

AN ANALYSIS OF FACTORS ASSOCIATED WITH TURNOVER
OF MALE KANSAS EXTENSION AGENTS

by 544

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AUTOBIOGRAPHICAL SKETCH OF AUTHOR

The author was born on a farm in Doniphan County, Kansas, on February 21, 1931, to Mr. and Mrs. Alfred Sisk. He graduated from Vliets Grade School in May 1945 and Frankfort High School in May 1949.

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The author was married to Karen Keefover of Marysville, Kansas, on March 25, 1956. The family now includes Bradley - age 8, Tamara Jo - age 7, and Douglas - age 2.

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CHAPTER I

INTRODUCTION

I. PURPOSE AND NEED

The purpose of this study was to examine some of the personal and situational characteristics of male county Extension agents to determine if these characteristics were related to job turnover. For the purpose of this study, agents hired from January 1, 1963, through December 31, 1967, were considered. In this study selected items were used to make comparisons of agents who have remained in the Extension Service with agents who have left the service. There has been no study of Kansas county Extension agent turnover as far as the author could determine.

Personnel turnover has been a concern of the Extension Service for many years. Table I shows the turnover rate for Kansas, the surrounding states, and the United States for the years 1963-1966.

TABLE I
TURNOVER RATE OF KANSAS, MISSOURI, NEBRASKA,
COLORADO, AND UNITED STATES, 1963-1966*

YEAR	KANS.	MO.	NEB.	OKLA.	COLO.	U.S.
1963	4.8	1.7	18.1	2.6	10.6	5.7
1964	8.2	3.5	7.8	8.0	9.6	7.2
1965	9.3	6.2	7.6	12.3	6.6	8.7
1966	5.3	5.2	11.0	2.4	10.6	8.8

*Based on FES Federal personnel records 1963-1966. The turnover rate was computed by dividing the number of employees appointed or separated by average employment. The average employment was determined by adding number of employees under appointment (including employees on leave without pay).

When comparing the Kansas Extension Service turnover rate to the national or the surrounding states for the years 1963-1966, Kansas' turnover rate was lower than the national average for the years 1963 and 1966, but higher in 1964 and 1965. Missouri had a lower turnover rate than the other four states for all four years. Nebraska's turnover rate of 18.1 per cent in 1963 was the highest rate for all five states during the years 1963-1966.

Since 1963 the Kansas Extension Service has hired fifty-seven male agents. By 1966, four agents had been drafted into the military service and eleven had resigned. This was a turnover rate of 20 per cent of the original fifty-three that could have remained on the county staff.

The costs involved in selecting the employees, who did not remain in the Extension Service, was an expenditure which might have been reduced by better selection procedures. When selecting an employee for a particular job due to a vacancy, a promotion, or for any other reason, an administrator should ask himself, "What kind of a man do I need to run this organization more effectively?" A question that should be asked when selecting county Extension agents is, "What are some of the characteristics of an agent with long tenure?" The Individual Inventory questionnaire (appendix) may point out differences in group characteristics, and give administrators guidance in the process of selecting future agents in relation to their expected tenure.

II. BACKGROUND

As of January 1, 1967, the Kansas Extension Service employed one

male agent in 103 counties as a county Extension agricultural agent, seven counties had county Extension directors, five counties had county Extension horticultural agents, and thirty-six counties had county Extension 4-H agents. The district supervisors had nine training positions for assistant county Extension agents.¹

The objectives of the Kansas Extension Service and the function of the agents require broad qualifications. These agents are carefully selected for the job, so they can cope with the increasing demands of the people. Qualified personnel selection by administrators has been of vital importance because the staff determines the effectiveness of an organization.²

Selection Process. The prospective agent files an application, transcript, and list of references with the Head of County Extension Operations. The references are contacted and requested to complete a personal rating sheet. The references, transcript, and application are reviewed by the Personnel Committee composed of: Head of County Extension Operations as Chairman, head of the department in which the applicant majors, Dean of the College of Agriculture, Director of Extension, and Assistant Extension Director. This committee approves or disapproves the applicant. Upon approval, the applicant is asked to come to the

¹Oscar Norby, "Extension Agent Positions Budgeted for Counties By Districts - 1966-1968" (Manhattan: Kansas Extension Service, 1967), (Mimeographed.)

²Lincoln D. Kelsey and Cannon C. Hearne, Cooperative Extension Work (Ithaca: Comstock Publishing Assoc., 1949), p. 66.

County Extension Operations Department for a personal interview with the head of the department and one or more district supervisors.³

Prospective agents are recommended to a county Extension executive board for employment by a district supervisor. Salaries are negotiated between the county Extension executive board, the prospective agent, and the district supervisor.

Agent Benefits. The agent employed has the following leave privileges:

1. Annual leave of twenty-two working days with pay. The agent, with permission of the Director of Extension and the county Extension executive board, can accumulate annual leave up to forty-four days for study.
2. Sick leave to a maximum of seventy-five days. It is accumulated at the rate of one working day for each month employed.
3. Study leave of not to exceed three weeks with pay. It may be granted once every three years.
4. Sabbatical leave of not to exceed eleven months at half pay or five months at full pay after the agent has completed six years employment.
5. Leave for professional improvement of not more than one week with pay for each fiscal year.

The agent is eligible for Federal Civil Service Retirement, Group Life Insurance for Federal Civilian Employees, Federal Employees'

³Statement by Oscar Morby, Personal Interview.

Compensation, and Federal Employees Health Benefits Program.

The new employee is given induction training for a period of five weeks during the first year of employment. At the end of the week of orientation training each new male employee is given the Individual Inventory questionnaire. During the year, agents attend inservice training schools to keep abreast of new developments. Specialists of subject matter areas help keep agents informed of research and new ideas from the University.

III. STATEMENT OF THE OBJECTIVE

The objective of this study was to determine if there are differences in the opinions, attitudes, training, and characteristics of male Kansas Extension agents who have remained in the Extension Service and those who have left the service.

IV. STATEMENT OF THE HYPOTHESES

A hypothesis is an idea or a penetrating thought pertaining to the problem to be investigated. The researcher's previous knowledge of this subject was acquired through experience, other research, and review of literature. A sound hypothesis aids in establishing the direction in which to proceed. It also aids in singling out pertinent facts and determining which facts should be included or omitted. The use of a hypothesis prevents indiscriminate gathering of high volumes of data which may later prove irrelevant to the problem under study.⁴

⁴Pauline Young, Scientific Social Surveys and Research (Englewood Cliffs: Prentice Hall, Inc., 1956), p. 96.

Null hypotheses are hypotheses stated in a negative form. Although null hypotheses are often used in research to facilitate statistical manipulation, their null form does not necessarily indicate the researcher's point of view.

The data obtained in this study were summarized and analyzed on the basis of the following null hypotheses pertaining to the two groups of county Extension agents:

1. There are no important differences between the mean scores on the Individual Inventory for the two groups of agents.
2. There are no important differences in the extent to which agents who have remained in the Extension Service and the agents who have left liked:
 - A. Selected occupations.
 - B. Selected school subjects.
 - C. Selected activities.
 - D. Selected kinds of people.
3. There are no important differences in individual characteristics of agents who have remained in the Extension Service and agents who have left.
4. There are no important differences in the attitudes of agents who have remained in the Extension Service and agents who have left.
5. There are no important differences in the selected academic training of agents who have remained in the Extension Service and those who have left.

6. There are no important differences in the opinions with respect to debatable questions on farming of agents who have remained in the Extension Service and those who have left.

V. DEFINITIONS

Definitions of certain terms used in this study were as follows:

County Extension Agent: A male employed by the Kansas Extension Service to serve in the capacity of county Extension director, county Extension agricultural agent, county Extension 4-H agent, county Extension horticultural agent or assistant county Extension agent.

County Extension Executive Board: A group of nine county people elected by the people to serve as the directors of the county Extension program.

Individual Inventory: A questionnaire developed by Fred Frutche, Extension Research Specialist, Federal Extension Service, to predict achievement for county Extension agents.

Important Difference: For the purpose of this study, a difference of 10 per cent was considered an important difference.

VI. SCOPE AND PROCEDURE

Design. Selltitz *et al.* define research as: "The arrangement of conditions for collection and analysis of data in a manner that aims to combine relevances to the research purpose with economy in procedure."⁵

⁵Claire Selltitz, Marie Jahoda, Morton Deutsch, Stuart Cook, Research Methods in Social Relations, (New York: Henry Holt and Co., 1959), p. 50.

They point out that research design differs according to each specific research purpose. They state:

Each study, of course, has its own specific purpose falling into a number of broad groupings: (1) to gain familiarity with a phenomenon or to achieve new insights into it, often in order to formulate a more precise research problem or to develop hypotheses; (2) to portray accurately the characteristics of a particular individual, situation, or group (with or without specific initial hypotheses about the nature of these characteristics); (3) to determine the frequency with which something occurs or with which it is associated with, something else (usually, but not always, with a specific initial hypotheses); and (4) to test a hypotheses of a casual relationship between variables.⁶

The design in this study was a combination of exploratory and descriptive research with the major emphasis placed on the descriptive research. This method is sanctioned by Sellitz *et al.* when they state:

Any given research may have in it elements of two or more of the functions we have described as characterizing different types of study. In any single study, however, the primary emphasis is usually on only one of these functions, and the study can be thought of as falling into the category corresponding to its major function.⁷

Data Collecting Instrument. The instrument used was a questionnaire developed by Fred P. Frutchey, Extension Research Specialist, Federal Extension Service, to predict agent success. It was compiled from the Missouri County Agent Inventory developed by Dr. Ivan Nye, Rural Sociologist, University of Missouri. The original Missouri County Agent Inventory was developed by administering the Strong Vocational Interest Blank for men, the Minnesota Teacher Attitude Inventory which was a personality test, and a Background Questionnaire to 146 agricultural agents

⁶Ibid.

⁷Ibid.

employed at that time for eighteen months or longer in Missouri. Each response in the study by Mye was subjected to statistical analysis to determine which responses differentiated between the more effective and less effective agent. Responses yielding a statistically significant difference between the two groups were selected for the Missouri County Agent Inventory.⁸

The Individual Inventory used for this study was developed from the Missouri Inventory by an analysis of the responses to the questions in the Missouri Inventory by the 819 beginning agents of the fifteen states.⁹

Source of the Data. The data for this study were gathered from male Extension agents hired by the Kansas Extension Service from 1963 until 1967. There were fifty-seven males hired but four were drafted into the military service. These four agents were not included in this study. This left a total of fifty-three male agents for this study who had the option of leaving or remaining as county Extension agents. There have been eleven resignations in this group and the other forty-two have remained as county Extension agents. The Individual Inventories for the forty-two who remained and the eleven who resigned were used to answer the question as stated in the objective.

Statistical Analysis. Selltitz et al. state:

⁸Fred F. Frutchey, "The Development of An Aptitude Test for the Selection of County Agents," (United States Department of Agriculture, Federal Extension Service, January, 1965), p. 4.

⁹Ibid., p. 8.

In giving an adequate description of a mass of data, we usually wish to do one or another of the following things: (1) to indicate how widely individuals in the group vary; (2) to characterize what is typical; (3) to show other aspects of how the individuals are distributed with respect to the variables being measured; (4) to show the relation of the different variables in the data to one another; and (5) to describe the difference between two or more groups of individuals.¹⁰

The statistical analysis of this study was conducted using the following procedures: (1) prepare tables showing percentage distribution of the two groups in each area; (2) investigate the distribution of the groups on each of the variables; and (3) each variable was tested with chi square for distribution of frequencies.

The chi square distribution is the sampling distribution of the sums of independent squares. Chi square is computed by summing the squares of the deviations of the observed from expected frequencies for each cell, divided by the expected frequency for that cell. If "f" represents the observed frequency in each cell and "fo" the expected frequency in each cell, this formula is used for chi square:

$$\chi^2 = \frac{(f - fo)^2}{fo}$$

The greater the value of χ^2 , the greater difference between sample and hypothetical frequencies and the less likelihood of their occurrence. Therefore, chi square probability categories or classes range from two to thirty for degrees of freedom. The probability values required for this study range from two to five and are presented in the appendix. Degrees of freedom are calculated from a formula (D. F. = number of

¹⁰Selltiz *et al.*, *op. cit.*, pp. 410-411.

classes or categories minus constraints imposed by the hypothesis). For each additional limitation, an additional degree of freedom is lost.¹¹

VII. DELIMITATIONS

The study was limited to male agents who had been hired by the Kansas Extension Service from January 1, 1963, through December 31, 1967. This included fifty-seven men of whom four had been drafted into the military service and eleven resigned as of January 1, 1968.

VIII. LIMITATIONS

The study was conducted with a relatively small number of participants. There were forty-two agents who remained in the Extension Service while eleven agents resigned.

¹¹Paul Fentman, Descriptive and Sampling Techniques (New York: Harper Brothers, 1947) p. 429.

CHAPTER II

REVIEW OF LITERATURE

The basic outline for this study was developed over a four month period, and consisted of a review and analysis of available literature pertaining to turnover. Since very little work has been done in the field of Extension, this review was confined to literature relating to turnover in Extension and industry.

I. CONCEPT OF TURNOVER

Labor turnover is one of the oldest recognized forms of industrial unrest. It includes the hiring, separation, and replacement of employees. All turnover cannot be regarded as an expression of unrest. Much of the total change results from shifting demands for labor. An employee may find it necessary to move for reasons of health, family plans or other nonwork connected reasons. A resignation may be a matter of relief or concern from the employer's point of view. Some resignations are regarded as problem solving situations where the employee was not satisfactory. On the other hand, the resignation of satisfactory and promising employees represent a considerable loss and may be symptomatic of serious shortcomings in the whole employment relationship.¹² Labor turnover is an indicator of unrest rather than a refined measure.¹³

¹²Dale Yoder, Personnel Management and Industrial Relation (Englewood Cliffs: Prentice Hall, Inc., 1962), p. 538.

¹³Dale Yoder, Personnel Management and Industrial Relation (Englewood Cliffs: Prentice Hall, Inc., 1956), p. 743.

Several reasons explain the wide interest in labor turnover and use an indicator to detect and appraise unrest. Standardized methods of computing labor turnover permit comparisons with preceding periods or with other concerns. Although some turnover is inevitable, a small turnover is desirable to bring in new blood and new ideas. High turnover, however, is a source of serious problems. It requires more extensive recruitment, selection, and training programs which may be quite expensive. Results presented in studies conducted by industry have shown that the organizations adopting a practice of looking at turnover were in a better position to do something about the causes.

It is generally assumed that the value of an Extension agent's service is the least during his first year. He lacks experience and does not know the people in the county. The other agents are expected to take time to direct his activities, as well as, to conduct the training necessary to make him a valuable asset to the people of the county and to the Extension Service as a professional worker.

A new man must be paid a reasonable salary during the period he is in training. If he resigns prior to the time when he is prepared to make a contribution, his salary and travel expenses yield limited returns in the way of services rendered.

When an agent resigns, the county program is disrupted. Often the county program was developed to the place where two men were necessary to service it adequately. When one man resigns, some parts of the program must be neglected. The man that resigns often takes with him a considerable amount of the thinking and plans that were formulated, unless such

information had been put in writing and was available in the county office.

Recruiting the large number of employees needed annually to keep all positions filled is one of the major jobs of the Cooperative Extension Service. If fewer employees left the service to take other employment, staff time and money spent on recruiting could be reduced considerably in Kansas.

The rapid turnover of personnel lowers the prestige of employment in the Cooperative Extension Service. Some men who leave are dissatisfied and consequently have an unfavorable opinion of the Cooperative Extension Service. This attitude influences the type of counsel those who leave the service give to prospective employees.

Employers have become more aware of the costs of labor turnover because of the nationwide program of unemployment compensation and the establishment of merit-rating provisions in all states. Under these provisions, separations from the payroll may be costly because they influence the level of the employer's payroll tax.¹⁴

II. MEASURING LABOR TURNOVER

The simplest measure of labor turnover is the separation rate, generally defined as the number of separations per month per hundred of the working force. Separations include all resignations, layoffs, and discharges. The working force is averaged by adding number on the payroll

¹⁴Ibid.

at the beginning of the period and the end of the period and dividing by two. Thus, if the firm began the month with 1,000 employees and ended with 2,000, the average working force would be 1,500. If during this period, 100 employees had severed their relationship with the firm, the separation rate would be found as:

$$SR = \frac{100}{1500 \div 100} = 6.67^{15}$$

This simple measure of labor turnover is subject to serious limitations. It takes no account of either seasonal or cyclical fluctuations. If business is declining many separations will occur, not by dissatisfaction or unrest, but by enforced reduction of the working force.

To overcome some of these limitations, some current practices calculate the net turnover rate. This emphasizes the number of replacements rather than separations. Replacements are those employed to fill positions left vacant as a result of separations. When accessions are more numerous than separations, replacements will equal the number of separations. When separations exceed the number of accessions, replacements equal the smaller of the two--accessions or separations.¹⁶

III. CAUSES OF TURNOVER

Investigation of turnover leads the researcher to believe that

¹⁵Yoder, op. cit., 1962, p. 538.

¹⁶Yoder, op. cit., 1956, p. 745.

the turnover process could be broken into three psychological stages. The first stage is by the sixth month and represents the highest turnover rate, which is characteristic of many businesses. This is typical of what is called induction crises, where the new worker's view of the job and of himself has gone far enough that a new decision is now necessary about continuing or resigning from the position.

The second stage represents a lower turnover rate and characterizes the employee. This is a period of differential transit and happens after the employee passed the first hurdle of deciding about the job, but has not gone to the third stage of settled contentment.¹⁷

A relatively new area of study, which is being explored in Cooperative Extension Research, is job satisfaction and maintaining high morale of personnel. This need has long been recognized, as indicated by the tenth objective of Extension supervisors cited by Brunner and Yang, as being: "High morale of county staff with desirable attitudes and with a satisfaction in their work."¹⁸

Dale Anthony defines morale as a set of attitudes toward the job, management, and company. An employee's morale is high when he has an interest in the elements of his job, working conditions, fellow workers, supervisors, and the company that leads to the achievement of the

¹⁷Mason Haire, Psychology in Management (New York: McGraw-Hill Book Co., 1956), p. 174.

¹⁸Brunner and Yang, Rural America and the Extension Service (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 136.

organization's aims.¹⁹ Richard Jepson suggested moral has an effect on turnover when he recommended for further research, that a study should be made of the effect moral and other factors have on turnover of Extension agents.²⁰

It was difficult to differentiate between morale and commitment; but for the purpose of this study, commitment was defined as the dedication or devotion of an agent to his profession. It was recognized by Phyllis Kemp that committed agents were ones who had serious intentions of remaining in the profession, and who were serious in their efforts of striving toward the goals of the Cooperative Extension Service. The least committed agents were those whose major concerns and attitudes were not focused on goals or objectives of the profession. In her study there was a correlation between job satisfaction and professional commitment.²¹

Other studies have shown that the satisfied worker was generally a more flexible, better adjusted person. He seems to be more realistic about his own situation and goals. The dissatisfied worker, in contrast, was often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles, and generally unhappy and very

¹⁹Dale Anthony, "New Trends in Moral Development," Personnel Journal, 43,5:267, May, 1964.

²⁰Richard Jepson, "A Study of Factors Associated with the Ease of Doing Certain Extension Tasks" (unpublished Master's thesis, Kansas State University, Manhattan, 1963), p. 86.

²¹Phyllis E. Kemp, "Commitment and Job Satisfaction," Journal of Cooperative Extension, 5,3:172, Fall, 1967.

dissatisfied. He would be one looking for a more satisfying job.²²

Peter Moon and Paul Crooks in their study, "Improving Agent Selection", said:

Persons successfully employed in a given profession tend to have similar interests. These interests form a pattern that is characteristic of that profession. It has been found that a person entering a profession is likely to be effective and happy if his own interest pattern is similar to that of persons already employed in the profession. . . . A wise choice enables a person to experience a sense of worth and personal satisfaction. Analysis of his interest scores led them to believe that Extension workers, like other professionals, showed a unique pattern of interest.²³

There have been many Extension studies on success and ratings of agents. In Masterson's study a much higher per cent of former Home Demonstration Agents were rated fair or poor by their supervisor than those who remained on the job. A conclusion from her study was agents with a fair or poor rating would have been released if they had not chosen to resign.²⁴

IV. REDUCING TURNOVER

All labor turnover, above what is regarded as normal, attracts the attention of management in part because it is expensive. A high

²²Fredrick Herzberg, Bernard Mausner, Richard Peterson, and Dora Capwell, "Job Attitudes," A Review of Research and Opinions, (Pittsburg: Psychological Service of Pittsburg, 1957), p. 20.

²³Peter Moon and Paul B. Crooks, "Improving Agent Selection," Journal of Cooperative Extension, 4,4:230, Winter, 1966.

²⁴Mary V. Masterson, "Factors Affecting Tenure of Home Demonstration Agents in Colorado," (Colorado Cooperative Extension Service, Colorado A. and M. College, 1956), p. 30.

turnover rate is usually an indication of employee dissatisfaction.²⁵

Attempts are made by industry to reduce turnover. They began by defining rates of turnover for each department. When a department has an extra high turnover rate, more information regarding this department is sought. The exit interview is one widely used method of this kind. This presumptive value is based on the well known fact that the "reason for leaving" reported by a supervisor on a separation form is seldom the true one. In theory, the exit interview is to help locate actual or potential trouble spots in employee relations. To accomplish this, it takes skilled interviewers to persuade departing employees to talk as well as to find the real meaning behind what they say and omit.²⁶

The Indiana Extension Service used interest tests to predict if a person would remain in the Extension Service or resign. They correctly predicted 73.8 per cent of forty-two agents. Their testing procedures were 25 per cent better than the system they used in making selections from 1945 to 1961. This improvement could represent quite a savings in time and money. Their typical agricultural agent appeared to be more of an administrator with a touch of social service and salesmanship than the person who resigned.²⁷ An objective in selecting personnel for employment in Extension is to employ persons who will continue in the service.

²⁵Yoder, *op. cit.*, 1962, p. 537.

²⁶"Following Up on Terminations," *Personnel*, 42,4:51, July-August, 1965.

²⁷Hoon and Crooks, *op. cit.*, p. 232.

Other reasons for turnover include a desire for higher pay, dissatisfaction with working conditions, personal dislike for the work, and unsatisfactory relations with others.²⁸

It is a complex problem to find the real cause of certain separations. If effective remedial action is to be taken, an attempt must be made within each individual firm to find the real reasons underlying labor turnover.²⁹

²⁸"Labor Turnover-Meaning and Measurement," International Labor Review, 81,6:515, June, 1960.

²⁹Ibid., p. 517.

CHAPTER III

ANALYSIS OF FACTORS ON THE INDIVIDUAL INVENTORY ASSOCIATED WITH THE COUNTY AGENTS' TENURE

There were two main questions to be answered in regard to the analysis of data: (1) Could the data be treated as a sample? (2) And if the data were not to be considered a sample, what kind of "descriptive" statistical measures could be used to show the associations or relationships between variables?

In considering the first question, it was not easy to assume the group of fifty-three agents under study could have been treated as a sample. The researcher, after consulting with his graduate committee, decided that the group could not be treated as a sample. In this study the total universe, which includes all male Kansas Extension agents hired between 1963 and 1967, was used.

In the Scope and Procedure, outlined in Chapter I, it was mentioned how the fifty-three county Extension agents were obtained from the total population of county Extension agents.

In answer to the second question, "What kind of descriptive statistical measure could be used to analyze the data of this study?" A simple descriptive analysis could have been used, but in this study it was decided to carry the analysis of data beyond a simple descriptive analysis. The test used was the chi square test which measures distribution of frequencies. The reasoning justifying its use is as follows:

When we have a complete enumeration on all units of an existent universe, we do not stop with description of that universe but we attempt to make a more general description of what we would expect in stability of estimates of measures even if random variation operated; we do this by generalizing to the infinite universe of possibilities. Then, so the reasoning goes, why should we stop with estimates of summarizing measures for the finite existent universe when we are analyzing and interpreting data from a sample of it? Are we not still interested in the most general description possible, which is given in terms of the universe of possibilities, rather than in mere description of one unique finite universe? If so, we then treat the sample from the finite existent universe as if it were a sample from a hypothetical infinite universe and generalize to the latter.³⁰

If the population included in this study could be treated as a sample, the test of significance would be appropriate. The chi square values are noted for each of the relationships for readers who might wish the findings projected to a hypothetical universe. In the text the reader will note that chi square and level of significance were used at the five per cent level. The final analyses of accepting or rejecting the hypotheses were based upon percentage distribution. An important difference was defined for this study as a difference of 10 per cent.

Hypothesis 1. There are no important differences between the mean score on the Individual Inventory for the two groups of agents. Table II gives the distribution of the present and past agents above and below the mean score of 344.

The data were gathered from the Individual Inventory score. A person might expect, since the purpose of the Individual Inventory was to predict agent success, the agents remaining in the Extension Service would have a higher mean score. The mean score for the Individual

³⁰Margaret Jarman Haygood, Statistics for Sociologists (New York: Henry Holt and Co., 1947), p. 499.

Inventory was 344. The present agents had twenty-eight or 66.6 per cent of their group scoring above the mean, while only four or 27 per cent of the group who left the Extension Service scored above the mean of 344.

TABLE II
DISTRIBUTION OF FIFTY-THREE MALE KANSAS EXTENSION
AGENTS HIRED, 1963-1967, MEAN SCORE OF
THE INDIVIDUAL INVENTORY BY TENURE

MEAN SCORE	AGENTS		
	PRESENT	PAST	TOTAL
Above the mean of 344	28	4	32
Below the mean of 344	<u>14</u>	<u>7</u>	<u>21</u>
TOTAL	42	11	53

In view of the above findings, the null hypothesis of no important difference between the mean scores of the present agents compared with the past agents was rejected.

Hypothesis 2. There are no important differences in how agents who have remained in the Extension Service and the agents who have left like:

- A. Selected occupations.
- B. Selected school subjects.
- C. Selected activities.
- D. Selected kinds of people.

To enable the researcher to accept or reject hypothesis 2, the agents were asked to express their opinions of like, dislike or

indifferent to:

- A. Selected occupations.
- B. Selected school subjects.
- C. Selected activities.
- D. Selected kinds of people.

Hypothesis 2 (A). Table III gives the percentage distribution and chi square of agents, present and past, arranged in descending order by the present agents' opinions of "like" for selected occupations.

For the first occupation, explorer, a "like" was expressed by 73.8 per cent of the present agents and 81.8 per cent of the past agents--a difference of 8 per cent. The chi square of 0.30202 was not significant at the 5 per cent level.

There were 66.7 per cent of the present agents and 45.5 per cent of the past agents who expressed a "like" for the occupation, aviator--a difference of 21.2 per cent. The chi square of 2.07467 was not significant at the 5 per cent level.

There were 59.5 per cent of the present agents and 27.3 per cent of the past agents who expressed a "like" for the occupation, contractor--a difference of 32.2 per cent. The chi square of 3.64207 was not significant at the 5 per cent level.

For the occupation, bank teller, a "like" was expressed by 57.1 per cent of the present agents and 27.3 per cent of the past agents--a difference of 29.8 per cent. The chi square of 9.76383 was significant at the 5 per cent level.

There were 47.6 per cent of the present agents and 18.2 per cent

TABLE III

OPINIONS OF SELECTED OCCUPATIONS BY PRESENT AND PAST MALE
KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

OCCUPATIONS	AGENTS								
	PRESENT				PAST				CHI SQUARE
	LIKE %	DISLIKE %	INDIF. %	TOTAL	LIKE %	DISLIKE %	INDIF. %	TOTAL	
Explorer	73.8	00.0	26.2	100	81.8	00.0	18.2	100	0.30202**
Aviator	66.7	09.5	23.8	100	45.5	09.1	45.4	100	2.07467**
Contractor	59.5	04.8	35.7	100	27.3	09.1	63.6	100	3.64207**
Bank Teller	57.1	19.1	23.8	100	27.3	00.0	72.7	100	9.76383**
Lawyer	47.6	19.1	33.3	100	18.2	36.4	45.4	100	3.33141**
Florist	42.8	14.3	42.9	100	27.3	27.3	45.5	100	1.41368**
Factory Manager	38.1	16.7	45.2	100	27.3	09.1	63.6	100	1.21772**
Dentist	35.7	21.4	42.9	100	27.3	09.1	63.6	100	1.68407**
Army Officer	35.7	28.6	35.7	100	36.4	27.3	36.3	100	0.00725**
Ship Officer	33.3	14.3	52.4	100	36.4	09.1	54.5	100	0.20941**
Author	33.3	21.4	45.3	100	18.2	09.1	72.7	100	2.65914**
Architect	31.0	11.9	57.1	100	27.3	18.2	54.5	100	0.30954**
Mine Supt.	28.6	19.0	52.4	100	18.2	27.3	54.5	100	0.64809**
Engineer	26.2	19.0	54.8	100	09.1	27.3	63.6	100	1.53115**
Actor	21.4	21.4	57.1	100	18.2	27.3	54.5	100	0.18616**
Interpreter	19.1	21.4	59.5	100	09.1	09.1	81.8	100	1.88753**
Railway Conductor	19.0	28.6	52.4	100	09.1	27.3	63.6	100	0.71591**
Travel Salesman	16.7	45.2	38.1	100	18.2	45.4	36.4	100	0.01380**
Photo Engraver	07.1	23.8	69.1	100	09.1	36.4	54.5	100	0.21154**

** - 2 D. F.

of the past agents who expressed a "like" for the occupation, lawyer—a difference of 29.4 per cent. The chi square of 3.33141 was not significant at the 5 per cent level.

For the occupation, florist, a "like" was expressed by 42.8 per cent of the present agents and 27.3 per cent of the past agents—a difference of 15.5 per cent. The chi square of 1.41368 was not significant at the 5 per cent level.

There were 38.1 per cent of the present agents and 27.3 per cent of the past agents who expressed a "like" for the occupation, factory manager—a difference of 10.8 per cent. The chi square of 1.21772 was not significant at the 5 per cent level.

For the occupation, dentist, a "like" was expressed by 35.7 per cent of the present agents and 27.3 per cent of the past agents—a difference of 8.4 per cent. The chi square of 1.60407 was not significant at the 5 per cent level.

There were 35.7 per cent of the present agents and 36.4 per cent of the past agents who expressed a "like" for the occupation, army officer—a difference of .7 per cent. The chi square of 0.00725 was not significant at the 5 per cent level.

There were 33.3 per cent of the present agents and 36.4 per cent of the past agents who expressed a "like" for the occupation, ship officer—a difference of 3.1 per cent. The chi square of 0.20941 was not significant at the 5 per cent level.

For the occupation, author, a "like" was expressed by 33.3 per cent of the present agents and 18.2 per cent of the past agents—a

difference of 15.1 per cent. The chi square of 2.65914 was not significant at the 5 per cent level.

For the occupation, architect, a "like" was expressed by 31 per cent of the present agents and 27.3 per cent of the past agents—a difference of 3.7 per cent. The chi square of 0.30954 was not significant at the 5 per cent level.

There were 28.6 per cent of the present agents and 18.2 per cent of the past agents who expressed a "like" for the occupation, mine superintendent—a difference of 10.4 per cent. The chi square of 0.64809 was not significant at the 5 per cent level.

For the occupation, engineer, a "like" was expressed by 26.2 per cent of the present agents and 9.1 per cent of the past agents—a difference of 15.1 per cent. The chi square of 1.53115 was not significant at the 5 per cent level.

For the occupation, actor, a "like" was expressed by 21.4 per cent of the present agents and 18.2 per cent of the past agents—a difference of 3.2 per cent. The chi square of 0.18616 was not significant at the 5 per cent level.

There were 19.1 per cent of the present agents and 9.1 per cent of the past agents who expressed a "like" for the occupation, interpreter—a difference of 10 per cent. The chi square of 1.82753 was not significant at the 5 per cent level.

There were 19 per cent of the present agents and 9.1 per cent of the past agents who expressed a "like" for the occupation, railway conductor—a difference of 9.9 per cent. The chi square of 0.71591 was

not significant at the 5 per cent level.

There were 16.7 per cent of the present agents and 18.2 per cent of the past agents who expressed a "like" for the occupation, traveling salesman—a difference of 1.5 per cent. The chi square of 0.01880 was not significant at the 5 per cent level.

For the occupation, photo engraver, a "like" was expressed by 7.1 per cent of the present agents and 9.1 per cent of the past agents—a difference of 2 per cent. The chi square of 0.84154 was not significant at the 5 per cent level.

There were ten selected occupations where a difference of 10 per cent or greater was present. The greatest difference between the present and past agents on their expressed opinions of "like" were 32.2 per cent for the occupation, contractor; 29.4 per cent for lawyer; and 27.3 per cent for bank teller. The present agents expressed a higher per cent of "likes" for all but four occupations which were: army officer, ship officer, traveling salesman, and photo engraver. The greatest difference of these four items was 3.1 per cent. The present agents expressed a greater per cent of positive "likes" or "dislikes" while the past agents were "indifferent" to more occupations. In view of the above findings, the null hypothesis of no important difference was rejected.

Hypothesis 2 (B). Table IV gives the percentage distribution and chi square of present and past agents' opinions arranged in descending order by the present agents opinion of "like" of selected school subjects.

The four subjects under study were botany, public speaking, physiology, and sociology. The agents indicated their preference of like, dislike or indifferent for each subject.

TABLE IV

OPINIONS OF SELECTED SCHOOL SUBJECTS BY PRESENT AND PAST
MALE KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

SCHOOL SUBJECTS	AGENTS								CHI SQUARE
	PRESENT				PAST				
	LIKE %	DISLIKE %	INDIF. %	TOTAL	LIKE %	DISLIKE %	INDIF. %	TOTAL	
Botany	61.9	04.8	33.3	100	45.4	00.0	54.6	100	1.96650**
Public Speaking	61.9	07.1	31.0	100	54.5	09.1	36.4	100	0.20160**
Physiology	57.1	07.2	35.7	100	45.4	18.2	36.4	100	1.34464**
Sociology	52.4	04.8	42.8	100	18.2	18.2	63.6	100	5.12945**

** - 2 D. F.

There were 61.9 per cent of the present agents and 45.4 per cent of the past agents who expressed a "like" for the subject, botany--a difference of 16.5 per cent. The chi square of 1.96650 was not significant at the 5 per cent level.

For the subject, public speaking, a "like" was expressed by 61.9 per cent of the present agents and 54.5 per cent of the past agents--a difference of 7.4 per cent. The chi square of 0.20160 was not significant at the 5 per cent level.

There were 57.1 per cent of the present agents and 45.4 per cent of the past agents who expressed a "like" for the subject, physiology--a

difference of 11.7 per cent. The chi square of 1.34464 was not significant at the 5 per cent level.

For the subject, sociology, a "like" was expressed by 52.4 per cent of the present agents and 18.2 per cent of the past agents—a difference of 34.2 per cent. The chi square of 5.12945 was not significant at the 5 per cent level.

The present agents expressed a higher per cent of "likes" for all subjects than the past agents. The greatest difference between the present and past agents on their expressed opinions of "like" were 34.2 per cent for the subject, sociology; 16.5 per cent for botany; and 11.7 per cent for physiology. The present agents expressed a greater per cent of positive "likes" or "dislikes" while the past agents were "indifferent" to more subjects.

In view of the above findings, the null hypothesis of no important difference on opinions of school subjects was rejected.

Hypothesis 2 (C). The agents hired January 1, 1963, through December 31, 1967, were asked to indicate their preference of like, dislike or indifferent for selected activities.

Table V gives the percentage distribution and chi square of present and past agents' opinions of "like" of selected activities.

There were 88.1 per cent of the present agents and 91 per cent of the past agents who expressed a "like" for the activity, taking responsibility—a difference of 2.9 per cent. The chi square of 5.13549 was not significant at the 5 per cent level.

For the activity, developing business systems, a "like" was

TABLE V

OPINIONS OF SELECTED ACTIVITIES BY PRESENT AND PAST MALE
KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

ACTIVITIES	AGENTS								CHI SQUARE
	PRESENT				PAST				
	LIKE %	DISLIKE %	INDIF. %	TOTAL	LIKE %	DISLIKE %	INDIF. %	TOTAL	
Taking responsibility	88.1	11.9	00.0	100	91.0	09.0	00.0	100	5.13549**
Developing busi- ness systems	45.3	07.1	47.6	100	36.4	09.1	54.5	100	0.28728**
Continually changing activities	45.2	19.1	35.7	100	72.7	09.1	18.2	100	2.63728**
Pursuing bandits in sheriff's posse	42.9	14.3	42.8	100	54.5	00.0	45.5	100	1.84797**
Observing birds	42.9	23.8	33.3	100	36.4	27.2	36.4	100	0.15474**
Writing personal letters	33.3	14.3	52.4	100	54.5	09.1	36.4	100	1.67338**
Looking at shop windows	28.6	21.4	50.0	100	50.0	20.0	30.0	100	1.84225**
Looking at a collection of antique furniture	26.2	38.1	35.7	100	27.3	36.4	36.3	100	0.01182**
Vaudeville	19.0	26.2	54.8	100	18.2	09.1	72.7	100	1.61019**
Pet canaries	11.9	37.7	52.4	100	09.1	45.4	45.5	100	0.36221**
Pet monkeys	09.8	39.0	51.2	100	18.2	45.4	36.4	100	1.02356**

** - 2 D. F.

expressed by 45.3 per cent of the present agents and 36.4 per cent of the past agents—a difference of 8.9 per cent. The chi square of 0.28728 was not significant at the 5 per cent level.

There were 45.2 per cent of the present agents and 72.7 per cent of the past agents who expressed a "like" for the activity, continually changing activities—a difference of 27.5 per cent. The chi square of 2.63728 was not significant at the 5 per cent level.

For the activity, pursuing bandits in sheriff's posse, a "like" was expressed by 42.9 per cent of the present agents and 54.5 per cent of the past agents—a difference of 11.6 per cent. The chi square of 1.84797 was not significant at the 5 per cent level.

There were 42.9 per cent of the present agents and 36.4 per cent of the past agents who expressed a "like" for the activity, observing birds—a difference of 6.5 per cent. The chi square of 0.15474 was not significant at the 5 per cent level.

For the activity, writing personal letters, a "like" was expressed by 33.3 per cent of the present agents and 54.5 per cent of the past agents—a difference of 21.2 per cent. The chi square of 1.67338 was not significant at the 5 per cent level.

There were 28.6 per cent of the present agents and 50 per cent of the past agents who expressed a "like" for the activity, looking at shop windows—a difference of 21.4 per cent. The chi square of 1.84225 was not significant at the 5 per cent level.

For the activity, looking at a collection of antique furniture, a "like" was expressed by 26.2 per cent of the present agents and 27.3

per cent of the past agents--a difference of 1.1 per cent. The chi square of 0.01182 was not significant at the 5 per cent level.

For the activity, vaudeville, a "like" was expressed by 19 per cent of the present agents and 18.2 per cent of the past agents--a difference of .8 per cent. The chi square of 1.61019 was not significant at the 5 per cent level.

There were 11.9 per cent of the present agents and 9.1 per cent of the past agents who expressed a "like" for the activity, pet canaries--a difference of 2.8 per cent. The chi square of 0.36221 was not significant at the 5 per cent level.

There were 9.8 per cent of the present agents and 18.2 per cent of the past agents who expressed a "like" for the activity, pet monkeys--a difference of 8.4 per cent. The chi square of 1.02056 was not significant at the 5 per cent level.

There were four activities where a difference of 10 per cent or greater was present. In all four the present agents expressed a lower per cent of "likes" than the past agents. Of these four activities, the greatest difference was 27.5 per cent for the activity of continually changing activities.

In view of the above findings, the null hypothesis of no important difference for selected activities was rejected.

Hypothesis 2 (D). Table VI gives the percentage distribution and chi square of present and past agents' opinions arranged in descending order by the present agent's opinions of "like" of selected kinds of people.

TABLE VI

OPINIONS OF SELECTED KINDS OF PEOPLE BY PRESENT AND PAST
MALE KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

KINDS OF PEOPLE	AGENTS								CHI SQUARE
	PRESENT				PAST				
	LIKE %	DISLIKE %	INDIF. %	TOTAL	LIKE %	DISLIKE %	INDIF. %	TOTAL	
Optimists	76.2	02.4	21.4	100	63.6	09.1	27.3	100	1.35824**
People who have made fortunes in business	59.5	00.0	40.5	100	54.5	00.0	45.5	100	0.08898*
Talkative people	21.4	38.1	40.5	100	18.2	09.1	72.7	100	4.25266**
Emotional people	09.5	47.6	42.9	100	00.0	27.3	72.7	100	3.46458**
Spendthrifts	07.1	45.2	47.7	100	09.1	36.4	54.5	100	0.28728**
Pessimists	04.8	64.3	30.9	100	09.1	72.7	18.2	100	0.88497**
Carelessly dressed people	00.0	69.1	31.0	100	30.0	63.6	36.4	100	0.11716*
* - 1 D. F.		** - 2 D. F.							

* - 1 D. F.

** - 2 D. F.

There were 76.2 per cent of the present agents and 63.6 per cent of the past agents who expressed a "like" for optimists—a difference of 12.6 per cent. The chi square of 1.35824 was not significant at the 5 per cent level.

There were 59.5 per cent of the present agents and 54.5 per cent of the past agents who expressed a "like" for people who have made fortunes in business—a difference of 5 per cent. The chi square of 0.08898 was not significant at the 5 per cent level.

There were 21.4 per cent of the present agents and 18.2 per cent

of the past agents who expressed a "like" for talkative people--a difference of 3.2 per cent. The chi square of 4.25266 was not significant at the 5 per cent level.

There were 9.5 per cent of the present agents and none of the past agents who expressed a "like" for emotional people--a difference of 9.5 per cent. The chi square of 3.46458 was not significant at the 5 per cent level.

There were 7.1 per cent of the present agents and 9.1 per cent of the past agents who expressed a "like" for spendthrifts--a difference of 2 per cent. The chi square of 0.28728 was not significant at the 5 per cent level.

There were 4.8 per cent of the present agents and 9.1 per cent of the past agents who expressed a "like" for pessimists--a difference of 4.3 per cent. The chi square of 0.33497 was not significant at the 5 per cent level.

For carelessly dressed people, neither group of agents expressed a "like". The chi square of 0.11716 was not significant at the 5 per cent level.

The greatest difference between the two groups, present and past agents, in their opinions of selected kinds of people was 12.6 per cent for optimists.

In view of the above findings, the null hypothesis of no important difference was rejected.

Hypothesis 3. There are no important differences in individual characteristics of agents who have remained in the Extension Service and

agents who have left the service.

The agents hired January 1, 1963, through December 31, 1967, were asked to indicate what their behavior has usually been by yes, no, or undecided in selected situations.

Table VII gives the percentage distribution and chi square of present and past agents' opinions arranged in descending order by the present agents' opinions of "yes" in selected situations.

For the situation, generally speaking do you think the head of a firm should have risen through the ranks, that is, having worked his way up in business; a "yes" was expressed by 78.6 per cent of the present agents and 90.9 per cent of the past agents--a difference of 12.3 per cent. The chi square of 0.93435 was not significant at the 5 per cent level.

There were 57.5 per cent of the present agents and 45.4 per cent of the past agents who expressed a "yes" to the situation, are you continually comparing yourself with other people--a difference of 12.1 per cent. The chi square of 0.63612 was not significant at the 5 per cent level.

For the situation, are you often so much on the go that sooner or later you wear yourself out, a "yes" was expressed by 52.4 per cent of the present agents and 27.3 per cent of the past agents--a difference of 25.1 per cent. The chi square of 4.23699 was not significant at the 5 per cent level.

There were 50 per cent of the present agents and 27.3 per cent of the past agents who expressed a "yes" to the situation, when you are

TABLE VII

OPINIONS OF BEHAVIOR IN SELECTED SITUATIONS BY PRESENT AND PAST
MALE KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

SELECTED SITUATIONS	AGENTS							CHI SQUARE
	PRESENT				PAST			
	YES %	NO %	UNK. %	TOT.	YES %	NO %	UNK. %	
Generally speaking, do you think the head of a firm should have risen through the ranks, that is, having worked his way up in business?.....	78.6	19.0	02.4	100	90.9	09.1	00.0	0.93435**
Are you continually comparing yourself with other people?.....	57.5	25.0	17.5	100	45.4	36.4	18.2	0.63612**
Are you often so much "on the go" that sooner or later you wear yourself out?.....	52.4	35.7	11.9	100	27.3	36.4	36.3	4.23699**
When you are criticized does it disturb you badly?..	50.0	31.0	19.0	100	27.3	54.5	18.2	2.35128**
Do you find that generally if you want a thing done right you must do it yourself?.....	40.5	42.8	16.7	100	36.4	45.4	18.2	0.06255**
Is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use?.....	35.7	57.1	07.2	100	63.6	27.3	09.1	3.20778**
When you loose something do you often begin to suspect someone of either having taken it or having misplaced it?.....	31.0	57.1	11.9	100	36.4	45.4	18.2	0.55727**
Do you think that an unusually bright person is likely to be physically weak?.....	31.0	59.5	09.5	100	18.2	72.7	09.1	0.74810**
Do you sometimes feel contempt for the opinions of others?.....	29.3	46.3	24.4	100	18.2	63.6	18.2	1.05966**

TABLE VII (continued)

SELECTED SITUATIONS	AGENTS									
	PRESENT					PAST				
	YES %	NO %	UNK. %	TOT. %		YES %	NO %	UNK. %	TOT. %	CHI SQUARE
Do you tend to prefer quiet rather than exciting amusements?.....	21.4	73.8	04.8	100		36.4	36.3	27.3	100	7.32586**
Have you ever been severely punished for something you didn't do?.....	21.4	64.3	14.3	100		13.2	72.7	09.1	100	0.31644**
Do you tend to let people run over you more than you should for your own good?.....	19.1	69.0	11.9	100		27.3	45.4	27.3	100	2.40441**
Are there times when it seems that everyone is against you?.....	19.1	69.0	11.9	100		27.3	54.5	18.2	100	0.82180**
Do many men deserve higher pay than their bosses?..	19.1	59.5	21.4	100		27.3	54.5	18.2	100	0.36535**
Do you think no one would keep to the "straight and narrow path" were it not for the fear of being caught?.....	16.7	78.6	04.7	100		18.2	81.8	00.0	100	0.54719**
Have you frequently wished for enough money or power to impress people who regard you as an inferior?...	14.3	66.7	19.0	100		27.3	63.6	09.1	100	1.38582**
Is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest?.....	11.9	78.6	09.5	100		13.2	72.7	09.1	100	0.30027**
Do you think the educational system in this country is seriously wrong in many respects?.....	07.1	73.8	19.1	100		00.0	90.0	10.0	100	1.37153**
Have you had more than your share of hard luck?....	04.8	85.7	09.5	100		00.0	70.0	30.0	100	3.23303**
Do you sometimes wish you were in another office (or school or factory) where your companions were more congenial?.....	04.8	90.5	04.7	100		13.2	72.7	09.1	100	2.68598**

** - 2 D. F.

criticized does it disturb you badly—a difference of 22.7 per cent. The chi square of 2.35128 was not significant at the 5 per cent level.

There were 40.5 per cent of the present agents and 36.4 per cent of the past agents who expressed a "yes" to the situation, do you find that generally if you want a thing done right you must do it yourself—a difference of 4.1 per cent. The chi square of 0.06255 was not significant at the 5 per cent level.

For the situation, is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use, a "yes" was expressed by 35.7 per cent of the present agents and 63.6 per cent of the past agents—a difference of 21.9 per cent. The chi square of 3.20778 was not significant at the 5 per cent level.

There were 31 per cent of the present agents and 36.4 per cent of the past agents who expressed a "yes" to the situation, when you lose something do you often begin to suspect someone of either having taken it or having misplaced it—a difference of 5.4 per cent. The chi square of 0.55727 was not significant at the 5 per cent level.

For the situation, do you think that an unusually bright person is likely to be physically weak, a "yes" was expressed by 31 per cent of the present agents and 18.2 per cent of the past agents—a difference of 12.3 per cent. The chi square of 0.74810 was not significant at the 5 per cent level.

There were 29.3 per cent of the present agents and 18.2 per cent of the past agents who expressed a "yes" to the situation, do you

sometimes feel contempt for the opinions of others--a difference of 11.1 per cent. The chi square of 1.05966 was not significant at the 5 per cent level.

For the situation, do you tend to prefer quiet rather than exciting amusements, a "yes" was expressed by 21.4 per cent of the present agents and 36.4 per cent of the past agents--a difference of 15 per cent. The chi square of 7.32526 was significant at the 5 per cent level.

There were 21.4 per cent of the present agents and 18.2 per cent of the past agents who expressed a "yes" to the situation, have you ever been severely punished for something you didn't do--a difference of 3.2 per cent. The chi square of 0.31644 was not significant at the 5 per cent level.

For the situation, do you tend to let people run over you more than you should for your own good, a "yes" was expressed by 19.1 per cent of the present agents and 27.3 per cent of the past agents--a difference of 8.2 per cent. The chi square of 2.40441 was not significant at the 5 per cent level.

There were 19.1 per cent of the present agents and 27.3 per cent of the past agents who expressed a "yes" to the situation, are there times when it seems that everyone is against you--a difference of 8.2 per cent. The chi square of 0.82180 was not significant at the 5 per cent level.

For the situation, do many men deserve higher pay than their bosses, a "yes" was expressed by 19.1 per cent of the present agents and 27.3 per cent of the past agents--a difference of 8.2 per cent. The chi

square of 0.36535 was not significant at the 5 per cent level.

There were 16.7 per cent of the present agents and 18.2 per cent of the past agents who expressed a "yes" to the situation, do you think no one would keep to the straight and narrow path were it not for the fear of being caught--a difference of 1.5 per cent. The chi square of 0.54719 was not significant at the 5 per cent level.

For the situation, have you frequently wished for enough money or power to impress people who regard you as an inferior, a "yes" was expressed by 14.3 per cent of the present agents and 27.3 per cent of the past agents--a difference of 13 per cent. The chi square of 1.38682 was not significant at the 5 per cent level.

There were 11.9 per cent of the present agents and 18.2 per cent of the past agents who expressed a "yes" to the situation, is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest--a difference of 6.3 per cent. The chi square of 0.30027 was not significant at the 5 per cent level.

For the situation, do you think the educational system in this country is seriously wrong in many respects, a "yes" was expressed by 7.1 per cent of the present agents and 0 per cent of the past agents--a difference of 7.1 per cent. The chi square of 1.37153 was not significant at the 5 per cent level.

There were 4.8 per cent of the present agents and 0 per cent of the past agents who expressed a "yes" to the situation, have you had more than your share of hard luck--a difference of 4.8 per cent. The chi square of 3.23303 was not significant at the 5 per cent level.

For the situation, do you sometimes wish you were in another office or school or factory where your companions were more congenial, a "yes" was expressed by 4.8 per cent of the present agents and 18.2 per cent of the past agents—a difference of 13.4 per cent. The chi square of 2.68508 was not significant at the 5 per cent level.

For three selected situations the opinions of the two groups differed by more than 20 per cent. The greatest difference was 27.9 per cent followed by 25.1 per cent, and then 22.7 per cent. A difference of at least 10 per cent was present for six more selected situations. The rest of the situations yielded a difference of less than 10 per cent.

In view of the above findings, the null hypothesis of no important difference in individual characteristics of agents who have remained in the Extension Service and agents who have left was rejected.

Hypothesis 4. There are no important differences in the attitudes of agents who have remained in the Extension Service and agents who have left the service.

The section on attitudes was designed to sample opinions of teacher-pupil relations. The agents were asked to express their own individual feelings about each statement by strongly agree, agree, disagree, strongly disagree or undecided. The analysis is in terms of differences and the reader should refer to Table VIII for details.

Table VIII gives the percentage distribution and chi square of present and past agents' opinions arranged in descending order by the present agents' opinions of "strongly agree" of selected teacher-pupil relations.

TABLE VIII

OPINIONS OF SELECTED TEACHER-PUPIL RELATIONS BY PRESENT AND PAST
MALE KANSAS EXTENSION AGENTS, 1963-1967, IN PER CENT

	AGENTS						PAST					
	PRESENT			AGENTS			PAST			AGENTS		
TEACHER-PUPIL RELATIONS	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL
Children's wants are just as important as those of an adult.	38.1	47.6	07.1	00.0	07.2	100	45.4	36.4	18.2	00.0	00.0	100
Discipline in the modern school is not as strict as it should be.	19.1	33.3	26.2	00.0	21.4	100	09.1	45.4	09.1	00.0	36.4	100
It sometimes does a child good to be criticized in the presence of other pupils. ..	14.3	35.7	21.4	09.5	19.1	100	18.2	27.3	27.3	18.2	09.0	100
The child must learn that "teacher knows best."	11.9	45.2	21.4	02.4	19.1	100	09.1	45.4	09.1	00.0	36.4	100
Keeping discipline is not the problem many teachers claim it to be.	11.9	45.3	21.4	00.0	21.4	100	09.1	09.1	18.2	09.1	54.5	100
Young people today are just as serious minded as those of the past generation.	09.5	69.1	11.9	00.0	09.5	100	36.4	54.5	00.0	00.0	09.1	100
Every pupil in the sixth grade should have sixth grade reading ability.	09.5	42.8	23.8	04.8	19.1	100	09.1	36.3	27.3	09.1	18.2	100

TABLE VIII (continued)

	PARENT					AGENTS					FAST	CHI SQUARE		
	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %			UNDECIDED %	TOTAL
TEACHER-PUPIL RELATIONS														
The child who stutters should be given the opportunity to recite oftener.	05.0	25.0	40.0	05.0	25.0	100	09.1	36.3	27.3	00.0	27.3	100	1.59390#	1.59390#
Too much nonsense goes on in many classrooms these days.	04.8	40.5	38.1	00.0	16.6	100	00.0	27.3	54.5	00.0	18.2	100	1.50659#	1.50659#
Children must be told exactly what to do and how to do it.	04.8	11.9	59.5	16.7	07.1	100	00.0	18.2	45.4	27.3	09.1	100	1.65222#	1.65222#
As a rule teachers are too lenient with their pupils.	04.8	47.6	26.2	00.0	21.4	100	09.1	18.2	45.4	00.0	27.3	100	3.31141#	3.31141#
Universal promotion of pupils lowers achievement standards.	04.7	38.1	28.6	04.8	23.8	100	00.0	09.1	36.4	00.0	54.5	100	6.23698#	6.23698#
Unquestioning obedience in a child is not desirable.	04.7	50.0	14.3	04.8	26.2	100	20.0	20.0	10.0	10.0	40.0	100	5.10987#	5.10987#
Most pupils lack productive imagination.	02.4	16.7	57.1	04.8	19.0	100	00.0	36.4	54.5	00.0	09.1	100	2.93448#	2.93448#
Pupils can be very boring at times.	02.4	42.8	35.7	04.8	14.3	100	09.1	18.2	36.3	09.1	27.3	100	3.60196#	3.60196#
Pupils have it too easy in the modern school.	02.4	19.0	52.4	09.5	16.7	100	00.0	20.0	50.0	20.0	10.0	100	1.25231#	1.25231#

TABLE VIII (continued)

	PRESENT						PAST					
	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL
TEACHER-PUPIL RELATIONS												
The majority of children take their responsibilities seriously.	02.4	54.8	23.8	00.0	19.0	100	00.0	63.6	18.2	00.0	18.2	100
Teachers should exercise more authority over their pupils than they do.	02.4	30.9	38.1	00.0	28.6	100	00.0	45.4	09.1	00.0	45.5	100
Children of today are worse than those of the past generation.	02.4	14.3	45.2	26.2	11.9	100	00.0	09.1	36.3	27.3	27.3	100
Children need not always understand the reasons for social conduct.	02.4	19.1	57.1	07.1	14.3	100	09.1	27.3	54.5	09.1	00.0	100
The whims and impulsive desires of children are usually worthy of attention.	02.4	57.1	19.1	02.4	19.0	100	00.0	72.7	09.1	00.0	18.2	100
Throwing of chalk and erasers should always demand severe punishment.	02.4	30.9	50.0	02.4	14.3	100	09.1	36.4	45.4	00.0	09.1	100
Children should be given more freedom in the classroom than they usually get.	02.4	11.9	52.4	09.5	23.8	100	00.0	09.1	63.6	00.0	27.3	100

TABLE VIII (continued)

TEACHER-PUPIL RELATIONS	PERCENT						AGENTS						PAST						CHI SQUARE
	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	UNDECIDED %	TOTAL	
A teacher should not be expected to do more work than he is paid for.	02.4	14.3	52.4	21.4	09.5	100	00.0	27.3	54.5	09.1	09.1	100	00.0	27.3	54.5	09.1	09.1	100	1.84041#
Most pupils try to make things easier for the teacher.	02.3	42.9	26.2	14.3	14.3	100	00.0	30.0	40.0	20.0	10.0	100	00.0	30.0	40.0	20.0	10.0	100	1.38431#
The school is often to blame in cases of truancy.	00.0	26.2	42.9	11.9	19.0	100	00.0	36.3	27.3	18.2	18.2	100	00.0	36.3	27.3	18.2	18.2	100	1.11659
Children are usually too sociable in the classroom. ..	00.0	11.9	66.7	00.0	21.4	100	00.0	18.2	45.4	00.0	36.4	100	00.0	18.2	45.4	00.0	36.4	100	1.68269**
It is better for a child to be bashful than to be "boy or girl crazy."	00.0	16.7	50.0	00.0	33.3	100	09.1	27.3	27.3	09.1	27.2	100	09.1	27.3	27.3	09.1	27.2	100	9.25020#
Shyness is preferable to boldness.	00.0	28.5	52.4	07.1	12.0	100	00.0	00.0	45.4	18.2	36.4	100	00.0	00.0	45.4	18.2	36.4	100	7.42187
If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.	00.0	16.7	54.3	28.5	00.0	100	00.0	00.0	63.6	00.1	27.3	100	00.0	00.0	63.6	00.1	27.3	100	14.75781

** - 2 D. F.

- 3 D. F.

- 4 D. F.

For the statement, children's wants are just as important as those of an adult, there was a 7.3 per cent difference between the present and past agents on their opinions of "strongly agree," 11.2 per cent on "agree," 11.1 per cent on "disagree," 0 per cent on "strongly disagree," and 7.2 per cent for "undecided." The chi square of 2.27471 was not significant at the 5 per cent level.

There was a 10 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, discipline in the modern school is not as strict as it should be. For this statement the groups differ 11.1 per cent on "agree," 17.1 per cent on "disagree," 0 per cent on "strongly disagree," and 15 per cent on "undecided." The chi square of 2.73458 was not significant at the 5 per cent level.

For the statement, it sometimes does a child good to be criticized in the presence of other pupils, there was a 3.9 per cent difference between the present and past agents on their opinions for "strongly agree," 8.4 per cent for "agree," 5.9 per cent for "disagree," 2.4 per cent for "strongly disagree," and 10.1 per cent for "undecided." The chi square of 1.48816 was not significant at the 5 per cent level.

There was a 2.8 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, the child must learn that teacher knows best. For this statement the groups differ .2 per cent for "agree," 13.3 per cent for "disagree," 2.4 per cent for "strongly disagree," and 17.3 per cent for "undecided." The chi square of 2.18061 was not significant at the 5 per cent level.

For the statement, keeping discipline is not the problem many teachers claim it to be, there was a 2.8 per cent difference between the present and past agents on their opinions for "strongly agree," 36.2 per cent for "agree," 11.9 per cent for "disagree," 0 per cent for "strongly disagree," and .4 per cent for "undecided." The chi square of 10.31963 was significant at the 5 per cent level.

For the statement, young people today are just as serious minded as those of the past generations, there was a 26.9 per cent difference between the present and past agents on their opinions for "strongly agree," 14.6 per cent for "agree," 11.9 per cent for "disagree," 0 per cent for "strongly disagree," and .4 per cent for "undecided." The chi square of 5.74904 was not significant at the 5 per cent level.

For the statement, every pupil in the sixth grade should have sixth grade reading ability, the present and past agents differ by .4 per cent for "strongly agree," 6.5 per cent for "agree," 3.5 per cent for "disagree," 4.3 per cent for "strongly disagree," and .9 per cent for "undecided." The chi square of 0.42497 was not significant at the 5 per cent level.

There was an 8.7 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, most children would like to use good English. For this statement the groups differ 16.5 per cent for "agree," 7.6 per cent for "disagree," 0 per cent for "strongly disagree," and 15.4 per cent for "undecided." The chi square of 2.67584 was not significant at the 5 per cent level.

For the statement, the boastful child is usually over-confident

of his ability, the present and past agents differ by .4 per cent for "strongly agree," 12.5 per cent for "agree," 22.3 per cent for "disagree," 5.2 per cent for "strongly disagree," and 15.4 per cent for "undecided." The chi square of 3.27243 was not significant at the 5 per cent level.

There was a .4 per cent difference between the present and past agents on their opinion of "strongly agree" for the statement, too many activities lacking in academic respectability are being introduced into the curriculum of the modern school. For this statement the groups differ 12.7 per cent for "agree," 4.2 per cent for "disagree," 13.4 per cent for "strongly disagree," and 3.9 per cent for "undecided." The chi square of 2.70900 was not significant at the 5 per cent level.

There was a 9.5 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, increased freedom in the classroom creates confusion. For this statement the groups differ 9 per cent for "agree," 7.6 per cent for "disagree," 10 per cent for "strongly disagree," and 1.9 per cent for "undecided." The chi square of 5.48161 was not significant at the 5 per cent level.

For the statement, dishonesty as found in cheating is probably one of the most serious of moral offenses, the present and past agents differ by 2 per cent for "strongly agree," .3 per cent for "agree," 5.6 per cent for "disagree," 7.1 per cent for "strongly disagree," and 11 per cent for "undecided." The chi square of 2.07753 was not significant at the 5 per cent level.

There was an 11.1 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, a

teacher should not be expected to be sympathetic toward truants. For this statement the groups differ 2.4 per cent for "agree," 3.7 per cent for "disagree," 0 per cent for "strongly disagree," and 1 per cent for "undecided." The chi square of 1.35184 was not significant at the 5 per cent level.

For the statement, most pupils have too easy a time of it and do not learn to do real work, the present and past agents differ by 7.1 per cent for "strongly agree," 14.5 per cent for "agree," 6.9 per cent for "disagree," 2.4 per cent for "strongly disagree," and 11.9 per cent for "undecided." The chi square of 2.98219 was not significant at the 5 per cent level.

There was a 4.1 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, the child who stutters should be given the opportunity to recite oftenor. For this statement the groups differ by 11.3 per cent for "agree," 12.7 per cent for "disagree," 5 per cent for "strongly disagree," and 2.3 per cent for "undecided." The chi square of 1.59390 was not significant at the 5 per cent level.

For the statement, too much nonsense goes on in many classrooms these days, the present and past agents differ by 4.8 per cent for "strongly agree," 13.2 per cent for "agree," 16.4 per cent for "disagree," 0 per cent for "strongly disagree," and 1.6 per cent for "undecided." The chi square of 1.50658 was not significant at the 5 per cent level.

There was a 4.8 per cent difference between the present and past

agents on their opinions of "strongly agree" for the statement, children must be told exactly what to do and how to do it. For this statement the groups differ 6.3 per cent for "agree," 4.1 per cent for "disagree," 10.6 per cent for "strongly disagree," and 2 per cent for "undecided." The chi square of 1.65222 was not significant at the 5 per cent level.

For the statement, as a rule teachers are too lenient with their pupils, the present and past agents differ by 4.3 per cent for "strongly agree," 29.4 per cent for "agree," 19.2 per cent for "disagree," 0 per cent for "strongly disagree," and 5.9 per cent for "undecided." The chi square of 3.31141 was not significant at the 5 per cent level.

There was a 4.7 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, universal promotion of pupils lowers achievement standards. For this statement the groups differ 29 per cent for "agree," 7.8 per cent for "disagree," 4.8 per cent for "strongly disagree," and 30.7 per cent for "undecided." The chi square of 6.23698 was not significant at the 5 per cent level.

For the statement, unquestioning obedience in a child is not desirable, the present and past agents differ by 15.3 per cent for "strongly agree," 30 per cent for "agree," 4.3 per cent for "disagree," 5.2 per cent for "strongly disagree," and 13.8 per cent for "undecided." The chi square of 5.10987 was not significant at the 5 per cent level.

There was a 2.4 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, most pupils lack productive imagination. For this statement the groups differ 19.7 per cent for "agree," 2.6 per cent for "disagree," 4.8 per cent

for "strongly disagree," and 9.9 per cent for "undecided." The chi square of 2.93448 was not significant at the 5 per cent level.

There was a 6.9 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, pupils can be very boring at times. For this statement the groups differ 24.6 per cent for "agree," .6 per cent for "disagree," 4.3 per cent for "strongly disagree," and 13 per cent for "undecided." The chi square of 3.60196 was not significant at the 5 per cent level.

There was a 2.4 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, pupils have it too easy in the modern school. For this statement the groups differ 1 per cent for "agree," 2.4 per cent for "disagree," 10.5 per cent for "strongly disagree," and 6.7 per cent for "undecided." The chi square of 1.25231 was not significant at the 5 per cent level.

For the statement, the majority of children take their responsibilities seriously, the present and past agents differ by 2.4 per cent for "strongly agree," 8.8 per cent for "agree," 5.6 per cent for "disagree," 0 per cent for "strongly disagree," and .8 per cent for "undecided." The chi square of 0.50859 was not significant at the 5 per cent level.

There was a 2.4 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, teachers should exercise more authority over their pupils than they do. For this statement the groups differ by 14.5 per cent for "agree," 29 per cent for "disagree," 0 per cent for "strongly disagree," and 16.9 per cent

for "undecided." The chi square of 3.86257 was not significant at the 5 per cent level.

For the statement, children of today are worse than those of the past generation, the present and past agents differ by 2.4 per cent for "strongly agree," 5.2 per cent for "agree," 8.9 per cent for "disagree," 1.1 per cent for "strongly disagree," and 15.4 per cent for "undecided." The chi square of 1.96598 was not significant at the 5 per cent level.

There was a 6.7 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, children need not always understand the reasons for social conduct. For this statement the groups differ by 8.2 per cent for "agree," 2.6 per cent for "disagree," 2 per cent for "strongly disagree," and 14.3 per cent for "undecided." The chi square of 2.94983 was not significant at the 5 per cent level.

For the statement, the whims and impulsive desires of children are usually worthy of attention, the present and past agents differ by 2.4 per cent for "strongly agree," 15.6 per cent for "agree," 10 per cent for "disagree," 2.4 per cent for "strongly disagree," and .8 per cent for "undecided." The chi square of 1.38682 was not significant at the 5 per cent level.

There was a 6.7 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, throwing of chalk and erasers should always demand severe punishment. For this statement the groups differ by 6.5 per cent for "agree," 4.6 per cent "disagree," 2.4 per cent for "strongly disagree," and 5.2 per cent for

"undecided." The chi square of 1.59635 was not significant at the 5 per cent level.

For the statement, children should be given more freedom in the classroom than they usually get, the present and past agents differ by 2.4 per cent for "strongly agree," 2.8 per cent for "agree," 11.2 per cent for "disagree," 9.5 per cent for "strongly disagree," and 3.5 per cent for "undecided." The chi square of 1.61494 was not significant at the 5 per cent level.

For the statement, a teacher should not be expected to do more work than he is paid for, the present and past agents differ by 2.4 per cent for "strongly agree," 13 per cent for "agree," 2.1 per cent for "disagree," 3.3 per cent for "strongly disagree," and .4 per cent for "undecided." The chi square of 1.84041 was not significant at the 5 per cent level.

For the statement, most pupils try to make things easier for the teacher, the present and past agents differ by 2.3 per cent for "strongly agree," 7.1 per cent for "agree," 13.8 per cent for "disagree," 5.7 per cent for "strongly disagree," and 4.3 per cent for "undecided." The chi square of 1.38431 was not significant at the 5 per cent level.

There was no difference between the present and past agents on their opinions of "strongly agree" for the statement, the school is often to blame in cases of truancy. For this statement the groups differ 10.1 per cent for "agree," 15.6 per cent for "disagree," 6.3 per cent for "strongly disagree," and .8 per cent for "undecided." The chi square of 1.11659 was not significant at the 5 per cent level.

For the statement, children are usually too sociable in the classroom, the present and past agents differ by 0 per cent for "strongly agree," 6.3 per cent for "agree," 21.3 per cent for "disagree," 0 per cent for "strongly disagree," and 15 per cent for "undecided." The chi square of 1.68269 was not significant at the 5 per cent level.

There was a 9.1 per cent difference between the present and past agents on their opinions of "strongly agree" for the statement, it is better for a child to be bashful than to be boy or girl crazy. For this statement the groups differ by 10.6 per cent for "agree," 22.7 per cent for "disagree," 9.1 per cent for "strongly disagree," and 6.1 per cent for "undecided." The chi square of 9.25020 was not significant at the 5 per cent level.

For the statement, shyness is preferable to boldness, the present and past agents differ by 0 per cent for "strongly agree," 28.5 per cent for "agree," 7 per cent for "disagree," 11.1 per cent for "strongly disagree," and 24.4 per cent for "undecided." The chi square of 7.42187 was not significant at the 5 per cent level.

There was no difference between the present and past agents on their opinions of "strongly agree" for the statement, if the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control. For this statement the groups differ 16.7 per cent for "agree," 8.8 per cent for "disagree," 19.4 per cent for "strongly disagree," and 27.3 per cent for "undecided." The chi square of 14.75761 was significant at the 5 per cent level.

For eleven selected teacher-pupil relations the two groups differ

by more than 20 per cent. The greatest difference of opinion was 36.2 per cent on "agree" for the statement, discipline in the modern school is not as strict as it should be. They differ by 30.7 per cent on "undecided" and 29 per cent on "agree" for the statement, universal promotion of pupils lowers achievement standards. On the answer "agree" for the statement, unquestioning obedience in a child is not desirable, the groups differ by 30 per cent. They differ by 29.4 per cent on the answer "agree" for the statement, as a rule teachers are too lenient with their pupils. On the answer "strongly disagree" for the statement, teachers should exercise more authority over their pupils than they do, the groups differ by 29 per cent. They differ by 26.9 per cent for the answer "strongly agree" for the statement, young people today are just as serious minded as those of the past generation. On the answer "agree" for the statement, pupils can be very boring at times, the groups differ by 24 per cent. They differ by 22.7 per cent on the answer "disagree" for the statement, it is better for a child to be bashful than to be boy or girl crazy. For the statement, the boastful child is usually over-confident of his ability, the groups differ by 22.3 per cent on the answer "disagree." For the answer "agree" on the statement, children are usually too sociable in the classroom, the groups differ by 21.3 per cent.

In view of the above findings, the null hypothesis of no important difference was rejected.

Hypothesis 5. There are no important differences in the selected academic training of agents who have remained in the Extension Service and those who have left.

The agents were asked to indicate how many semester hours of sociology and psychology combined and the hours of agricultural education they had completed.

Table IX gives the percentage distribution and chi square of present and past agents' semester hours completed in sociology and psychology.

TABLE IX

PER CENT OF MALE KANSAS COUNTY EXTENSION AGENTS,
1963-1967, SEMESTER HOURS IN SOCIOLOGY
AND PSYCHOLOGY COMBINED

AGENTS	HOURS OF SOCIOLOGY AND PSYCHOLOGY COMBINED				TOTAL
	0-3	4-6	7-12	13+	
Present	35.7%	35.7%	21.4%	7.2%	100%
Past	90.9%	09.1%	0.0%	0.0%	100%

Chi square 19.61940 with 3 D. F.

All agents had completed at least 0-3 semester hours in sociology and psychology. All of the past agents had completed six or less semester hours of sociology and psychology, while 21.4 per cent of the present agents had completed from 7-12 semester hours, and 7.2 per cent had completed more than 13 semester hours.

The chi square of 10.81940 was significant at the 5 per cent level.

Table X gives the percentage distribution and chi square of present and past agents' semester hours completed in agricultural education.

For the past agents 72.7 per cent had completed 0 semester hours of agricultural education, while 66.6 per cent of the present agents had completed several hours in agricultural education. There were 14.3 per

cent of the present agents who had completed 1-6 semester hours and 50 per cent who had completed over 12 semester hours.

TABLE X

PER CENT OF MALE KANSAS COUNTY EXTENSION AGENTS, 1963-1967,
SEMI-TER HOURS IN AGRICULTURAL EDUCATION

AGENTS	HOURS OF AGRICULTURAL EDUCATION				TOTAL
	0	1-6	6-12	12+	
Present	33.3%	14.3%	2.4%	50.0%	100%
Past	72.7%	27.3%	0.0%	0.0%	100%

Chi square 9.33666 with 3 D. F.

The chi square of 9.33666 was significant at the 5 per cent level.

In view of the above findings, the null hypothesis of no important difference in training was rejected.

Hypothesis 6. There are no important differences in the opinions of agents who have remained in the Extension Service and those who have left the service concerning debatable questions on farming.

The agents were asked to give their opinions on debatable questions with respect to farming. Their opinions are summarized in Tables XI and XII.

Table XI summarizes the present and past agents' opinions of installing a bathroom or buying a milking machine.

There was a 6.7 per cent difference on the opinion "always," 30.7 per cent difference on the opinion "usually," 37 per cent difference on the opinion "sometimes," and .4 per cent difference on the opinion "never."

TABLE XI

OPINIONS ON DEBATABLE STATEMENT CONCERNING FARMING BY
PRESENT AND PAST HALL KANSAS COUNTY EXTENSION
AGENTS, 1963-1967, IN PER CENT

DEBATABLE STATEMENT	AGENTS									
	PRESENT					PAST				
	ALWAYS %	USUALLY %	SOMETIMES %	NEVER %	TOTAL	ALWAYS %	USUALLY %	SOMETIMES %	NEVER %	TOTAL
If the house needs indoor plumbing and the barn a milking machine, the milking machine should be purchased first.	02.4	23.8	64.3	09.5	100	09.1	54.5	27.3	09.1	100

Chi square 5.87933 with 3 D. F.

The chi square of 5.87933 was not significant at the 5 per cent level.

Table XII summarizes the present and past agents' opinions on debatable statements concerning farming.

For the statement, the fewer people we have working for any agency of the federal government the better off we'll be, 2.4 per cent of the present agents and 9.1 per cent of the past agents expressed the opinion of "agree"—a difference of 6.7 per cent. There were 71.4 per cent of the present agents and 54.4 per cent of the past agents who expressed the opinion of "disagree"—a difference of 16.9 per cent.

The chi square of 1.72460 was not significant at the 5 per cent level.

TABLE XII

OPINIONS ON DEBATABLE STATEMENTS CONCERNING FARMING BY
PRESENT AND PAST MALE KANSAS COUNTY EXTENSION
AGENTS, 1963-1967, IN PER CENT

DEBATABLE STATEMENTS	AGENTS								CHI SQUARE
	PRESENT				PAST				
	AGREE %	DISAGREE %	UNDECIDED %	TOTAL	AGREE %	DISAGREE %	UNDECIDED %	TOTAL	
The fewer people we have working for any agency of the federal government, the better off we'll be.	02.4	71.4	26.2	100	09.1	54.5	36.4	100	1.72460**
On the whole, in my opinion, a farm is the best possible place to rear children.	81.0	09.5	09.5	100	90.9	00.0	09.1	100	1.15344**

** - 2 D. F.

For the statement, on the whole in my opinion a farm is the best possible place to rear children, 81 per cent of the present agents and 90.9 per cent of the past agents expressed the opinion of "agree"—a difference of 9.9 per cent. There were 9.5 per cent of the present agents and 0 per cent of the past agents who expressed the opinion of "disagree"—a difference of 9.5 per cent.

The chi square of 1.15344 was not significant at the 5 per cent level.

In view of the above findings, the null hypothesis of no important difference on debatable statements concerning farming was rejected.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to examine some of the personal and situational characteristics of male county Extension agents to determine if these characteristics were related to job turnover. For the purpose of this study, agents hired from January 1, 1963, through December 31, 1967, were considered. In this study selected items were used to make comparisons of agents who have remained in the Extension Service with agents who have left the service.

The objective of this study was to determine if there are differences in the opinions, attitudes, training, and characteristics of male Kansas Extension agents who have remained in the Extension Service and those who have left.

This study was a combination of two types of research, exploratory and descriptive, with the major emphasis on descriptive.

The data obtained from the Individual Inventory questionnaire were completed by all male agents hired by the Kansas Extension Service since 1963. There were fifty-seven agents hired and four of these were drafted into the military service. This left fifty-three agents with the option of remaining or leaving the Kansas Extension Service.

The questionnaire consisted of 132 questions. The respondents were asked to express their opinions on selected statements concerning

occupations, school subjects, activities, kinds of people, situations, attitudes, farming, and their semester hours of selected subjects.

The questionnaires were pre-coded and all data punched and verified on IBM cards and computed at the computer center.

The statistical analysis of this study was conducted using the following procedures: (1) prepare tables showing the percentage distribution of respondents in each area; (2) investigate the distribution of response; (3) determine the difference in distribution for the present and past agents; and (4) determine the chi square for each statement. The population was projected to a hypothetical universe situation to justify using chi square. If the population included in this study could be treated as a sample, the test of significance would be appropriate. The chi square values are noted for each of the relationships for readers who might wish the findings projected to a hypothetical universe. In the text the reader will note that chi square and level of significance were used at the 5 per cent level. The final analyses of accepting or rejecting the hypotheses were based upon percentage distribution. An important difference was defined for this study as a difference of 10 per cent.

To test the first hypothesis, there are no important differences between the mean scores on the Individual Inventory for the two groups of agents, the present and past agents' mean scores were computed and the mean was found at 344. The present agents had 66.6 per cent of their group scoring above the mean while 27 per cent of the past agents scored above this mean. The hypothesis was rejected.

The second hypothesis was that, there are no important differences in how agents who have remained in the Extension Service and the agents who have left indicate a "like" for: (a) selected occupations, (b) selected school subjects, (c) selected activities, and (d) selected kinds of people. The opinions were ranked in descending order by the present agents' opinions of "like."

Hypothesis 2(a) was rejected on the basis of the differences between the two groups of agents. There were four occupations where the two groups differ by more than 20 per cent. These were contractor with a difference of 32.2 per cent; lawyer, 29.4 per cent; bank teller, 27.3 per cent; and aviator, 21.1 per cent. The chi square of 9.76333 was significant for the occupation, bank teller, at the 5 per cent level.

Hypothesis 2(b) was rejected on the basis that three of the four subjects presented a difference of 10 per cent or greater. The largest difference between the two groups was for the opinion of "like" on the subject sociology, 34.2 per cent; followed by botany, 16.5 per cent; and physiology, 11.7 per cent. The chi square was not significant for any subject at the 5 per cent level.

Hypothesis 2(c) was rejected on the basis that the two groups differ by 10 per cent or more on four activities. The greatest difference was 27.5 per cent for continually changing activities; 21.4 per cent for looking at shop windows; 21.2 per cent for writing personal letters; and 11.6 per cent for pursuing bandits in sherriff's posse. Both groups indicate a "like" for taking responsibility but in all activities a difference was evident. The chi square was not significant at

the 5 per cent level for any item.

Hypothesis 2(d) was rejected on the basis that the two groups differ on their opinions of "like" for selected kinds of people. The greatest difference was 12.6 per cent for optimists.

The third hypothesis was that, there are no important differences in individual characteristics of agents who have remained in the Extension Service and agents who have left. The opinions were ranked in descending order by the present agents' opinions of "yes" for the situation.

For three selected situations the opinions of the two groups differ by more than 20 per cent. The greatest difference was 27.9 per cent for the "yes" opinion on, is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use; 25.1 per cent for, are you often so much on the go that sooner or later you wear yourself out; and 22.7 per cent for, when you are criticized does it disturb you badly. A difference of at least 10 per cent was present for six more situations. The differences were considered enough to reject the hypothesis. The chi square was significant at the five per cent level for one statement.

In hypothesis 4, there are no important differences in the attitudes of agents who have remained in the Extension Service and agents who have left; the opinions were ranked in descending order by the present agents' opinions of "strongly agree" for selected teacher-pupil relations.

For eleven of the selected teacher-pupil relations the two groups

differ by more than 20 per cent. They differ by more than 30 per cent for three relations: 36.2 per cent on "agree" for the statement, discipline in the modern school is not as strict as it should be; 30.7 per cent on "undecided" for the statement, universal promotion of pupils lowers achievement standards; and 30 per cent on "agree" for the statement, unquestioning obedience in a child is not desirable. The relations where the groups differ between 20 and 30 per cent were: 29.4 per cent for "agree" for the statement, as a rule teachers are too lenient with their pupils; 29 per cent on "agree" for the statement, universal promotion of pupils lowers achievement standards; 29 per cent on "strongly disagree" for the statement, teachers should exercise more authority over their pupils than they do; 26.9 per cent on "strongly agree" for the statement, young people today are just as serious minded as those of the past generation; 24 per cent on "agree" for the statement, pupils can be very boring at times; 22.7 per cent on "disagree" for the statement, it is better for a child to be bashful than to be boy or girl crazy; 22.3 per cent on "disagree" for the statement, the boastful child is usually over-confident of his ability; and 21.3 per cent on "agree" for the statement, children are usually too sociable in the classroom. The hypothesis was rejected. The chi square was significant at the 5 per cent level for two of the statements.

In hypothesis 5 there are no important differences in the academic training of agents who have remained in the Extension Service and those who have left the service.

The hypothesis was rejected as 28.6 per cent of the present

agents had completed at least 7-12 semester hours of sociology and psychology while none of the past agents had completed this many. The question on semester hours of agricultural education, 50 per cent of the present agents had completed over 12 semester hours while 72.7 per cent of the past agents had no hours in this course of study. The chi square was significant at the 5 per cent level.

In hypothesis 6 there are no important differences in the opinions of agents who have remained in the Extension Service and those who have left the service with respect to debatable questions on farming.

The present agents indicated it was more important than the past agents to install a bathroom instead of a new milking machine. The present agents were not as critical of government employees as the past agents. More of the past agents considered the farm a better place to rear a child than the present agents. Both groups were quite high on "agree" for this statement. The chi square was not significant at the 5 per cent level. The hypothesis was rejected.

II. CONCLUSIONS

The following conclusions have been made from this study:

1. The present agents were more inclined to select occupations in which they could be associated with other people. The occupations chosen were usually those with authority or prestige where planning and execution of a plan would be involved. On several chosen occupations, a touch of adventure was present.

2. The agents remaining in the Extension Service are those who scored higher on the Individual Inventory. The inventory was assembled to predict agent success. This means better qualified agents are remaining in the Extension Service.
3. The present agents appeared to be concerned with people and their development in a society. They had completed more hours of sociology, psychology, and agricultural education than the past agents.
4. The past agents have a better opinion of the younger generation.
5. The present agents make a decision and stay with an activity even to the place of wearing themselves out.
6. Both groups of agents, present and past, like the same kind of people. They see the farm as a good place to rear children. The present agents were inclined to modernize the house instead of the barn.
7. The past agents could not see much usefulness in adding government workers to the payroll whereas the present agents thought it was necessary.
8. The opinions of the two groups differ on some items as much as 30 per cent.
9. The present agents were inclined to state a definite answer while the past agents stated undecided opinions. The answers were stated in either a positive or negative form.

III. RECOMMENDATIONS

This was a study to point out relationships rather than a penetrating study of cause and effect.

Some recommendations for further study are:

1. Continue testing new male agents with the Individual Inventory and test its usefulness as a predictor of agent's success and expected turnover.
2. Study the effect morale and other factors have upon turnover of Extension agents.
3. Study the factors influencing turnover by using a model.
4. Study the effects of education courses on agent's satisfaction of doing his job well.

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AND TERRITORIES
AND POSSESSIONS

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NUMERICAL TABLE
OF THE
OLD TESTAMENT
AND
NEW TESTAMENT

APPENDIX

PROBABILITY VALUES FOR CHI SQUARE WITH
DEGREES OF FREEDOM FROM ONE - FIVE*

D. F.	LEVELS OF CONFIDENCE				
	.10	.05	.02	.01	.001
1	2.71	3.84	5.41	6.64	10.83
2	4.60	5.99	7.82	9.21	13.82
3	6.25	7.82	9.84	11.34	16.27
4	7.78	9.49	11.67	13.28	18.46
5	9.24	11.07	13.39	15.09	20.52

* Paul Festman, Descriptive and Sampling Techniques (New York: Harper Brothers, 1947) p. 429.

A N
I N D I V I D U A L
I N V E N T O R Y

Section I -- Listed below are selected occupations, school subjects, activities, and a description of various kinds of people. You are to indicate your interest in each item listed by circling the appropriate letter.

Circle the L if you like that item.

Circle the I if you are indifferent to it.

Circle the D if you dislike the item.

Work rapidly. Your first impressions are desired. Answer all items.

- | | | | |
|---------------------------|-------|-------------------------------|-------|
| 1. Actor (not movie) | L I D | 24. Observing birds | L I D |
| 2. Architect | L I D | (nature study) | |
| 3. Army Officer | L I D | 25. Vaudeville | L I D |
| 4. Author of Novel | L I D | 26. Pet canaries | L I D |
| 5. Aviator | L I D | 27. Pet monkeys | L I D |
| 6. Bank Teller | L I D | 28. Taking responsibility | L I D |
| 7. Building Contractor | L I D | 29. Pursuing bandits in | |
| 8. Dentist | L I D | sheriff's posse | L I D |
| 9. Explorer | L I D | 30. Writing personal letters | L I D |
| 10. Factory Manager | L I D | 31. Looking at shop windows | L I D |
| 11. Florist | L I D | 32. Continually changing | |
| 12. Interpreter | L I D | activities | L I D |
| 13. Lawyer, Criminal | L I D | 33. Developing business | |
| 14. Marine Engineer | L I D | systems | L I D |
| 15. Mining Superintendent | L I D | 34. Looking at a collection | |
| 16. Photo Engraver | L I D | of antique furniture | L I D |
| 17. Railway Conductor | L I D | 35. Optimists | L I D |
| 18. Ship Officer | L I D | 36. Pessimists | L I D |
| 19. Traveling Salesman | L I D | 37. People who have made | |
| 20. Botany | L I D | fortunes in business | L I D |
| 21. Physiology | L I D | 38. Emotional people | L I D |
| 22. Public Speaking | L I D | 39. Spendthrifts | L I D |
| 23. Sociology | L I D | 40. Talkative people | L I D |
| | | 41. Carelessly dressed people | L I D |

Section II -- ORDER OF PREFERENCE OF ACTIVITIES. Indicate which two of the following seven activities you would enjoy most by marking under number "1"; also indicate which two you would enjoy least by marking them under number "3". Mark the remaining three activities under number "2".

- | | 1 | 2 | 3 | |
|-----------------|---|---|---|--|
| 42. () () () | | | | Develop the theory of operation of a new machine, e.g., auto |
| 43. () () () | | | | Operate (manipulate) the new machine |
| 44. () () () | | | | Determine the cost of operation of the machine |
| 45. () () () | | | | Supervise the manufacture of the machine |
| 46. () () () | | | | Create a new artistic effect, i.e., improve the beauty of the auto |
| 47. () () () | | | | Teach others the use of the machine |
| 48. () () () | | | | Interest the public in the machine through public addresses |

Indicate in the same way the two positions you would most prefer to hold in club or society; also the two you least prefer to hold. Mark the remaining one in column 2.

- | | 1 | 2 | 3 | |
|-----------------|---|---|---|-----------------------------------|
| 49. () () () | | | | President of a Society or Club |
| 50. () () () | | | | Treasurer of a Society or Club |
| 51. () () () | | | | Chairman, Entertainment Committee |
| 52. () () () | | | | Chairman, Membership Committee |
| 53. () () () | | | | Chairman, Program Committee |

Section III -- COMPARISON OF INTEREST BETWEEN TWO ITEMS. Indicate your choice of the following pairs by placing an "x" in the first space on the answer sheet if you prefer the item to the Left, and "x" in the second space if you like them equally well, and in the third space if you prefer the item to the Right. Assume other things are equal expect the two items to be compared.

- | | L | E | R | |
|--|-----|-----|-----|---------------------------------|
| | () | () | () | |
| 54. House to house canvassing | | | | Retail selling |
| 55. Work in a large corporation with little chance of becoming president until age of 55 | () | () | () | Work for self in small business |
| 56. Present a report in writing | () | () | () | Present a report verbally |
| 57. Playing baseball | () | () | () | Watching baseball |

Section IV -- RATING OF PRESENT ABILITIES AND CHARACTERISTICS. Indicate in appropriate space below each item your answer to the statement listed.

- | | Yes | ? | No |
|--|-----|-----|-----|
| | () | () | () |
| 58. Usually start activities of my group | () | () | () |
| 59. Usually drive myself steadily (do not work by fits and starts) | () | () | () |
| 60. Usually get other people to do what I want done | () | () | () |
| 61. Am quite sure of myself | () | () | () |
| 62. Put drive into the organization | () | () | () |
| 63. Win confidence and loyalty | () | () | () |
| 64. Smooth out tangles and disagreements between people | () | () | () |
| 65. Discuss my ideals with others | () | () | () |

BE SURE YOU HAVE NOT OMITTED ANY PART.

INDIVIDUAL CHARACTERISTICS

Below questions to be marked "yes", "U", or "No". Read each question in turn, think what your opinion on your behavior has usually been and check the answer that best describes your response to the item. Mark "U" only when you are unable to decide between "Yes" and "No". There are no right answers to these questions except the answers that tell how you think or feel about them. Work rapidly; your first impression of the general situation is the desired answer.

- | | |
|---|----------|
| 66. When you are criticized does it disturb you badly? | Yes U No |
| 67. Generally speaking, do you think the head of a firm should have risen through the ranks, that is, having worked his way up in business? | Yes U No |
| 68. Do many men deserve higher pay than their bosses? | Yes U No |
| 69. Have you ever been severely punished for something you didn't do? | Yes U No |
| 70. Do you think that an unusually bright person is likely to be physically weak? | Yes U No |
| 71. Are you continually comparing yourself with other people? | Yes U No |
| 72. Do you find that generally if you want a thing done right you must do it yourself? | Yes U No |
| 73. Do you think the educational system in this country is seriously wrong in many respects? | Yes U No |
| 74. Have you frequently wished for enough money or power to impress people who regard you as an inferior? | Yes U No |
| 75. Are there times when it seems that everyone is against you? | Yes U No |

- | | |
|--|----------|
| 76. Do you sometimes feel contempt for the opinions of others? | Yes U No |
| 77. Is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use? | Yes U No |
| 78. Do you think no one would keep to the "straight and narrow path" were it not for the fear of being caught? | Yes U No |
| 79. When you lose something do you often begin to suspect some-one of either having taken it or having misplaced it? | Yes U No |
| 80. Is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest? | Yes U No |
| 81. Do you tend to let people run over you more than you should for your own good? | Yes U No |
| 82. Have you had more than your share of hard luck? | Yes U No |
| 83. Do you sometimes wish you were in another office (or school or factory) where your companions were more congenial? | Yes U No |
| 84. Do you tend to prefer quiet rather than exciting amusements? | Yes U No |
| 85. Are you often so much "on the go" that sooner or later you wear yourself out? | Yes U No |

ATTITUDES

This section is designed to sample opinion about teacher-pupil relations. There is considerable disagreement as to what these relations should be; therefore, there are no right and wrong answers. What is wanted is your own individual feeling about the statements. Read each statement and decide how you feel about it. Then mark your answer in the space provided.

If you strongly agree, circle "1"

If you agree, circle "2"

If you are undecided, circle "3"

If you disagree, circle "4"

If you strongly disagree, circle "5"

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 86. Shyness is preferable to boldness. | x | x | x | x | x |
| 87. If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control. | x | x | x | x | x |
| 88. It sometimes does a child good to be criticized in the presence of other pupils. | x | x | x | x | x |
| 89. Unquestioning obedience in a child is not desirable. | x | x | x | x | x |
| 90. Pupils have it too easy in the modern school. | x | x | x | x | x |
| 91. Children's wants are just as important as those of an adult. | x | x | x | x | x |
| 92. The boastful child is usually over-confident of his ability. | x | x | x | x | x |
| 93. Discipline in the modern school is not as strict as it should be. | x | x | x | x | x |
| 94. Most pupils lack productive imagination. | x | x | x | x | x |
| 95. The majority of children take their responsibilities seriously. | x | x | x | x | x |
| 96. Every pupil in the sixth grade should have sixth grade reading ability. | x | x | x | x | x |
| 97. It is better for a child to be bashful than to be "boy or girl crazy." | x | x | x | x | x |

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 98. The child must learn that "teacher knows best." | x | x | x | x | x |
| 99. Increased freedom in the classroom creates confusion. | x | x | x | x | x |
| 100. A teacher should not be expected to be sympathetic toward truants. | x | x | x | x | x |
| 101. Teachers should exercise more authority over their pupils than they do. | x | x | x | x | x |
| 102. Children are usually too sociable in the classroom. | x | x | x | x | x |
| 103. Too much nonsense goes on in many classrooms these days. | x | x | x | x | x |
| 104. The school is often to blame in cases of truancy. | x | x | x | x | x |
| 105. Children of today are worse than those of the past generation. | x | x | x | x | x |
| 106. Most children would like to use good English. | x | x | x | x | x |
| 107. Dishonesty as found in cheating is probably one of the most serious of moral offenses. | x | x | x | x | x |
| 108. Children need not always understand the reasons for social conduct. | x | x | x | x | x |
| 109. The whims and impulsive desires of children are usually worthy of attention. | x | x | x | x | x |
| 110. Universal promotion of pupils lowers achievement standards. | x | x | x | x | x |
| 111. Throwing of chalk and erasers should always demand severe punishment. | x | x | x | x | x |
| 112. Most pupils try to make things easier for the teacher. | x | x | x | x | x |
| 113. Too many activities lacking in academic respectability are being introduced into the curriculum of the modern school. | x | x | x | x | x |
| 114. Children should be given more freedom in the classroom than they usually get. | x | x | x | x | x |
| 115. Pupils can be very boring at times. | x | x | x | x | x |
| 116. Children must be told exactly what to do and how to do it. | x | x | x | x | x |
| 117. A teacher should not be expected to do more work than he is paid for. | x | x | x | x | x |
| 118. As a rule teachers are too lenient with their pupils. | x | x | x | x | x |
| 119. Most pupils have too easy a time of it and do not learn to do real work. | x | x | x | x | x |
| 120. Young people today are just as serious minded as those of the past generation. | x | x | x | x | x |
| 121. The child who stutters should be given the opportunity to recite oftener. | x | x | x | x | x |
| 122. Keeping discipline is not the problem many teachers claim it to be. | x | x | x | x | x |

BACKGROUND AND TRAINING

This section is designed to secure some information about your background and high school training and experience. Read each question and select the answer that is correct for you and mark in appropriate space.

123. In college, did you take any part in organized sports?
 (1) Yes (2) No
124. If "Yes" to 123, on how many teams (different sports) did you represent your college or organization?
 (1) One (2) Two (3) Three or more (4) Tried but didn't make a team

125. Were you an officer in any college organization?
(1) No (2) One (3) Two or three (4) Four or more
126. On the average, how many dates each month did you have while you were in college?
(1) None to one (3) Four to six (5) Was married, so doesn't apply
(2) Two to three (4) Six or more
127. How did you feel during your college dating?
(1) Largely indifferent (3) Comfortable with some, uncomfortable with others
(2) Shy of the other sex (4) Completely at ease with all "dates"
128. How many semester hours do you have in Sociology and Psychology combined?
(1) None to three (3) Seven to twelve
(2) Four to six (4) Thirteen or more
129. How many hours do you have in Agricultural Education?
(1) None (3) Six to twelve
(2) One to six (4) Over twelve
- Below are several debatable statements concerning farming. In any farm group there would be differences of opinions. Indicate how you feel about each.
130. If the house needs indoor plumbing and the barn a milking machine, the milking machine should be purchased first.
(1) Always (2) Usually (3) Sometimes (4) Never
131. The fewer people we have working for any agency of the federal government, the better off we'll be.
(1) Agree (2) Undecided (3) Disagree
132. On the whole, in my opinion, a farm is the best possible place to rear children.
(1) Agree (2) Undecided (3) Disagree

AN ANALYSIS OF FACTORS ASSOCIATED WITH TURNOVER
OF MALE KANSAS EXTENSION AGENTS

by

ENSLEY J. SISK

B. S., Kansas State University, 1959

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

1968

PURPOSE AND PROCEDURE

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Data were analyzed by the use of the mean scores and percentage distribution to accept the hypotheses. An important difference was at the 10 per cent level. Chi square was used for those who might wish to project the study to a hypothetical universe.

The universe was projected to a hypothetical universe to justify the use of chi square. For this study, significance was established at the 5 per cent level.

The questionnaires were pre-coded, all data punched and verified on IBM cards, and computed at the computer center.

SUMMARY OF FINDINGS

There were important differences in the opinions of the two groups of agents in all areas. The two groups' opinions differ by 20 per cent on four occupations, one subject area, three activities, three situations, eleven teacher-pupil relations, hours of academic study, and debatable farm questions. Chi square was significant at the 5 per cent level for five questions.

It was concluded that the agents remaining in the Extension Service are those who scored higher on the Individual Inventory. The inventory was assembled to predict agent success. This means better qualified agents are remaining in the Extension Service.