Sample of executive board members	180	120	66

Job descriptions of Cooperative Extension positions are being written in order that optimum organizational efficiency might be obtained. This study was one part of the data analysis necessary to write the job descriptions for extension personnel. In Chapter II, further evidence for the validity of the definition of concepts and terms is given through a review of literature. Chapter III further identifies characteristics of the respondent groups.



## CHAPTER II

### REVIEW OF LITERATURE

The idea of role has been used in numerous studies; definitions of role differ because of differences in the orientations of the researchers. The review of literature presented in this chapter was developed to attempt to present a concise orientation of the theoretical background of this study.

#### Concept of Role

Role Expectation is a cognitive structure inferred, on the stimulus side, from the person's previous commerce with regularities in others' behaviors, and on the response side, from the person's tendency to group a number of descriptions of action and qualities together with the name of a specific social position.<sup>1</sup>

Gross, Mason and McEachern pointed out that there is "A certain amount of unity within the diversity"<sup>2</sup> but they restricted their definition of role to "a set of expectations: A role is a set of expectations, or in terms of our definition of expectations, it is a set of evaluative standards applied to an incumbent of a particular position."<sup>3</sup> They enlarge the application of the concept to "studies

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<sup>1</sup>T. R. Sarbin, and D. S. Jones, "An Experimental Analysis of Role Behavior," Readings in Social Psychology ed. Eleanore MacCoby et al. (3rd ed.; New York: Holt, Rinehart and Winston, Inc., 1947), p. 466.

<sup>2</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley & Sons, Inc., 1958), pp. 61-62.

<sup>3</sup>Ibid.



of . . . more complicated relational systems, formal and informal organizations, as well as the structure of a total society."<sup>4</sup>

This definition, when integrated with the expectations for behaviors and attributes based upon the perceived rights and obligations of the position, form the base of this study. Zetterberg notes "the term 'social roles' is sometimes used in a descriptive sense (what people in a certain status do) and sometimes in a prescriptive sense (how others expect them to do it)"<sup>5</sup>; both are vital parts of understanding the obligations of role.

Stogdill lists three operating factors in the structuring of expectations that define a member's role in a group.

First, is the nature (status and functions) of the position he occupies. Second, is the demand made upon him by the members as a result of changes in the structural and operational requirements of the group. Third, is the members' perceptions of the kind of person he is . . . . Role defines a set of less stable expectations relative to the performance of a member in fulfilling the changing operational demands made upon his position.<sup>6</sup>

Sargent views the idea of a role from a slightly different angle:

. . . a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group.<sup>7</sup>

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<sup>4</sup>Ibid.

<sup>5</sup>Hans L. Zetterberg, "Compliant Actions," translation from Acta Sociologica, (February, 1957), p. 179.

<sup>6</sup>Stogdill, op. cit., p. 129.

<sup>7</sup>Stansfeld Sargent, "Concepts of Role and Ego in Contemporary Psychology," Social Psychology at the Crossroads ed. Rohrer, and Sherif, (New York: Harper and Brothers, 1951), p. 360.

He goes on to point out that in this sense roles "have ingredients of cultural, of personal, and of situational determination. But never is role wholly cultural, wholly personal, or wholly situational."<sup>8</sup>

Moment and Zaleznik in a book on Role Development and Interpersonal Competence found implications that role performance could not be changed through short term programs because of the lifetime character development of the individual.<sup>9</sup>

Mott theorizes that individuals may change roles. He says

The major content of roles is a fairly routinized set of behaviors, yet that is not all of the content. The occupant of a role encounters new or unanticipated problems and often solves them unilaterally. The new pattern of behavior that he develops changes the organization of the roles that are coordinated with his role. The new arrangement, which he may have effected by overt influence, may become routine, creating a new form of organization, but temporarily it represents a change in the routine patterns of interaction.<sup>10</sup>

#### Studies Related to Role

Wilkening studied the role of county agents in Wisconsin. His study adds validity to the selected functions of the home economics agent used in this study and provides a basis for the formation of some hypotheses.

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<sup>8</sup>Ibid., p. 359.

<sup>9</sup>David Moment, and Abraham Zaleznik, Role Development and Interpersonal Competence (Boston: Harvard University, 1963), pp. 1-4.

<sup>10</sup>Mott, op. cit., p. 23.



Wilkening found most home economics agents had about five years of service and half of the agents had been high school home economics teachers; they liked the paper work and night meetings the least; and viewed themselves as "a generalist with a special interest". Using actual time being spent as criterion, the rank order of functions was as follows: training local leaders, program planning, and providing information directly. Using the way time ideally should be spent as a criterion, he listed more time on personal contacts and less time on extension organized groups.<sup>11</sup>

Biever found most consensus on the role of the agent among inter-county staff; and least consensus among county committee and administrative officials. The agent's role, as perceived by the agricultural committee "of teacher, educator, and demonstrator is more prominently expressed as being allied with the home and 4-H Club agents."<sup>12</sup>

In Maine, Bates<sup>13</sup> found that nearly half of the personnel believed that (in relation to the specialist's job) program planning activities should be an agent's, not a specialist's duty. "Assisting in development of sound county programs"<sup>14</sup> is listed second in seven general areas of responsibility of Kansas Extension Service.

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<sup>11</sup>Wilkening, op. cit., pp. 46-49.

<sup>12</sup>Lawrence J. Biever, Roles of County Extension Agents as Perceived by County Agricultural Committee Members in Wisconsin (Master's thesis, The University of Wisconsin, 1957), p. 25.

<sup>13</sup>E. H. Bates, "The Role of Extension Specialists in County Program Planning in Maine," Review of Extension Research, (October, 1963).

<sup>14</sup>"Organization Plan and Duties for Kansas Extension Service," (January, 1960), pp. 12-13. (Mimeographed.)



Areas of responsibility and the interdependency of the staff need to be defined. Oeser and Harsary in a Model for Role Theory present the axioms:

(a) When two persons working on the same task allot equal time the tendency will be for a positive relationship; (b) sufficiently different time allotments tend to bring about negative relationships, (c) each task has its own indifference as tolerance range. . . . How tension from different time allotments are solved depend on at least two factors; "social climate" of Role System and personality traits of the two persons. (Attraction Axiom) when a person has relations with two or more objects expressed on an intensity scale there will be a tendency for the strongest relationship to grow at the expense of the others. Ideal work conditions exist (if and when two persons given the same task like or dislike it equally; thus allotting equal time to it.)<sup>15</sup>

In the Kansas Cooperative Extension there are many functions divided among the staff members. This division of functions or tasks offers the opportunity for an unequal time-task allotment. Thus, if co-workers or relevant others allow time allotments for a task different from those which are given by the agent, a negative relationship tends to result. Alternatives to this situation are suggested by Festinger.

. . . We started out by assuming the existence of a motivation to know that one's opinions are correct and to know precisely what one is and is not capable of doing. From this motivation, which is certainly non-social in character, we have made the following derivations about the conditions under which a social comparison process arise and about the nature of this social comparison process.

1. This social process arises when the evaluation of opinions or abilities is not feasible by testing directly in the environment.
2. Under such circumstances persons evaluate their opinions and abilities by comparison with others.

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<sup>15</sup>O. A. Oeser, op. cit., p. 12.

3. This comparison leads to pressures toward uniformity.
4. There is a tendency to stop comparing oneself with others who are very divergent. This tendency increases if others are perceived as different from oneself in relevant dimensions.
5. Factors such as importance, relevance . . . to a group . . . will affect the strength of the pressure towards uniformity.<sup>16</sup>

Couch, Miller and Murray, found relevant others to be unequally relevant. There was a positive correlation between individuals and their job adaption when both the administrator and the client were named as relevant others. They also stated that specialists' evaluations of the agent had more severe shortcomings than the measure of agents' evaluation of specialists.<sup>17</sup>

### Perception

Perception, according to Macleod, is the basis for understanding the structure of the social world. "The problem, then, is essentially a cognitive problem and the basis of cognition is perception."<sup>18</sup>

Hallowell gives this definition of perception:

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<sup>16</sup>Leon Festinger, "Motivations Leading to Social Behavior," Theories of Motivation in Personality and Social Psychology ed. Richard C. Teevan, and R. C. Birney, (Princeton: Van Nostrand Company, Inc., 1964), pp. 157-160.

<sup>17</sup>Carl J. Couch, Mason E. Miller, and John S. Murray, "Specialist and Agent: Men in the Middle," Journal of Cooperative Extension (Spring 1965), pp. 38-41.

<sup>18</sup>R. B. Macleod, "Phenomenological Analysis," Social Psychology at the Crossroads ed. John H. Rohrer, and Muzafer Sherif, (New York: Harper and Brothers, 1951), p. 229.



Dynamically conceived, perception is one of the basic integral functions of an on-going adjustment process on the part of an organism viewed as a whole. While its cognitive aspects are necessarily of importance, . . . (they were over-emphasized and perceptual processes under-emphasized) . . . in its total behavioral context, perception cannot be isolated from action, that is, from motivated and goal-directed behavior.<sup>19</sup>

We do not always perceive things as they really are. Within wide limits we perceive them as we want them to be, or in terms of an unconscious bias. Now our wants, expectations, and biases are in large measure socially determined; therefore our perceptions are to a corresponding degree socially determined. . . . Perception is a conscious process. As such it involves a relationship between a self and that which is not self.<sup>20</sup>

#### Factors Influencing Perception

Hass lists the significant others (termed relevant others in this study) as one factor influencing the perception of role. In his review of literature he also found perception could vary with age, sex, and professional training.<sup>21</sup>

Moment and Zaleznik include the following among important variables associated with role performance patterns: age, salary and education level. These variables are important in relationship to other groups. They reveal statuses and imply differences in developmental experiences.<sup>22</sup>

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<sup>19</sup>A. I. Hallowell, "Cultural Factors in the Structuralization of Perception," Social Psychology at the Crossroads ed. John Rohrer, and Muzafer Sherif, (New York: Harper and Brothers, 1951), p. 166.

<sup>20</sup>Ibid., pp. 222, 230.

<sup>21</sup>J. Eugene Hass, "Role Conception and Group Consensus," (Columbus, Ohio: Ohio State University, Bureau of Business Research, 1964), p. 12. (Monograph No. 117)

<sup>22</sup>Moment and Zaleznik, op. cit., pp. 93-94.



Weitz found that new members in a group remained with the group longer if, before entering the group, the new members had been provided with definitions of the group norms and the expected behavior for the fulfillment of their position in the group.<sup>23</sup>

This tendency, if applicable to county home agents, should show a longer tenure among agents taking the extension orientation classes, induction training, and extension classes in college.

### Perceptions of Expectation

Festinger found comparisons of performance predominantly is with those of superior rather than inferior ability. Perception of expectation requires the involved individual to conform or to judge himself inferior. Festinger also pointed out that the individual is different from an observer, for "the individual's perception of others who are important to him has very real consequences for the way he behaves or attempts to behave."<sup>24</sup>

### Organization of the Cooperative Extension

The schematic presentation (Figure 1) of the organizational line of command shows the organizational position of the director of the

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<sup>23</sup>J. Weitz, "Job Expectancy and Survival," Journal of Abnormal Social Psychology, (1956), p. 40.

<sup>24</sup>L. A. Festinger, "A Theory of Social Comparison Processes," Human Relations, (1954), pp. 7, 117-140.

# COUNTY EXTENSION SERVICE

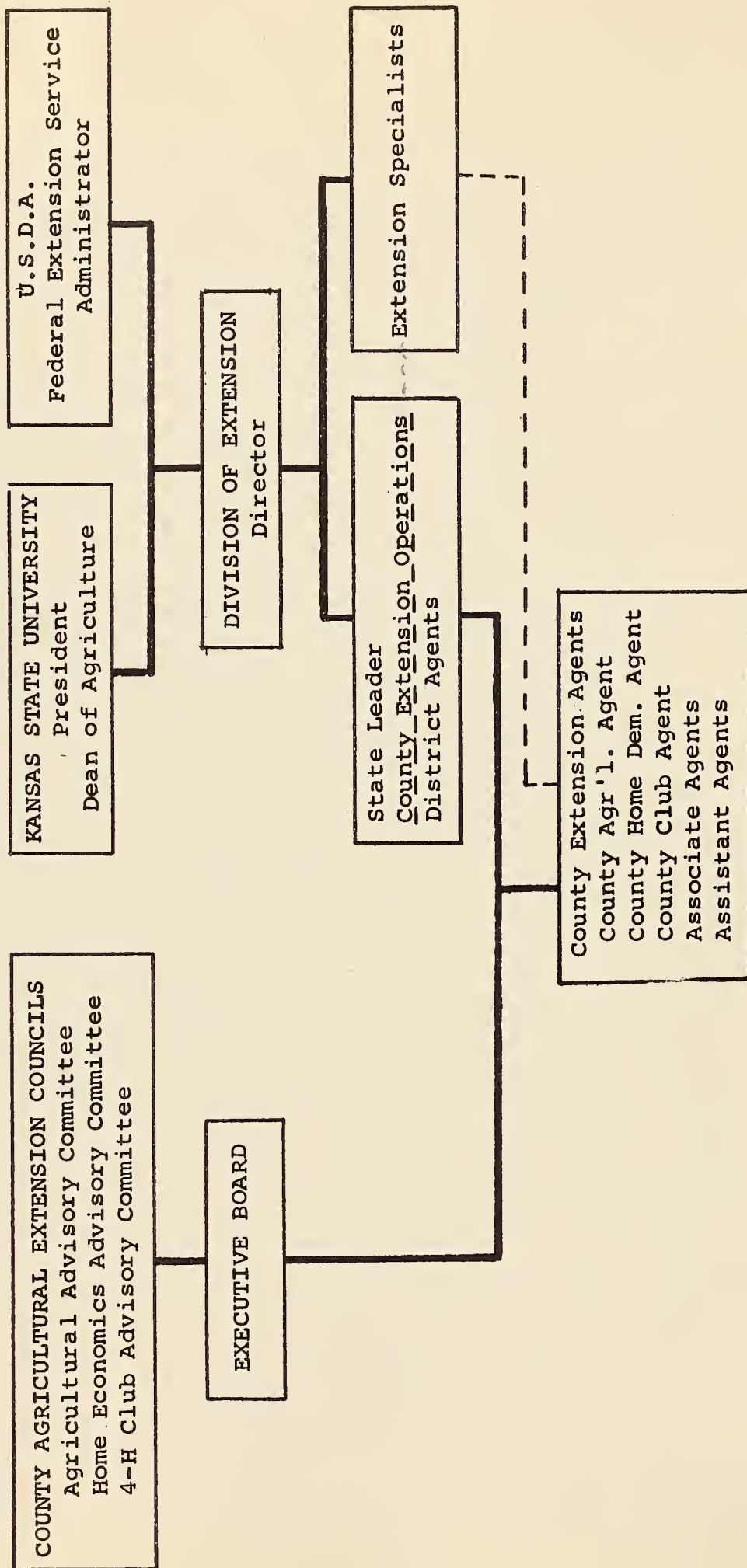


FIGURE 1

ORGANIZATION CHART OF THE KANSAS COOPERATIVE EXTENSION SERVICE

Division of Extension, the assistants, associate directors and the coordinators, are in the state administrative positions. Personnel, termed relevant others in this study, of administrative authority are as follows: district agricultural extension and home economics agents, specialists, county agricultural extension councils (a sample group of executive board members was used), county agricultural agents, home economics agents, and county club agents (assistant agents were included in their respective agent groups).

Duties and responsibilities of each group are as follows insofar as they relate to the role of the county home economics agent.

#### District Agricultural Agent

The district agricultural agent coordinates policy, programs, schedules for agent training and reports for all phases of Extension work in his district. He holds regular conferences and establishes equitable allocations of funds for the various phases of the county extension program. He presents all agent candidates to the executive board of the county agricultural extension councils. He represents the director at meetings to determine the budget and advises the director through the associate director on management of personnel, budgets and the needs of the various counties in his district.<sup>25</sup>

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<sup>25</sup> Organization Plan and Duties for Kansas Extension Service.  
(Revised January, 1960), pp. 11-13. (Unpublished monograph).



### District Home Economics Agent

The district duties in part are:

The district home economics agent shall be responsible for the coordination of the county home economics programs within the district. The district home economics agent shall assist the county home economics agents with preparation, evaluation and reporting of the programs within their respective counties.

.....

The district home economics agent shall be responsible for coordination of state-wide home economics programs and training within the district. The district home economics agent shall counsel with the State Leader for programs and training as to the needs of the district regarding these activities.<sup>26</sup>

The district home economics agent works under and along with the district agricultural agent on matters of personnel program and budget needs of the various counties. She advises the district agricultural agent on coordinated extension policy, programs, schedules, agent training, county office management, reports and public relations for the various counties.<sup>27</sup>

### Subject Matter Specialists

These specialists consult with the district agent for county program development. Their duties, in part, are given below:

1. Training of county Extension agents in subject matter and in methods of presenting subject matter in the specific specialties which they represent.

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<sup>26</sup>Ibid., pp. 11-13.

<sup>27</sup>Ibid., pp. 14-15.

2. Assisting county Extension agents in developing sound county programs in the subject matter fields which they represent and coordination of these programs on a state-wide basis for the most effective teaching.
3. Interpreting research results in terms of desirable farm and home practices. Also presenting farm and home problems requiring research to the proper departments of the University.
- .....
6. Coordinating Extension activities with their specific subject matter departments in the University and with other state and federal agencies. . . .<sup>28</sup>

### Executive Board

The schematic presentation of the make-up of the nine-member executive board from the county agricultural extension council, and their committee origin, is shown in Figure 2. The duties of the executive board are, in part, given below:

The county agricultural extension council is composed of three members from each township and each city not a part of a township. . . . One of the three members from a township or city shall be elected to represent agriculture, one to represent home economics, and one to represent 4-H Club work. Each . . . shall be actively engaged in agriculture.

.....  
 . . . the council shall elect from its own members an executive board consisting of a chairman, a secretary and a treasurer and six other members. . . . Since the executive board has responsibilities over the entire extension program in agriculture, home economics and 4-H Club work, if the board is composed of representatives of the various phases of the extension program, they will be more able to intelligently consider all phases of the program from their experience.<sup>29</sup>

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<sup>28</sup>Ibid., pp. 10-11.

<sup>29</sup>Handbook for County Agricultural Extension Councils (Manhattan Kansas: Kansas State Cooperative Extension Service, 1961), p. 6.

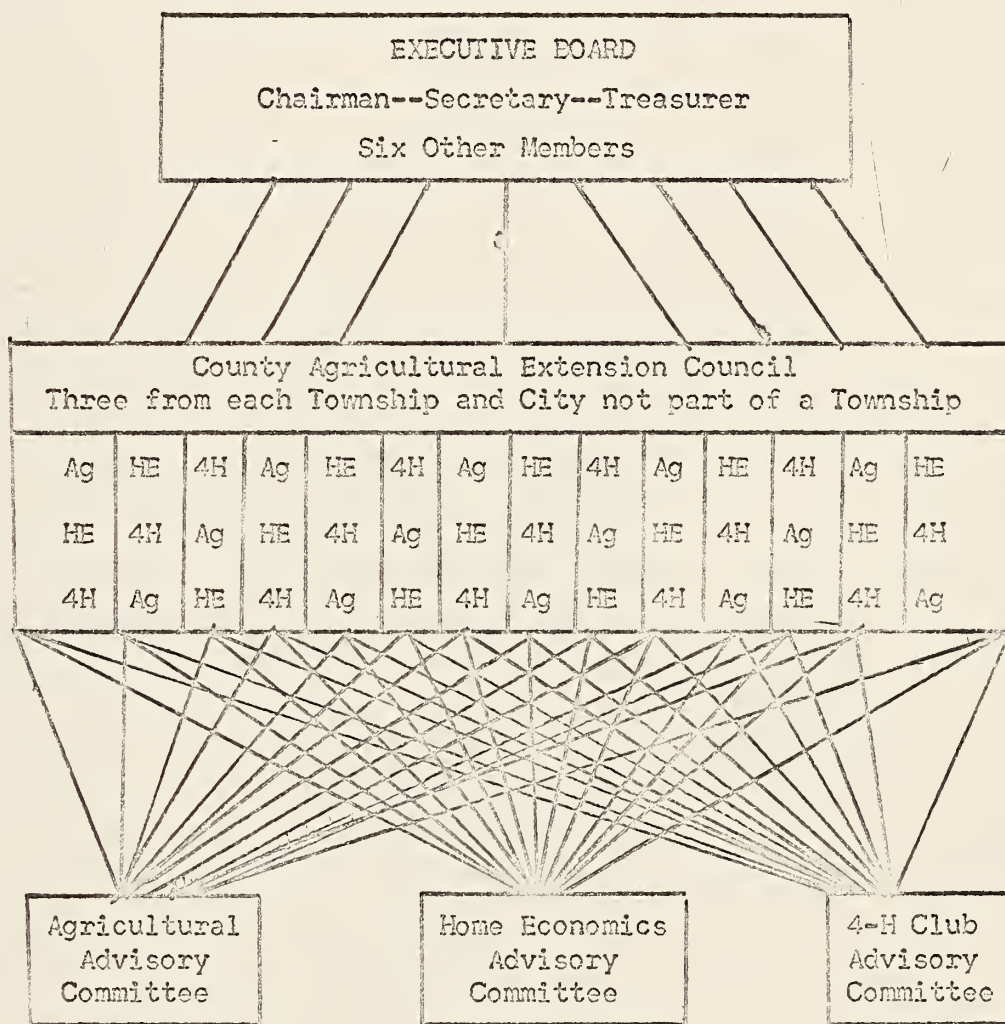


FIGURE 2

DIAGRAM OF EXTENSION COUNCIL



The home economics advisory committee is made up of home economics representatives as is provided by law. The duties of the executive board are, in part, as follows:

3. Select and appoint county extension agents.
4. Employ and fix the compensation of necessary employees to conduct the business of the council.
5. With the director of extension, supervise the extension agents and approve all accounts and expenditures of funds of the council.
10. Give approval to program plans prepared by advisory committees.<sup>30</sup>

#### County Agricultural Agents

It is Kansas extension policy that an agricultural agent is the first county staff member employed, then the home economics agent and finally the county club agent and any assistant agents necessary to carry out the work so far as funds are available.

The following statement is made in an administrative document on the extension organization plan and duties. "Good county administration demands that one person in each county be designated as the county director of extension work. The director of the Kansas Extension Service designates the county agricultural agent as director of the county Extension service."<sup>31</sup>

His duties, in part, are as follows:

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<sup>30</sup>Ibid., p. 8.

<sup>31</sup>Organization Plan and Duties for Kansas Extension Service, op. cit., p. 17.

In counties having a home economics agent and a county club agent the county agricultural agent is directly responsible for the agricultural program, and will assume over-all responsibility for the whole Extension program, assisting the home economics agent and county club agent in all possible ways in developing their phases of the work. . . . In counties without a county club agent, the county agricultural agent shall share with the home economics agent the work with 4-H representatives of the County Agricultural Extension Council.

In addition to . . . coordination program work, [he] shall . . . recommend the employment of county office personnel, . . . direct their activities, shall have the responsibility for county office records and reports.

. . . Further the county agricultural agent will assume specific leadership in those programs which call for coordinated effort in agriculture, home economics and 4-H work. . . . [He] should schedule and hold regular weekly county staff conferences. The county agricultural agent shall clear broad administrative matters between the State Director's office and individual county Extension workers.<sup>32</sup>

#### County Home Economics Agent

The duties and responsibilities of the home economics agent differ with each state and somewhat from county to county within the state. The responsibilities of the home economics agent are defined, in part, as follows:

The home economics agent is responsible for the leadership of the county home economics program. She counsels with the county agricultural agent on problems of office management, secretarial assistance, supplies and equipment, other financial needs for the home economics program, and all other matters relative to the entire county extension program. Assistance in planning and execution of the county program, the training of leaders, sharing responsibility for the 4-H club program to the extent necessary for a successful program, assistance in the coordination of all phases of the county extension program are also responsibilities of the home economics agent.<sup>33</sup>

The monograph is perhaps repetitious in part of the citation above but is presented to better clarify her duties:

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<sup>32</sup>Ibid., pp. 17-20.

<sup>33</sup>Ibid., p. 24.



The basic duty of the county home economics agent is teaching. The home economics agent is responsible for the development of the county Extension home economics programs, including organization of the work, scheduling her time and travel, reporting her work and the achievement of goals for the home economics program. The home economics agent will work closely with all other Extension agents in the county in developing 4-H club work. The county home economics agent shares responsibility for over-all 4-H organization and program with the county agricultural agent in counties where there is no county club agent. The county home economics agent assumes responsibility through the county club agent for training local leaders in 4-H home economics subject matter. The home economics agent and the county club agent should work closely together to assure correlated home economics programs for 4-H members and adults within the county.

The county home economics agent will work cooperatively with other county Extension agents on those programs calling for coordinated effort by all agents in the county.

. . . . .  
In exercising these responsibilities, the home economics agent will consult with the county agricultural agent in keeping with his responsibility as director of the county Extension service. It is expected that the county home economics agent shall be consulted by the county agricultural agent regarding office personnel and management, budgets and other phases of his responsibilities as county director. . . . She may assist the county agricultural agent in presenting program and budgetary matters to the executive board of county commissioners.<sup>34</sup>

### County Club Agent

The county club agent is responsible for the county 4-H program. He consults with the agricultural agent on matters concerning office management and 4-H club programs for the county. He "renders assistance to the entire county extension program in whatever manner may be feasible."<sup>35</sup>

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<sup>34</sup>Ibid., pp. 20-21.

<sup>35</sup>Ibid., p. 22.



### Tasks of the Agent

The tasks or functions performed by the agent have gradually changed and the process of change appears to be continuing based on emphasis that extension faculty feel actually is given a function and emphasis they feel ideally should be given a function. Not all the staff or clientele (represented by the executive board) assess these changes as desirable or in the proper direction. To allow correlation of consensus, fourteen tasks or functions were listed on the questionnaire. They were adapted from the Wilkening research.<sup>36</sup>

Relevant others evaluated the tasks in terms of the following: (1) the degree of emphasis they felt the task ideally should be given and (2) the degree of emphasis they felt the task actually was being given.

The fourteen tasks to be rated are listed below:

1. Planning annual and long-time programs.
2. Performing administrative functions, including budgeting, reporting, coordinating office management, etc.
3. Developing and maintaining good public relations.
4. Coordinating University and U.S.D.A. programs at the county level.
5. Training leaders.
6. Relaying needs of the people to the university.
7. Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county.

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<sup>36</sup>Wilkening, op. cit., pp. 1-51.

8. Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.
9. Assisting in the development of the community and its resources.
10. Organizing and coordinating clubs, units, and/or special interest groups.
11. Helping specialists evaluate projects that have been carried out in specific subject matter areas.
12. Reporting program progress and accomplishments.
13. Evaluating quality and quantity of county staff performance.
14. Keeping up to date in subject matter and teaching methods.
15. Other (specify).

#### Summary

The concept of role includes several different aspects of task performance and task expectations, as viewed by the task performer. The role performer sees tasks both as he feels them to be and as he feels relevant others emphasize the tasks' importance. Role includes expected behavior, rights, and obligations.

Conflicts in role performance may evolve when tasks require cooperative effort for completion but unequal importance is assigned the task by the cooperators. Relevant others are often the task co-operators. Because relevant others are not of equal importance to the role performer, their influence upon the task performance differs.

The role performer perceives, within wide limits, things as he or she wants them to be. The role performer may therefore redefine

who is a relevant other. When correlation of consensus is vastly different, an effort is made to bring about a closer correlation or the divergent relevant others are excluded.

The county extension staff organization in Kansas consists of three agents working with agriculture, home economics, and club work. As fully staffed counties are possible only when necessary funds are available, staff positions are filled in that respective order.



### CHAPTER III

#### ANALYSIS OF DATA ON THE ROLE OF THE HOME ECONOMICS AGENT IN KANSAS

Data from each of the seven respondent groups were analyzed as separate groups. The data from the county home economics agents were then grouped by bibliographical variables and analyzed. The bibliographical variables were age, years of county extension experience, highest degree held, completion of induction training, college class in extension education, and extension district.

The methods used in analyzing the data were rank order of emphasis given selected functions of the county home economics agent, Spearman's Coefficient of Rank Correlation, and Kendall's Coefficient of Concordance.

A rank order of emphasis for the fourteen functions was determined for each group from the mean weighted score of each function. The amount of emphasis given each function was weighted as follows: major--five, important--four, intermediate--three, minor--two, no emphasis--one. When rank ties occurred they were dealt with by the bracket-rank method.<sup>1</sup>

Spearman's Coefficient of Rank Correlation ( $\rho$ ) was used.

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<sup>1</sup>Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 294.

$\rho = 1 - \frac{6 \sum d^2}{n_3 - n} \cdot 2$  Balsley's interpretation of  $\rho$  was used.

Generally, the following ratings of correlation coefficient will be found useful: (1) if the correlation coefficient ( $r$ ) is greater than .90 a high degree of correlation exists; (2) a correlation coefficient between .80 and .90 is considered "good" correlation; (3) a correlation coefficient ranging from .60 to .80 indicates some degree of correlation is probably present; (4) a correlation coefficient above .30 and up to .60 indicates that there is some slight possibility of correlation; (5) a correlation coefficient of .30 or less indicates no relationship between the variables and therefore no correlation.<sup>3</sup>

For the comparison of several groups of respondents, Kendall's coefficient of concordance, and his interpretation of " $W$ " was used.

$$W = \frac{12 S}{m^2(n^3 - n)} \cdot 4$$

$W$  measures, in a sense, the communality of judgments of the  $m$  observers. If they all agree  $W = 1$ . If they differ very much among themselves the sums of ranks will be more or less equal, and consequently the sum of squares  $S$  becomes small compared with the maximum possible value, so that  $W$  is small. As  $W$  increases from 0 to 1 the deviations become "more different" and there is a greater measure of agreement in the rankings.

The reader may wonder why we have chosen a coefficient ranging from 0 to 1 and not from -1 to 1 as for a rank correlation coefficient. The answer is that when more than two observers are involved, agreement and disagreement are not symmetrical opposites.  $m$  observers may all agree but they cannot all disagree completely, in the sense here considered. If, of three observers  $P, Q$ , and  $R, P$ , disagree with  $Q$  on a comparison and also disagree with  $R$ , then  $Q$  and  $R$  must agree.<sup>5</sup>

The Null hypothesis was accepted when the association was below .50.

<sup>2</sup>Howard L. Balsley, Introduction to Statistical Method (Paterson, New Jersey: Littlefield, Adams, and Co., 1946), pp. 188-191.

<sup>3</sup>Ibid., p. 184.

<sup>4</sup>Maurice G. Kendall, Rank Correlation Methods (London: Charles Griffin and Company Limited, 1955), p. 95.

<sup>5</sup>Ibid.



## Characteristics of Respondent Groups

### District Agents

In the five Kansas districts there were nine district agents, all of whom responded to the study (Table II).

All but one of the district agents were between thirty-five and fifty-five years of age. All had some county experience. One third of the district agents had between one and ten years, one third between eleven and twenty years, and the remaining one third had over sixteen years of county experience. All had done some graduate work, two thirds having completed work on a Master's degree. Five of the nine agents had taken a college class in extension education.

### Specialists in Home Economics

Seventeen of the twenty-one women specialists in the four project areas returned the questionnaires, or 81 per cent. About six out of ten were over forty-five years of age. Approximately seven out of ten specialists had one or more years of county experience. Seven out of ten had held their job as an extension specialist, or a similar one, for less than six years. Nine out of ten held at least a Master's degree. Eight out of ten had not received induction training. One half of the specialists took extension education classes in college (Table II).

### County Club Agents

Twenty-seven of the thirty-one county club agents returned questionnaires, or 87 per cent. Approximately one half of the agents



CHARACTERISTICS BY TYPE OF POSITION OF KARMS EXTENSION  
PERSONNEL, IN PERCENTAGES, 1964

Bibliographical data	County home economics agent		County agricultural agent	County club agent	Specialist in home economics	District home economics agent	District agricultural agent
	N = 88	N = 106	N = 26	N = 17	N = 4	N = 5	
AGE							
under 25	27	7	19	-	-	-	-
25 - 34	29	36	27	23	-	-	-
35 - 44	10	39	54	19	25	40	40
45 - 54	12	12	-	41	75	40	40
55 - 64	19	6	-	18	-	-	-
65 and over	1	-	-	-	-	20	20
YEARS OF COUNTY EXTENSION EXPERIENCE							
none	1	1	-	12	-	-	-
less than 1 year	17	9	19	12	-	-	-
1 - 5	37	29	27	25	25	20	20
6 - 10	18	25	23	12	-	20	20
11 - 15	16	15	31	19	25	20	20
16 - 20	2	9	-	6	25	-	-
21 and over	6	12	-	12	25	40	40
HIGHEST DEGREE							
Bachelor's	93	78	61	18	-	60	60
Master's	7	22	19	76	100	40	40
Doctor's	-	-	-	6	-	-	-
work beyond degree	41	53	31	53	75	100	100
COMPLETED INDUCTION TRAINING							
Yes	41	38	31	12	-	-	-
No	59	62	69	88	-	-	-

TABLE II (concl.)

Bibliographical data	County home economics agent N = 88		County agricultural agent N = 106		County club agent N = 26		Specialist in home economics N = 17		District home economics agent N = 4		District agricultural agent N = 5	
COLLEGE CLASS IN EXTENSION EDUCATION												
Yes	46		54		50		53		75		40	
No	54		46		50		47		25		60	
EXTENSION DISTRICT												
Central	24		25		34		-		-		-	
Northeast	20		21		31		-		-		-	
Southeast	20		18		27		-		-		-	
Northwest	17		17		4		-		-		-	
Southwest	16		19		4		-		-		-	



were between thirty-five and forty-five years, three out of ten were between twenty five and thirty-five years, and two out of ten were less than twenty-five years of age. They were distributed evenly among the following four groups by years of experience in the present type of position: less than one year, one to six years, six to eleven years, and eleven to sixteen years. A Master's degree was held by 25 per cent, a Bachelor's degree by 75 per cent. In each educational group, 7 per cent had advanced training beyond the highest degree held.

One half of the county club agents took extension education classes in college. Thirty-seven per cent had received induction training. More than nine out of ten of the county club agents were in the central and eastern districts. Sixty-five per cent judged their county as a rural county (Table II).

#### County Home Economics Agents

There were 108 home economics agents. Eighty-eight, or 81 per cent, responded to the study. Half of the home economics agents were under thirty-five years of age. A fourth were between the ages of forty-five and sixty-five. There were 7 per cent that held a Master's degree. Forty-one per cent had completed induction training. Nearly one half of the county home economics agents had taken extension education classes in college. Respondent home economics agents were distributed evenly among the 5 districts (Table II).

#### County Agricultural Extension Council

A stratified random sample of county executive board members was selected from the five districts. They were as listed below:

Northwest - Wallace, Thomas, Sheridan, Norton  
 Southwest - Finney, Meade, Comanche, Barber  
 Central - Republic, Ottawa, Sedgwick, Harper  
 Northeast - Clay, Jefferson, Leavenworth, Johnson  
 Southeast - Chase, Cowley, Wilson, Montgomery



TABLE III

CHARACTERISTICS BY TYPE OF POSITION OF A SAMPLE OF EXECUTIVE  
BOARD MEMBERS OF THE KANSAS EXTENSION SERVICE, IN PERCENTAGES, 1964

Bibliographical data	Area Represented			Number	
	Agricultural	Home economics	County club	%	N
SEX					
Male	100	-	44	58	69
Female	-	100	56	42	51
YEARS ON THE EXTENSION COUNCIL					
1 year	18	19	19	18	22
2 years	18	19	23	20	24
3 years	16	19	16	17	20
4 years	22	12	28	22	26
5 years	2	4	5	3	4
Over 5 years	24	27	9	19	23
AGE					
Under 25	-	-	2	1	1
25 - 34	18	7	23	17	21
35 - 44	34	37	40	37	44
45 - 54	30	44	33	34	41
55 - 64	18	11	2	11	13
65 and over	-	-	-	-	-
EDUCATION COMPLETED					
Less than high school	16	4	7	10	12
High school graduate	36	44	56	45	54
Some college	30	38	23	29	35
College graduate	18	15	14	16	19
MARITAL STATUS					
Single				3	4
Married				97	116
IN A 4-H CLUB					
Yes				44	66
No				56	53
FREQUENCY OF ADVISORY MEETINGS					
Weekly				-	-
Monthly				52	59
Twice a month				9	1
Yearly				18	20
Twice a year				11	13
On call				17	19
SOURCE OF INCOME					
Farm or ranching				89	107
Other				11	13

The bibliographical data for the executive board members differed somewhat from that of the extension service staff (Table III). There were a possible 180 respondents. One hundred twenty, or 66 per cent, of the questionnaires were returned.

The executive board is composed of delegates representing the three phases of county extension work. In this sample there were fifty respondent males representing agriculture, twenty-seven female respondents representing home economics, and forty-three (nineteen male, twenty-four female) respondents representing county club work. Approximately six out of ten respondents from each of the three representative groups were between thirty-five and fifty-four years of age. A fourth of the county club representatives was less than thirty-five years of age. Approximately half of the representatives of all three committees were high school graduates or less. Over a fourth had some college education but no degree.

#### Relative Importance of Selected Functions

Objective 1. To determine the rank order of importance of fourteen selected functions of the county home economics agent as perceived by respondent groups.

#### The Degree of Emphasis that Ideally Should be Given Function

The weighted scores of all respondent groups, excepting the district agents, resulted in agreement for the five top ranked functions. Based on weighted scores, all respondents placed the following four functions among the five top ranked functions--keeping up to date in subject matter and teaching methods, developing and maintaining good public relations, training leaders, and planning annual and long-time programs.



Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people was ranked within the top five places by all respondent groups except the district agents. District agricultural agents replaced this function with reporting program progress and accomplishment; District home economics agents replaced it with coordinating University and U.S.D.A. programs at the county level. Ranking of functions as extension personnel felt they ideally should be emphasized is shown in Table IV.

Comparison of respondent groups with the home economics agents on ideal emphasis that should be given functions, using Spearman's Coefficient of Rank Correlation, were:

<u>Groups Compared with Home Economics Agents'</u> <u>Responses of Ideal Emphasis of Functions</u>	<u>r</u>
County agricultural agents	.94
County club agents	.93
District agricultural agents	.74
District home economics agents	.70
Specialists in home economics	.88
Sample of executive board members	.92

Based on Balsley's interpretation of rho, as explained on page 33, a correlation was assumed between people in various types of positions and home economics agents, in the ideal emphasis that should be given the functions.

The mean weighted score for the function of keeping up to date in subject matter was one for county home economics agents and the sample of executive board members. It was ranked fourth or fifth by all other respondent groups.



TABLE IV

EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS  
AS RANKED BY EXTENSION PERSONNEL AND A SAMPLE OF EXECUTIVE BOARD MEMBERS,  
KANSAS, 1964

Selected functions of home economics agents	Personnel by Position					Specialist in home economics	Sample of executive board members
	County home economics agents N = 88	County agri- cultural agents N = 106	County Club agents N = 26	District agri- cultural agents N = 5	District home economics agents N = 4		
Keeping up to date in sub- ject matter and teaching methods	1	4	4	5	5	4	1
Developing and maintaining good public relations	2	2	3	1.5	3	1.5	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people	3	3	1.5	8	6.5	3	5
Training leaders	4	1	1.5	1.5	3	5	2
Planning annual and long-time programs	5	5	5	3.5	1	1.5	4
Relaying needs of the people to the University	6	6	6	6.5	9.5	7	6
Organizing and coordinating club units, and/or special interest groups	7	7	7	9	11	10.5	7

TABLE IV (concl.)

Selected functions of home economics agents	Personnel by Position					Sample of executive board members
	County home economics agents N = 88	County agri- cultural agents N = 106	County club agents N = 26	District agri- cultural agents N = 5	District home economics agents N = 4	Specialist in home economics N = 17
Reporting program progress and accomplishments	8	8	10	3.5	6.5	7
Assisting in the development of the community and its resources	9	10	8	10	9.5	9
Coordinating University and USDA programs at the county level	10	11	11	11	3	10.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	9	9	6.5	8	7
Performing administrative functions, including budget- ing reporting, coordinating office management, etc.	12	13	12	13	12	13
Evaluating quality and quantity of county staff performance	13	12	13	12	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	14	14	14
						N = 120



The mean weighted score for planning long-time programs, resulted in a rank of one for district home economics agents and specialists in home economics. This item was ranked fifth by all county personnel.

Coordinating University and U.S.D.A. programs at the county level was number three based on the mean weighted score of the district home economics agents, while it was eighth or lower for all other groups.

Reporting program progress and accomplishments was ranked higher by district agricultural agents than by other personnel.

#### The Degree of Emphasis Actually Being Given Functions

There was again agreement on which functions should be within the top five by all groups excepting the district agents (Table V). The five functions actually within the top five, ranked by mean weighted scores, were identical to those functions that the Extension faculty and sample of extension executive board members felt ideally should be given top placement, although the order of placement differs.

District agricultural agents excluded developing and maintaining good public relations. Rank ties for third and fifth place enlarged the number of functions the district agricultural agents included within the top five to: relaying needs of the people to the University, organizing and coordinating clubs, reporting program progress and accomplishments, and helping specialists evaluate projects that have been carried out in specific subject matter areas.

District home economics agents excluded providing specific information. Rank ties for first and fifth place enlarged the number of



TABLE V

EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS  
AS PERCEIVED BY EXTENSION PERSONNEL AND EXECUTIVE BOARD MEMBERS,  
KANSAS, 1964

	Type of Extension Position						Sample of executive board members
	County home economics agents N = 88	County agri- cultural agents N = 106	County club agents N = 26	District agri- cultural agents N = 5	District home economics agents N = 4	Specialist in home economics N = 17	
Selected functions of home economics agents							N = 120
Providing specific infor- mation on agriculture, and/or home economics and/ or club work and related subjects to the people of the county	1	3	1	6.5	7	1	4
Training leaders	2	1	2	1.5	2	2	5
Developing and maintaining good public relations	3	5	5.5	9.5	2	4.5	3
Planning annual and long- time programs	4	2	4	1.5	5.5	3	1
Keeping up to date in subject matter and teaching methods	5	4	3	6.5	4	4.5	2
Relaying needs of the people to the University	6	8	9	6.5	10	13	8.5
Organizing and coordinating clubs, units, and/or special interest groups	7	6	5.5	6.5	2	6	10

TABLE V (concl.)

	Type of Extension Position					Sample of executive board members
	County home economics agents N = 88	County agri-cultural agents N = 106	County club agents N = 26	District agri-cultural agents N = 5	District home economics agents N = 4	Specialist in home economics N = 17
Selected functions of home economics agents						N = 120
Reporting program progress and accomplishments	8	7	7	3.5	8	10
Coordinating University and USDA programs at the county level	9	10	11	9.5	5.5	7
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	10	13	12	13	10	12
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	9	8	3.5	10	11
Assisting in the development of the community and its resources	12	12	10	11	12	9
Evaluating quality and quantity of county staff performance	13	11	13	12	13	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	14	14	8

functions district home economics included in the top five ranks to include: organizing and coordinating clubs, and coordinating University and U.S.D.A. programs at the county level. Functions, as ranked weighted scores of emphasis they believed were actually being given to them, are in Table V.

Comparison of respondent groups with the home economics agents on emphasis actually given functions, using Spearman's Coefficient of Rank Correlation, were:

Groups compared with home economics agents on emphasis believed given functions	r
County agricultural agents	.91
County club agents	.90
District agricultural agents	.62
District home economics agents	.79
Specialists in home economics	.75
Sample of executive board members	.86

Based on Balsley's interpretation of rho, as explained on page 33, most agreement upon placement of functions in a rank order of emphasis actually being given, was among home economics agents and other county positions. The least agreement upon placement was among the home economics agent and district agricultural agent groups, although an r score of .62 indicated some degree of correlation probably present.

The function of relaying needs of the people to the University ranked sixth for county home economics agents and district agricultural agents based on the mean weighted score. Specialists' mean weighted score of the function resulted in a rank of thirteen. The sample of executive board members and other county workers ranked this function eighth or ninth.



Reporting program progress and accomplishments was ranked third by district agricultural agents. It was ranked between seventh and tenth by all other responding groups.

Helping specialists evaluate projects that have been carried out in specific subject matter areas was ranked third by district agricultural agents. It was ranked between ninth and eleventh by all other responding groups.

Acting as secretary and/or performing services for associations, fairs, shows and camps, resulted in a rank of eight for specialists in home economics. It was ranked fourteenth by all other responding groups.

Organizing and coordinating clubs, units and/or special interest groups, resulted in the greatest rank placement difference between district home economics agents and the sample of executive board members. The actual emphasis given the function by district home economics agents resulted in a rank placement of two, the sample of executive board members ranked it tenth.

#### Ideal and Actual Emphasis of Functions Compared

Based on Balsley's interpretation of rho, three respondent groups had a high correlation between what they felt to be the actual and ideal emphasis given functions. The groups were county home economics agents, county agricultural agents, and county club agents. District agricultural agents and executive board members had "good" coefficients of rank correlation scores. District home economics agents and specialists in home economics indicated that "some" degree

of correlation was probably present. The objective for this phase of the study was as follows:

Objective 2. To determine the degree of agreement of respondent groups between perceived importance of actual role tasks and the ideal role tasks of county home economics agents.

The rank order of emphasis responding groups felt ideally should be given functions was compared to the rank order of emphasis they felt actually was being given functions as shown in Tables VI through XII.

A summary of statistical findings is as follows:

<u>Responding groups by actual and ideal emphasis given functions</u>	<u>r</u>
County home economics agents	.91
County agricultural agents	.93
County club agents	.92
District agricultural agents	.80
District home economics agents	.72
Specialists in home economics	.65
Sample of executive board members	.89

County Agents. The coefficient of rank correlation of county home economics agents (.91), county agricultural agents (.93), and county club agents (.92) indicated little difference in rank placement of functions between the ideal and actual placements, as shown in Tables VI, VII, and VIII. The function with greatest rank placement difference by home economics agents was keeping up to date, given first place based on ideal emphasis and ranked fifth place based on emphasis actually believed given.

District Agricultural Agents. The correlation coefficient of district agricultural agents indicated a difference in rank placement of functions as they felt they ideally should be emphasized compared to



TABLE VI

KANSAS HOME ECONOMICS AGENTS' RANKING OF EMPHASIS THAT IDEALLY  
SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN  
TO SELECTED FUNCTIONS OF THE HOME ECONOMICS  
AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	5
Developing and maintaining good public relations	2	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	3	1
Training leaders	4	2
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	6
Organizing and coordinating clubs, units, and/or special interest groups	7	7
Reporting program progress and accomplishments	8	8
Assisting in the development of the community	9	12
Coordinating University and U.S.D.A. programs at the county level	10	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	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

$r = .91$



TABLE VII

KANSAS COUNTY AGRICULTURAL AGENTS' RANKING OF EMPHASIS THAT IDEALLY  
SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN  
TO SELECTED FUNCTIONS OF THE HOME ECONOMICS  
AGENT, 1964

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

$r = .93$

TABLE VIII

KANSAS COUNTY CLUB AGENTS' RANKING OF EMPHASIS THAT IDEALLY SHOULD  
BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO  
SELECTED FUNCTIONS OF THE HOME ECONOMICS  
AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	1.5	1
Training leaders	1.5	2
Developing and maintaining good public relations	3	5.5
Keeping up to date in subject matter and teaching methods	4	3
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	9
Organizing and coordinating clubs, units, and/or special interest groups	7	5.5
Assisting in the development of the community	8	10
Helping specialists evaluate projects that have been carried out in specific subject matter areas	9	8
Reporting program progress and accomplishments	10	7
Coordinating University and U.S.D.A. programs at the county level	11	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	12	12
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

$r = .92$



those actual emphasis believed given, as shown in Table IX. Based on the mean weighted score the function of developing and maintaining good public relations, tied for first rank based on their opinion of the ideal emphasis that should be given this function. Based on their opinions of actual emphasis being given, it was tied for ninth place. Organizing and coordinating clubs was in ninth place, based on the ideal emphasis that should be given. Actually this function, as felt to be receiving emphasis, placed it fifth in rank, along with three other functions.

District Home Economics Agents. The correlation coefficient of district home economics agents indicated a rank placement difference between functions as they ideally should be emphasized compared to actual emphasis, as shown in Table X. Based on the mean weighted score, the functions of planning long-time and annual programs as ideally viewed was in first place, based on actual emphasis believed given it fell into fifth place. Organizing and coordinating clubs, units, and special interest groups was ranked eleventh based on the ideal emphasis that should be given. Actually this function, as felt to be receiving, placed it second in rank.

Specialists in Home Economics. The correlation coefficient of the specialists in home economics indicated "some" degree of agreement in rank placement of functions, when ideal emphasis was compared with actual emphasis they believed was given, as shown in Table XI. Based on the mean weighted score of given functions, four functions had a



TABLE IX

KANSAS DISTRICT AGRICULTURAL AGENTS' RANKINGS OF EMPHASIS THAT IDEALLY  
SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN  
TO SELECTED FUNCTIONS OF THE HOME ECONOMICS  
AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Developing and maintaining good public relations	1.5	9.5
Training leaders	1.5	2
Planning annual and long-time programs	3.5	1.5
Reporting program progress and accomplishments	3.5	3.5
Keeping up to date in subject matter and teaching methods	5	6.5
Relaying needs of the people to the University	6.5	6.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	6.5	3.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	8	6.5
Organizing and coordinating clubs, units, and/or special interest groups	9	6.5
Assisting in the development of the community	10	11
Coordinating University and U.S.D.A. programs at the county level	11	9.5
Evaluating quality and quantity of county staff performance	12	12
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

r = .80

TABLE X

KANSAS DISTRICT HOME ECONOMICS AGENTS' RANKINGS OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Planning annual and long-time programs	1	5.5
Developing and maintaining good public relations	3	2
Coordinating University and U.S.D.A. programs at the county level	3	5.5
Training leaders	3	2
Keeping up to date in subject matter and teaching methods	5	4
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	6.5	7
Reporting program progress and accomplishments	6.5	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas	8	10
Assisting in the development of the community	9.5	12
Relaying needs of the people to the University	9.5	10
Organizing and coordinating clubs, units, and/or special interest groups	11	2
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	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

$r = .72$



TABLE XI

KANSAS SPECIALISTS IN HOME ECONOMICS' RANKINGS OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Developing and maintaining good public relations	1.5	4.5
Planning annual and long-time programs	1.5	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	3	1
Keeping up to date in subject matter and teaching methods	4	4.5
Training leaders	5	2
Relaying needs of the people to the University	7	13
Reporting program progress and accomplishments	7	10
Helping specialists evaluate projects that have been carried out in specific subject matter areas	7	11
Assisting in the development of the community	9	9
Coordinating University and U.S.D.A. programs at the county level	10.5	7
Organizing and coordinating clubs, units, and/or special interest groups	10.5	6
Evaluating quality and quantity of county staff performance	12	14
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	8

$r = .65$



difference in placement between actual and ideal emphasis of four or more ranks.

Relaying needs of the people to the University and helping specialists evaluate projects that have been carried out in specific subject matter areas both were ideally given higher rank emphasis than they were felt to be actually receiving.

Organizing and coordinating clubs, units, and/or special interest groups, and acting as secretary and/or performing services for associations, fairs, shows, camps, etc. ideally were felt to be given a lower degree of emphasis than they were actually receiving.

Sample of Executive Board Members. The correlation coefficient of the sample of executive board members indicated a "good" (.89) degree of agreement in rank placement, as shown in Table XII. There were no differences in placement greater than three ranks.

Relative Importance of Selected Functions Ranked  
by Home Economics Agents Using  
Bibliographical Groupings

While bibliographical data were obtained from all responding groups this study used only that obtained from the county home economics agents for inter-group comparisons of ranking of functions. The objective for this phase of the study was as follows:

Objective 3. To determine if there were associations between personal and/or situational factors such as: age, number of years experience as a county worker, education, completion of induction training program, extension district, completion of an extension education class, and the degree of emphasis respondent home economics agents felt ideally should be and actually were being given to the selected functions of the county home economics agents.

TABLE XII

SAMPLE OF KANSAS EXECUTIVE BOARD MEMBERS' RANKINGS OF EMPHASIS  
THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY  
BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS  
AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	2
Training leaders	2	5
Developing and maintaining good public relations	3	3
Planning annual and long-time programs	4	1
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	5	4
Relaying needs of the people to the University	6	6.5
Organizing and coordinating clubs, units, and/or special interest groups	7	10
Coordinating University and U.S.D.A. programs at the county level	8	6
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	9	8.5
Reporting program progress and accomplishments	10	7
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	11
Assisting in the development of the community	12	12
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

$r = .89$



Comparison of Rank Order of Functions by Home Economics Agents in Two Age Groups

County home economics agents fell into two age groups, those under 35 and those over that age. Information about rank placement of functions rated by the two age groups is presented in Tables XIII through XVI.

<u>Rank correlation coefficients of home economics agents by two age groupings</u>	<u>r</u>
Ideal emphasis given by two age groups	.90
Actual emphasis given by two age groups	.72
Ideal to actual by group under 35 years of age	.51
Ideal to actual by group 35 and over	.90

When the criterion was emphasis ideally given functions, the "r" score indicated a good correlation between the two age groups, as shown in Table XIII. The two age groups included the same functions in the top five ranks although rank placement varied somewhat. Reporting program progress and accomplishments was in seventh rank by agents under 35. It fell in eleventh place for agents 35 years of age and over.

When the criterion was emphasis actually given functions, the "r" score indicated there was probably some degree of correlation between the two age groups, as shown in Table XIV. Two functions differed by four or more ranks. Reporting program progress and accomplishments was ranked fifty by the younger agent group; it was ranked ninth by the older group of agents. Keeping up to date in subject matter and teaching methods was ranked fourteenth by the younger group, while for the older agents it was actually of fifth rank.



TABLE XIII

KANSAS HOME ECONOMICS AGENTS OF TWO AGE GROUPINGS, THEIR RANKING  
OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO  
SELECTED FUNCTIONS OF HOME ECONOMICS  
AGENTS, 1964

Selected functions of home economics agents	Home economics agents	
	Under 35 N = 50	Over 35 N = 38
Keeping up to date in subject matter and teaching methods	1	2.5
Developing and maintaining good public relations	2	2.5
Training leaders	3	5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	4	1
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	6
Reporting program progress and accomplishments	7	11
Organizing and coordinating clubs, units, and/or special interest groups	8	7.5
Assisting in the development of the community and its resources	9	9
Coordinating University and U.S.D.A. programs at the county level	10	7.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11.5	10
Evaluating quality and quantity of county staff performance	11.5	13
Performing administrative functions, including budgeting, reporting, coordinating office manage- ment, etc.	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

r = .90

TABLE XIV

KANSAS HOME ECONOMICS AGENTS AGE GROUPINGS, THEIR RANKING OF  
EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF  
HOME ECONOMICS AGENTS  
1964

Selected functions of home economics agents	Home economics agents	
	Under 35 N = 50	Over 35 N = 38
Developing and maintaining good public relations	1	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2	2
Training leaders	3	1
Planning annual and long-time programs	4	4
Reporting program progress and accomplishments	5	9
Relaying needs of the people to the University	6.5	6.5
Organizing and coordinating clubs, units, and/or special interest groups	6.5	8
Performing administrative functions, including budgeting, reporting, coordinating office manage- ment, etc.	8	10
Coordinating University and U.S.D.A. programs at the county level	9	6.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	10	11.5
Evaluating quality and quantity of county staff performance	11	13
Assisting in the development of the community and its resources	12	11.5
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	13	14
Keeping up to date in subject matter and teaching methods	14	5

$r = .72$



Home economics agents under 35 years of age indicated that there was some slight possibility of correlation between the emphasis actually believed given and the emphasis that ideally should be given the functions, as shown in Table XV. Three functions were of the same rank in the ideal and actual emphasis groups. Two functions had a rank placement difference of four or more ranks. Keeping up to date in subject matter and teaching methods was ideally given first rank by younger agents, while based on actual emphasis it was ranked fourteenth. Performing administrative functions, including budgeting, reporting, coordinating office management, etc. was ideally given thirteenth rank by younger agents, while based on actual emphasis believed given, it was ranked eighth.

Home economics agents 35 years of age and over indicated a "good" correlation between the emphasis actually and the emphasis that ideally should be given the functions, as shown in Table XVI. One function had a rank placement difference of four or more ranks. Training leaders was ideally felt to be fifth rank by older agents, while based on actual emphasis believed given, it was ranked first.

#### Years of Extension Experience as Basis for Comparisons

County home economics agents fell into two groups based upon the amount of extension experience they had, those with less than 6 years and those with 6 or more years of extension experience, as shown in Tables XVII through XX.



TABLE XV

KANSAS HOME ECONOMICS AGENTS UNDER THE AGE OF 35, THEIR OPINIONS  
OF EMPHASIS ACTUALLY BEING GIVEN AND THAT IDEALLY SHOULD BE  
GIVEN SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	14
Developing and maintaining good public relations	2	1
Training leaders	3	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	4	2
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	6.5
Reporting program progress and accomplishments	7	5
Organizing and coordinating clubs, units, and/or special interest groups	8	6.5
Assisting in the development of the community and its resources	9	12
Coordinating University and U.S.D.A. programs at the county level	10	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11.5	10
Evaluating quality and quantity of county staff performance	11.5	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	8
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13

$r = .51$

TABLE XVI

63

KANSAS HOME ECONOMICS AGENTS 35 YEARS OLD AND OVER, THEIR  
COMPARISON OF EMPHASIS ACTUALLY BEING GIVEN AND THAT  
IDEALLY SHOULD BE GIVEN SELECTED FUNCTIONS OF THE  
HOME ECONOMICS AGENT, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	1	2
Keeping up to date	2.5	5
Developing and maintaining good public relations	2.5	3
Planning annual and long-time programs	4	4
Training leaders	5	1
Relaying needs of the people to the University	6	6.5
Organizing and coordinating clubs, units, and/or special interest groups	7.5	8
Coordinating University and U.S.D.A. programs at the county level	7.5	6.5
Assisting in the development of the community and its resources	9	11.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	10	11.5
Reporting program progress and accomplishments	11	9
Performing administrative functions, including budgeting, reporting, coordinating office manage- ment, etc.	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

r = .90



Rank correlation coefficients of home  
economics agents by years of extension  
experience

	<u>r</u>
Ideal emphasis given by two groups	.93
Actual emphasis given by two groups	.26
Ideal to actual by least experienced group	.52
Ideal to actual by most experienced group	.71

When the criterion was emphasis ideally given functions, the "r" score indicated a high correlation between the two groups based upon years of extension experience, as shown in Table XVII. No function differed by four or more ranks.

When the criterion was emphasis actually believed given functions, the "r" score indicated no relationship between the variables and therefore no correlation, as shown in Table XVIII. One function was in the same rank for both extension experience groups. Organizing and coordinating clubs, units, and/or special interest groups, fell into sixth rank. Four functions had a rank placement difference of four or more ranks.

Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county was fourteenth in rank by the less experienced group, for emphasis actually believed given, while for the more experienced group it ranked second.

Coordinating University and U.S.D.A. programs at the county level was ranked ninth by the less experienced group, while for the more experienced group it was in first rank for emphasis actually believed given.



TABLE XVII

KANSAS HOME ECONOMICS AGENTS COMPARED BY YEARS OF EXTENSION EXPERIENCE  
AND THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO  
SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Years of experience	
	Less than 6 N = 49	6 or more N = 39
Keeping up to date	1	2
Developing and maintaining good public relations	2	3
Planning annual and long-time programs	3	5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	4	1
Relaying needs of the people to the University	5	6
Training leaders	6	4
Organizing and coordinating clubs, units, and/or special interest groups	7	7
Reporting program progress and accomplishments	8	10
Assisting in the development of the community and its resources	9.5	8
Coordinating University and U.S.D.A. programs at the county level	9.5	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	11
Evaluating quality and quantity of county staff performance	12	13
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14
		r = .93

TABLE XVIII

KANSAS HOME ECONOMICS AGENTS COMPARED BY YEARS OF EXTENSION EXPERIENCE  
AND THEIR RANKING OF EMPHASIS ACTUALLY BEING GIVEN TO  
SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Years of experience	
	Less than 6 N = 49	6 or more N = 39
Developing and maintaining good public relations	1	3
Planning annual and long-time programs	2	4
Keeping up to date in subject matter and teaching methods	3	5
Relaying needs of the people to the University	4	10
Reporting program progress and accomplishments	5	8
Organizing and coordinating clubs, units, and/or special interest groups	6	6
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	7	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	8	11
Assisting in the development of the community and its resources	9.5	12
Coordinating University and U.S.D.A. programs at the county level	9.5	1
Evaluating quality and quantity of county staff performance	11	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	12	14
Training leaders	13	7
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	14	2

r = .26



Training leaders was in thirteenth rank based on emphasis actually believed given, by the less experienced group, while for the more experienced group it was seventh in rank.

Relaying needs of the people to the University was given fourth rank by the less experienced group based on actual emphasis, while for the more experienced group it was ranked tenth.

Home economics agents with less than 6 years of extension experience indicated that there was some slight possibility of correlation between the emphasis actually believed being given and the emphasis that ideally should be given the functions, as shown in Table XIX. Two functions were given the same rank placement for ideal and actual emphasis; both were tied for ninth rank, assisting in the development of the community and its resources, and coordinating University and U.S.D.A. programs at the county level. Three functions differed by four or more ranks.

Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county was fourth in rank for emphasis they believed ideally should be given the function, while based on actual emphasis believed given, it ranked fourteenth, by the less experienced agents.

Training leaders was ideally believed to be sixth rank by the less experienced agents, while based on actual emphasis believed given, it ranked thirteenth.

Performing administrative functions, including budgeting, reporting, coordinating office management, etc. was ideally believed to be



TABLE XIX

KANSAS HOME ECONOMICS AGENTS WITH LESS THAN 6 YEARS OF EXTENSION EXPERIENCE, THEIR RANKING OF EMPHASIS ACTUALLY BEING GIVEN COMPARED TO EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	3
Developing and maintaining good public relations	2	1
Planning annual and long-time programs	3	2
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	4	14
Relaying needs of the people to the University	5	4
Training leaders	6	13
Organizing and coordinating clubs, units, and/or special interest groups	7	6
Reporting program progress and accomplishments	8	5
Assisting in the development of the community and its resources	9.5	9.5
Coordinating University and U.S.D.A. programs at the county level	9.5	9.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	8
Evaluating quality and quantity of county staff performance	12	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	7
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	12

$r = .52$

thirteenth rank by the less experienced agents, while based on actual emphasis they believed given, it ranked seventh.

Home economics agents with 6 years or more of extension experience indicated that there was "some slight" possibility of correlation between the emphasis actually believed given and the emphasis that ideally should be given the functions, as shown in Table XX.

Three functions had a rank placement difference of four or more ranks between the actual and ideal emphasis believed given the functions. Relaying needs of the people to the University was sixth in rank for emphasis they ideally felt should be given, while based on what was felt to be the actual emphasis it ranked tenth, by the more experienced agents. Assisting in the development of the community and its resources was eighth in rank for emphasis they felt ideally should be given, while based on what was felt to be the actual emphasis it ranked twelfth. Coordinating University and U.S.D.A. programs at the county level was ninth in rank, for emphasis ideally believed given functions, while based on actual emphasis believed given it ranked first.

#### Completion of Extension Education Classes in College

Forty of the eighty-seven home economics agents had completed a college class in extension education, as shown in Tables XXI through XXIV. A brief summary of the correlation coefficients of the data is shown below:



TABLE XX

KANSAS HOME ECONOMICS AGENTS WITH 6 YEARS OR MORE OF EXTENSION EXPERIENCE, THEIR RANKING OF EMPHASIS ACTUALLY BEING GIVEN COMPARED TO EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	1	2
Keeping up to date in subject matter and teaching methods	2	5
Developing and maintaining good public relations	3	3
Training leaders	4	7
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	10
Organizing and coordinating clubs, units, and/or special interest groups	7	6
Assisting in the development of the community and its resources	8	12
Coordinating University and U.S.D.A. programs at the county level	9	1
Reporting program progress and accomplishments	10	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	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

$r = .71$



Rank correlation coefficients of home economics  
agents on completion of extension education  
classes

	<u>r</u>
Ideal emphasis given by two groups	.96
Actual emphasis given by two groups	.78
Ideal to actual by agents having taken classes	.67
Ideal to actual by agents not having classes	.88

When the criterion was emphasis that ideally should be given functions, the "r" score indicated a "high" correlation between the agents having completed a college class in extension education and those agents not having such a class. No rank placement of functions differed by more than two places in rank, as shown in Table XXI.

When the criterion was emphasis believed actually being given functions, the "r" score indicated "some" degree of correlation probably present, as shown in Table XXII. Agents when compared by classes in extension did not have any identically ranked functions. Two functions differed by four or more ranks. Organizing and coordinating clubs, units, and/or special interest groups was fifth in rank, viewed by agents having taken extension education classes in college, while it was ninth when viewed by agents not having taken such classes. Keeping up to date in subject matter and teaching methods was twelfth in rank by agents having taken classes. Viewed by agents not having taken classes it was fifth in rank, the criterion being emphasis believed actually given functions.

Home economics agents having completed a college class in extension education indicated "some slight possibility" of correlation between the emphasis actually believed given and the emphasis that ideally should be given the functions as shown in Table XXIII. Three

TABLE XXI

KANSAS HOME ECONOMICS AGENTS COMPARED BY COMPLETION OF A COLLEGE CLASS IN EXTENSION EDUCATION AND THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Yes N = 40	No N = 47
Developing and maintaining good public relations	1	2
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2.5	3
Keeping up to date in subject matter and teaching methods	2.5	1
Training leaders	4	4
Planning annual and long-time programs	5	5
Relaying needs of the people to the University	6	6
Organizing and coordinating clubs, units, and/or special interest groups	7	8
Reporting program progress and accomplishments	8	10
Assisting in the development of the community and its resources	9	8
Coordinating University and U.S.D.A. programs at the county level	10	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11.5	11
Evaluating quality and quantity of county staff performance	11.5	13
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

$r = .96$



TABLE XXII

KANSAS HOME ECONOMICS AGENTS COMPARED BY COMPLETION OF A COLLEGE  
CLASS IN EXTENSION EDUCATION AND THEIR RANKING OF EMPHASIS  
THAT ACTUALLY IS BEING GIVEN TO SELECTED FUNCTIONS  
OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Yes N = 40	No N = 47
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	1	3
Developing and maintaining good public relations	2	2
Training leaders	3	1
Planning annual and long-time programs	4	4
Organizing and coordinating clubs, units, and/or special interest groups	5	9
Reporting program progress and accomplishments	6	7
Relaying needs of the people to the University	7	6
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	8	10
Coordinating University and U.S.D.A. programs at the county level	9	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas	10	12
Evaluating quality and quantity of county staff performance	11	14
Keeping up to date in subject matter and teaching methods	12	5
Assisting in the development of the community and its resources	13	11
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13
		r = .78



TABLE XXIII

KANSAS HOME ECONOMICS AGENTS HAVING COMPLETED A COLLEGE CLASS IN  
EXTENSION EDUCATION, THEIR RANKING OF EMPHASIS ACTUALLY BEING  
GIVEN COMPARED TO EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO  
SELECTED FUNCTIONS OF HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Developing and maintaining good public relations	1	2
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2.5	1
Keeping up to date in subject matter and teaching methods	2.5	12
Training leaders	4	3
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	7
Organizing and coordinating clubs, units, and/or special interest groups	7	5
Reporting program progress and accomplishments	8	6
Assisting in the development of the community and its resources	9	13
Coordinating University and U.S.D.A. programs at the county level	10	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	11.5	10
Evaluating quality and quantity of county staff performance	11.5	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	8
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

$r = .67$

functions differed by four or more ranks. Performing administrative functions, including budgeting, reporting, coordinating office management, etc. was ideally felt to be in thirteenth rank, while based on actual emphasis believed given it was eighth in rank. Assisting in the development of the community and its resources was ideally felt to be ninth in rank, while based on actual emphasis felt given, it was fourth in rank. Keeping up to date in subject matter and teaching methods, was tied for second rank as they felt it ideally should be emphasized. Based on what was felt to be the actual emphasis given the function it ranked twelfth.

Home economics agents not having taken a college class in extension education indicated a "good" correlation between the emphasis actually believed given and the emphasis that ideally should be given the functions, as shown in Table XXIV. One function differed by four ranks. Keeping up to date in subject matter and teaching methods was first in rank as they felt it ideally should be emphasized. Based on what was believed to be the actual emphasis given the function it was fourth in rank.

#### Completion of Induction Training Program

Thirty-six of the county home economics agents had completed an induction training program. Fifty-two had not had such a program. Co-efficient of rank correlation scores are summarized below:



TABLE XXIV

KANSAS HOME ECONOMICS AGENTS NOT HAVING HAD A COLLEGE CLASS IN  
EXTENSION EDUCATION, THEIR RANKING OF EMPHASIS ACTUALLY  
BEING GIVEN COMPARED TO EMPHASIS THAT IDEALLY SHOULD  
BE GIVEN TO SELECTED FUNCTIONS OF HOME ECONOMICS  
AGENTS, 1964

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



Rank correlation coefficients of home economics agents on completion of induction training program

	<u>r</u>
Ideal emphasis given by two groups	.95
Actual emphasis given by two groups	.91
Ideal to actual by agents having program	.88
Ideal to actual by agents not having program	.86

When the criterion was emphasis ideally given functions, the "r" score indicated a "high" correlation between the two groups; those having had a training program and those agents not having had the program, as shown in Table XXV. The top six ranked functions were in identical order for both groups.

When the criterion was emphasis actually given functions, the "r" score indicated a "high" degree of correlation between the two groups as shown in Table XXVI. One function had a difference of four or more placements in rank between the groups. Coordinating University and U.S.D.A. programs at the county level was seventh in rank as they felt it actually was emphasized by the group having completed the program, while for agents not having completed the program it was eleventh in rank.

Home economics agents having completed induction training indicated a "good" correlation between emphasis actually believed given and the emphasis that ideally should be given the functions as shown in Table XXVII. One function differed by four or more ranks between the emphasis ideally believed given and the emphasis felt to be actually given functions. Keeping up to date in subject matter and teaching methods was ideally felt to be first in rank; based on emphasis felt to be actually given, it was in fifth rank.

TABLE XXV

KANSAS HOME ECONOMICS AGENTS COMPARED BY COMPLETION OF INDUCTION  
TRAINING AND THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE  
GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agent	Completed induction training	
	Yes N = 36	No N = 52
Keeping up to date in subject matter and teaching methods	1	1
Developing and maintaining good public relations	2	2
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	3	3
Planning annual and long-time programs	4.5	4
Training leaders	4.5	5
Relaying needs of the people to the University	6	6
Coordinating University and U.S.D.A. programs at the county level	7	10
Organizing and coordinating clubs, units, and/or special interest groups	8	8
Reporting program progress and accomplishments	9.5	7
Assisting in the development of the community and its resources	9.5	9
Evaluating quality and quantity of county staff performance	11	12
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	11
Helping specialists evaluate projects that have been carried out in specific subject matter areas	12	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14
r = .95		



TABLE XXVI

KANSAS HOME ECONOMICS AGENTS COMPARED BY COMPLETION OF INDUCTION  
TRAINING AND THEIR RANKING OF EMPHASIS ACTUALLY BEING GIVEN  
TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agent	Completed induction training	
	Yes N = 36	No N = 52
Developing and maintaining good public relations	1	2.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2	2.5
Training leaders	3	1
Planning annual and long-time programs	4	4
Keeping up to date in subject matter and teaching methods	5	5
Relaying needs of the people to the University	6	8
Coordinating University and U.S.D.A. programs at the county level	7	11
Organizing and coordinating clubs, units, and/or special interest groups	8	6.5
Reporting program progress and accomplishments	9	6.5
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	10	9
Assisting in the development of the community and its resources	11	12
Helping specialists evaluate projects that have been carried out in specific subject matter areas	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
		r = .91



TABLE XXVII

KANSAS HOME ECONOMICS AGENTS HAVING COMPLETED INDUCTION TRAINING THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

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

$r = .88$

Home economics agents not having completed induction training indicated a "good" correlation between emphasis actually believed given and emphasis that ideally should be given the functions as shown in Table XXVIII. Two functions differed by four or more ranks between the emphasis they believed ideally should be given and the emphasis felt to be actually given functions. Keeping up to date in subject matter and teaching methods was ideally felt to be first in rank, for ideal emphasis; based on emphasis felt actually being given, it was fifth in rank. Training leaders was ideally fifth in rank for ideal emphasis, while based on emphasis felt actually being given, it was first in rank.

#### Five Extension Districts in Kansas

Kansas is divided into five districts of work. Each district had approximately fifteen to twenty-one responding county home economics agents. For a comparison of the five districts Kendall's coefficient of concordance (W) was used. When compared individually or as paired districts, Spearman's coefficient of rank correlation was used. A summary of the statistical findings from Tables XXIX through XXXIV is as follows:

#### Coefficient of rank correlation of functions of home economics agents in five Kansas districts

<u>Districts compared</u>	<u>r</u>	
	<u>Ideally</u>	<u>Actually</u>
Central and Southeast	.97	.90
Central and Southwest	.87	.91
Central and Northeast	.95	.94
Central and Northwest	.89	.83
Southwest and Southeast	.89	.88
Southwest and Northeast	.82	.83
Southwest and Northwest	.88	.88



<u>Districts compared</u>	<u>R</u>	
	<u>Ideally</u>	<u>Actually</u>
Southeast and Northeast	.94	.92
Southeast and Northwest	.87	.88
Northeast and Northwest	.87	.85
	<u>Ideally to actually</u>	
Northeast		.92
Southwest		.86
Southeast		.86
Central		.87
Northwest		.92
	<u>W</u>	
<u>Kendall's coefficient of Concordance</u>	<u>Ideally</u>	<u>Actually</u>
Five districts	.917	.925

When criterion was emphasis ideally given functions the W score indicated a high degree of similarity in rank placement of functions between the county home economics agents in each of the five districts, as shown in Table XXIX. Agents in all five districts emphasized relaying needs of the people to the University so that it became sixth in rank. Acting as secretary and/or performing services for associations, fairs, shows, camps, etc. ranked fourteenth in all five districts, based on emphasis they believed ideally should be given functions. The two western districts felt evaluating quality and quantity of county staff performance to be of higher rank than did the other three districts.

When criterion was emphasis actually believed given functions the W score indicated a high degree of similarity in rank placement of the functions between the county home economics agents in each of the five extension districts, as shown in Table XXX. Three functions had a difference in rank order of more than four ranks. Coordinating University and



TABLE XXVIII

KANSAS HOME ECONOMICS AGENTS NOT HAVING COMPLETED INDUCTION TRAINING  
THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO  
EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE  
HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agent	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	5
Developing and maintaining good public relations	2	2.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	3	2.5
Planning annual and long-time programs	4	4
Training leaders	5	1
Relaying needs of the people to the University	6	8
Reporting program progress and accomplishments	7	6.5
Organizing and coordinating clubs, units, and/or special interest groups	8	6.5
Assisting in the development of the community and its resources	9	12
Coordinating University and U.S.D.A. programs at the county level	10	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	11	9
Evaluating quality and quantity of county staff performance	12	13
Helping specialists evaluate projects that have been carried out in specific subject matter areas	13	10
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

 $r = .86$

TABLE XXIX

KANSAS HOME ECONOMICS AGENTS COMPARED BY DISTRICTS AND THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENTS, 1964

Selected functions of home economics agents	South-		North-		Central	
	west	east	west	east	west	east
	N = 16	N = 18	N = 15	N = 18	N = 21	N = 21
Keeping up to date in subject matter and teaching methods	1	2.5	3.5	1.5	1	1
Developing and maintaining good public relations	2	1	3.5	3.5	2	2
Planning annual and long-time programs	3.5	5	2	3.5	3	3
Training leaders	3.5	4	1	5	3.5	3.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	5	2.5	5	1.5	3.5	3.5
Relaying needs of the people to the University	6	6	6	6	6	6
Coordinating University and U.S.D.A. programs at the county level	7	8	9	11	9.5	9.5
Evaluating quality and quantity of county staff performance	8	13	11	13	13	13
Organizing and coordinating clubs, units, and/or special interest groups	9.5	7	10	7	7.5	7.5
Reporting program progress and accomplishments	9.5	9	7	8	9.5	9.5
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	11.5	11	13	12	11	11



TABLE XXIX (concl.)

Selected functions of home economics agents	South- west N = 16	South- east N = 18	North- west N = 15	North- east N = 18	Central N = 21
Assisting in the development of the community and its resources	11.5	10	8	9	7.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	13	12	12	10	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	14	14

TABLE XXX

KANSAS HOME ECONOMICS AGENTS COMPARED BY DISTRICTS AND THEIR RANKING OF EMPHASIS ACTUALLY  
BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENTS, 1964

Selected functions of the home economics agents	South-		South-		North-		North-	
	west	east	west	east	west	east	west	east
	N = 16	N = 18	N = 18	N = 15	N = 18	N = 21		
Developing and maintaining good public relations	1	2.5	2	4	3			
Training leaders	2.5	1	3.5	2	2			
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2.5	4	3.5	1	1			
Keeping up to date in subject matter and teaching methods	4	5	5	5	5			
Coordinating University and U.S.D.A. programs at the county level	5	10	8.5	11.5	8			
Planning annual and long-time programs	6	2.5	1	3	4			
Reporting program progress and accomplishments	7.5	6	6	8	10			
Relaying needs of the people to the University	7.5	7	7	6	7			
Organizing and coordinating clubs, units, and/or special interest groups	9	9	9.5	7	6			
Performing administrative functions, including budget- ing, reporting, coordinating office management, etc.	10	8	13	9.5	9			
Assisting in the development of the community and its resources	11	12	12	9.5	12			



TABLE XXX (concl.)

Selected functions of home economics agents	South- west N = 16	South- east N = 18	North- west N = 15	North- east N = 18	Central N = 21
Helping specialists evaluate projects that have been carried out in specific subject matter areas	12	11	11	11.5	11
Evaluating quality and quantity of county staff performance	13	14	10	14	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13	14	13	13

U.S.D.A. programs at the county level was felt to actually be in higher rank placement by the Southwest district, Northwest and Central districts. It ranked three ranks below that rank given by the Southwest district. In the Eastern districts it ranked five to six ranks lower. Planning annual and long-time programs was in sixth rank in the Southwest district, first rank in the Northwest district, and second, third and fourth in the Southeast, Northeast and Central, as felt to be actually receiving emphasis. Performing administrative functions, including budgeting, reporting, coordinating office management, etc. was higher in rank placement in the Southeast, Northeast and Central districts. It was felt to actually be receiving lower emphasis in the Northwest district.

The coefficient of rank correlation of home economics agents from the Northeast district based on emphasis they believed ideally should be given, compared to emphasis they felt was actually being given, functions indicated a "high" correlation, as shown in Table XXXI. Keeping up to date in subject matter and teaching methods was felt ideally should be in first rank, while based upon emphasis believed actually given the function it ranked fifth.

The coefficient of rank correlation of home economics agents from the Southwest district based on emphasis believed ideally should be given compared to emphasis felt actually being given functions indicated a "good" correlation, as shown in Table XXXII. Evaluating quality and quantity of county staff performance was felt ideally

TABLE XXXI

KANSAS HOME ECONOMICS AGENTS FROM THE NORTHEAST DISTRICT, THEIR  
RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO  
EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE  
HOME ECONOMICS AGENT, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	1.5	1
Keeping up to date in subject matter and teaching methods	1.5	5
Planning annual and long-time programs	3.5	3
Developing and maintaining good public relations	3.5	4
Training leaders	5	2
Relaying needs of the people to the University	6	6
Organizing and coordinating clubs, units, and/or special interest groups	7	7
Reporting program progress and accomplishments	8	8
Assisting in the development of the community and its resources	9	9.5
Helping specialists evaluate projects that have been carried out in specific subject matter areas	10	11.5
Co-ordinating University and U.S.D.A. programs at the county level	11	11.5
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	12	9.5
Evaluating quality and quantity of county staff performance	13	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13

 $r = .92$



TABLE XXXII

KANSAS HOME ECONOMICS AGENTS FROM THE SOUTHWEST DISTRICT, THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agents	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	4
Developing and maintaining good public relations	2	1
Planning annual and long-time programs	3.5	6
Training leaders	3.5	2.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	5	2.5
Relaying needs of the people to the University	6	7.5
Coordinating University and U.S.D.A. programs at the county level	7	5
Evaluating quality and quantity of county staff performance	8	13
Organizing and coordinating clubs, units, and/or special interest groups	9.5	9
Reporting program progress and accomplishments	9.5	7.5
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	11.5	10
Assisting in the development of the community and its resources	11.5	11
Helping specialists evaluate projects that have been carried out in specific subject matter areas	13	12
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

$r = .86$

should be in eighth rank, while based on emphasis believed actually given the functions, it ranked thirteenth.

The coefficient of rank correlation of home economics agents from the Southeast district based on emphasis believed ideally should be given compared to emphasis felt actually being given functions indicated a "good" correlation, as shown in Table XXXIII. No functions differed by more than three rank placements, nor did any function have the same rank placement for emphasis ideally and actually believed given.

The coefficient of rank correlation of home economics agents from the Central district based on emphasis they believed ideally should be given compared to emphasis felt actually being given functions indicated a "good" correlation, as shown in Table XXXIV. Keeping up to date in subject matter and teaching methods was felt ideally should be in first place, while based on emphasis believed actually given the functions it was ranked fifth. Assisting in the development of the community and its resources was felt ideally should be tied for seventh place, while based on emphasis believed actually given the functions it ranked twelfth.

The coefficient of rank correlation of home economics agents from the Northwest district based on emphasis believed ideally should be given compared to emphasis felt actually being given functions indicated a "high" correlation, as shown in Table XXXV. Assisting in the development of the community and its resources fell ideally four ranks higher than it was believed actually being given.



TABLE XXXIII

KANSAS HOME ECONOMICS AGENTS FROM THE SOUTHEAST DISTRICT, THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of the home economics agents	Emphasis given	
	Ideally	Actually
Developments and maintaining good public relations	1	2.5
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	2.5	4
Keeping up to date in subject matter and teaching methods	2.5	3
Training leaders	4	1
Planning annual and long-time programs	5	2.5
Relaying needs of the people to the University	6	7
Organizing and coordinating clubs, units, and/or special interest groups	7	9
Coordinating University and U.S.D.A. programs at the county level	8	10
Reporting program progress and accomplishments	9	6
Assisting in the development of the community and its resources	10	12
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	11	8
Helping specialists evaluate projects that have been carried out in specific subject matter areas	12	11
Evaluating quality and quantity of county staff performance	13	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13

$r = .86$



TABLE XXXIV

KANSAS HOME ECONOMICS AGENTS FROM THE CENTRAL DISTRICT, THEIR RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE HOME ECONOMICS AGENT, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Keeping up to date in subject matter and teaching methods	1	5
Developing and maintaining good public relations	2	3
Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county	3.5	1
Training leaders	3.5	2
Planning annual and long-time programs	5	4
Relaying needs of the people to the University	6	7
Organizing and coordinating clubs, units, and/or special interest groups	7.5	6
Assisting in the development of the community and its resources	7.5	12
Coordinating University and U.S.D.A. programs at the county level	9.5	8
Reporting program progress and accomplishments	9.5	10
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	11	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas	12	11
Evaluating quality and quantity of county staff performance	13	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13

$r = .87$

TABLE XXXV

KANSAS HOME ECONOMICS AGENTS FROM THE NORTHWEST DISTRICT, THEIR  
RANKING OF EMPHASIS THAT IDEALLY SHOULD BE GIVEN COMPARED TO  
EMPHASIS ACTUALLY BEING GIVEN TO SELECTED FUNCTIONS OF THE  
HOME ECONOMICS AGENT, 1964

Selected functions of home economics agents	Emphasis given	
	Ideally	Actually
Training leaders	1	3.5
Planning annual and long-time programs	2	1
Developing and maintaining good public relations	3.5	2
Keeping up to date in subject matter and teaching methods	3.5	5
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county	5	3.5
Relaying needs of the people to the University	6	7
Reporting program progress and accomplishments	7	6
Assisting in the development of the community and its resources	8	12
Coordinating University and U.S.D.A. programs at the county level	9	8.5
Organizing and coordinating clubs, units, and/or special interest groups	10	8.5
Evaluating quality and quantity of county staff performance	11	10
Helping specialists evaluate projects that have been carried out in specific subject matter areas	12	11
Performing administrative functions, including budgeting, reporting, coordinating office management, etc.	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14

$r = .92$



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study dealt with Kansas county home economics agents and was designed as one part of a broader study, to aid in the writing of job descriptions for extension personnel in Kansas. The study was based on concepts of role taken from Sarbin and Jones, Stogdill, Sargent, and Mott. The study of extension personnel in Wisconsin made by Wilkening provides the guide for role functions of the agents and for some of the hypotheses used in this thesis. The possibility of conflict due to emphasis of importance that ideally should be given to the functions as compared to emphasis actually being given selected functions of the home economics agent needed to be tested.

The organizational structure in Kansas was set up to further cooperation between agricultural extension, home economics extension, and county club work. Many of the county functions require joint effort; the agricultural agent is traditionally the office manager and coordinator of county joint programs.

Three statistical measures were employed to either accept or reject the hypotheses; they were rank order, Spearman's coefficient of Rank Correlation and Kendall's coefficient of Concordance. The Null hypothesis was accepted when the association was below .50.



A rank order of degree of emphasis as felt ideally should be given and as actually believed given to functions of the home economics agent, by the home economics agents, was established. The rank order of the six groups termed relevant others was compared to the responses of the home economics agents so that differences in rank placement might be observed. The hypotheses were developed to guide in the delineation of the scope of the study.

Hypothesis 1. There is no consensus among the various respondent groups as to the degree of emphasis they felt should be given selected functions of the home economics agents.

A statistically "high" correlation score indicated similar rank order between home economics agents and county agricultural agents, county club agents and the sample of executive board members. District agent groups had lower statistical correlations with home economics agents than did the other four groups. The hypothesis was rejected.

Hypothesis 2. There is no consensus among the various respondent groups as to the degree of emphasis they felt was being given selected functions of the home economics agents.

County agricultural agents had a statistically "high" correlation score with the home economics agents on rank placement of functions as to the degree of emphasis they felt was being given them. Specialists in home economics had the lowest statistical correlation score

when compared with the home economics agents on the rank order of functions as they felt they were actually being emphasized. The hypothesis was rejected.

Hypothesis 3. There is no agreement between the perceived emphasis that ideally should be given and the emphasis actually given selected functions of the county home economics agents by respondent groups, as shown by rank order of functions.

County home economics agents, county agricultural agents and county club agents all had statistically "high" correlation scores on ideal and actual emphasis felt given functions as shown by the rank order of the functions. The sample of executive board members and district agricultural agents had a statistically "good" correlation score. District home economics agents indicated by their lower correlation scores that "some" degree of correlation was probably present between the actual and ideal placement of functions in rank order. The hypothesis was rejected.

Hypothesis 4. There is no agreement between home economics agents when grouped by personal and/or situational factors such as: age, extension experience, completion of induction training program, taking of extension classes, extension district and the degree of emphasis home economics agent respondents felt ideally should be given selected functions of the county home economics agent.

Home economics agents grouped by the variables of age, experience, classes taken, and training programs, had "high" r scores within the variable group as they felt functions ideally should be ranked. All functions



were within three places in rank placement in all variable groups excepting the function of "reporting program progress," which showed that comparatively more emphasis was felt should be given to it by agents under 35 than by agents 35 years of age and over.

Home economics agents grouped by the variable of work districts showed great similarity of rank placement by the statistical measurement of Kendall's coefficient of concordance. The hypothesis was rejected.

Hypothesis 5. There is no agreement between home economics agents when grouped by personal and/or situational factors such as: age, extension experience, completion of induction training program, taking of extension classes, extension district, and the degree of emphasis home economics agent respondents felt actually was being given selected functions of the county home economics agent.

Home economics agents in both induction training groups had a similar actual rank order placement of functions. "Coordinating programs" showed a comparatively higher rank placement among agents having the induction training program over the placement given by agents not having had such a program.

Home economics agents grouped by the variables of age and extension classes taken indicated some degree of correlation was "probably" present between placement of functions in the variable group. "Keeping up to date" was ranked significantly higher by agents 35 and over and agents not having taken extension classes than it was ranked by the younger agents or those having taken the classes. "Reporting program progress" was felt to be of significantly higher actual rank by younger agents than by the older



group. "Organizing clubs" was felt to be of significantly higher actual rank by agents having taken classes than agents not having taken the classes.

Home economics agents grouped by the variable of extension experience indicated "no" relationship between the more experienced group and the less experienced group and therefore no correlation. Less experienced agents ranked the following function significantly higher in rank placement than the more experienced group as actually emphasized, "relaying needs of the people." The more experienced group placed the following functions significantly higher than did the less experienced group as actually emphasized: "coordinating programs," "training leaders," and "providing specific information on home economics."

Home economics agents when compared by work districts showed great similarity of rank placement by the statistical measurement of Kendall's coefficient of concordance. When comparison was from district to district as functions were felt to be actually being emphasized, all correlations were statistically "good" or "high." The hypothesis was rejected in part; extension experience showed "no" relationship with placement of functions. Therefore, this part of the hypothesis was accepted.

The rank placement of functions for each variable was also compared to determine if there was a similarity between the felt ideal and the actual placement of functions. Both induction training groups, those having and those not having had induction training, the older

home economics agents, and those not having had the college classes in extension education had a statistically high correlation between ideal and actual placement of functions. The function felt to be ideally of higher rank than it was actually given by a significant difference in rank placement by induction training groups and the extension education class group was "keeping up to date." The function given a higher actual than ideal placement by older agents and those not having induction training was "training leaders."

The more experienced home economics agent group and those having extension education classes statistically indicated some degree of correlation was probably present between felt ideal and actual placement of functions. "Relaying needs of the people," and "assisting in community development" were significantly of higher rank placement based on ideal emphasis compared with actual emphasis, among the more experienced group, while "coordinating programs" was higher in actual rank placement than ideal placement in the more experienced group. Those agents who had taken extension classes ranked "keeping up to date," and "assisting in community development," significantly higher for ideal emphasis than they did for actual emphasis. "Performing administrative functions" was of significantly higher actual rank placement than ideal placement by agents having had the extension classes.

The home economics agents in the less experienced group and those in the younger group statistically indicated some "slight" possibility of correlation between rank placement of functions as they felt should



be ideally emphasized compared with those actually emphasized. Both groups felt "performing administrative functions" actually received higher rank placement than ideally should be given. Younger agents felt "keeping up to date" ideally should be receiving the first rank of emphasis but actually fell into last rank of emphasis. Less experienced agents felt "providing specific information on home economics," and "training leaders" to be of significantly higher ideal rank placement than was actual rank placement.

Home economics agents compared by work districts from northern Kansas had statistically "high" correlations between ideal and actual rank placement of functions. Central and southern districts had a statistically "good" correlation between ideal and actual placements. Agents from the central and northwest districts felt "assisting in community development" to be of significantly higher rank as ideally should be emphasized than as actually emphasized. "Keeping up to date" was significantly higher in ideal than actual placement in the central and northeast districts. "Evaluating county staff performance" was given significantly higher ideal rank placement than actual rank placement in the southwest.

#### Conclusions and Recommendations

The following conclusions and recommendations were made after the analysis of data.



A similar ideal rank order of functions was indicated by all respondent groups. District agents had lower  $r$  scores than other variable groups. There was more agreement with the county home economics agents among respondent groups on the rank order of emphasis functions ideally should be given than on the rank order of emphasis they felt actually was being given. While a similar actual rank order of functions was indicated by all respondent groups, district agents and specialists in home economics indicated they felt the functions to actually be ranked somewhat differently, as shown by their lower  $r$  score.

The results indicate a general agreement of the goals, or trends of the Cooperative Extension Service in Kansas. The greater disagreement of the district agents and specialists could be the consequence of their distance from county situation and over dependence upon written reports for evaluating progress, their broader view of the total Cooperative Extension program, and/or their different orientation of county needs.

If this difference in emphasis, as indicated by the lower score, is of a negative characteristic and not due to the lag between innovation and practice, better working relationships might result from increased communication between county, district, and specialists. A study of the relationship between the three found in the other theses from this study should be undertaken.

In the comparison of felt ideal to actual emphasis given functions the respondents satisfaction of the task performance of the county home

economics agent was indicated. All respondent groups excepting the specialists in home economics and the district home economics agents indicated a relatively satisfying task performance of the county home economics agent.

County home economics agents were formed into groups to test the variables of age, extension experience, extension education classes, induction training and work districts. The following conclusions were made about the variable groups.

A similar ideal rank order of functions was indicated in all variable groups.

Induction training did not indicate dis-similar rank placements of functions. The variables of age and extension education indicated some differences in rank order placement of functions. The variable of extension experience, indicated no statistically similar actual rank placement of functions. Induction training programs for all new agents have been in effect in Kansas for about ten years; extension education classes have been taught at Kansas State University for several years; therefore the inter-relationship of these variables needs further testing.

The agents who had taken extension education classes, the younger and the less experienced agents, indicated they felt the ideal rank order of functions to be less similar to the actual rank order of functions than did the agents not having taken extension education classes, the more experienced, and the older agents. The induction training variable did not show a difference between ideal and actual emphasis of functions. County



home economics agents indicated most dissatisfaction in the task performance of the following functions:

Keeping up to date in subject matter and teaching methods was actually given much less emphasis than was believed it ideally should be given as viewed by the younger agents, and those having taken extension education classes.

Training leaders was, by less experienced agents, felt to actually be under-emphasized, while the older agents felt the function was somewhat over-emphasized.

Providing specific information on home economics was felt to be ideally of much greater importance than it was actually receiving.

Relaying needs of the people was felt to be actually emphasized less than it ideally should have been in the opinion of the more experienced group.

Assisting in community development was ideally given more emphasis than it actually was believed to be receiving by the agents in the central and northwest districts and by all agents having taken extension education classes.

Evaluating performance of county staff was ideally felt to be of more importance than it actually was receiving by agents in the southwest district.

Performing administrative functions was felt to be receiving more actual emphasis than it ideally merited by younger agents, less experienced agents, and those having taken extension education classes.

The interrelationships between variables of age, extension experience, taking of induction training, extension education classes, and the extension district to which agents belong need to be studied in greater detail. The effect of the current task assigned to the respondent at the time of data collection, upon the emphasis given functions, needs to be studied. The results of the study indicate the desire for continued emphasis on teaching methods and current subject matter. A re-evaluation of the administrative duties of the county home economics agent, reporting, budgeting, etc. is suggested.



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## APPENDIX

## 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 concensus 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.

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



COOPERATIVE EXTENSION SERVICE

IN

AGRICULTURE AND HOME ECONOMICS

114

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:

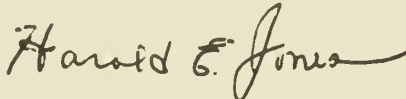
Attached to this letter is an Opinion Survey designed to give you the opportunity to express your feelings regarding certain functions of Extension Personnel.

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 concensus 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.

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- d. Please re-check the total questionnaire after you have completed it to make sure you have responded to all items on all pages.

## THE ROLE OF COOPERATIVE EXTENSION PERSONNEL IN KANSAS

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. ___ Under 25 years      | 4. ___ 45 & under 55 years |
| 2. ___ 25 & under 35 years | 5. ___ 55 & under 65 years |
| 3. ___ 35 & under 45 years | 6. ___ 65 years & over     |

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

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. ___ None                     | 5. ___ 11 years but less than 16 |
| 2. ___ Less than 1 year         | 6. ___ 16 years but less than 21 |
| 3. ___ 1 year but less than 6   | 7. ___ 21 years and over         |
| 4. ___ 6 years but less than 11 |                                  |

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

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. ___ Less than 1 year         | 4. ___ 11 years but less than 16 |
| 2. ___ 1 year but less than 6   | 5. ___ 16 years but less than 21 |
| 3. ___ 6 years but less than 11 | 6. ___ 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. ___ Yes | 2. ___ No |
|------------|-----------|

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

- |            |           |
|------------|-----------|
| 1. ___ Yes | 2. ___ No |
|------------|-----------|

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

- |                  |                  |
|------------------|------------------|
| 1. ___ Central   | 4. ___ Northwest |
| 2. ___ Northeast | 5. ___ Southwest |
| 3. ___ Southeast |                  |

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

- |              |              |
|--------------|--------------|
| 1. ___ Rural | 2. ___ Urban |
|--------------|--------------|

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

- |            |           |
|------------|-----------|
| 1. ___ Yes | 2. ___ 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 CLUB AGENTS  
(Includes County Club Agents and  
Assistant County Club Agents)

119

16 Deck No. 4

Functions of County Club 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 of the county.</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.



FUNCTIONS OF COUNTY AGRICULTURAL AGENTS 120  
(Includes County Agricultural Agents, Assistant County Agricultural  
Agents and male County Extension Agents.)

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.

**FUNCTIONS OF COUNTY HOME ECONOMICS AGENTS**  
(Includes County Home Economics Agents, Ass't. and Assoc. County Home Economics Agents and female assistant County Extension Agents.)

121

47 Deck No. 3

Functions of County Home Economics Agents	I Emphasis should be given function					II Emphasis currently being given function					
	Major	Important	Intermed.	Minor	No	Major	Important	Intermed.	Minor	No	
48. <u>Planning annual and long-time programs.</u>	5	4	3	2	1	5	4	3	2	1	49.
50. <u>Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.</u>	5	4	3	2	1	5	4	3	2	1	51.
52. <u>Developing and maintaining good public relations.</u>	5	4	3	2	1	5	4	3	2	1	53.
54. <u>Coordinating University and U.S.D.A. programs at the county level.</u>	5	4	3	2	1	5	4	3	2	1	55.
56. <u>Training leaders.</u>	5	4	3	2	1	5	4	3	2	1	57.
58. <u>Relaying needs of the people to the University.</u>	5	4	3	2	1	5	4	3	2	1	59.
60. <u>Providing specific information on agriculture, and/or home economics and/or club work and related subjects to the people of the county.</u>	5	4	3	2	1	5	4	3	2	1	61.
62. <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	63.
64. <u>Assisting in the development of the community and its resources.</u>	5	4	3	2	1	5	4	3	2	1	65.
66. <u>Organizing and coordinating clubs, units, and/or special interest groups.</u>	5	4	3	2	1	5	4	3	2	1	67.
68. <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	69.
70. <u>Reporting program progress and accomplishments.</u>	5	4	3	2	1	5	4	3	2	1	71.
72. <u>Evaluating quality and quantity of county staff performance.</u>	5	4	3	2	1	5	4	3	2	1	73.
74. <u>Keeping up to date in subject matter and teaching methods.</u>	5	4	3	2	1	5	4	3	2	1	75.
76. <u>Other (specify)</u>	5	4	3	2	1	5	4	3	2	1	77.

# FUNCTIONS OF DISTRICT AGRICULTURAL AGENTS

122

45 Deck No. 1

Functions of District Agricultural Agents	I Emphasis should be given function					II Emphasis currently being given function					
	Major	Important	Intermed.	Minor	No	Major	Important	Intermed.	Minor	No	
46. Interpreting Extension policies and procedures to county Extension staff and to the public.	5	4	3	2	1	5	4	3	2	1	47.
48. Training county Extension agents.	5	4	3	2	1	5	4	3	2	1	49.
50. Recruiting, selecting, and placing county Extension agents.	5	4	3	2	1	5	4	3	2	1	51.
52. Coordinating county and/or District Extension events or activities.	5	4	3	2	1	5	4	3	2	1	53.
54. Establishing and maintaining cooperative relations with advisory boards, organizations and public agencies at district and county level.	5	4	3	2	1	5	4	3	2	1	55.
56. Serving as a public relations person for Extension.	5	4	3	2	1	5	4	3	2	1	57.
58. Counseling with county Extension personnel on professional problems.	5	4	3	2	1	5	4	3	2	1	59.
60. Coordinating the work of county Extension staffs with specialists staffs and other Extension personnel.	5	4	3	2	1	5	4	3	2	1	61.
62. Arranging for financial support at the county level.	5	4	3	2	1	5	4	3	2	1	63.
64. Assisting county Extension staffs and lay groups in developing county Extension programs.	5	4	3	2	1	5	4	3	2	1	65.
66. Assisting county Extension staffs in determining program progress and accomplishments.	5	4	3	2	1	5	4	3	2	1	67.
68. Evaluating quality and quantity of county staff performance.	5	4	3	2	1	5	4	3	2	1	69.
70. Reporting program progress and accomplishments.	5	4	3	2	1	5	4	3	2	1	71.
72. Counseling with county Extension personnel on personal problems.	5	4	3	2	1	5	4	3	2	1	73.
74. Keeping up to date on pertinent new developments and research in the field of supervision.	5	4	3	2	1	5	4	3	2	1	75.
76. Other (specify)	5	4	3	2	1	5	4	3	2	1	77.



# FUNCTIONS OF EXTENSION SPECIALISTS

123

(Includes Associate and Assistant Editors, Section Leaders, District Economists, Farm Management Fieldmen, Area Agriculturists, Area and District Foresters, Area Engineers, Assistants to State Leaders, 4-H Club Specialists.)

49 Deck No. 2

Functions of Extension Specialists	I Emphasis should be given function					II Emphasis currently being given function					
	Major	Important	Intermed.	Minor	No	Major	Important	Intermed.	Minor	No	
50. Acting as an on-call source of information for agents to phone or write on problems.	5	4	3	2	1	5	4	3	2	1	51.
52. Backing up county programs with suitable state-wide publicity in the form of news releases, radio talks, TV programs, or other mass media techniques.	5	4	3	2	1	5	4	3	2	1	53.
54. Performing direct service type activities, such as making visits to an individual farm, home, or firm.	5	4	3	2	1	5	4	3	2	1	55.
56. Serving as a resource person to agents and county Extension councils in county program development.	5	4	3	2	1	5	4	3	2	1	57.
58. Advising research staff on the research needs and problems determined in the field.	5	4	3	2	1	5	4	3	2	1	59.
60. Training agents in subject matter, its application, and methods or presentation.	5	4	3	2	1	5	4	3	2	1	61.
62. Helping agents evaluate projects that have been carried out in specific subject-matter areas.	5	4	3	2	1	5	4	3	2	1	63.
64. Holding public meetings.	5	4	3	2	1	5	4	3	2	1	65.
66. Acting in a liaison capacity between Extension and industries in their field on new projects, recommendations, marketing, field tests, and research findings.	5	4	3	2	1	5	4	3	2	1	67.
68. Developing an interest at the county level in the specialist's subject-matter area where there is a need for this speciality.	5	4	3	2	1	5	4	3	2	1	69.
70. Developing and supplying to agents visual aids, leaflets, bulletins, and other materials that could be used by agents in carrying out county programs.	5	4	3	2	1	5	4	3	2	1	71.
72. Training lay leaders in subject matter, its application and methods of presentation.	5	4	3	2	1	5	4	3	2	1	73.
74. Reporting program progress and accomplishments.	5	4	3	2	1	5	4	3	2	1	75.
76. Keeping up to date on pertinent new developments and research in his subject matter area.	5	4	3	2	1	5	4	3	2	1	77.
78. Other (specify)	5	4	3	2	1	5	4	3	2	1	79.

THE ROLE OF THE COUNTY HOME ECONOMICS  
AGENT IN KANSAS

by

CAROL KAY KINSINGER

B. S., Kansas State University, 1964

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1967

This study compared the rank order of emphasis county home economics agents and six respondent groups felt ideally should and actually was given fourteen selected functions of county home economics agents.

It was based on studies of role theory, and task functions were patterned after Wilkening's study. A structured questionnaire was sent to all county home economics, agricultural, and club agents; district agricultural and home economics agents; specialists in home economics and a random sample of executive board members. Rank order, Spearman's coefficient of Rank Correlation, and Kendall's coefficient of Concordance were used to test the hypotheses.

A similar ideal rank order of functions was indicated by all respondent groups. District agents had lower  $r$  scores than other variable groups. There was more agreement with county home economics agents among respondent groups on the ideal rank order of emphasis than on the actual rank order of emphasis. While a similar actual rank order of functions was indicated by all respondent groups, the lower  $r$  scores indicated a somewhat different actual rank order by district agents and specialists.

A general agreement of the goals of the Kansas Cooperative Extension Service was indicated. District agents and specialists differed from county home economics agents more than other respondent groups.

In the comparison of felt ideal to actual emphasis given functions, respondents' satisfaction of task performance of the county home economics



agent was indicated. All respondent groups excepting specialists and district home economics agents indicated a relatively satisfying task performance by the county home economics agent.

County home economics agents were formed into groups to test the variables of age, extension experience, extension education classes, induction training and work districts. The following results were found among variable groups:

A similar ideal rank order of functions was indicated by all variable groups. Induction training and work district variables indicated a similar rank order of functions as respondents believed functions ideally should be, and actually were, emphasized; and as shown by a comparison of the ideal and actual emphasis of functions.

The variable of extension experience, indicated no statistically similar actual rank placement of functions. The variables of age and extension education indicated some difference in actual rank order of functions.

The agents who had taken extension education classes, the younger, and the less experienced agents, indicated they felt the ideal rank order of functions less similar to the actual rank order of functions than did the agents not having taken extension education classes, the more experienced, and the older agents.

County home economics agents indicated most dissatisfaction in the following task function performance:

"Keeping up to date in subject matter and teaching methods" was actually given much less emphasis than it ideally should be given as viewed by younger agents, and those having taken extension education classes.

"Training leaders" was, by less experienced agents, felt to actually be under emphasized; older agents felt the function was somewhat over emphasized.

"Providing specific information on home economics" was felt to be actually emphasized less than it ideally should have been in the opinion of the more experienced group.

"Assisting in community development" was ideally given more emphasis than it actually was believed to be receiving by the agents in the central and northwest districts, and by agents having taken extension education classes.

"Evaluating performance of county staff" was ideally felt to be of more importance than it actually was receiving by southwest district agents.

"Performing administrative functions received more actual emphasis than it ideally merited by younger agents, less experienced agents, and those having taken extension education classes.